



## NORTH CAROLINA CHARTER SCHOOL APPLICATION

# Carolina Experimental School

**Public charter schools opening the fall of 2020**

**Due 5:00 pm EST, October 1, 2018**

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

Mailing Address:  
6307 Mail Service Center  
Raleigh, NC 27699-6307

**CHARTER SCHOOL  
2018 Application Process**

**To open a charter school in the 2020-2021 school year**

**APPLICATION DUE DATE/TIME**

**October 1, 2018**

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

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

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

**APPLICATION SPECIFICATIONS**

Applicants can submit applications prior to the deadline October 1, 2018 at 5:00 pm EST. **All applications must be submitted using the online portal** and applicants are to use the following specifications:

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

**TABLE OF CONTENTS**

I. APPLICATION CONTACT INFORMATION.....4

II. MISSION and PURPOSES.....7

Mission:.....7

Purposes of the Proposed Charter School:.....9

Goals for the Proposed Charter School:.....11

III. EDUCATION PLAN.....15

Instructional Program:.....15

IV. GOVERNANCE and CAPACITY.....32

Governance:.....32

Governance and Organizational Structure of School Governing Body:.....32

Proposed Management Organization (Educational Management Organization or Charter Management Organization):.....38

Private School Conversions:.....38

Charter School Replication:.....38

Projected Staff:.....38

Enrollment and Marketing:.....45

Marketing Plan:.....45

Parent and Community Involvement:.....46

Admissions Policy:.....47

Weighted Lottery:.....48

V. OPERATIONS.....51

Transportation Plan:.....51

School Lunch Plan:.....51

Civil Liability and Insurance:.....52

Health and Safety Requirements:.....53

Facility:.....53

VI. FINANCIAL PLAN.....

Budget: Revenue Projections from each Year 1:.....55

Total Budget: Revenue Projections Year 1 through Year 5:.....56

Personnel Budget: Expenditure Projections Year 1 through Year 5:.....57

Operations Budget: Expenditure Projections Year 1 through Year 5:.....60

Overall Budget:.....62

Budget Narrative:.....62

Financial Compliance:.....66

VII. AGREEMENT PAGE.....

Application Fee:68

Applicant Signature:\_68

**I. APPLICATION CONTACT INFORMATION**

Name of proposed charter school: Carolina Experimental School

—

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

Name of non-profit organization under which charter will be organized or operated: Carolina Experimental School

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

Name of contact person: Wenyu Bai

Title/Relationship to

nonprofit

: Board Chair

Mailing address: 4112 Collamer Dr  
Cary NC 27519

Primary telephone: 919-930-9125 Alternative telephone: 919-930-9125

E-Mail address: conwayzhiyin@hotmail.com

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

County: WAKE

LEA: 920-Wake County Schools

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

No:

Yes:

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

No:

Yes:

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

No:

Yes:

Acceleration

Yes:

No:

In order to qualify for designation as an "alternative school" for purposes of accountability under this policy, the charter school must demonstrate that it serves a student population as follows:

1. The school must include grades 9-12.
2. At least 75% of the school's population in grades 9-12 must be at-risk of academic failure as

defined in GCS-Q-001, I.B, and must also meet one or more of the following indicators:

- a. The student must either be recently released from a juvenile justice facility, or otherwise be subject to and participating in the juvenile justice court process;
- b. The student must be currently served by a treatment facility licensed pursuant to Chapter 122C of the General Statutes, or have recently been discharged from such a facility;
- c. The student must be currently under long-term suspension from a public or private school ; or
- d. The student must be a high-school dropout as defined in GCS-Q-001; or be imminently at risk of dropping out as demonstrated by adequate documentation in the charter school's application for designation under this policy.

Yes:

No:

A charter school meeting the eligibility criteria set forth in this policy and seeking designation as an "alternative school" must submit an application to the Office of Charter Schools describing in detail the school's mission as it relates to the request for designation; the criteria the school plans to use that will meet the eligibility requirements set forth above, including the documentation the school will use to support its admissions process; how the school intends to serve the select population, educationally and otherwise; and the goals the school is setting for academic achievement for this population. The application must also include an admission plan that is well-defined and specifically limited to serving at-risk students as described in the application. A plan that is not well-defined will not be approved.

The School must, in its application, designate which of the alternative accountability options it is requesting under GCS-C-038. The option selected, if approved, cannot be changed except at the time of renewal.

What is the name of the nonprofit organization that governs this charter school? Carolina Experimental School

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

**Grade Levels Served and Total Student Enrollment:**

Projected School Opening: Year 2020 Month August

Will this school operate on a year round schedule?

No:

Yes:

Proposed Grade Levels Served and Total Student Enrollment (5 Years)

| Academic School Year | Grade Levels                          | Total Projected Student Enrollment |
|----------------------|---------------------------------------|------------------------------------|
| Year 1               | 06,07,08,09                           | 200                                |
| Year 2               | 05,06,07,08,09,10                     | 300                                |
| Year 3               | 04,05,06,07,08,09,10,11               | 400                                |
| Year 4               | 03,04,05,06,07,08,09,10,11,12         | 500                                |
| Year 5               | K,01,02,03,04,05,06,07,08,09,10,11,12 | 650                                |

The State Board of Education provides funds to charter schools, approves the original members of the

*boards of directors of the charter schools, has the authority to grant, supervise, and revoke charters, and demands full accountability from charter schools for school governance, operations, finances and student performance.*

I certify that this subsection has not been copied, pasted, or otherwise plagiarized from any other charter application.

*I certify that I have the authority to submit this application, that the initial board members and I were regularly involved in the development of this application, and that no part of this application is plagiarized. All information contained herein is complete and accurate. I realize that any misrepresentation will result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the non-profit organization. Additionally, the board is aware that if this application is approved by the State Board of Education, the approval is contingent upon successful completion of such planning year.*

800school  
*Signature*

Board Chair  
*Title*

800school  
*Printed Name*

10/01/2018  
*Date*

## II. MISSION and PURPOSES

(No more than three total pages in this section)

### **Mission:**

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

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

The mission of Carolina Experimental School is to apply best educational practices in the world to provide high quality education for all students.

*Clearly describe the mission of the proposed charter school:*

CES will make high quality education available to all students rather than only to those who can pay the tuition (private schools) or location (e.g., Chapel Hill). High quality education is achieved by learning from the best (e.g., top performing countries such as China, top performing schools such as BASIS schools in Arizona). CES will raise and enforce standards to bridge two learning gaps: the gap between America and high performing countries, the gap between low SES and high SES students.

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

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

We plan to start CES in Cary which enjoyed an average net population growth of 4,100 a year since 2010. A 2016 projection by the WCPSS indicated that 17 more schools would be needed by 2022, and many of them would be in Southwest Wake. The schools in Wake County are overcrowded. Many schools have to use mobile classrooms. For the 2018-19 academic year, 20 WCPSS schools are capped, which means some students in these schools cannot attend their neighborhood schools. Parents are often frustrated by this situation.

Currently there are four charter schools in Cary/Apex (i.e., Sterling Montessori Academy and Charter School, Cardinal Charter Academy, Triangle Math and Science Academy, Peak Academy), and they all have long waiting lists. Apparently, the demand far exceeds the need.

According to the 2010 census, Cary's population was 73.1% White, 13.1% Asian, 8.0% African American, 7.7% Hispanic or Latin of any race. Durham is north of Cary, and the students there may attend CES. The 2010 census showed that Durham's population was 42.5% White, 41.0% African American, 14.2% Hispanic, and 5.1% Asian American. We predict that CES's demographic composition will be midway between those of Cary and Durham (e.g., 60% White, 20% African American, 10% Asian, 10% Hispanic).

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

CES's total projected enrollment will be 200 students in the first year. It starts with grades 6 to 9. We start the school in this odd way for several reasons. First, if we start with Kindergarten, we will be able to shape students work ethics, motivation, and study skills as we want them to be but we have to wait several years to get the results. As a reform-oriented school, we cannot wait to show the effectiveness of our model. Second, we want to replicate Raleigh Charter's success and we give ourselves four years to achieve this goal. We do not want to start as a full high school. High school student's mindsets and study habits are relatively hard to change. By only having 9th graders in Year 1, we can shape our students throughout their high school years. Third, we have a compromise to start with middle school so that we can have EOG/EOC results in Year 1 and college admission results at the end of Year 4.

From Year 2 to Year 4, we will add two grades each year: one naturally grown grade and one downward extension grade. This gradual expansion will put less pressure on facilities and personnel. In Year 5 the school will reach its full capacity of 650 students.

There are about 50 students in each grade level while there are about 12,000 students in each grade level in Wake County schools so the school's ADM is about 0.4% of the LEA.

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

Both CES and the LEA offer the Common Core curriculum but CES has its unique designs. One reason many schools fail to improve students' performance is their educational plans are based on trendy educational theories. American students' mediocre performances in PISA studies indicate that the current practices are ineffective. We should learn from top performing countries rather than ed professors. All educators aspire to providing high quality education to students but what makes CES unique is "to apply best educational practices in the world." It allows us to jump out of American ed professors' narratives to seek new paths. We identify lack of rigorous assessment and inadequate learning at home as main reasons of American students' underachievement so our educational plan is designed to address these issues.

#### 1. Rigorous Assessments

##### 1) Stricter Passing and Promotion Standards

China has high-stakes entrance exams for middle school, high school, and college while America only has college entrance exams which is just 20-30% of college admission consideration. This difference leads to huge differences in student learning behaviors. Few American students do practice tests to achieve mastery while Chinese students do books after books of practice. CES will give standardized tests more weight in grading and promotion decisions. Students have to work hard to develop real abilities rather than rely on their teachers' leniency to make them pass.

##### 2) Giving Final Exams More Weight

Chinese schools also give grades but final exams are what really counts. In

comparison, American schools' grades are a mixture of final exam, unit tests and quizzes, homework, attendance, and participation. A final exam is a better measurement of students' readiness for the next grade level. By giving final exams more weight, CES motivates its students to spend more time on review to achieve mastery.

## 2. Students' Home Time Use is the Key

Traditional schools are rarely concerned with students afterschool lives while CES tries to develop autonomous learners who can use their afterschool time wisely.

American teenagers spend about 7.6 hours a day on entertainment media. This accounts for the two learning gaps: the huge achievement gap between Chinese and American students, and high SES and low SES students. American high SES students are as busy and competitive as their Chinese peers. These two gaps can be narrowed by making low SES students have meaningful pursuits at home. CES makes students spend more time on learning at home without prolonging the school day. Its rigorous assessments will motivate students to pursue mastery through practice. Its talent development program will ensure students have more meaningful pursuits at home. Its Great Books program will make students have endless books to read.

## 3. Gifted Education for All

"Talent development" and "the Great Books" program are programs for gifted students but CES will provide them to all students.

### 1) The Schoolwide Talent Development Program.

CES uses academic and other competitions to recognize and encourage students' talent development. Local schools also have competitions but only a small percentage of students are involved. CES wants each student engaged in at least one type of talent development activity. Students meaningful pursuits at home will squeeze out their entertainment media use.

### 2) The Great Minds Program

Students will read great books mostly in their English and Social Studies classes. Many American students are aimless. Reading great books will help students develop their purposes. They will have endless meaningful tasks or goals to accomplish (e.g., read all the Pulitzer Award winning nonfictions, be a modern day Thomas Edison). When students have meaningful pursuits like these, their academic achievement will be improved naturally and as a by-product.

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

**Purposes of the Proposed Charter School:** *In one page or less, describe how the proposed charter school will achieve one or more of the six legislated purposes, as specifically addressed in the NC charter school statute GS 115C-218, and the proposed school's operations.*

*The Six Legislative Purposes of a Charter School are:*

1. *Create new professional opportunities for teachers, including the opportunities to be responsible*

*for the learning program at the school site.*

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

Carolina Experimental School will achieve all the six purposes of a charter school.

1). Carolina Experimental School will create new professional opportunities for teachers. CES aspires to leading the educational reform by adopting the Chinese model of teaching basic skills and balancing it with gifted education programs such as talent development and the Great Books Program. Few graduate schools offer training in these areas. CES teachers will create, theorize, and spread the CES model to reform American education.

2). We dare to set some ambitious measurable student achievement goals because the Chinese model is highly effective. Since Chinese schools first participated in international educational comparison studies in 2009, the world has been stunned by the quality of Chinese K-12 education. Shanghai 8th graders led the world in Math, Reading, and Science on the 2012 PISA. Their average math score is 40 points higher than that of Singapore, the 2nd best, and their math level is more than three years ahead of that of American 15-year-olds (<http://nces.ed.gov/surveys/pisa/pisa2012/index.asp>).

3). CES provides parents and students with expanded choices. Chapel Hill schools are excellent but many parents cannot afford to buy expensive houses and pay high property taxes. Raleigh Charter is the best but there is a long waiting list. CES has the ambition to mass-produce Raleigh Charters success. More students in the Triangle will have access to high quality education.

4). CES will improve students learning by tapping into two underutilized resources in American education: students spare time and the great books. American students underachievement may be attributed to their minimal learning at home. A Kaiser Family Foundation study shows that American 8-to18-year-olds

spent an average of 7 hours and 38 minutes on entertainment media (e.g., cell phone, music, TV, video games). After analyzing several national surveys, Gill and Schlossman (2003) found that a majority of American students at all grade levels spent less than one hour studying each day. In contrast, Chinese students may spend the most time on learning at home due to the pressure of Chinas rigorous testing. The huge learning gap between the two countries is really caused by the huge learning time gap. We have to find ways to making American students spend more time on learning. We have to minimize the use of grades and use final exams to measure students mastery and motivate them. We do not want students to devote their time solely to school curriculum, and we want them to be lifelong learners of great ideas and great people. Students guided and inspired by great ideas and great people will more likely become leaders who change our society for

the better.

5). CES will Increase learning opportunities for all students, with a special emphasis on at-risk or gifted students. The Chinese Model is highly effective in making disadvantaged students perform at high levels. The 2012 PISA data shows that Shanghai's 8th graders in the bottom quarter of socioeconomic status performed much better than American 8th graders in the top SES quarter in math (562 vs 532). It essentially means that with the right approach, custodial kids can outperform physicians kids, and students in low-income country can leave students in high-income country in the dust.

American educators often use socioeconomic status as an excuse for students' poor performance. The PISA study shows Chinese students overachieve relative to their income per capita while American students underachieve. Money is not a necessary factor for achievement but time is, and so is motivation. Shanghai students' math performance is more than two standard deviations above the world average so the Chinese Model basically made almost all the Shanghai students mathematically talented. Talent development and the Great Books Program, two of CES's core programs, are borrowed from gifted education but they will be open to all the students.

Such a design is inspired by the success of the Chinese Model: A rising tide lifts all boats.

6). CES encourages the use of different and innovative teaching methods. The Chinese teaching methods cannot be more different from the American ones: - Use textbooks - Let students memorize formulas, theorems, concepts, even poems and essays - Let students do books after books of practice - Lecture in front of students sitting in rows and columns - Use the final exam as the sole measure of mastery All these are despised and discarded by many American educators yet these outdated teaching methods made Shanghai students outperform American students by a wide margin in math (613 vs 481). In the late 70's, after 30 years of dogma-inflicted poverty and chaos, the Chinese were convinced by a new belief: "Practice is the sole criterion for verifying the truth." They threw away dogmas and created an economic miracle as well as an educational miracle CES is going to duplicate. The PISA data clearly indicate that countries with rigorous testing systems have the best performance but why are Americans unwilling to adopt it? The progressive education dogmas are so powerful that American educators find all types of excuses to defend the current paradigm. John Dewey is the founding father of the progressive education movement but he is also one of the founding fathers of pragmatism. It is time for us to use this side of Dewey to free American schools from dogmas. We do not need to create another fancy teaching method. What American schools need is letting practice be the sole criterion for verifying the truth. If the Chinese method produces far better results, then we need to learn from the Chinese no matter how outdated and im-progressive it is.

#### References

Gill, B. P., & Schlossman, S. L. (2003). A Nation at Rest: The American Way of Homework. *Educational Evaluation and Policy Analysis*, 25(3), 319-337.  
Kaiser Family Foundation (2010) Generation M2: media use in the lives of 8-to-18-year-olds. <http://files.eric.ed.gov/fulltext/ED527859.pdf>

### **Goals for the Proposed Charter School:**

1. *Provide specific and measurable goals for the proposed school for the first 5 years of operation outlining expectations for the proposed school's operations, academics, finance, and governance. Address how often, who, and when the information will be communicated to the governing board and other stakeholders.*

#### 1) Academic

In Year 1 and beyond, at least 75% of students will score at Level 3 or above on the EOG/EOC tests (In comparison, the EOG passing rates of West Cary Middle School, a "B" school, in 2017 were 65.7% in math and 71.6% in English). NC Reportcard grade: B or better.

In Year 2, at least 78% of students who have been at CES for two years will score at Level 3 or above on the EOG/EOC tests. NC Reportcard grade: A.

In Year 3, at least 80% of students who have been at CES for at least two years will score at Level 3 or above on the EOG/EOC tests, and the 11th graders' average ACT score will be 23. NC Reportcard grade: A.

In Year 4, at least 82% of the students who have been at CES for at least two years will score at Level 3 or above on the EOG/EOC tests, and the 11th graders' average ACT score will be 24. NC Reportcard grade: A.

In Year 5, at least 84% of students who have been at CES for at least two years will score at Level 3 or above on the EOG/EOC tests, and the 11th graders' average ACT score will be 25. NC Reportcard grade: A.

#### 2) Operations

- CES will be able to purchase or lease one or two school buses in Year 2
- CES will have a cafeteria when it has its own facility.
- CES will have energy and water cost 20% lower than average by taking cost cutting measures (e.g., letting teachers and students see the bills, promoting energy saving behaviors).

#### 3) Finance

- CES will have balanced budget in Year 1. It will have a budget surplus equivalent to one month's operational cost in each succeeding year.
- CES will build up a reserve fund equivalent to three months' operational cost at the end of Year 5.
- CES will be financially sound and credit worthy to obtain a mortgage to buy or construct a school facility at the end of Year 5.
- CES will a clean audit any time it is being audited.

#### 4) Governance

- The Board will develop a five-year strategic plan at the end of Year 1.
- The Board and the school will create manuals and forms to formalize the school's operation before the end of Year 1.

5) Communication to Board and Others: The principal will present a summary sheet about the school at each board meeting. It includes data such as enrollment, attendance, EOG/EOC scores, ACT scores, failing rate, internal awards, external awards, cash balance, expenditures, bus fund balance,

building fund balance, reserve fund balance. Some of these data (e.g., academic data, awards) will be communicated to parents and other stakeholders through the school website or newsletters.

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

There are three components in CES's mission statements: "quality education", "for all students", and "best practice in the world."

1) Quality Education

a. Test Scores (e.g., EOG/EOC, ACT)

CES will be comparable to WCPSS's top five middle/high/elementary schools in these measures in Year 5 or earlier. The Board will check CES against WCPSS schools to see if it is moving past them one by one.

b. AP Classes

CES will offer at least 5 AP classes in Year 3, 10 in Year 4, 15 in Year 5. The Board will check if CES meets this goal.

c. Academic and Other Competitions

CES will be among top 20 in the numbers of awards in academic competitions in the triangle area at the end of Year 2, top ten in Year 4, and top five in Year 5.

2) For All Students

CES will be a school with "solutions." Low performing students will catch up, and high performing students will have enough challenge. The Board will check if CES's disadvantaged groups (e.g., EC, low SES, minorities) significantly outperform those in WCPSS schools in measures such as EOG/EOC passing rates, ACT scores, AP class participation rate, academic competition participation rate, graduation rate. CES will chart each student's academic growth based on his or her EOG/EOC percentile ranks. The Principal will report the percentage of students with improve percentile ranks in each subject.

3) Best Practice in the World

Although we say "best practice in the world," people may feel it is the best practice of China. It is our limitation. We know East Asian countries' best practice but we may not know those of Finland. The Board will develop surveys and give them to teachers, students, and parents to evaluate whether teachers have adopted best practices and students have changed their behaviors. Here are some sample items:

Student Survey

1. How many minutes a week do you spend reading classics?
2. How many minutes a day do you watch TV?
3. List your talents and the amount of time you spend on each talent.

Teacher Survey

1. What measures have you taken to increase students' learning time at home?
2. What measures do you plan to try to increase students' learning time at

home?

3. Name one practice from another culture that you did not think would work for American students but actually it works well.

Parent Survey

1. Are you satisfied with your CES children's time use at home? Very, satisfied, neutral, not satisfied, very unsatisfied

2. Do your CES children have better learning habits compared with their previous school? Much better, better, same, worse, much worse

3. What CES program changes your children the most?

I certify that this subsection has not been copied, pasted, or otherwise plagiarized from any other charter application.

### III. EDUCATION PLAN

(No more than ten total pages in this section)

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

#### **Instructional Program:**

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

CES will adopt China's best practices in its basic skills instruction. To offset the potential negative effects of a test-driven system, CES will use talent development activities to make students well-rounded, and use the Great Minds program to develop students' character, purpose, and judgment.

#### Instructional Methods

- 1) Direct instruction in teaching basic skills
  - a. Encourage students to use multiple ways to solve problems
  - b. Ask students to memorize key facts
  - c. Let students have large quantity of practice to be familiar with as many variations as possible
  - d. Teach students study skills
- 2) Coaching in talent development activities
- 3) Seminars and the Socratic method in the Great Books program

#### Assessment strategies

We have identified six assessment principles that contribute to Chinese students top performance:

##### 1) Objectivity

Grades are too subjective. They give the leeway for teachers and schools to help students pass. CES will give standardized tests more weight, which prevents grading corruptions that weaken Americas competitiveness. Reducing teachers grading power will help students become autonomous learners.

##### 2) Assessing Mastery

Over 40% of NC students are below grade level as measured by the EOG tests but few students have "Fs," and even fewer repeat the grade.

##### 3) Assessing at the End

Chinese students are mainly measured by their final exam scores while American students final exam scores may only account for 30-50% of their final grades. This difference leads to very different learning behaviors. Chinese students have to review everything they have learned for the semester, and as a result they achieve maximum readiness for the next grade level. Many, if not most, American students do not have the habit of comprehensive review, and that is why nearly half of NC students are below grade level. CES will give final exams more weight.

##### 4) Assessing Students Own Products

Projects and papers can be done by parents so they are unreliable indicators of students abilities. CES will give in-class work more weight.

##### 5) Uncertainty and Comprehensiveness

American teachers often give students study guides to narrow down the scope of test preparation. Chinese teachers do not give study guides because big tests are never teacher-made and students have to have the habit of comprehensive review. By removing crutches such as study guides, CES helps students become autonomous learners.

#### 6) Difficulty and Complexity

When students do not have the habit of practice and review, teachers have to give them easy tests. When most students become autonomous learners, CES teachers can increase the difficulty and complexity of tests.

#### The Needs for High Quality Schools

In 2017, 55.4% NC students passed (Level 3 or above) Math EOG tests and 57.5% passed Reading EOG tests. It indicates the prevailing teaching methods are not effective. Instead of learning from ed professors, we should adopt the practices that make top performing countries and schools succeed. This is the meaning of "best practice" in CESs mission statement. Our reform practices are designed to address the contributing factors of NC students underachievement (e.g., the subjective and ir-rigorous grading practice, low SES students inadequate learning at home, low SES students lack of learning resources at home). Our practices will transform dependent students to autonomous learners and thus make all students perform at high levels as the Chinese educators have achieved.

### **Curriculum and Instructional Design:**

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

#### 1) Class size

There are 50 students in each grade level. The average home room class size at CES is 25. The average class size is about 15 (total enrollment/faculty). We may increase the class size to get more funding so that we can hire more teachers to add more varieties to our course offerings. The average class size in China is 50 so class size is not really correlated with student performance.

#### 2) Time Structure

CES's school day runs from 7:30 to 15:10. Students receive instruction 7 periods (50 minutes each) a day, and the 8th period is a study hall. From 15:00 to 15:10, students clean their classrooms and common areas (e.g., the 6th grade hallway, boys restrooms) assigned to their classrooms. There is a 10-minute recess between two periods for students to play outside and do group aerobic exercises inside. This Chinese practice is beneficial for students health and focus. All the three schools start and end at the same time so that carpooling parents and students do not have to wait. The three schools have lunch at different time (i.e., Lunch A, B, C) to avoid congestion.

#### 3) Classroom Environment

The desks will be primarily in columns and rows, as how they are arranged in China. This ensures students focus. Some students sitting in pods will have difficulty looking at the board. Other desk arrangements may be used when necessary. Students work will be posted on the wall. There are an interactive whiteboard and a doc camera in each classroom. A teacher can bring a cart of laptops for students to use. Eventually (Year 5), each student will be assigned a laptop to use in class or at home. There will be

hundreds of great books (classics) on the bookshelves in each classroom.

#### 4) School Culture

The prevailing disciplinary practice in American schools is the PBIS. Chinese schools cultivate school culture to prevent behavioral problems. CES will borrow some Chinese practices:

- Show Respects to Adults.

Students salute to adults in the building. Students stand up when the class starts to bow to the teacher.

- Good Deed Campaign.

Students find ways to improve their behaviors in school as well as afterschool (e.g., return a shopping cart left on the parking lot by another person, always clean up after any event). Students who have the inner drive to perfect themselves will work harder and have fewer behavioral problems.

- Group Honor.

One way to build a strong school culture is to cultivate a sense of group honor. American schools sense of group honor comes more from sports than from academics. We will identify comparable targets (e.g., local public schools, other charter schools, best schools in the region or the state) and motivate students to compete with them (e.g., test scores, rankings in academic competitions). There will also be competitions among homerooms (e.g., cleaning, aerobic exercise, chorus).

- Individual Honor

Awards and award ceremonies demonstrate what the school values. Walking in any American school, a person may see sports trophies and plaques. CES will display more non-sports awards to make students value other achievements more. We will have quarterly award ceremonies and give awards in a wide range of categories (e.g., A/B honor roll, Level 5 on EOG/EOC tests, perfect attendance, the most-improved student, leadership, the most respectful student, best handwriting, winners of competitions) so that a majority of students will have opportunities to shine. Parents are invited.

Provide a synopsis of the planned curriculum, including:

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

A good curriculum is more than knowledge and skills; it has non-cognitive elements that develop students character, motivation, judgment and self-perfecting abilities. CESs curriculum aligns with its mission statement.

#### Best Practices

According to the 2012 PISA study, Shanghais 15-year-olds were not just the best in math; they also led the world in reading performance. We identify the following best practices of China:

- Chinese students own textbooks which are cheap paperbacks.

- In China, experts select the best classics for the language arts

textbooks. Students study about 60 full texts or excerpts a year. In comparison, American students read 8-10 books a year in the language arts class.

- The Chinese embed character and motivation education in its language arts curriculum.

Now we use French writer Alphonse Daudets The Last Class as an example to illustrate why we should adopt Chinas practices. It is a perfect story to teach students about patriotism and cherishing ones opportunities so it goes beyond reading and has the potential to inspire even transform students. Every Chinese student knows this story because students in a province all have the same textbook. Their teachers cannot put the textbook away and let the class read Harry Potter. Students in different schools have similar class time. Students who learn classics such as The Last Class will have educational experiences of higher quality than those who read fantasies.

CESs Great Minds program follows the above Chinese practices:

- Classics can be cheaply obtained from library used book sales or online. Letting low SES students own textbooks and classics will level the playing field.

- Instead of letting teachers select their favorite books to teach, we will rank classics in their importance, relevance, difficulty, and richness (in educational possibilities) and spread them over grade levels. Being a K-12 school gives us the advantage of systematically designing our curriculum.

- We will select more texts like The Last Class to give our students multi-dimensional education (e.g., character, motivation, judgment and self-perfecting abilities) beyond just reading. Great books are not only reading materials but also guidance for students. Low SES students especially need such guidance.

High Quality Education

- AP Classes

We plan to add five AP classes each year, and in Year 5 we will offer 25 AP classes.

- Classics

Students will read classics rather than books randomly chosen by teachers.

- Well Rounded

Students will explore their interests and strengths through CESs talent development activities.

- Guided by Great People

The Great Minds program opens a big world to students, and they will be guided by the great minds in history rather than just by their parents, teachers, and friends.

For All (Targeted Student Population)

- Gifted students will not feel bored at CES because talent development and the Great Minds program are gifted education programs.

- Textbooks and classics at home will help low SES students become autonomous learners

NC Accountability Model

CESs curriculum is the enriched common core curriculum and beyond rather than its alternative. It goes beyond knowledge and skills and emphasizes the importance of transforming students into autonomous learners, independent thinkers, and great people. Educators often attribute students low performances to their family background. We see motivation, character, judgment, and self-enhancing abilities as more important than knowledge and skills. We design our curriculum and programs in a way that low SES students will keep learning, practicing, and growing intellectually at home. When low

SES students perform well, teachers will be able to give students more challenging tasks to do. This benign cycle is what makes most Shanghai students performed like gifted students in math. This will also be CESS secret in excelling on the EOG/EOC tests.

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

In appearance, American teachers have more varied instructional strategies than their Chinese peers. Chinese teachers do not do small group instruction because there is no space. Chinese teachers do not give students handouts because making copies is expensive. Most Chinese teachers are still using blackboards. Then what makes Shanghai students outperformed American students so much?

#### 1) Teach Students How to Study

One fundamental difference between American and Chinese schools is American students are not trained to be autonomous learners. A majority of student rely on their teachers for review. None of the lead applicants 40 Math 1 students had done any practice test at home! So many American students have no idea about how mastery is achieved. They see an EOG test as something they just take rather than a measurement of their mastery and study skills. Not teaching study skills makes low SES students disadvantaged because high SES students can learn these from their parents. Teaching students how to "fish" rather than just give them "fish" is another way Chinese schools help low SES students succeed.

##### a. Memorization is not belittled but encouraged.

Memorization is an important study skill with a bad name. One reason is some students memorize the facts without understanding them. If students do understand the facts, memorization is a great way to achieving automaticity and allowing students to devote their brain to high order thinking. How many American students have to count in solving each math problem? Chinese students are asked to memorize important facts such as the multiplication table, definitions of key concepts, poems even essays. The memorization process itself is a learning process. To memorize a four-line verse, a student may try different strategies (e.g., adding one line a time, visualization, creating a cloze test), and she will know what works best for her. CES teachers will teach students memorization strategies.

##### b. Large dose of practice with as many variations as possible

Practice also gets a bad name for its repetitiveness. High quality practice adds a variation each time. Chinese students do books after books of practice to search for problems they have not seen before. Having seen enough variations of a concept makes them highly experienced problem solvers. CES teachers will give students worksheets with as many variations as possible.

##### c. Knowledge about learning and development

If a student does not know Ebbinghaus forgetting curve and does not review on time, he will not retain the learned skills. It is important for students to know key psychological principles to become efficient learners.

#### 2) Teach for High Performance

##### a. Teach and learn systematically

Textbooks are safeguards for systematic teaching. The presentation style of teaching (PPT plus handouts) systematically creates gaps in students'

knowledge. CES students will learn how to use textbooks to self-remediate and learn new knowledge.

b. Develop Students Motivation and Purpose

In recent years, psychologists have discovered some non-cognitive factors contributing to high performances: Dwecks "growth mindset", Duckworths "grit", and Ericssons "deliberate practice" and "10,000-hour rule." The Chinese have practiced these principles for years. Chinese teachers often tell students: "Unused brains will get rusted." "An iron rod can be ground into a needle if enough efforts are made." CES will develop students motivation and purpose through the Great Minds program and teachers motivational speeches.

c. Coach in the talent development activities

d. Use the Socratic method in teaching the Great Books

3) Assess Rigorously

a. No study guide. Students have to review everything learned.

b. No second chance. No test correction for a better grade.

c. Fewer multiple choice questions

d. No leniency. Students have to work hard to pass the class rather than rely on their teachers leniency.

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

In 2017, only 45.8% of NC 8th graders were proficient in math and 53.7% in Reading, and there is a pattern of decreasing rate of grade level proficiency from 3rd to 8th grades (63.6% in 3rd, 58.6% in 4th, 60.3% in 5th, 53.1% in 6th, and 49.8% in 7th grade in math). In the same year, NC high school graduation rate was 86.5%. Apparently, NC schools are passing students who are not ready for the next stages of education. How can you retain half of the students? This is why standardized test scores have not been used to make promotion decisions in American schools. Not using them in promotion decisions is also the very reason why American students did poorly in PISA studies. We have standards but we are not enforcing them. It is no wonder we get poor products. If we enforce these standards and put the burden of learning on the students as the Chinese have done, we will see a dramatic increase in American students performances. The BASIS schools in Arizona, often rated as the best charter schools in America, make raising educational standards their mission and promote acceleration, and their students outperformed Shanghai students in the 2012 PISA study. American students can be the best in the world if we are strict with them. Being lenient on students is hurting them.

Most American students' academic deficiencies are institution-induced rather than innate. The grade system is a major culprit. First, it fails to motivate students to spend more time on learning. Being happy with passing grades, many students are only willing to do the minimum. In comparison, Chinese students maximize their time on learning to increase their test scores. Second, grades are inflated and are padded with homework, attendance, attitude, skills in other subjects (e.g., artistic students always have an advantage in doing projects) and parents' help so they are no longer about what students can do. In China, only final exam scores count so students try to find all types of challenging problems to prepare for the exams. They perform the best in the world because China's assessment is the

most rigorous. There are huge discrepancies between American students' grades and their EOG/EOC scores because grades tell lies. These institutionalized lies have to be stopped so that students have a realistic view of what they can do. Third, the grade system makes students forget the real purpose of learning. Many students only do work that will be graded. They forget their real purpose is to master the skills. If they have not mastered a skill, they need to find practice work to do even though it is not "assigned." To improve students proficiency rates, we have to shift our assessment from grades to test scores.

In addition to meet NCs minimum graduation standard, CES students have to have an ACT score of 20 or higher to graduate. It appears to be a high bar (for students without CES experiences) but CES will give low performing students a high quality education to enable them to reach this standard. The graduation standard serves as the conductors baton. When students realize there are no ways to get around it, they will change their learning behaviors to meet the standard. China has the most rigorous college entrance exam in the world so Chinese students work the hardest. Chinese 12th graders attend school from 8am to 9pm. A CES 6th grader with Level 2 on the Math EOG test will feel concerned. She will work hard to make sure she improves to Level 3 on the 7th grade EOG test, and Level 4 on the 8th grade one so that she has a better chance of graduating. This healthy pressure pushes students to work harder to improve their readiness for the next grade level. Being stricter in enforcing standards may scare families away but CES has multiple measures in its educational plan to help disadvantaged students meet the standards (e.g., owning textbooks and classics, learning study skills, having meaningful pursuits at home, being guided by great people).

*6. If you are proposing a high school, describe how the proposed charter school will meet the Future-Ready Core requirements. Provide details on how the students will earn credit hours and how grade-point averages will be calculated?*

1) Future-Ready Core Requirements

CES will meet Future-Ready Core requirements by requiring students to complete four credits each in English, Math, and Social Studies, three credits in Science, two credits in a world language, and one credit in Physical Education. In addition to the 18 mandatory credits, students also need at least four electives for graduation. These are North Carolinas minimum graduation standard. Our strictness is not in course requirement but in standardized tests. Students have to get an ACT composite score of 20 or higher to graduate. We prepare our students to go to college so most of them will take challenging courses and exceed the minimum graduation standard.

2) Earn Credit Hours

A credit is earned by having a passing grade at the end of a course. A credit can also be earned by passing a demonstrated mastery test, and by earning a credit this way students do not have to sit in the class for certain number of hours.

3) Calculating Grade point averages

GPAs will be calculated this way: A = 90-100 = 4 points; B = 80-89 = 3 pts; C = 70-79 = 2 pts; D = 60-69 = 1 pt; F < 60, F = 0 pt. The 4.5 scale will apply to honor courses, and the 5 scale will apply to AP courses.

4) Transcripts

Transcripts will include a list of all courses attempted, the grades earned, and the points earned. Both weighted and unweighted GPAs will be listed. All scores from state tests will be included.

7. *Provide a school academic calendar in Appendix C (minimum of 185 instructional days or 1,025 hours).*
8. *Describe in a brief narrative below on how the calendar coincides with the tenets of the proposed mission and education plan.*

The research on deliberate practice has shown the correlation between practice time and the development of expertise. Chinese students high performance and amount of learning time also confirm this finding. One of salient characteristics of Chinese schools is long school hours in 8th grade and 12th grade. Students often stay in school from 8 am to 9 pm in these years before the high school and college entrance exams. Schools with extended school hours such as KIPP schools have helped disadvantaged students make significant gains. With knowledge of all these, we still decide to use a traditional school calendar. The "Chinese model" is already a cultural shock for many Americans. We do not want to use long school days to scare them away. Because teachers have to be paid for staying longer in school, most schools are unable to adopt KIPP schools practice. If we have similar school hours like other schools do, our model will more likely be replicated. We want to prove if we can use the school time wisely and also motivate students to learn at home, we can still significantly increase students' performance.

Because this calendar is for two years later, we are unable to put the dates of competitions on it. We did put the Olympics Field Day on it. Sports are just a small portion of this competition event. Any student can propose a match idea (e.g. mental calculation, imitation, recitation, typing), and each student may find an opportunity to shine. We use events like this to help students find their strengths and interests. The encouragement will motivate them to develop their talents further. Their meaningful talent development activities will replace their entertainment media use. Their talent development processes also make them understand how expertise is developed in other areas. A student good at playing a musical instrument but weak in math knows what it takes to improve his math skills.

### **Special Programs and "At-Risk" Students**

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

In the 2016-17 academic year, only 45.8% of NC 8th graders were proficient in math and 53.7% in Reading. When half of the students are below grade level in basic skills, it indicates the prevailing educational philosophy and practices are not working. It is imperative that we keep our minds open and see how top performing countries prevent massive student underachievement. The 2012 PISA study shows that Shanghais low SES students outperformed Americas high SES students by 30 points in math, and they outperformed average American students by 81 point, the equivalent of two years of schooling. Low SES students are not doomed. If they get the right education and intervention, they can be highly proficient. CES will adopt the following best prevention practices of China:

1) Students have to have meaningful pursuits at home.

On average, American students spend one hour on homework and 7.5 hours on

entertainment media each day. In comparison, Shanghai students spent 14 hours a week on homework. High SES students have a busy learning schedule at home (Lareau, 2003). Low SES students are left behind mostly because of their inadequate learning at home. CESs programming is designed to keep students busy at home. It may not be in the form of homework. CESs talent development activities and the Great Books program will enable students to make productive use of time at home. Great minds will compensate for low SES students lack of parental guidance.

2) We make students accountable for their own learning.

Currently, the accountability model only makes schools and teachers but not students accountable. American students get no consequences for getting 1 or 2 on the EOG tests so they have no incentive to self-remediate. Standardized test scores are the sole criterion in determining which school or college Chinese students go to so they have the incentive to perfect their skills. By giving standardized tests more weights in the passing and promotion decisions, CES will remove students safety nets and make them assume the responsibility of learning.

3) We develop students into autonomous learners and give low SES students resources.

Many American teachers use handouts which are often discarded at the end of the semester or the unit. Many students, especially low performing students, rely on their teachers for new knowledge and review and do not have the habit of self-remediation. The class time is far from enough in fixing the gaps in low performing students skills. Owning textbooks and practice books allows students to self-remediate. Learning study skills help students become autonomous learners.

The above prevention measures tap into the underutilized resources in American education: students afterschool time, motivation, and books. These measures will reduce below-grade-level students to 10% or less.

CES will implement the following intervention strategies:

1) Small group or one-on-one instruction for students at-risk.

2) CES will provide at-risk students with afterschool tutoring, volunteer tutors, and peer tutors.

3) Backward then forward. Students getting 30% right on the grade level test will be given below grade level tests until he can show mastery (80%). The teacher tutors him in his weakness areas. After he demonstrates mastery, he will be tutored in a higher grade level in his weakness areas. This process will repeat until he is on grade level.

4) At the beginning of the semester, teachers will nominate at-risk students in their classes at the staff meetings. Students get the most nominations will be referred to the EC teachers.

Lareau, A. (2003). *Unequal childhoods: Class, race and family life*. Berkeley and Los Angeles, California: University of California Press.

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

a) *Methods for identifying ELL students.*

b) *Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for ELL students.*

c) *Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.*

1) Identification

CES will follow the state policies for English Language Learners (ELL). All

parents will complete a home language survey. Students whose primary home language will be screened with the World Class Instructional Design and Assessment (WIDA) Assessing Comprehension and Communication in English State-to-State Placement Test (ACCESS). If students are identified as Limited English Proficient, they will be given classroom and testing accommodations/modifications and receive ELL services. Students can also be referred to the Child Study Team.

### 2) Instructional Programs, Practices, and Strategies

If CES has 15 or more ELL students, a full-time ESL teacher will be hired, and it has 14 or ELL students or less, a part time ESL teacher will be hired. The ELL teacher will monitor student progress and make sure ELL students can access general education curriculum. The ELL teacher will provide training to general education teachers on how to support ELL students. Here are some strategies regular education teachers can use: talking slowly, using contextual clues, relating instruction to students' experiences, pairing ELL students with students with bilingual fluency, modifying the language of texts or tasks, using demonstrations and visuals. CES will recruit teachers with bilingual fluency, and these teachers will help ELL students and their parents to communicate to staff members. ELL students will have individual plans which include assessment information and accommodations. Parent volunteers or college student volunteers who speak these ELL students' primary language will be enlisted to help them in school.

### 3) Monitoring and Evaluation

ELL students will take the Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs) test each year. It will be used to assess their English language proficiency and progress in listening, speaking, reading, writing, and comprehension. ELL students exited from the program will be monitored for a minimum of 6 months. Support will be provided if they begin to have difficulty.

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

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

### 1) Identification

Talent development and the Great Books program, two of CESs programs, are borrowed from gifted education but will be open to all the students. Such a design is inspired by Shanghai students stunning performances in the 2012 PISA study. Shanghais 15-year-olds in the bottom quarter of socioeconomic status performed much better than their American peers in the top SES quarter in math (562 vs 532), and they outperformed average American students by 132 points, an equivalence of over three years of learning. The Chinese basically can make almost all the students in a metropolis mathematically talented.

The schoolwide talent development design also reflects the current trend in gifted education. Students with high IQs are entitled to gifted education under the old paradigm. Under the new paradigm, talents are not considered innate; they can be developed. This view is also supported by theories on growth mindset, grit, and deliberate practice. Services drive identification. Since we provide gifted education for all, we do not feel

the need for identification. However, parents are encouraged to provide psychological reports and other information to the school, and such information will be used to write students individual plans.

## 2) Programs and Strategies

- Acceleration. There are huge performance gaps between NC students and top performing states and countries. Keeping this in mind, CES encourages students skip grades by passing those grades tests.

- Competitions. Students will participate in school, regional, state, and national academic and other competitions. Students will have ample opportunities to shine. These competitions will also provide ample goals for students to achieve. Students will be able to use their spare time meaningfully to hone their skills and achieve these goals.

- Advanced Placement courses.

- Results-driven planning. Teachers will have year end products and skills in mind when planning the whole year's lessons. This will avoid having random activities that do not build up abilities. An art teacher may have the goal of letting her students start their comic books. She will teach her students the required skills to achieve this goal.

- Clubs. Students will explore their interests in after-school clubs.

- Olympic Game. CES will have a two-day year end Olympic Game to demonstrate and celebrate students talents. It will include competitions in sports, arts, music, academics, and other areas. Special categories will be identified for students who are not strong in traditional talent areas so that each student has the opportunity to shine. Winning classes and individuals will be recognized.

## 3) Monitoring and Evaluating the Progress

Each student will have a Profile of Strengths and Interests and a Talent Development Plan (TDP). The TDP states the students current levels and sets goals for the year. At the parent conference, the teacher, the parent, and the student will discuss the students academic progress as well as progress in talent development and other areas.

## **Exceptional Children**

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

## **Identification and Records**

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

*c) Record Compliance (on site)*

1) There are several ways CES will know if a student has an IEP or a 504 plan. First, the EC teachers can check the CECAS to see if the student is in the state's EC database. Second, the student's former school may send his or her EC record to our school. Third, some parents tell the school that their children have IEP or 504 plans.

2) The Identification Process

a. Referral.

If teachers or parents suspect that a student have a disability, they can refer him to the EC teacher. The EC teacher will arrange an EC referral meeting and start to collect data and do interventions. Regular education teachers will complete a referral form to share their observations about the student's strengths and weaknesses. The EC teacher will observe the student in at least two different settings. The parents will complete a social and developmental history survey. They will also provide the EC teacher with any medical or psychological evaluation report done previously. The EC teacher will collect data from the student's cumulative file (e.g., EOG test scores, grades, attendance).

b. Referral meeting

The EC teacher will share a summary of data at the referral meeting. The team will decide whether to have the student evaluated by a psychologist. If the decision is yes, the parents will sign a consent form giving permission to have their child evaluated.

c. Psychological or medical evaluation

The students vision and hearing will be checked. An intelligence test and an achievement test will be given to the student if he is suspected of having a learning disability. For ADHD and autism identification, parents and teachers will complete behavior checklists. The school will pay for the testing. Parents can choose to have their child evaluated by physicians or psychologists at their own expense.

d. Eligibility determination meeting

After the student has been evaluated, the parents will get a copy of the evaluation before the eligibility meeting, and the EC teacher will schedule an eligibility meeting and prepare the eligibility determination paperwork. At the meeting, the team, which includes the LEA representative, a regular education teacher, the EC teacher, and the parents, will determine whether the student is eligible for EC services. If the student is eligible, the team will develop an IEP. The eligibility determination process should be completed within 90 days after receiving the written referral.

3) Managing EC Records and 504 Accommodation Plans

CES has a lean organizational structure. Staff members often assume multiple responsibilities. EC teachers will manage the records of students with disabilities and 504 Accommodation plans. If EC teachers have heavy caseloads, then counselors may manage these plans.

a. Requesting records from previous schools

An EC record will include four sub-folders: the initial referral and evaluation, the testing reports, the reevaluations, and the current and old IEPs. EC teachers will use the DPI's checklist to check new students' EC records for its completeness. They will request missing documents from the students' previous schools by fax. If the requested missing documents are still not sent after three attempts, the EC teacher will seek the DPI EC consultants help.

b. Record confidentiality

The EC records will be locked in the file cabinet. Any teacher who wants to

read a file needs to sign the sign-out and sign-in form. Discarded EC documents will be shredded.

c. Record compliance

EC teachers will create a spreadsheet of key information (e.g., IEP expiration date, reevaluation due date, types of disabilities, accommodations, service time) and plan EC meetings well before the due dates. They will send written notices to the parents to arrange a meeting at least 10 days before the IEP due date and 30 days before the reevaluation due date. They will get training on the DPI's EC auditing. The 504 plans completeness, confidentiality and currency will be maintained similarly.

**Exceptional Children's Education Programming**

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

1). CES will offer EC students a full continuum of services such as inclusion, resources, pull-out, and consultation services to EC students, and if needed, self-contained classroom and service for hospital-bound students. EC teachers will coteach with regular education teachers in classes with large concentration of EC students to ensure they receive appropriate differentiated instruction. The EC Coordinator will also serve as the 504 Plan Coordinator. EC teachers will develop 504 plans for EC students who need accommodations. (Other schools may let counselors manage 504 plans but we believe EC teachers have a better understanding of EC students needs). Before the new semester, the EC teacher will compile a spreadsheet listing EC students' service areas and time. The administration will make sure these students' class schedule meet these requirements. This information will also be used to determine EC teachers' class schedules. Each EC teacher will meet students on her caseload in a frequency dictated by the IEP. She will check their progress or provide intervention. Peer tutoring and volunteer tutoring is also provided to EC students who need them. EC teachers will share strategies and information about certain EC students at weekly PLT meetings.

2). At the beginning of each semester, EC teachers will give regular education teachers IEP snapshots and summaries of EC students in their classes. The summary includes goals, classroom accommodations, testing accommodations, and service areas and time. This ensures the EC students will receive the classroom and testing accommodations they need. EC teachers will be in some core subject inclusion classes to support the regular education teachers. We will use a "floating inclusion" model to double, even triple EC teachers coverage. Instead of staying in an inclusion class for the whole period, the EC inclusion teacher will split her time among two or three classes. She will go to a math class when students are doing guided practice or independent work. This model will maximize EC teachers impact.

3) EC teachers will write a quarterly progress report for each EC student at the end of each quarter and send it to the parents. The report will describe students progress towards their IEP goals. EC teachers will conduct the necessary assessments for the progress report (e.g., administering Brigance tests) or collect assessment data from regular education teachers (e.g., a test on multiple equations). They will monitor EC students' progress by

checking their Powerschool data. They will also seek regular education teachers' comments on EC students' strengths, weaknesses and progress. They will maintain a data notebook and gather students work samples, tests in subject areas, history of standardized test scores, and other information to give interested teachers a panoramic view of the student.

For the state tests (e.g., EOG/EOC, ACT, final exams), test administrators will complete an accommodation usage form for each EC student to document their actual needs for testing accommodations. This will help EC teachers update students IEPs. The EC department chair will use a service time spreadsheet to schedule EC students classes with counselors and administrators. This will ensure all the service time requirements (e.g., inclusion, resource) are met. EC teachers are required to document their service time for each student.

4) For students who need related services, CES will contract certified professionals to provide speech, occupational therapy, physical therapy, and other services. Transportation will be arranged if the IEP requires it.

### **Student Performance Standards**

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

1) We aspire to creating BASIS-caliber charter schools in NC so we have the following goals:

- a. EOG/EOC passing rate (Level 3 or above):  $\geq 80\%$ .
- b. Average ACT score: 25 in Year 5.
- c. ACT score 20 or higher: 90% in Year 5.
- d. Four-year college admission rate:  $\geq 80\%$ .
- e. NC report card grade: A in Year 5

2) In addition to the state tests (EOG/EOC, ACT, NC final exams), CES uses the following assessments to measure students proficiency and progress:

- Benchmark tests
- NWEA MAP tests
- Teacher made chapter tests and quizzes
- Practice tests for the state tests

Students do practice tests at home to find out their actual levels. An 8th grader who got 50% right on the 7th grade math EOG test will review 7th grade math and complete at least one practice test every week at home (and turn it in as a homework) until he scores 80% or above. If 7th grade math is difficult for him, he will review 6th grade math. All CES students are required to do self-remediation like this. Teachers will recommend resources (e.g., textbooks, test preparation books) to parents and students. Students who have problems they cannot solve on their own can ask their teachers for help.

Teachers will use the assessment data to determine what needs to be re-taught.

3) CES will primarily use objective measures such as standardized tests rather than grades, which are often subjective, to promote students. In subjects without state tests, grades can still be used. Students in 3rd to 8th grades need to perform at Level 3 or above on the EOG tests to be promoted. Students performing on Level 1 on the EOG tests will be retained. Students performing on Level 2 will be placed on probation while sitting in the next grade level classes. They have to pass equivalent state tests to have their probationary status removed. Students with two active probations will be retained (e.g., an 7th grader scored Level 2 on her Math EOG and still had not had her 6th grade probation status removed). Juniors with a composite ACT score below 17 will be retained conditionally.

There is a huge gap between American schools' graduation/promotion rates and students' state assessment passing rates. Many students know they will be promoted/graduated anyway so they have little incentive to spend time on learning. We have to break students' "iron bowls" so that they are motivated to practice and perform. East Asian students have the best performance because their high-stakes tests have really changed their learning behaviors. CES will use test scores rather than grades to make promotion/retention decisions. Other factors (e.g., grades, teacher observations) may be considered when students are close to passing the state tests.

This promotion policy also applies to students with special needs but non-test factors may have bigger weights in making promotion decisions regarding them. Traditional promotion policy (e.g., using grades) will be used for EC students who do not take regular state tests.

The promotion criteria will be communicated to parents and students on the school website and in the student handbook. They should know about these criteria before choosing to attend the school. Some states (e.g., South Carolina) require students to pass high school exit exams in reading and math. We are just adding some objective measures when our state is not willing to be rigorous. High stakes testing is a great motivator in changing students learning behaviors. Our criteria appear to be stringent but we are just enforcing standards in an honest way. Those should be criticized are schools with loose standards. The sad truth is those schools are currently the norm.

4) Eighth graders need to score on Level 3 or above on the EOG tests to graduate from middle school. They can get promoted by passing the test they have failed. Senior need to earn enough credits and have a composite ACT score of 20 or above to get their high school diploma. They can take the ACT test until they have a passing score to get their diploma. "At-risk" students will take remediation classes or receive tutoring so that they can pass the required tests. At-risk students who have difficulty passing the required tests will be evaluated on a case-by-case basis and factors such as growth, grades, teacher observations will be used to determine whether a waiver can be granted.

### **Student Conduct:**

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

Be sure to include:

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

1) We believe in the importance of intrinsic motivation in students' discipline. Class management is a big concern in hiring teachers but there are much fewer discipline problems in China's schools. We will adopt these Chinese practices to promote effective discipline:

a. Cultivating Intrinsic Motivation

Rewards (e.g., tokens, food, candies, stickers) are heavily used in American schools which have a strong behaviorist tradition. Research has shown extrinsic motivation negatively affects students' performances (Pink, 2011). Students' addiction to rewards often means teachers in higher grade levels have to rely on students' extrinsic motivation to get things done. Teachers in China's schools rarely give tangible rewards. Students' good test scores do get announced in class and good work samples are displayed on the wall. Schools in China use honors to promote good behaviors. There are constant competitions among classes in academics (e.g., tests scores, academic competitions), activities (e.g., chorus, group aerobic exercise, parade), services (e.g., classroom cleaning) and behaviors. American schools have similar competitions among classes (e.g., food drive) but the frequencies and the varieties are far fewer.

b. Character Education: Rituals and Campaigns

Respecting adults is a daily ritual rather than an empty talk. Chinese students have to stand up to bow to their teachers at the beginning of each class. They have to salute each adult (e.g., a guest) in the building. Good people/good deeds campaigns prompt students to do good things (e.g., giving up one's seat to elders on the bus, picking up trash on the street).

c. Great People as Role Models

Chinese educators use great people's words and deeds to inspire students to develop purposes for their lives. Students with purposes will work hard to enhance themselves intellectually and morally. CESS Great Books programs will help students develop self-discipline and aspirations.

2) Suspension and Expulsion

a. These offenses may result in suspension of students:

- Violence
- Hate violence or speech
- Sexual harassment
- Selling or using drugs, alcohol or tobacco
- Bullying - Using profanity at a staff or faculty member
- Noncompliance with a staff or faculty member
- Disrupting the class repeatedly
- Skipping a class without permission

b. These offenses may result in expulsion of students:

- Possessing a gun or other deadly weapon on school grounds or at a school activity.
- Making a bomb threat
- Using a deadly weapon to commit a crime off school grounds.
- Selling illegal drugs at school or outside school.

3) When a decision needs to be made about an EC student, a manifest determination meeting will be conducted. The IEP team will determine whether the student's offence is a result of his disability. If the answer is yes, then he will not be disciplined but steps such as developing a behavioral intervention plan will be taken to help him reduce behavioral problems. If the answer is no, then he will be disciplined as an ordinary student will. Ten days of suspension or more are considered change of placement. Homebound education will be provided.

4) Due Process Rules for School Discipline

The more severe the disciplinary action is, the more formal the due process requirements are. The administrator (s) must have a conference with the student to explain what rules have been violated, what evidence supports the allegations, and what punishment he will get. The student will have the opportunity to give his explanation. The parent will be notified of the reason and duration of the suspension, and the right to appeal. If the student or parent disagrees with the suspension, they can have a meeting with the administrators to resolve the grievance. If the grievance is not resolved, a written appeal may be made to the school board at the next regular board meeting.

Pink, D. H. (2011) Drive: The Surprising Truth About What Motivates Us. NYC: Penguin

I certify that this subsection has not been copied, pasted, or otherwise plagiarized from any other charter application.

**IV. GOVERNANCE and CAPACITY**

(No more than ten total pages in this section)

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

**Governance:**

**School Governing Body:**

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

*Name of Private Nonprofit*

: Carolina Experimental School

*Mailing Address:* 4112 Collamer Dr

*City/State/Zip:* Cary NC 27519

*Street Address:*

*Phone:* 919-930-9125

*Fax:*

*Name of registered agent and address:*

Wenyu Bai, 4112 Collamer Dr, Cary, NC 27519

**FEDERAL TAX ID:**

**Tax-Exempt Status 501 (c)(3)**

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

Yes (copy of letter from federal government attached: Appendix D)  
 No

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

**Governance and Organizational Structure of School Governing Body:**

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

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

| <b>Board Member Name</b> | <b>Board Title</b> | <b>County/State of Residence</b> | <b>Current Occupation</b> | <b>Past or Present Professional Licenses(s) Held</b> | <b>Has any disciplinary action been taken against any of these</b> |
|--------------------------|--------------------|----------------------------------|---------------------------|--|--|
|--------------------------|--------------------|----------------------------------|---------------------------|--|--|

|                 |            |        |                            |  | <b>professional licenses?</b> |
|-----------------|------------|--------|----------------------------|--|-------------------------------|
| Wenyu Bai       | Chair      | WAKE   | Teacher                    | EC, HS math, MS math, MS English, elementary | N                             |
| Bo Shao Wallace | Vice Chair | ORANGE | Cooperate Finance          |  | N                             |
| Yiyi Jiang      | Secretary  | WAKE   | Teacher                    | Elementary                                   | N                             |
| Fangpin g Zhao  | Treasurer  | ORANGE | Biotechnology              |  | N                             |
| Jiansen Niu     | Member     | WAKE   | Founder & CEO CAML Academy |  | N                             |

**Please provide the following in this location of the APPLICATION:**

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

1) The Governance Structure

The Board of CES has five members: Chair, Vice Chair, Secretary, Treasure, and Member. It will have some subcommittees (e.g., finance, personnel, operations). The Lead Administrator reports to the Board.

2) Board's Functions, Primary Duties, Roles and Responsibilities

The school board is the governing body of the school, and the Director reports to the board. The Boards major functions are planning, policy making, hiring the Director, monitoring, and advising, The Boards primary duties are:

- Hire, support and evaluate the Director
  - Determine the compensation for the Director and the pay scale of the school
  - Approve personnel decisions
  - Work with the administration to develop short- and long-term strategic plans for school growth, success, and sustainability
  - Support the Director in carrying out the school's mission
    - Develop and abide by the schools bylaws
    - Develop or approve the schools policies
    - Approve major financial decisions (i.e., school facility, expensive equipment)
    - Monitor the schools financial health
    - Monitor the schools compliance with laws and policies
      - Advocate for the school
      - Be well informed about relevant Charter School Laws and NCDPI policies and comply with these laws and policies
    - Comply with NC Open Board Meeting Laws (NC Statutes: Chapter 143, Article 33C; G.S., 143:318)
    - Avoid conflicts of interest and put the schools welfare before personal benefit
- Roles of board members include: Board Chair, Vice Chair, Secretary, and Treasurer.

- Participate in subcommittees such as Budget and Audit, Facilities, Development, and Community Engagement.

3) Recruit, Hire, and Supervise the Lead Administrator.

Educational reform is a major mission for Carolina Experimental School, and CES learns from top performing countries so the Director has to be reform-

minded with a global vision. CES is experimental in nature so it is likely that teachers only know about some of CESs curriculum, programming, instructional approaches. Staff development is critical for the success of CES. The Director has to have deep understanding of what makes top performing countries successful and what makes American students underachieve, how talents are developed, what great books are inspiring for teenagers, how to cultivate autonomous learners. Educators from China, educators in gifted education, educators from other educational reform movements (e.g., E. D. Hirschs Core Knowledge, the Great Books, classic education) have expertise in some of CESs programming so these reforming groups are recruiting sources for us. Positions will also be posted on educator recruiting sites. Candidates will submit writing samples as analytical skills and originality are critical for this reformer position. A search committee comprised of board members, administrators, and teachers will screen resumes and recommend three or four candidates for on-site interviews. Candidates invited to the school will meet with board members, administrators, and teachers, and there will also be a presentation and a Q & A session open to all the stakeholders (e.g., parents, students, faculty). Stakeholders will evaluate the candidates through a survey. The search committee will recommend a candidate for hire with the input from stakeholders. The Board will review the Directors performance twice a year: one in December and another in June. The Director will be evaluated by measures such as student testing performance, school ranking, students achievements in competitions, students motivation, and school culture.

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

1) The Size, the Current and Desired Composition, Areas of Expertise  
The Board will have a no less than five and no more than nine members. Currently, there are five board members: one corporate finance analyst, one scientist, and three K-12 educators. All the five members have advanced degrees (e.g., doctorate, MBA). Board members should have diverse experiences and areas of expertise. Current board members have expertise in educational planning, educational leadership, educational policy, curriculum and instruction, gifted education, special education, philosophy of education, math education, reading education, foreign language education, early childhood education, real estate, financial forecast, management accounting, income tax preparation, biotechnology, and clinical medicine. Having educational administrators and college professors will make the board stronger.

2) Powers, and Duties of the Governing Board

- Selecting, supervising, and evaluating the Director and holding him or her accountable for achievement of the School's mission and goals
- Approving personnel decisions
- Developing and approving school policies
- Approving and monitoring a balanced budget
- Reviewing financial statements monthly
- Contracting an auditor for the annual financial audit

3) The current board members all were born in China and had their K-12 and

college education there. Since CES intends to adopt China's best educational practice in teaching basic skills, this board composition will ensure the fidelity of the learning process. It will help the school maintain a clear vision and a strong leadership. The board members' expertise in education, finance, and accounting will ensure that the school has effective educational programming and instruction and maintains financial stability. The board members have the expertise to evaluate the school Director in the areas of budgeting, finance, planning, student performance, curriculum and instruction. Two or more board members can be added to achieve more diversity and representation when needs arise. Four board members are parents, and three of them will have school age children when the school starts. Having parents on the board will make it convenient for parents to express their concerns and wishes.

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

Since CES intends to adopt China's best educational practices, the founding board members were recruited among the Chinese community in the Triangle area. The lead applicant sent an email to the email list of The Chinese-American Friendship Association of North Carolina (CAFA). A dozen people expressed their interest in being a board member. People with desired expertise (e.g., K-12 education, finance, STEM) for the board became the founding board members.

If a position is vacant, election will be held at the next board meeting. All officers may serve no more than two consecutive two-year terms. Former officers, after a break in service of one year or more, may be elected to another term as an officer. All outgoing board members who have not finished their terms are expected to identify potential replacement board members and initiate that contact prior to resignation. If a board member must resign or is dismissed, s/he will be asked to identify potential candidates for discussion at the next board meeting.

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

The Board will meet monthly at night or on the weekend each year. If no enough matter is on the agenda, two meetings during vacations may be canceled (e.g., December and July).

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

New board members will receive training on laws related to school boards, school finance, and education (e.g., CES's philosophy, mission, and educational model, China's education, best charter schools, NC and American students' achievement data). New board members are required to read the following laws and policies:

- NC charter school law (Article 14A)
- NC Open Meetings Law (Article 33C).
- State Board of Education Charter Schools Policies
- NC Financial Guide For Charter Schools

Here is a timeline for ongoing professional development activities for board members:

October 2018: Review E.D. Hirsch's *The Schools We Need and Why We Don't Have*

Them  
Nov 2018--Jan 2019: Visiting other charter schools (e.g., KIPP Durham, The Hawbridge School, Woods Charter).  
January--March 2019: Watching videos comparing the Chinese and the Western educational systems.  
- A four-episode Danish documentary comparing a Danish school and a Chinese school ([https://www.youtube.com/watch?v=Z\\_WSJUNxPZc](https://www.youtube.com/watch?v=Z_WSJUNxPZc))  
- Are Our Kids Tough Enough: Chinese School, a BBC documentary following five Chinese teachers in the UK (<https://www.youtube.com/watch?v=DYGxAwRUpaI>)  
- Chinese teaching methods shock British schoolchildren (<https://www.youtube.com/watch?v=qQg94Rs01DM>)  
April 2019: Review Amy Chua's Battle Hymn of the Tiger Mother.  
May-June 2018: School studies. Each board member will study two schools and share his or her findings at the board meeting about what we can learn from them (e.g., programming, curriculum, activities). These schools may include excellent charter schools (e.g., Raleigh Charter, Woods Charter, Triangle Math and Science Academy, KIPP Durham) as well as traditional schools (e.g., Enloe, Carnage). We will learn from the best and add good features to our programming.

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

A CES school board member shall abide by the following ethical standards:

- Abide by all laws, rules and regulations of the State Board of Education.
- Make decisions for the educational welfare of children.
  - Confine board action to policy making, planning, and evaluation, and leave administering the school to school administrators.
- Not to make personal promises or take any private action that may compromise the board.
  - Not to use the schools for personal gain or for the gain of friends.
- Maintain the confidentiality of board decisions when required by the Board. We do not know of any existing relationships that could pose actual or perceived conflicts of interests if the application is approved. The Board will follow the conflict of interest policy in the NC Charter School Financial Guide Section VII. It will take the following steps to avoid conflict of interests.
  - Each year board members are required to sign a statement to confirm that s/he has received the conflict of interest policy; has read and understands the policy; and has agreed to comply with the policy.
  - When a major financial decision (e.g., facility, furniture, equipment, laptops, custodian service, food service) is made, board members are required to disclose if they have connections to the vendors or bidders. If a board member has a connection to the vendor, s/he shall not vote on that matter to avoid potential or perceived conflict of interest.
- Board members relatives should not be employed by the school.

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

CES will have guidelines on school matters in place during the first year of operation. It will have The Teachers Handbook, The Student Handbook, a financial manual, and other policies when needs arise. The Board will delegate most policy development responsibilities to the school but the Board will vote on the proposed policies and provide modification

suggestions. The Board will take the following steps in initiating a policy:

- Gathering information: What is the common practice? What are the different perspectives? What are the needs? What is the potential impact? What is the cost?
- Discussion: Board members will share opinions, brainstorm solutions, and propose alternatives.
- Making decisions: Board members will vote on the proposed policies.

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

Like most other schools, CES will have a Parent and Teacher Association (PTA), and it will also have a faculty advisory council. The PTA is the liaison between parents and the school. It communicates parents concerns and wishes to the school. It also organizes activities to show parents appreciation of teachers work. Fundraising is another function it performs to enrich the schools programming. The Faculty Advisory Council includes representatives from various subjects. Some matters can be discussed by this council and the administrators and do not have to get all the faculty members involved. Teachers can communicate their wishes and concerns to their representatives to bring to the advisory meetings.

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

1) Grievance Process for Parents

Parents and students should attempt to discuss concerns informally with people involved before going through the grievance process. There are two levels of grievance: the school level and the board level. At the school level, parents should submit a written request for a conference within ten days after the disclosure of the facts giving rise to the grievance. The Director shall grant the conference within five school days following the request. The Director shall send a written response to the parents within five days after the conference. If parents are not satisfied with the Directors response, they can appeal to the board within five school days after receipt of the Directors response. The Board will provide a final written decision within thirty days.

2) Grievance Process for Employees

If an employee disagrees with a coworker or supervisor, feels that he or she has been treated unfairly, or has other grievances, the employee may write to the Director within five days after the issue arises. The Director will investigate the employee's complaint and respond. If the employee is unsatisfied with the Directors response, he or she can write to the board within five days after receiving the Directors response. If the grievance is about the Director, the employee may write to the Board within five days after the issue arises. The Board will provide a final written decision within thirty days.

Governance and Organizational Structure of School Governing Body (continued)

Include in the Appendices:

1. *A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school. This chart should also include lines of authority to and from any outside entity that will play a role in managing or supporting the charter*

*school (such as educational service providers, advisory bodies or parent/teacher councils). (Appendix E)*

2. *A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form (Appendix F).*
3. *The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law (Appendix G).*

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

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

**X Not Applicable**

**Private School Conversions:** *complete ONLY if the proposed charter is a private school conversion. Otherwise, mark "Not Applicable" and follow the direction #3 in the Application Specifications.*

**X Not Applicable**

**Charter School Replication:** *complete ONLY if the proposed charter is a replication of an existing charter school. Otherwise, mark "Not Applicable" and follow the direction #3 in the Application Specifications. Understand that the replication means that a new charter school will be governed separately from the charter school the application is modeled after.*

**X Not Applicable**

**Projected Staff:**

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

We anticipate the following positions:

- 1 Director
- 1 Assistant Director
- 1 School Counselor
- 1 Finance Officer
- 1 Office Clerk (1 more in Year 3)
- 1 Nurse
- 2 Transportation staff (Year 3)
- 8 Core Content Teachers (26 in Year 5)
- 4 Electives Teachers (13 in Year 5)
- 1 Special Education Teacher (2nd one in Year 2, 3rd one in Year 3)
- 1 ESL teacher if needed
- 1 IT Specialist/Computer Science Teacher
- 1 Teaching Assistant (Year 2, two more in Year 3)
- 1 Substitute Teacher a day in Year 1 on average (2 Subs in Year 2, 3 Subs in Year 3)

Additionally, we anticipate that CES will need to contract with companies or

professionals for the following services:

- Related EC services (e.g., speech, occupational therapy, physical therapy)
- Accounting and payroll
- Custodian
- Auditing
- Legal
- Accreditation
- Facility acquisition, design, and development
- Facility maintenance

### **Staffing Plans, Hiring, and Management**

Include the following information for the proposed charter school:

1. *Explain the board's strategy for recruiting and retaining high-performing teachers.*

1) Our "high quality education" mission dictates that we hire teachers with strong content. We will not limit our choice to education majors. In 2014, education majors had an average SAT Critical Reading score of 482 (46% right) and Math score of 482 (41% right) (<http://www.businessinsider.com/heres-the-average-satscorefor-every-college-major-2014-10>). Teachers with low SAT scores may not know what it takes to achieve mastery. Being a charter school allows us to hire people without teaching licenses. On the one hand, raising the bar (e.g., high SAT, GRE, Praxis test scores) narrows our choices; on the other hand, opening to unlicensed candidates enlarges our selection pool.

2) CES's experimental nature itself will attract aspiring educators and noneducators. We will work hard to improve students' performances and let our assessment data do the talk. We will write articles, blogs, even books to explain our model and theories of education to increase the school's visibility.

3) We will use traditional recruiting strategies such as advertising vacancies on the school website and on teacher recruiting websites, contacting colleges.

4) The board recognizes that we will compete not only with other schools but also with other sectors for talents so it is important to offer competitive salaries in recruiting and retaining teachers. We need to widen our revenue sources to maintain our competitive edge. Teachers can get extra pay from afterschool programs and summer camps.

5) With their knowledge of best practices in the world, CES teachers will have more choices. CES will set up more schools to spread the CES model and at the same time retain high-performing teachers by letting them assume leadership responsibilities.

2. *Provide a description of the relationship that will exist between the charter school employees and the school's board of directors.*

Although the board has the final authority over personnel matters at CES, it delegates the duties of hiring, assignment, evaluation, discipline, promotion, and termination of faculty and staff to the Director. The board will review, approve or disapprove all employment contracts recommended by the Director. Each staff and faculty member can go through the grievance process to solve disputes. A teachers representative will attend the board meeting but s/he will be a non-voting member. S/he will be a liaison between

the teachers and the Board. Teachers can also serve on subcommittees of the Board (e.g., strategic planning). The Board will get teachers opinions and insights through an annual survey.

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

1) Hiring Procedures

- Applications are screened by administrators for appropriate experience, certification, and education
- The search committee, which includes administrators and teachers in the subject, will select 2-5 candidates for the first-round interview.
- The search committee will conduct the second-round interview, check references, and conduct a national criminal background check to make the final choice.
- The candidate chosen will get an offer of employment upon the Board's approval.

2) Dismissing Procedures

- An under-performing staff or faculty member will have an action plan for improvement.
- If s/he fails to make adequate progress, s/he will be dismissed.
- A staff or faculty member who has seriously violated policies outlined in The Employee Handbook will be given a warning or be dismissed. S/he can go through the grievance process to appeal to the Director and the Board.

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

1) SALARIES: Teachers: \$40,000 or above (We will use WCPSSs pay scale if our budget allows).

Average teacher assistant's salary: \$20,000

Average support staff's salary: \$20,000-\$40,000 depending upon job requirements, experience and qualifications.

Director's salary: \$80,000

Assistant Director's salary: \$50,000-\$70,000 depending upon experience and qualifications.

2) BENEFITS

CES employees will have medical insurance through the state health insurance program. CES will pay 80% to 95% of the premium cost if the budget allows us to do so. If CES has enough budget, we will also pay partial premium cost of dental and life insurance. CES will participate in a tax-deferred retirement plan. CES full-time employees will have a number of personal leave days that can be used for illness and vacation.

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

1) Grievance

The Board will develop a dispute resolution policy to address employees' grievances. If a school employee has a disagreement with an administrator, s/he can discuss it with the Director. If s/he has a disagreement with the Director, s/he can appeal to the Board. The Board's decision will be final.

2) Termination

North Carolina is an at will employment state. Employment with the school is at will. Employment contracts are given annually to clarify employees salary, position title, and duties. Employment dates will not bind either the employee or the school to a specific time period. Both employees and the school are free to terminate the employment relationship, with or without reason. The school may give its employees the opportunity to respond to

issues prior to action being taken by the Board but it does not have to go through this procedure.

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

CES tries to maintain a lean organizational structure so some positions have dual responsibilities. Administrators and teachers who run before- or after-school programs will get extra pay which comes from the fees charged to the parents. The EC Coordinator or a counselor will also be the 504 Plan Coordinator. Schools do not receive funding for developing and implementing 504 plans so it is an extra duty for this person. The Guidance Counselor or the clerk will also be the Testing Coordinator. It is funded by general funding. The art teacher or the librarian may be the webmaster.

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

EC population is generally about 10%-15% of the total enrollment. The common practice is each EC teacher has a caseload of 20-30 students. CES's Year 1 enrollment of 200 students requires a full-time EC teacher. This teacher has to be fully certified with at least two years of EC experiences. CES will pay a school psychologist per test to do psychological testing. CES will pay certified professionals an hourly rate or a package rate to serve EC students who need speech, OT or other related services. If we have EC students with high needs (e.g., autism, intellectual disability), a teacher assistant will be hired. CES adopts the Schoolwide Talent Development model so it may not need a gifted teacher position. The lead applicant has a Ph.D in Gifted Education Administration. He will provide gifted education training for all the teachers. CES will have a full time or part time certified ELL teacher depending on the number of ELL students.

*9. Provide a narrative detailing the roles and responsibilities, qualifications and appropriate licenses that each position must have to be hired by the school's board of directors and effectively perform the job function(s).*

Teachers should have at least a bachelor's degree. To comply with state law, at least 50% of CES teachers will have a valid North Carolina Professional Educator's License. Talented individuals without licenses will use Lateral Entry. They will be encouraged to go through the required procedures to get regular licenses so that CES can have the quota to hire other talented individuals without licenses. CES teachers are instructors as well as managers of students' talent and philosophical development. The manager role is what distinguishes CES teachers from traditional teachers. No matter how engaging a teacher's classes are, if her students do not use their spare time wisely and do not take the initiative for self-perfection, they will still far behind the world's top performing students.

The Director provides instructional and operational leadership. S/he will coordinate or deliver staff development. S/he should have at least a Master's Degree in administration and at least five years of teaching experience. S/he should be familiar with top performing countries educational system.

The Assistant Director is the chief disciplinarian. S/he shares with the director in instructional and operational leadership. S/he should have at least three years of teaching experience. Preferences will be given those who have school administration experiences.

The Guidance Counselor develops the school's master class schedule with the school leadership team and schedules students' classes. S/he will address students' social, emotional, and career needs. The Guidance Counselor should

have a Master Degree in School Counseling and have a valid license. S/he should have at least three years of teaching or counseling experience. The Finance Officer is responsible for accounting, payroll, purchasing, accounts payable, budget and financial reporting, and coordinating the annual audit. This person should have a bachelor's degree in finance, accounting or a related field, preferably with experiences in school business. Other administrative and support personnel will be responsible for carrying out support functions as delegated to them by the Director. They should have at least two years' experience in their roles.

### **Staff Evaluation and Professional Development**

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

The director will be responsible for maintaining teacher licensure requirements. The director and the assistant director will be responsible for professional development.

2. *Provide a detailed plan noting how the school will mentor, retain, and evaluate staff in a format that matches the school's mission and educational program. Plan should also describe how the school will meet the teacher certification and licensure requirements for teachers as prescribed by state law and the Every Child Succeeds Act. Be sure this overview matches with the projected staff and funding of the proposed budget section.*

#### 1) Mentor, Retain, and Evaluate Staff

CES is experimental in nature, and it has three major programs. A teacher may have expertise in one of the programs but it is less likely s/he has expertise in all the three programs so teachers need support to be successful.

##### a. Mentoring New Teachers

CES will hire at least one teacher with at least three years of teaching experience in each subject or grade level so that s/he can act as a mentor if needed. Each new teacher will be assigned a veteran teacher to get some guidance. Since some of CES's programs are new to most teachers, teachers will learn together, share their experiences, and find solutions together. Asian parents are encouraged to be volunteers to provide support to teachers unfamiliar with the Chinese model.

##### b. Retaining Teachers

Few schools of education have CES's programs so we have to train teachers by ourselves. It takes time to train a teacher so CES has to make efforts to retain its teachers. First, CES will offer competitive salaries. This may be difficult in Year 1 but the surplus after Year 1 will make it possible. Second, innovation and excellence will be CES's appeal. Teachers' training in the Chinese model will make them highly effective teachers. Third, with their knowledge about the Chinese model, CES teachers are likely to become teacher trainers. CES may lose teachers this way but it is a good thing for American schools. Adopting, creating, and spreading best practices is CES's educational reform mission. We can retain these teacher leaders by setting up new schools and let them assume leadership roles.

##### c. Evaluating Teachers

How teachers are evaluated often affect what they will do in their classrooms. Prevailing educational theories shape existing teacher evaluation rubrics which shape teachers practices.

To improve American students' performance, we have to change the way teachers are evaluated. First, the focus should be shifted from the classroom to the home. No matter how engaged students are in the classroom, if they spend nearly 8 hours on entertainment media, they will be left

behind by the Chinese students farther and farther. Second, the focus should be shifted from looks to data. The prevailing educational theories belittle book learning, memorization, drills, testing, test preparation, lecturing, whole class instruction, rows and columns, and large class size, yet these are the very practices that make Shanghai's 15-year-olds outperformed American students by three years. We need to let data, rather than those educational theorists, do the talk.

Here are some samples of how teachers will be evaluated:

- Student growth. 80% of students or more are expected to show growth in EOG percentile ranks.
- Student and parent survey data are used to measure if students have significantly changed their learning habits and behaviors at home.

## 2) Certification and Licensure

The Director will monitor teachers' certification status to make sure CES meets the requirements prescribed by state and federal laws. Licensed teachers will be reminded to earn staff development credits to have their licenses renewed. Lateral entry teachers need to show their progress toward regular licenses each year.

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

We set up CES out of our discontent with American educational theories and practices. People can always find the classroom-level research supporting these theories and practices but the cross-country-level comparison research often falsifies these theories and practices so it is critical to have a global vision and throw away the dogmas. Most of CES's professional development (PD) will be conducted internally. We will develop our model and spread it to other schools to improve American education. Most of CES's PD are uniform because few people have expertise in our programs and teachers need to work together to create something (e.g., a list of modern classics). After Year 1, the founding teachers will have some common knowledge of the CES model. New teachers who have not read a book or watched a video can catch up by having a small group or individualized PD. The core components of professional development plan include data analysis, Chinese education, critiques of American education, talent development, and the Great Books program.

### 1) Data Analysis

- Teachers should be familiar with data sources such as PISA, NC Report Card, national and NC ACT and SAT scores and use them to inform their teaching and motivate their students.
- Teachers should be familiar with the conversion relationships between raw scores, standard scores and percentile ranks for major standardized tests (e.g., EOG, EOC, ACT, SAT). This knowledge will enable teachers to help students set goals.

### 2) Chinese education.

### 3) Critiques of American education.

### 4) Motivation

Teachers should be familiar with theories on motivation (e.g., Maslow, growth mindset, grit, inner motivation, delayed gratification).

### 5) Talent Development

Teachers should be familiar with theories on talent development (e.g.,

deliberate practice, development of expertise).

6) Great Books

To recommend good books to students, teachers have to be well-read and knowledgeable.

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

Day 1 PISA Data & the BBC's Documentary 8:30-16:00

1) Explain CES's mission and vision

2) Study the PISA data.

Teachers will know the huge performance gap between American and Chinese 15-year-olds.

3) Watch the BBC's documentary about five Chinese teachers teaching in a British school.

The teachers will observe and discuss how Chinese teachers do things differently. What works and what does not? Even with students' behavioral problems, the five Chinese teachers still outperformed the control class.

4) Discuss why the US and the UK responded differently to the PISA data. The American governments took no action, and many articles tried to explain away the huge gap (e.g., Shanghai has not tested its immigrants' children, America would perform much better without its minorities).

Day 2 The Danish Documentary

Watch the Danish documentary that compares a Danish school with a Chinese school and discuss how Chinese teachers do things differently. Observe Chinese students' cell phone use, behaviors, attention, collaborative learning, and projects. People tend to think the Chinese way of education stifles creativity but why do the results surprise us? The Chinese classroom is not structured to be conducive to collaborative learning but why Chinese students do better in this area too? How to explain that Chinese students do poorly in English? Compare the Chinese and the Danish parents. Compare the views of the teacher union chair and those of the special education professor. Why do American educators go to Finland, another top PISA performer, instead of China? Why do the Danish go to China instead of Finland, their Nordic neighbor?

Day 3 An Anatomy of Chinese Education

1) Discuss factors contributing to Chinese students' excellent performances then rank these factors in the order of importance.

2) China's school. The hierarchy of China's schools. School size. School culture. Tracking (e.g., college-bound vs. vocational, STEM vs. social sciences/humanities vs arts). Ability grouping. Daily schedule. Long hours (e.g., 12-hour school day in 8th and 12th grades).

3) China's teachers. Their pay relative to other professions. Their extra income. Their status relative to other professions. Can non-education majors become teachers? No special education and school psychologists. No specialists (e.g., reading specialist).

4) China's exam system. China's long history of exams. Entrance exams--middle school, high school, and college. Differences between China's college entrance exam and the SAT/ACT (e.g., frequencies, difficulties, consequences), and how they affect students behaviors in the two countries.

5) Textbooks

6) Homework.

7) Classroom. Row and columns. Twice the American class size. Home classroom

as a competing unit.

8) Factors or non-factors. Given a list of factors (e.g., class size, funding, testing), teachers will determine which factors affect student performances and which do not.

Day 4 An Anatomy of American Education.

1) Discuss E.D. Hirsch's The Schools We Need and Why We Don't Have Them.

2) Discuss Generation M2: Media in the Lives of 8- to 18-Year-Olds by the Kaiser Family Foundation

3) Discuss A Nation at Rest: The American Way of Homework by B.P. Gill & S.L. Schlossman

Day 5 NC Report Card

1) Discussing Battle Hymn of the Tiger Mother by Amy Chua

2) Compare the Triangle schools' SAT/ACT scores. Compare SAT/ACT scores in 50 states.

3) Our competitors' (e.g., local schools, other charter schools, top NC schools) EOG/EOC passing rates. Day 6 Talent Development

1) Discuss Outliers: The Story of Success by Malcolm Gladwell

2) Article on giftedness and talent development

Day 7 Great Books

1) The Great Books Program

2) Modern classics. Teachers will go through the bestseller list during the past 50 years to find books that can be recommended to CES students.

5. *Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan.*

Teachers will report to work ten days prior to the first day of school, and seven of these days (49 hours) will be used for professional development. Non-student teacher work days can be used for professional development. There are no early release days in the school calendar because those are not convenient for working parents. CES faculty will have weekly afterschool staff meetings which will be devoted to whole school meetings, grade level professional learning community (PLC) meetings, subject PLC meetings, and other meetings. They will have a one-hour PD every two weeks. At the biweekly PD session, teachers will receive training, share experiences, or discuss books. In total, there will be more than 100 hours of professional development each year.

### **Enrollment and Marketing:**

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

### **Marketing Plan**

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

We will comply with the charter school statute regarding admissions GS

115C.218.45 and not limit admission to students on the basis of "race, creed, national origin, religion, or ancestry." We plan to set up CES in Cary or Apex. According to the 2010 Census, the Cary residents were 73.1% White, 13.1% Asian, 8.0% African American, and 7.7% Hispanic. The Apex residents were 80% White, 7% Asian, 8% African American, and 7% Hispanic. If certain ethnic groups are significantly underrepresented among the applicants, we will make effort to target those groups. We will use multiple media such as website, emails, social media, radio, meetings, and print to reach potential students.

1) Waiting and Preliminary Planning Period: Sept., 2018-August 2019

- Create the school website as early as possible. Viewers will be able to know about CES's mission, philosophy, programming, curriculum and instruction.

- Create a Facebook page for CES.

- Post or publish analyses of American and Chinese education to draw attention to the school.

- We will post or publish our analyses of the PISA data to let the public know the effectiveness of the Chinese model and attract them to the school adopting such a model.

2) Planning Period after the Charter Approval: Sept-Dec. 2019

- Update the website and create an online application form.

- Send emails to the email lists of ethnic organizations introducing the CES Model and inviting applications

- Advertisements will be posted at high traffic areas such as local libraries, shopping centers, supermarkets, gas stations, thrift shops, and churches.

- An education blog will be maintained to attract parents who are curious about foreign and innovative education.

- Have information sessions in Cary and Durham libraries to explain CESs philosophy and programming to interested parents.

3) Student Enrollment for the 2019-20 School Year: Jan-March, 2020

- We will have information sessions about CES at local libraries.

- The lottery will be done between March and June.

4) First 20 Days of School

- If some students transfer to other schools, CES will contact the applicants on the waiting list if there is one.

5) First Semester of School

- CES will have an open house on 12/11/2020 and will run the ads on WUNC during rush hours for 10 business days.

6) Open Enrollment for the 2020- 2021 School Year: Jan-March, 2020

- CES will add 3rd -5th grades in Year 2 and 6th grade students will be new to the school too so it needs 200 students.

- School tours in January 2021

- Shadowing day in February 2021. Applicants have the opportunity to sit in CESs classrooms to see if it is a fit for them.

- If there are not enough applications, then the 2nd open house will be conducted on 2/11/2021. - The lottery will be done on 3/11/2021.

### **Parent and Community Involvement**

1. *Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.*

2. *Describe how you will engage parents in the life of the public charter school. Explain the plan for building engaging partnerships between the family and school that strengthen support for*

*student learning.*

If our application is approved, we will start to communicate with parents to develop the school's applicant base. First, we will create the school's website to post information about the school (e.g., mission, educational plan, enrollment, contacts, needs). Second, we will spread news about the school through social media and community discussion (e.g., Raleigh's citydata forum). We will inform parents and the community about our needs (e.g., finding a school facility, hiring teachers, recruiting students, purchasing low cost equipment). Third, we will have information sessions at local libraries, or set up desks and posters at shopping centers to spread the news about the school. As a start-up, CES will compensate for the school's lack of resources by asking parents to offer help. Parents are recommended to donate time, money, or materials to the school. Parents will list their expertise and the services they can provide on the family information form. Parents can tutor students, troubleshoot computer problems, chaperone students on field trips, distribute lunch, make copies, and direct morning and afternoon traffic. CES's many competitions will need parents to play some coaching and mentoring roles. Parents will also be invited as guest speakers and judges. CES will organize a parent tutoring network to help students with needs. Parents can donate microwave ovens, furniture, school supplies and other materials to help the school save money. Parents will donate unwanted stuffs to the school's annual yard sale to raise funds. There will also be a silent auction each year to raise funds for the school. Parents can donate items for auction. The board members' contact information will be posted on the website. Parents can communicate their concerns and wishes directly to board members. The PTA will serve as a liaison between parents and administrators, and between parents and teachers. CES will provide several opportunities for parents to have face-to-face talks with teachers. The school will have an open house night before the new semester. On two days in early November parents can schedule a 10-minute or a 15-minute talk with each teacher to discuss students' performance in the 1st quarter. In June, there will also be a cook out for parents, students, and teachers to have some casual talks. At the end of the school year, parents will complete an anonymous survey so that the school can know the parents' needs and expectations and evaluate the school's performance in meeting parents' needs. Focusing on students' afterschool development is CES's unique feature. The school needs parents' support in facilitating students' maximum personal growth. Teachers are expected to communicate with parents weekly to monitor students' time use. A parenting forum will be held monthly for parents to share parenting practices and tips, and discuss parenting books.

**Admissions Policy**

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

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

4. *Explanation of the purpose of any pre-admission activities (if any) for students or parents.*

5. *Clear policies and procedures for student withdrawals and transfers.*

1) For the first year, if we secure a facility early, open enrollment application will begin on February 12 and close on March 30. Parents can complete online or paper applications. If there is a delay in securing a facility, the enrollment deadline may be postponed to early June.

2) A lottery will be needed if there are more applications than seats available in a grade level. A lottery will be held two weeks after the open enrollment ends. The lottery ticket will include a number, applicant name, grade level and sibling indication. CES will give enrollment preference to the applicant children of board members and full-time school employees. Parents will receive lottery tickets one week before the lottery. Applicants winning the lottery will receive an offer.

3) An applicant whose name is drawn after all open seats are filled will be placed on the wait list. If a ticket indicating siblings is pulled, each child will be placed in the next available slot in their grade level. When there is an opening, CES will offer the open seat to the next child on the wait list. Applicants on the wait list will be considered first then applicants who applied after the close of open enrollment will be considered. Applications received after the close of open enrollment are ordered on the wait list according to the date received. A withdrawal form needs to be completed if an applicant wants to withdraw from CES. When CES receives a records request from the student's new school, CES will send the records as requested. CES will offer the withdrawn student's vacancy to the next applicant on the wait list. Parents may withdraw or transfer students at any time, and the student's records will be forwarded to the new school. If a student leaves the school and wants to re-enroll at the school, a new application has to be submitted and the student will be placed on the waiting list.

Children of board members and full-time staff can attend CES without going through the lottery process in Year 1. In the following years, if their children take too many seats and other parents complain, we will set a percentage limit for such children.

4) CES does not have mandatory pre-admission activities. Families can choose to have admission interviews, school tours, shadowing, open house, and orientation. At admission interviews, school administrators explain the school's philosophy of education and programming to families so that they have the opportunity to know if the school is a good fit for them. Students can take classes at CES for a day to see if they want to be here.

### **Weighted Lottery**

*Does your school plan to use a weighted lottery?*

Yes:

No: X

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

1. *In no event may a lottery process illegally discriminate against a student on the basis of race, religion, ethnicity, gender, or disability.*
2. *A lottery process may not be based upon geographic boundaries, such as zip code or current public school attendance zones, unless the charter school is operated by a municipality OR the charter school was converted from a traditional public school. Municipal charter schools may give enrollment priority to domiciliaries of the municipality in which the school is located (G.S. 115C-218.45(f)(7)), and charter schools that were converted from traditional public schools shall give admission preference to students who reside within the former attendance area of the school (G.S. 115C-218.45(c)).*
3. *A lottery process that deviates from the standard lottery must be based upon the school's unique mission and must be based upon educationally, psychometrically and legally sound practices, protocol and research.*

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

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

**PROJECTED ENROLLMENT Year 1 through Year 5**

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Wake County Schools  
 LEA #2 Durham Public Schools  
 LEA #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.

|              | Year 1  |         |         | Year 2  |         |         | Year 3  |         |         | Year 4  |         |         | Year 5  |         |         |
|--------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
|              | LEA 920 | LEA 320 | LEA 000 | LEA 920 | LEA 320 | LEA 000 | LEA 920 | LEA 320 | LEA 000 | LEA 920 | LEA 320 | LEA 000 | LEA 920 | LEA 320 | LEA 000 |
| Kindergarten | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 40      | 10      | 0       |
| Grade 01     | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 40      | 10      | 0       |
| Grade 02     | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 40      | 10      | 0       |
| Grade 03     | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 40      | 10      | 0       | 40      | 10      | 0       |
| Grade 04     | 0       | 0       | 0       | 0       | 0       | 0       | 40      | 10      | 0       | 40      | 10      | 0       | 40      | 10      | 0       |
| Grade 05     | 0       | 0       | 0       | 40      | 10      | 0       | 40      | 10      | 0       | 40      | 10      | 0       | 40      | 10      | 0       |
| Grade 06     | 40      | 10      | 0       | 40      | 10      | 0       | 40      | 10      | 0       | 40      | 10      | 0       | 40      | 10      | 0       |
| Grade 07     | 40      | 10      | 0       | 40      | 10      | 0       | 40      | 10      | 0       | 40      | 10      | 0       | 40      | 10      | 0       |
| Grade 08     | 40      | 10      | 0       | 40      | 10      | 0       | 40      | 10      | 0       | 40      | 10      | 0       | 40      | 10      | 0       |
| Grade 09     | 40      | 10      | 0       | 40      | 10      | 0       | 40      | 10      | 0       | 40      | 10      | 0       | 40      | 10      | 0       |
| Grade 10     | 0       | 0       | 0       | 40      | 10      | 0       | 40      | 10      | 0       | 40      | 10      | 0       | 40      | 10      | 0       |
| Grade 11     | 0       | 0       | 0       | 0       | 0       | 0       | 40      | 10      | 0       | 40      | 10      | 0       | 40      | 10      | 0       |
| Grade 12     | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 40      | 10      | 0       | 40      | 10      | 0       |
|              | 160     | 40      |         | 240     | 60      |         | 320     | 80      |         | 400     | 100     |         | 520     | 130     |         |
|              |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |

I certify that this subsection has not been copied, pasted, or otherwise plagiarized from any other charter application.

## V. OPERATIONS

### **Transportation Plan:**

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

CES will make every effort to make transportation not a barrier to attending the school. We address students transportation needs in several ways:

1) School bus

Buying a school bus is a huge investment. Due to the uncertainty of Year 1, we will not purchase school buses until Year 2 or later. Hopefully we will have one or two bus lines starting in year 2. The Highway 55 line will go from the RTP to Holly Springs, and the High House line will go from Highway 55 to Walnut Street. Parents can drop off their children at pick-up points.

2) Carpool

Carpooling is the primary means of transportation at the early stage of the school. CES will help parents identify carpool options by creating a carpool list.

3) Early Drop Off and Late Pick Up

Some working parents are unable to drop off or pick up their children during the schools designated time. To accommodate these parents, CES will have low-cost before-school and afterschool programs.

4) Subsidy

Some low-income parents want their children to attend CES but do not have the means of transportation. CES will help these families find the carpools the students can join and pay the willing parent drivers a nominal fee for their time and expenses. CES will provide \$10,000 in Year 1 for this purpose.

5) Use a school bus contractor CES will contract for student bus services if this is more cost-effective than the school bus purchasing option. CES may also use a school bus contractor if some EC students have the transportation need.

### **School Lunch Plan:**

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

We have explored several options for school lunch:

1) Join the NSLP

We would like CES to join the National School Lunch Program (NSLP) but we know our facility has to meet certain standards for us to get the subsidies. Whether CES will have a kitchen meeting the NSLP standards depends on the school building we can find. If we cannot find a school facility meeting the

NSLP standards, we have to postpone this option until we have our own building.

2) Students bring their own lunch

If there is no cafeteria, the commons, classrooms, and courtyards will be used as lunch locations. Microwave ovens will be purchased or donated for students to use. Due to limited spaces and limited numbers of microwaves, CESs elementary, middle, and high schools will have different lunch time to avoid congestion.

3) School lunch providers

One to three restaurants will be selected to deliver boxed lunch. The prices should range from \$2 to \$8 so that low income students have some choices. The foods are expected to be nutritious. Students will place their orders in the morning.

4) Subsidy for low-income families

CES will set aside a lunch fund of \$30,000 in Year 1 and \$45,000 in Year 2. It will be used to subsidize low-income students lunch. This fund may help 40-60 students each year. The amount of lunch fund may increase or decrease depending on the actual needs.

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

The Nonprofit

shall name the SBE as an Additional Named Insured to their liability coverage for operation of a charter school while obtaining and maintaining insurance at a minimum in the following amounts:

- a. Errors and Omissions: one million dollars (\$1,000,000) per occurrence;
- b. General Liability: one million dollars (\$1,000,000) per occurrence;
- c. Property Insurance: For owned building and contents, including boiler and machinery coverage, if owned;
- d. Crime Coverage: no less than two hundred fifty thousand dollars (\$250,000) to cover employee theft and dishonesty;
- e. Automobile liability: one million dollars (\$1,000,000) per occurrence; and
- f. Workers' compensation: as specified by Chapter 97 of the General Statutes, Workers' Compensation Law.

| Area of proposed coverage                   | Proposed amount of coverage |           | Cost (Quote) |
|---|-----------------------------|-----------|--------------|
| Comprehensive General Liability             | \$1,000,000                 |           | \$1,365.00   |
| Officers and Directors/Errors and Omissions | \$1,000,000                 |           | \$4,380.00   |
| Property Insurance                          | \$1,000,000                 |           | \$1,300.00   |
| Automobile Liability                        | \$1,000,000                 |           | \$2,300.00   |
| Crime Coverage Minimum/Maximum Amount       | \$250,000                   | \$250,000 | \$332.00     |
| Other                                       | \$1,888,000                 |           | \$7,824.00   |
| Total Cost                                  |                             |           | \$17,501.00  |

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

demonstrate the levels of insurance coverage and projected cost.

**Health and Safety Requirements:**

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

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

800school 10/01/2018

(Board Chair Signature)

(Date)

**Facility:**

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

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

A building has not been identified yet. We will monitor loopnet.com and other websites for commercial real estates in Cary-Apex and use a commercial real estate agent to help us locate a facility to lease. We will also meet with real estate developers to explore the converting or building options. We have explored several options:

1) Lease

This is the best option for us for the first few years due to limited reserves. There are only four charter schools in the Cary-Apex area, and some of them have just started so there are no vacant former charter school buildings. Actually there are also no other vacant school buildings as this area is growing fast, and WCPSS have just added a few new schools. We are more likely to rent vacant office buildings or vacant rooms in a strip mall.

2) Lease to own

An architect and developer firm has explored this option with us. This is an expensive option.

3) Take Over a Building Left by Another School

Older charter schools are expanding. The small space they left may be perfect for us. The Hawbridge School's building used to be used by River Mill Academy.

4) Buy a Building

One property used to be a preschool. With about 4,000 sq. ft, it is too small for CES though it has the space for expansion for up to 200 students. This will hinder our expansion. We will only consider this property if we

have no other choices. We will seriously consider buying and building a facility in Year 4 when CES is near its full capacity.

The school building should meet the following requirements:

- At least 50 square feet per student
- Meets local and state building fire/safety codes
- Has adequate parking spaces
- Has room for expansion
- If it is part of a building, there should be separate entrances for the school.

The Board will take the following steps to secure a facility:

July-Oct 2019: Site selection

Nov-Dec 2019: Room layout design. Lease signed.

Jan-Feb 2020: Plans and permits submitted and approved

Feb-June 2020: Construction

July 2020: Certificate of Occupancy and other regulatory approvals.

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

The per square foot lease rate will be \$10-\$25/sq. This is comparable to the commercial real estate lease rate in Cary.

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

CES starts with 200 students with facility searching and funding in mind. Having 400 or 600 students will reduce the school's flexibility in leasing a facility though it will make buying or constructing one possible with more funding. In case that we are unable to find a facility on time, we have the following contingency plans:

- 1) Inform the Office of Charter Schools and get an approval to delay the opening.
  - 2) Inform the OCS and get an approval to adjust the enrollment numbers. For example, if we can only find a facility that can hold 100 students, then we may have 7th and 8th grades only or still have 6th-9th grades but only have 25 students in each grade.
  - 3) Broaden the facility search to include other areas (e.g., eastern Chatham County, Raleigh, Fuque Varina,) and other types of use (e.g., church, factory). There are more lands available in eastern Chatham County which borders Cary and Apex. Locating the school there may qualify CES for USDA Rural Developments Through the Community Facility Direct Loan program.
  - 4) Buy or lease a rural lot to have some mobile classrooms.
- One new charter school in Benson purchased used mobile classrooms left by another charter school. We may do the same.

I certify that this subsection has not been copied, pasted, or otherwise plagiarized from any other charter application.

**VI. FINANCIAL PLAN**

In the following sections present a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income.

**Budget: Revenue Projections from each Year 1**

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

*Refer to the  
Resource Manual  
Finance Section  
for guidance on  
estimated funding  
amounts*

**State Funds:** Charter schools receive an equivalent amount per student as the local education agency (LEA) receives per student receives from the State. Funding is based on the 1<sup>st</sup> month average daily membership.

- In year 1 – Base state allotments are determined by the LEA in which the student resides
- In year 2 and beyond- Base State allotments are determined by the LEA in which the school is located.

**Local Funds:** Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.

**Federal Funds:** Charter schools must qualify and apply for the individual federal grants based on their population of students.

**REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS**

**LEA #1 920 - Wake County Schools**

| Revenue          | Approximate Per Pupil Funding | Projected LEA ADM | Approximate funding for Year 1 |
|------------------|-------------------------------|-------------------|--------------------------------|
| State Funds      | \$5,233.73                    | 160               | \$837,396.80                   |
| Local Funds      | \$2,420.00                    | 160               | \$387,200.00                   |
| Federal EC Funds | \$4,464.16                    | 24                | \$107,139.84                   |
| <b>Totals</b>    |                               |                   | \$1,331,736.64                 |

**LEA #2 320 - Durham Public Schools**

| Revenue          | Approximate Per Pupil Funding | Projected LEA ADM | Approximate funding for Year 1 |
|------------------|-------------------------------|-------------------|--------------------------------|
| State Funds      | \$5,506.61                    | 40                | \$220,264.40                   |
| Local Funds      | \$3,221.02                    | 40                | \$128,840.80                   |
| Federal EC Funds | \$4,338.44                    | 6                 | \$26,030.64                    |
| <b>Totals</b>    |                               |                   | \$375,135.84                   |

**Total Budget: Revenue Projections Year 1 through Year 5**

| <b>INCOME:<br/>REVENUE<br/>PROJECTIONS</b>         | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> | <b>Year 5</b> |
|--|---------------|---------------|---------------|---------------|---------------|
| <b>-State ADM Funds</b>                            | \$1,057,661   | \$1,586,492   | \$2,115,322   | \$3,172,983   | \$3,437,398   |
| <b>-Local Per Pupil Funds</b>                      | \$516,041     | \$774,061     | \$1,032,082   | \$1,548,123   | \$1,677,133   |
| <b>-Exceptional<br/>Children<br/>Federal Funds</b> | \$133,170     | \$199,755     | \$266,340     | \$399,510     | \$432,803     |
| <b>-Other Funds*</b>                               | \$0           | \$0           | \$0           | \$0           | \$0           |
| <b>-Working Capital*</b>                           | \$0           | \$0           | \$0           | \$0           | \$0           |
| <b>Z - TOTAL REVENUE</b>                           | \$1,706,872   | \$2,560,308   | \$3,413,744   | \$5,120,616   | \$5,547,334   |

**\*If the applicant is depending on other funding sources or working capital to balance the operating budget, please provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of these funds. If these figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.**

**Assurances are needed to confirm the commitment of these additional sources of revenue. Please include these as Appendix J.**

**Personnel Budget: Expenditure Projections Year 1 through Year 5**

*The personnel list below may be amended to meet the staffing of individual charter schools: This list should align with the projected staff located in the Operations Plan.*

| BUDGET EXPENDITURE PROJECTIONS Personnel | Year 1    |            |              | Year 2 |            |              | Year 3 |            |              | Year 4 |            |              | Year 5 |            |              |
|--|-----------|------------|--------------|--------|------------|--------------|--------|------------|--------------|--------|------------|--------------|--------|------------|--------------|
|  | Num Staff | Avg Salary | Total salary | FTE    | Avg Salary | Total salary |
| Administrative & Support Personnel:      |           |            |              |        |            |              |        |            |              |        |            |              |        |            |              |
| Lead Administrator                       | 1         | \$80,000   | \$80,000     | 1      | \$81,600   | \$81,600     | 1      | \$83,232   | \$83,232     | 1      | \$84,897   | \$84,897     | 1      | \$86,595   | \$86,595     |
| Assistant Administrator                  | 1         | \$50,000   | \$50,000     | 1      | \$81,600   | \$81,600     | 1      | \$52,020   | \$52,020     | 1      | \$53,060   | \$53,060     | 1      | \$54,121   | \$54,121     |
| Finance Officer                          | 1         | \$40,000   | \$40,000     | 1      | \$40,800   | \$40,800     | 1      | \$41,616   | \$41,616     | 1      | \$42,448   | \$42,448     | 1      | \$43,297   | \$43,297     |
| Clerical                                 | 1         | \$20,000   | \$20,000     | 1      | \$20,400   | \$20,400     | 1      | \$20,800   | \$20,800     | 2      | \$21,600   | \$43,200     | 2      | \$22,400   | \$44,800     |
| Food Service Staff                       | 0         | \$0        | \$0          | 0      | \$0        | \$0          | 0      | \$0        | \$0          | 0      | \$0        | \$0          | 0      | \$0        | \$0          |
| Custodians                               | 0         | \$0        | \$0          | 0      | \$0        | \$0          | 0      | \$0        | \$0          | 0      | \$0        | \$0          | 0      | \$0        | \$0          |
| Transportation Staff                     | 0         | \$0        | \$0          | 0      | \$0        | \$0          | 2      | \$18,000   | \$36,000     | 2      | \$18,360   | \$36,720     | 2      | \$18,727   | \$37,454     |
| Guidance Counselor                       | 1         | \$40,000   | \$40,000     | 1      | \$40,800   | \$40,800     | 1      | \$41,616   | \$41,616     | 1      | \$42,448   | \$42,448     | 1      | \$43,296   | \$43,296     |
| Nurse                                    | .5        | \$40,000   | \$20,000     | .5     | \$40,800   | \$20,400     | 1      | \$41,616   | \$41,616     | 1      | \$42,448   | \$42,448     | 1      | \$43,296   | \$43,296     |
| A - Total Admin and Support:             | 5.5       |            | \$250,000    | 5.5    |            | \$285,600    | 8      |            | \$316,900    | 9      |            | \$345,221    | 9      |            | \$352,859    |
| Instructional Personnel:                 |           |            |              |        |            |              |        |            |              |        |            |              |        |            |              |
| Core Content Teacher(s)                  | 8         | \$40,000   | \$320,000    | 12     | \$40,400   | \$484,800    | 16     | \$41,000   | \$656,000    | 24     | \$41,820   | \$1,003,680  | 26     | \$42,650   | \$1,108,900  |
| Electives/Specialty Teacher(s)           | 4         | \$40,000   | \$160,000    | 6      | \$40,400   | \$242,400    | 8      | \$41,000   | \$328,000    | 12     | \$41,820   | \$501,840    | 13     | \$42,650   | \$554,450    |
| Exceptional Children Teacher(s)          | 1         | \$40,000   | \$40,000     | 2      | \$40,400   | \$80,800     | 2      | \$41,000   | \$82,000     | 3      | \$41,820   | \$125,460    | 3      | \$42,650   | \$127,950    |
| Instructional Support                    | .5        | \$40,000   | \$20,000     | 1      | \$40,400   | \$40,400     | 1      | \$41,000   | \$41,000     | 1      | \$41,820   | \$41,820     | 1      | \$42,650   | \$42,650     |
| Teacher Assistants                       | 0         | \$0        | \$0          | 1      | \$20,000   | \$20,000     | 2      | \$20,400   | \$40,800     | 2      | \$20,808   | \$41,616     | 3      | \$21,224   | \$63,672     |

Carolina Experimental School

|   |      |          |           |      |          |             |    |          |             |      |          |             |    |          |             |
|---|------|----------|-----------|------|----------|-------------|----|----------|-------------|------|----------|-------------|----|----------|-------------|
| Substitute Teacher  | 1    | \$14,400 | \$14,400  | 1.5  | \$14,400 | \$21,600    | 2  | \$14,400 | \$28,800    | 2.5  | \$14,400 | \$36,000    | 3  | \$14,400 | \$43,200    |
| B - Total Instructional Personnel:                          | 14.5 |          | \$554,400 | 23.5 |          | \$890,000   | 31 |          | \$1,176,600 | 44.5 |          | \$1,750,416 | 49 |          | \$1,940,822 |
| A+B = C - Total Admin, Support and Instructional Personnel: | 20   |          | \$804,400 | 29   |          | \$1,175,600 | 39 |          | \$1,493,500 | 53.5 |          | \$2,095,637 | 58 |          | \$2,293,681 |
| Administrative & Support Benefits                           |      |          |           |      |          |             |    |          |             |      |          |             |    |          |             |
| Health Insurance  | 5    | \$6,000  | \$30,000  | 5    | \$6,300  | \$31,500    | 8  | \$6,615  | \$52,920    | 9    | \$6,946  | \$62,514    | 9  | \$7,293  | \$65,637    |
| Retirement Plan--NC State                                   | 5    | \$3,000  | \$15,000  | 5    | \$2,796  | \$13,980    | 8  | \$2,943  | \$23,544    | 9    | \$2,998  | \$26,982    | 9  | \$3,058  | \$27,522    |
| Retirement Plan--Other                                      | 0    | \$0      | \$0       | 0    | \$0      | \$0         | 0  | \$0      | \$0         | 0    | \$0      | \$0         | 0  | \$0      | \$0         |
| Life Insurance  | 0    | \$0      | \$0       | 0    | \$0      | \$0         | 0  | \$0      | \$0         | 0    | \$0      | \$0         | 0  | \$0      | \$0         |
| Disability  | 0    | \$0      | \$0       | 0    | \$0      | \$0         | 0  | \$0      | \$0         | 0    | \$0      | \$0         | 0  | \$0      | \$0         |
| Medicare  | 5    | \$605    | \$3,025   | 5    | \$617    | \$3,085     | 8  | \$629    | \$5,032     | 9    | \$642    | \$5,778     | 9  | \$655    | \$5,895     |
| Social Security   | 5    | \$2,585  | \$12,925  | 5    | \$2,636  | \$13,180    | 8  | \$2,689  | \$21,512    | 9    | \$2,743  | \$24,687    | 9  | \$2,798  | \$25,182    |
| D - Total Admin and Support Benefits:                       |      |          | \$60,950  |      |          | \$61,745    |    |          | \$103,008   |      |          | \$119,961   |    |          | \$124,236   |
| Instructional Personnel Benefits:                           |      |          |           |      |          |             |    |          |             |      |          |             |    |          |             |
| Health Insurance  | 14.5 | \$6,000  | \$87,000  | 23.5 | \$6,300  | \$148,050   | 31 | \$6,615  | \$205,065   | 44.5 | \$6,946  | \$309,097   | 49 | \$7,293  | \$357,357   |
| Retirement Plan--NC State                                   | 14.5 | \$2,400  | \$34,800  | 23.5 | \$2,381  | \$55,954    | 31 | \$2,373  | \$73,563    | 44.5 | \$2,418  | \$107,601   | 49 | \$2,467  | \$120,883   |
| Retirement Plan--Other                                      | 0    | \$0      | \$0       | 0    | \$0      | \$0         | 0  | \$0      | \$0         | 0    | \$0      | \$0         | 0  | \$0      | \$0         |
| Social Security   | 14.5 | \$1,977  | \$28,667  | 23.5 | \$2,017  | \$47,400    | 31 | \$2,057  | \$63,767    | 44.5 | \$2,098  | \$93,361    | 49 | \$2,140  | \$104,860   |
| Disability  | 0    | \$0      | \$0       | 0    | \$0      | \$0         | 0  | \$0      | \$0         | 0    | \$0      | \$0         | 0  | \$0      | \$0         |
| Medicare  | 14.5 | \$497    | \$7,207   | 23.5 | \$507    | \$11,915    | 31 | \$517    | \$16,027    | 44.5 | \$527    | \$23,452    | 49 | \$538    | \$26,362    |
| Life Insurance  | 0    | \$0      | \$0       | 0    | \$0      | \$0         | 0  | \$0      | \$0         | 0    | \$0      | \$0         | 0  | \$0      | \$0         |
| E - Total Instructional Personnel Benefits:                 |      |          | \$157,673 |      |          | \$263,318   |    |          | \$358,422   |      |          | \$533,511   |    |          | \$609,462   |
| D+E = F - Total Personnel Benefits                          |      |          | \$218,623 |      |          | \$325,063   |    |          | \$461,430   |      |          | \$653,472   |    |          | \$733,698   |

Carolina Experimental School

|   |      |  |             |      |  |             |    |  |             |      |  |             |    |  |             |
|---|------|--|-------------|------|--|-------------|----|--|-------------|------|--|-------------|----|--|-------------|
| A+D = G - Total Admin and Support Personnel (Salary & Benefits) | 5.5  |  | \$310,950   | 5.5  |  | \$347,345   | 8  |  | \$419,908   | 9    |  | \$465,182   | 9  |  | \$477,095   |
| B+E = H - Total Instructional Personnel (Salary & Benefits)     | 14.5 |  | \$712,073   | 23.5 |  | \$1,153,318 | 31 |  | \$1,535,022 | 44.5 |  | \$2,283,927 | 49 |  | \$2,550,284 |
| G+H = J - TOTAL PERSONNEL                                       | 20   |  | \$1,023,023 | 29   |  | \$1,500,663 | 39 |  | \$1,954,930 | 53.5 |  | \$2,749,109 | 58 |  | \$3,027,379 |

**Operations Budget: Expenditure Projections Year 1 through Year 5**

| <b>BUDGET OPERATIONS EXPENDITURE PROJECTIONS</b> |   | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> | <b>Year 5</b> |
|--|---|---------------|---------------|---------------|---------------|---------------|
|  | Administrative & Support:                         |               |               |               |               |               |
| Office:  | Office Supplies                                   | \$5,000       | \$5,000       | \$6,000       | \$7,000       | \$8,000       |
|  | Paper   | \$10,000      | \$15,000      | \$20,000      | \$30,000      | \$30,000      |
|  | Computers & Software                              | \$10,000      | \$5,000       | \$5,000       | \$5,000       | \$5,000       |
|  | Communications & Telephone                        | \$5,000       | \$6,000       | \$7,000       | \$8,000       | \$8,000       |
|  | Copier leases                                     | \$10,000      | \$13,000      | \$15,000      | \$20,000      | \$20,000      |
| Management Company                               | Contract Fees                                     | \$0           | \$0           | \$0           | \$0           | \$0           |
| Professional Contract                            | Legal Counsel                                     | \$8,000       | \$5,000       | \$5,000       | \$5,000       | \$5,000       |
|  | Student Accounting                                | \$2,000       | \$3,000       | \$4,000       | \$6,000       | \$6,500       |
|  | Financial   | \$10,000      | \$10,000      | \$10,000      | \$10,000      | \$10,000      |
|  | Other Professional                                | \$0           | \$0           | \$0           | \$0           | \$0           |
| Facilities                                       | Facility Lease/Mortgage                           | \$250,000     | \$380,000     | \$500,000     | \$750,000     | \$750,000     |
|  | Maintenance                                       | \$5,000       | \$6,000       | \$7,000       | \$8,000       | \$8,000       |
|  | Custodial Supplies                                | \$3,000       | \$4,500       | \$6,000       | \$10,000      | \$10,000      |
|  | Custodial Contract                                | \$15,000      | \$20,000      | \$30,000      | \$40,000      | \$40,000      |
|  | Insurance (pg19)                                  | \$17,500      | \$25,000      | \$30,000      | \$40,000      | \$40,000      |
|  | Other   | \$0           | \$0           | \$0           | \$0           | \$0           |
| Utilities  | Electric  | \$20,000      | \$30,000      | \$40,000      | \$50,000      | \$50,000      |
|  | Gas   | \$0           | \$0           | \$0           | \$0           | \$0           |
|  | Water/Sewer                                       | \$5,000       | \$7,000       | \$10,000      | \$12,000      | \$13,000      |
|  | Trash   | \$2,000       | \$3,000       | \$4,000       | \$5,000       | \$5,000       |
| Transportation                                   | Buses   | \$0           | \$30,000      | \$30,000      | \$30,000      | \$30,000      |
|  | Gas   | \$0           | \$0           | \$10,000      | \$12,000      | \$14,000      |
|  | Oil/Tires & Maintenance                           | \$0           | \$0           | \$2,000       | \$2,000       | \$2,000       |
| Other  | Marketing   | \$5,000       | \$5,000       | \$3,000       | \$3,000       | \$3,000       |
|  | Child nutrition                                   | \$30,000      | \$45,000      | \$60,000      | \$90,000      | \$100,000     |
|  | Travel  | \$3,000       | \$4,000       | \$5,000       | \$5,000       | \$5,000       |
|  | Other   | \$0           | \$0           | \$0           | \$0           | \$0           |
|  | K - TOTAL Administrative & Support Operations     | \$415,500     | \$621,500     | \$809,000     | \$1,148,000   | \$1,162,500   |
|  | Instructional:                                    |               |               |               |               |               |
| Instructional Contract                           | Ec Related Services (E.G., Psychological, Speech) | \$3,000       | \$4,000       | \$6,000       | \$9,000       | \$10,000      |

Carolina Experimental School

|                      |                                    |           |           |           |             |             |
|----------------------|------------------------------------|-----------|-----------|-----------|-------------|-------------|
|                      | Instructional Support              | \$2,000   | \$3,500   | \$4,000   | \$6,000     | \$7,000     |
|                      | Staff Development                  | \$3,000   | \$5,000   | \$6,000   | \$7,000     | \$8,000     |
| Books and Supplies   | Instructional Materials            | \$10,000  | \$15,000  | \$20,000  | \$30,000    | \$30,000    |
|                      | Curriculum/Texts                   | \$20,000  | \$20,000  | \$20,000  | \$10,000    | \$10,000    |
|                      | Copy Paper                         | \$10,000  | \$15,000  | \$20,000  | \$30,000    | \$30,000    |
|                      | Testing Supplies                   | \$2,000   | \$3,000   | \$4,000   | \$6,000     | \$6,500     |
|                      | Other                              | \$0       | \$0       | \$0       | \$0         | \$0         |
| Classroom Technology | Computers                          | \$10,000  | \$20,000  | \$30,000  | \$40,000    | \$50,000    |
|                      | Software                           | \$2,000   | \$3,000   | \$4,000   | \$5,000     | \$6,000     |
|                      | Instructional Technology           | \$5,000   | \$5,000   | \$5,000   | \$5,000     | \$5,000     |
|                      | Other                              | \$0       | \$0       | \$0       | \$0         | \$0         |
|                      | L - TOTAL Instructional Operations | \$67,000  | \$93,500  | \$119,000 | \$148,000   | \$162,500   |
|                      | K+L = M - TOTAL OPERATIONS         | \$482,500 | \$715,000 | \$928,000 | \$1,296,000 | \$1,325,000 |

**Overall Budget:**

| <b>BUDGET OPERATIONS<br/>EXPENDITURE PROJECTIONS</b> | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> | <b>Year 5</b> |
|--|---------------|---------------|---------------|---------------|---------------|
| J - TOTAL PERSONNEL                                  | \$1,023,023   | \$1,500,663   | \$1,954,930   | \$2,749,109   | \$3,027,379   |
| M - TOTAL OPERATIONS                                 | \$482,500     | \$715,000     | \$928,000     | \$1,296,000   | \$1,325,000   |
| J+ M =N TOTAL EXPENDITURES                           | \$1,505,523   | \$2,215,663   | \$2,882,930   | \$4,045,109   | \$4,352,379   |
| Z - TOTAL REVENUE                                    | \$1,706,872   | \$2,560,308   | \$3,413,744   | \$5,120,616   | \$5,547,334   |
| Z - N = SURPLUS / (DEFICIT)                          | \$201,349     | \$344,646     | \$530,814     | \$1,075,508   | \$1,194,955   |

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

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

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

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

*Provide the break-even point of student enrollment.*

We plan to have two 25-student classes in each grade level. In the first year, CES will have 200 students in 6th to 9th grades. From Year 2 to Year 4, two grade levels will be added each year. In Year 5, K-2 will be added, and CES will become a K-12 school with 650 students. There will be a huge demand for the school because:

1) Wake County is one of the fastest growing areas in the nation. Among Wake County Public Schools 10 planning regions, two of the three that will have the strongest growth are in Cary-Apex. It is anticipated that there will be a net gain of over 6,000 students from now to 2020 in these two planning regions. WCPSS will add new schools, which means reassignment of students. CES will be a good choice for those parents who do not like the uncertainty of reassignment.

2) A school that aspires to replicate BASIS schools success will be appealing to the highly-educated Wake parents. In 2010, Raleigh-Cary was ranked the 7th in America on the New York Times ranking of cities with the most college-educated residents list. With 41% of residences with college degrees, Raleigh-Cary was almost as "brainy" as world-renowned places such as DC, Silicon Valley and Boston but its high schools are much more mediocre in terms of average SAT scores. Green Hope is the best high school among WCPSSs schools but its 2015 average SAT score of 1719 is still far lower than Raleigh Charters 1866 and Chapel Hills 1789. There will be a great demand for a school with Raleigh Charters caliber in Cary.

3) CES will be the first charter school in North Carolina to use the Chinese model in basic skills education. Chinese students stunning performance in international comparisons will definitely attract aspiring parents who want high quality education for their children. Asian way of education will be very appealing to the large Asian population in the Triangle. It will also attract parents who are seeking solutions for their low performing children. Our survey results show that most parents made academic excellence a top priority in choosing a school. Only about one third of parents knew the huge learning gap between Chinese students and American students. When more and more parents know the effectiveness of the Chinese model, we expect a long waiting list.

4) CES will be the first charter school in NC to use the talent development

model. Offering gifted education to regular students will be very appealing to parents.

5) CESs Great Minds program will attract classic-minded parents. There are a few charter schools with a classic education theme but CES is different from them. The Great Minds program broadens the scope of the Great Books program by including current classics, biographies, non-text classics (e.g., music, art) to make great ideas more relevant and accessible to 21st century students. This will appeal to parents who prefer rigorous education but frown upon old ways.

The enrollment break-even point for the first year is 171.

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

Our budget is conservative. We added a few positions based on the reviewers suggestions but those can be cut if needed. The Lead Applicant worked at The Hawbridge School and really liked its lean structure. In 2015, this 200-student schools administrative staff included one director, one guidance counselor, and one clerk. Accounting, cleaning, and other jobs were done by contractors. We will cut costs and seek other revenues. We will buy second hand furniture and equipment (e.g., those discarded by UNC) and textbooks to save money. Each family is recommended to provide services (e.g., IT, website, tutoring). We will charge fees for our after school programs and summer camps. There is abundant philanthropic money in America but there is a poverty of effective educational programs. If we find a solution to American students' underachievement, we will be very competitive in getting grants.

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

*No, we plan to apply for grants from foundations but we will do that after our application is approved.*

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

15:1

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

CES will contract for accounting and financial service, legal, audit, technology, psychological, EC related services, lunch and custodian services. To contract for services, CES will use the following criteria and procedures:

- 1) All professionals should be certified.
- 2) In selecting contractors or making large purchases, CES will request two quotes for purchases between \$1,000 to \$4,999 and three written quotes for purchases over \$5,000.
- 3) The bidding contractors must provide references, background checks, proof of experience, and proof of liability insurance.
- 4) The Board will follow its conflict of interest policy to avoid any actual or perceived conflicts of interest.

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

*plans, and facility needs.*

1) Mission

CES will adopt the best practices in the world (currently mostly Chinas) so we need staff development activities on Chinese education. We will buy books and movies and invite speakers. We promise high quality education for all. Students with difficulty buying textbooks and classics will receive financial help from the school or other parents.

2) Curricular Offerings

CES will focus on basic skills, talent development and great books. CES will hire teachers with strong content knowledge, multiple talents and a passion for great books. Teachers who can play multiple roles will make CESs small budget stretch further.

CES emphasizes the importance of student ownership of textbooks. Teachers will recommend some low-price textbooks for students to buy. This will alleviate the schools spending on textbooks. CESs Great Minds program needs a large collection of classics. We will ask parents and the community to donate books. We will also get low cost books from used book sales, Amazon and Ebay.

CES intends to cultivate autonomous learners. Technology has opened new possibilities. Students can watch lessons at home and complete assignments in class. The flipped classroom enables teachers to shape students practice habit in school. CES plans to buy 40 Chromebooks in Year 1, 80 in Year 2, and eventually each student will have one.

3) Transportation

CES students will rely on carpooling for transportation in the first two years. A bus fund of \$30,000 will be set aside each year. It will be used for the down payment for the bus loan.

4) Facility

CES will lease a 10,000-square-foot facility for its 200 students in Year 1. The \$300,000 facility budget will also cover the cost of potential remodeling to fit the schools need. An ideal situation is an existing charter school moves to a bigger building due to expansion, and CES will take over that facility.

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

*Describe how the school will develop the fund balance.*

About 8% of each years revenue is set aside for the reserve fund or the general fund balance. Our long term goal is to have a reserve fund equivalent of three months expenditure. It is impossible to achieve this goal in the first few years. We will build up this reserve gradually. In the first year, if the schools average monthly expenditure is \$120,000, then we need to have this amount of money on our balance sheet at the end of the academic year as a reserve fund. At the end of the second year, we plan to have a reserve fund equivalent of two months expenditure. Personnel expenditure is the biggest cost for the school. We have to have lean staffing. People with multiple expertise are preferred. For example, ideally, the art teacher will be able to maintain the schools website. The Chinese language teacher can also teach coding. The second largest expenditure will be the building rent. We need to get a favorable lease. We will teach students to save water, electricity, paper, and other resources to cut costs. We will get extra revenues from before and after school programs, summer camps, and donations.

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

In the first few years, we may have to lease a facility. CES plans to buy one or two school buses in Year 3, and the interest rate may be 8%. CES may also contract for the bus service then it will not need financing. CES will lease expensive equipment such as copiers. CES will set aside a building fund of \$50,000 each year. It is in the facility leasing/mortgage budget. If the lease is much lower than the budget then more money will be saved for the fund. When an opportunity comes, we will use the reserved building fund for a mortgage down payment and monthly payments.

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

In the first few years, we may have to lease a facility. CES plans to buy one or two school buses in Year 3, and the interest rate may be 8%. CES may also contract for the bus service then it will not need financing. CES will lease expensive equipment such as copiers. CES will set aside a building fund of \$50,000 each year. It is in the facility leasing/mortgage budget. If the lease is much lower than the budget then more money will be saved for the fund. When an opportunity comes, we will use the reserved building fund for a mortgage down payment and monthly payments.

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

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

CES and its board will take the following measures to ensure internal controls:

1) In the first few years, the accounting service will be outsourced to a firm so the Director and the accounting firm have segregated duties. The Director approves expenditures and monitors the school's cash balance. The accountant creates payrolls, issues checks, and maintains records. The Director will need the Board's approval in making financial decisions larger than \$1000 (e.g., purchasing laptops, leasing copiers).

2) Safeguard the schools assets.

a. Adequate insurance will be purchased.

b. The school's major assets (e.g., computers, desks and chairs, LCD projectors, graphic calculators) will be inventoried, and a check-out and check-in record will be maintained.

c. Cash will be kept in a locked drawer and deposited daily.

d. The deposit in each bank account will not exceed the FDIC Insurance limit.

e. An alarm system and surveillance cameras will be installed.

f. A check in system for visitors.

3) Accurate and adequate record.

a. The Board will develop a financial policy manual to ensure adequate internal controls. The secretary, the Director and the teachers will follow the manual to keep accurate and adequate record. Receipts for all the purchases will be copied and the numbers will be entered into the school's spreadsheet/accounting software. The originals will be sent to the accountant.

b. The Director will show a summary of the school's balance sheet to the school board every two months. c. All financial records will be locked in a cabinet or a room.

d. An independent auditor will be contracted to perform annual financial audit of the school.

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

There are no related party transactions.

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

PETWAY MILLS & PEARSON, PA

Raleigh Office

9121 Anson Way

Raleigh, NC 27615

919-781-1047

Dixon Hughes Goodman, LLP

2501 Blue Ridge Road

Raleigh, NC 27607

919-875-4979

I certify that this subsection has not been copied, pasted, or otherwise plagiarized from any other charter application.



