

Application Preliminary Evaluation Packet

For each section, please rate the response then explain your rating by specifying strengths and weaknesses in the space provided. Where applicable, you should elaborate on concerns by specifying additional information you would request or follow-up questions that you have.

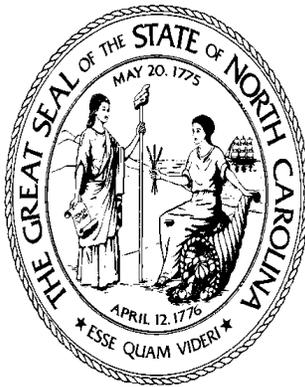
- § Pass: The response demonstrates an understanding of key issues and the ability to start a charter school successfully although minimal clarification may be needed in places. It addresses the topic with clear, specific and accurate information that reflects thorough preparation. The application meets minimum components as evidenced by the check boxes of the rubric.
- § Fail: The response either fails to entirely address the selection criteria or addresses some of the criteria. The responses lack adequate detail and/or raise substantial concerns about the applicant's preparation for and ability to start or operate a charter school successfully. The application fails to address all of the minimum components as evidenced by the check boxes of the rubric.

Subcommittee Members:

- Joe Maimone
- Tammi Sutton
- Steven Walker
- Danielle Allen
- Cheryl Turner
- Buffy Fowler
- Bruce Friend
- Alan Hawkes
- Alex Quigley
- Jonathan Bryant
- Jonathan Bryant
- Lindalyn Kakadelis
- Les Stein
- Lynn Kroeger
- Phyllis Gibbs
- Robert McOuat
- Sally Houston
- Sherry Reeves

Stephenie Clark
Heather Soja

Date of Review:



NORTH CAROLINA CHARTER SCHOOL APPLICATION

CE Academy

Public charter schools opening the fall of 2020

Due by 5:00 pm, 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:
6303 Mail Service Center
Raleigh, NC 27699-6303

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.

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VII. _____
AGREEMENT PAGE

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Total Subcommittee Votes 87
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I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: CE Academy

X

Name of Municipality under which charter will be organized or operated:

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

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

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

Name of contact person: Heli Chu

Title/Relationship to to nonprofitMunicipality: Founder

Mailing address: 103 Mancino Ct.
Cary NC 27519

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

E-Mail address: helichu888@gmail.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: X

Yes:

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

No: X

Yes:

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

No:

Yes:

Acceleration

Yes:

No:

The State Board of Education, in its discretion, may accelerate the mandatory planning year to increase the number of high quality charter schools. In considering whether to accelerate the planning year, the applicant must meet the following requirements:

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

Demonstrate an exceptional need for the charter school in the proposed location

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

Yes:

No:

Is a facility identified by the applicant that is feasible for opening on an accelerated schedule.

Yes:

No:

Demonstrate that the facility identified by the applicant is feasible for opening on an accelerated schedule.

Attach Appendix A1 to demonstrate you have a facility secured for opening on an accelerated schedule.

Once evidence for the requirements has been verified, the State Board will also consider the presence or absence of the following factors in making its determination:

- 1. Unique mission and educational program.*
- 2. Local, state, and national nonprofit partnerships committed to assisting the school.*
- 3. Potential for economic and educational development of the region.*
- 4. Mentoring by a successful organization that has experience in creating public schools.*
- 5. Obstacles to educational reform efforts that leave chartering as an available option.*
- 6. Commitment to work with a successful charter school board as a guiding mentor.*
- 7. The length of time the board of directors has existed.*
- 8. Whether the proposed board has previously or currently operates a successful public charter school.*

The above list is not exclusive or controlling and is intended to guide the exercise of the State Board's discretion. An applicant requesting acceleration must submit the request to the State Board of Education prior to the application due date for consideration.

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? CE Academy

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	K, 01, 02, 03, 04	400
Year 2	K, 01, 02, 03, 04, 05	465

Year 3	K,01,02,03,04,05,06	530
Year 4	K,01,02,03,04,05,06,07	595
Year 5	K,01,02,03,04,05,06,07,08	660

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

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

ce academy
Signature

Founder, CEO
Title

ce academy
Printed Name

10/01/2018
Date

Section I: Application Contact Information Concerns and Additional Questions	Reviewer	Page Reference
<u>- Replication evidence NA</u>	<u>Sally Houston</u>	<u>Cover Page</u>
<u>Why is grade nine checked under "Total Grade Levels?" Will the school run to grade 9 in year 6? If so, will it run all the way through 12th grade?</u>	<u>Sally Houston</u>	<u>Grade Levels</u>
<u>Does the board intend to grow up to 9th grade? The applicant selected the total grade levels of K - 9.</u> <u>Are the enrollment numbers provided feasible given that Wake County is a saturated area for schools of choice? Can the school realistically attract 400 students in year 1 for this very specific program offering?</u>	<u>Stephenie Clark</u>	<u>Grade Levels</u>
<u>Including 9th grade also? Is there evidence that 400-700 students will enroll, considering the saturation of charter schools in the county?</u>	<u>Jonathan Bryant</u>	<u>Grade Levels</u>
<u>Remove the checkmark for grade 9 under "Proposed Grade Levels Served and Total Student Enrollment."</u>	<u>Les Stein</u>	<u>Grade Levels</u>

Reviewer	Score
<u>Joe Maimone</u>	
<u>Tammi Sutton</u>	
<u>Steven Walker</u>	<u>Pass</u>
<u>Danielle Allen</u>	
<u>Cheryl Turner</u>	<u>Fail</u>
<u>Buffy Fowler</u>	<u>Pass</u>
<u>Bruce Friend</u>	
<u>Alan Hawkes</u>	
<u>Alex Quigley</u>	
<u>Jonathan Bryant</u>	<u>Pass</u>
<u>Jonathan Bryant</u>	
<u>Lindalyn Kakadelis</u>	
<u>Les Stein</u>	<u>Pass</u>
<u>Lynn Kroeger</u>	
<u>Phyllis Gibbs</u>	
<u>Robert McQuat</u>	
<u>Sally Houston</u>	<u>Pass</u>
<u>Sherry Reeves</u>	
<u>Stephenie Clark</u>	<u>Pass</u>
<u>Heather Soja</u>	<u>Pass</u>

II. MISSION and PURPOSES

(No more than three total pages in this section)

Mission:

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

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

The mission of CE Academy is to create an English-Chinese learning community for students of all backgrounds to maximize bilingual proficiency, academic excellence, and cultural diversity awareness to help them succeed in an era of globalization.

Clearly describe the mission of the proposed charter school:

CE Academy aims to provide K-8 immersive Chinese and English bilingual education to children from all racial/ethnic and socioeconomic backgrounds in our community. The school will prepare students to grow into global citizens with academic excellence, proficiency in Mandarin Chinese and English, and intercultural communication competence.

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

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

CE Academy will target students from grades K to 8 from all ethnic/racial and socioeconomic backgrounds in Wake County, Durham County, Chatham County, and the RTP living area. According to the 2016-17 "District Facts/Reports," Wake County had 159,549 students enrolled in school (74,572 in elementary school and 35,922 in middle school). They are composed of white students (49.1%), black or African-American students (24.4%), interracial (4.2%), Hispanic/Latino (15.4%) and Asian (6.5%). In order to meet the education needs of multicultural communities, CE Academy will strive to improve students' bilingual proficiency, arouse awareness of cultural diversity, and cultivate the ability to understand and communicate with other cultures.

The CE Academy education system will be designed to serve the educational needs of the growing student population in the Triangle area, which is home to many intercultural companies. With China's fast-growing economy and the rising number of American companies trading with China, fluency in Mandarin Chinese can play an increasingly important role in students' future success. The population of the Research Triangle Park (RTP) living area is projected to grow 2.5 million by 2035. During 2000-2010, the Triangle's population increased by 46.3%. According to the U.S. Census Data (2015 estimates), there are over 1.024 million people living in Wake County alone, and a 2017

Census estimate put the population at 2,156,253 in the Triangle area. With three major universities and a large number of intercultural companies, this area attracts many international residents, and with them comes an increased demand for quality education for the future generation. The News and Observer said that "WCPSS is planning to build six new schools a year from now until 2020 to keep up with growth." CE Academy will be prepared to meet the demand of K-8 grades students seeking academic excellence as well as Chinese/English proficiency.

To evaluate the market needs for schools like CE Academy, we conducted a survey in the spring of 2018, of 100 families in libraries, churches, schools, student recreation centers and stores (please see Appendix A1 for details). 93 completed questionnaires were collected. 63% of 93 families surveyed are interested in sending their children to a school such as the one proposed by CE Academy. The ethnic composition of those answering the survey is 71% White, 4% Hispanic or Latino, 6% Black or African American, 1% Native American, 12% Asian or Pacific Islander, and 5% other. Among the White, 89% are interested in enrolling their children in the CE Academy. Of parents surveyed 99% agreed that their children need to understand diverse cultures in order to better integrate into society; 92% think their children should master another language besides English to excel in globalization. 84% agreed that learning to speak Mandarin Chinese (one of the most widely spoken languages in the world) might bring more opportunities to their children.

According to all data displayed in summary, the demand for a school in this multi-ethnic and multicultural area is high.

- 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).*

CEA has projected 400 students for grade K-4 in the first year and 660 students for K-8 by the fifth year with an annual increase of 65 students to meet the educational needs of our community. We made this strategic decision based on extensive discussion with experienced people in the education area, reflection, survey results, regional population growth and development projections, as well as advice from a real estate agency. Wake County has the largest number of students in North Carolina currently. It had approximately 159,549 students in K-12 enrolled in 2016-2017. K-8 Average Daily Membership (ADM) of the Local Education Agency (LEA) was 110,494 students for the 2016-17 school year. The ADM of the LEA was 74,572 students in elementary schools and 35,922 in middle schools. Therefore, the K-4 ADM of CEA will account for less than 0.54% of the LEA's elementary school ADM for the first year. The K-8 ADM of CEA will account for less than 0.51% in year five. Under this projection, the school should be able to easily reach its expected enrollment. The majority of students enrolled in CE Academy will come from Wake County, with projections for around 10% from Chatham County and 20% from Durham County as well.

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

LEA(s).

The first feature that differentiates CE Academy from other LEAs is that CE Academy will be a Chinese (the Chinese language mentioned in this application is Mandarin)immersion and a dual-language K-8 school. CE Academy will base its education plan on research that demonstrates children in immersion programs starting at a young age develop a high level of proficiency in the second language (Marcos, 2001). Because Collier and Collier (2003) recommend that dual-language programs will be at least five to six years in length to achieve both proficiency in the second language and increased cognitive skills, CE Academy will offer a dual-language program for nine years from K-8 to ensure long and extensive exposure to the second language of Mandarin Chinese. Besides learning Chinese as a second language, students in K-2 grades at CE Academy will have all classes delivered in Chinese except ELA (English language arts) and social studies, so their exposure to Chinese will account for 70% of their school time. For students in grades three through eight exposure to Chinese and English will be equal. Students will take ELA, social studies, and science in English while other classes such as Chinese, mathematics, art, PE, media, technology in Mandarin.

In order to ensure that students attain a high level of proficiency in Mandarin as well as excellent academic performance, CE Academy will aim to hire highly qualified teachers. Teachers teaching subjects in Chinese will be bilingual or nearly bilingual and also certified to teach such subjects as mathematics, art, music, PE, media, technology etc. Teachers teaching subjects in English will be experts in certain subjects but also skilled at designing customized teaching strategies to meet the needs of students. All teachers at CE Academy will be able to provide hands-on, inquiry-based, student-centered and collaborative project-based instructions to help students expand cognitive abilities, creative thinking, and problem-solving and cultivate skills that are transferable to other cultural and academic areas. CE Academy will set up a policy to maintain professional standards for teachers focusing on dual-language implementation as well as the specific subjects of ELA, social studies, and science. Teachers at CE Academy will be encouraged to explore innovative teaching methods and strategies to take advantage of both Western and Eastern teaching traditions and philosophies to help students attain higher academic performance.

CE Academy will expose students to many Chinese-related activities, such as celebrating traditional Chinese festivals, practicing Chinese games and sports, learning Chinese brush painting and paper cutting, etc. The school will put into place exchange programs to expand educational opportunities for students to enhance their confidence in using Mandarin and to gain deeper understanding of Chinese culture. The value of exchange programs is corroborated by research. Exchange programs can enhance students' motivation to learn the second language (MacFarlane, 2001) and develop language proficiency (Lapkin,Hart,& Swain, 1995) as well as cultural understanding (Rose & Bylander, 2007). The long-term impact of bilingual exchanges programs is also supported by evidence. Madys (2011) indicates that, besides having increased confidence in their language abilities and being motivated to continue to use their second language, former exchange participants also gained benefits such as bilingual job opportunities and the pursuit of other cultural experiences. CE Academy believes that the early immersion in Mandarin and Chinese culture will bring some of these benefits to students

in the future.

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

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

The Six Legislative Purposes of a Charter School are:

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

The mission of CEA will comply and align with the NC Charter School statute GS 115C-218 required to service our community. We will strive to fulfill purposes 3 & 4.

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

CE Academy will provide a Chinese language immersion program for parents and students in Wake County. Our rationale is that school-age students should be given an extensive language and multicultural learning choice to satisfy their desire to learn Chinese in this area. According to our randomly sampled survey results, 63% of our participants expressed interest in sending their children to study at a charter school that teaches both Chinese and English (please see appendix A1 for more details).

CE Academy will bring new vitality to the Wake County public school system. As the only Chinese language immersion K-8 school, CE Academy will offer unique and extensive Mandarin language learning opportunities to children and parents in Wake County. Our survey shows that 84% of respondents agree that learning Chinese, which is one of the most spoken languages in the world, may bring more opportunities to their children. This contention is based on the fact that China has grown into the second-largest economy in the world following the US. Chinese is the most widely used language in Asia and one of the most marketable languages in the world. With the economic and

trading ties between China and the US getting closer, Mandarin will gain increasing popularity in the US as a tool to facilitate communication and bring more job opportunities. The establishment of CE Academy will undoubtedly provide a long-lasting and valuable opportunity for children and parents who desire to learn Chinese.

The establishment of CE Academy will help reduce student accommodation pressures on the Wake County public school system. The Triangle region, home to over 1.5 million people already, is projected to grow rapidly over 2.5 million people by 2035. The Triangle metro area is now the fastest-growing region of the entire country. Such growing population is driving rapid growth in housing and commerce, and a need for more schools to reduce overcrowding.

According to research, Cary, Morrisville, Durham, and Raleigh have high demand for charter schools. With one charter school in Cary while 1059 students were on its waiting list for K-7 Grade in 2016. The presence of CE Academy will help to reduce the number of students on such waitlists and give students the unique opportunity to enhance their bilingual competence.

4.Improving student learning.

According to psychological studies, children who speak two languages can develop stronger brain flexibility and problem-solving abilities than monolingual learners. Language stimulation is a vital factor in facilitating brain development. The best period for learning a language is between 3 to 12 years old. In this period, being bilingual can help balance the brain's two hemispheres and so strengthen relations among nerve cells. Therefore, students from ages 3 to 12 learn language more easily remember and acquire new skills faster by maintaining the right balance between learning and play. If a previously monolingual child is put into a kindergarten where people speak another language, he/she will soon acclimate to this foreign language environment and overcome language barriers. Thus, 3-to-12-year-old students are able to learn foreign languages as long as they are provided with an effective learning environment.

We learned this from the local Chinese immersion program at Stough Magnet Elementary School. Their educational outcomes show bilingual students demonstrate much better English than monolingual students. In fact, their students have proven that bilingualism helps develop and improve children's ability to learn.

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.*

Our strategy is to increase enrollment from 400 in the first year to 660 in the fifth year. The CEA's Board will work together with our principal, teachers, and staff to supervise and endeavor to achieve this enrollment goal. The school's principal will submit quarterly reports to the school governing board and other stakeholders to cover the school's operations, academics, finances, governance, etc. The school board will assess all

reports and conduct evaluations in order to improve the school's overall performance and realize our mission.

Academic goals:

We will follow all required test criteria in the state, and student scores will be at or above grade level for NC. We expect 75% or more of our students will successfully pass tests to graduate to the next tier. All student portfolios will be created, maintained, and completed in the database on our school website by homeroom teacher and other relevant teachers.

CEA will meet or exceed expected school composite growth as measured by North Carolina's READY Accountability Model. We also use ACTFL (American Council on the Teaching of Foreign Languages) to assess our students in each level for Mandarin language competence to ensure 75% meet our goals in the first year. We will grow 1% annually in the following five years.

In terms of learning Chinese, according to the statistics of the National Education Commission and the Language Committee of China in 2005, people can read and understand 80% of media text by knowing 581 words with high frequency use, and those knowing 934 words can understand 90% of media. Our students will learn an average of 150 words per grade in each year. Students will understand 900 words when they complete their six years at CEA elementary school. They will excel with advanced Mandarin in listening, speaking, reading, and writing by learning more words in middle school. After eight years, we will take pride in having trained a group of students to be bilingually proficient in English and Mandarin for our community.

Safety Goals

1.The safety environment around class and school is highly important to ensure students peaceful and healthy learning. The principal, administrators, and teachers will evaluate the school's environment every day.

2.The school will have inspectors in place to check the safety facilities every day, including the electrical system, safety doors, and the fire protection system, to ensure school safety. The school will conduct monthly fire emergency drills to ensure the safety of students in emergency situations.

Governance and Operation Goals:

CEA's board will consist of experienced professionals, such as CEO(business owner), educators, a finance officer, and a marketing manager, to provide substantial oversight of the school. The board will meet at least 10 times regularly every school year. The board will discuss personnel management, student objectives, financial management, the board's own management, etc. Board member will receive training from NCDPI and other organizations to strengthen their own ideological construction and visions. The school board will communicate with the principal regarding student performance, teaching, finances, and monthly management. At the same time, CEA's board will work with the principal, school administrators, and staff to develop a suitable facility, a two-bus transportation system, a nutritional lunch program, and academic programs to attract students to the school and continually to meet our goals and missions.

Finance Goals:

The fund is the financial guarantee of school operation. CEA pledges an

annual increase of 65 students to gain the fund; at the same time, CEA promises a financial balance with no less than a \$50,000 surplus per year to ensure a fiscal balance that will run the school consistently and well. The school's financial officer will report monthly to the board directly. The financial reports will be audited on an annual basis by Mark S. Danes.

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

In order to build an excellent school for our students and parents, the governing board will use the following indicators to supervise and measure whether the school and the learning programs are progressing toward attaining our mission statement.

1. School Governance and Operation

An important indicator for effective school governance and operation is the increasing enrollment by 65 students per year for five consecutive years. The student behavior will be positive, and the number of children being disciplined will be as low as under 1%. The teacher and student satisfaction with CEA will be high as reflected by a retention rate of over 90%. The school will run in harmoniously and peacefully with order and happy students, teachers, and parents.

2. Academic Achievement

All students will complete the requirements of the North Carolina Accountability Model, and 75% of students will pass the End of Grade tests. The same rate of student test results of the American Council of Foreign Language Teaching (ACTFL) for the Mandarin language will meet school and State requirements. Students will enhance their collaboration and understanding with each other, promote interest in learning in a wide range of areas, and improve students' ability to problem-solve.. The board will consider the school as working toward attaining its mission statement if student achievement is above the local education agency's standard.

3. Financial Performance

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

4. Students, Parents and Community Satisfaction

Our goal is to obtain a strong satisfaction rating from parents, students, and communities. The school's expectation is that 80% of students are extremely satisfied with the school, and 90% of parents are satisfied with their children's learning experience and performance at school. Students, parents, and teachers will enjoy school time. Parents will engage in all school activities and promote community solidarity.

If the performance of CE Academy has met or exceeded the above-mentioned indicators, the governing board will see that the school is well organized and working towards attaining our mission statement.

Section II: Mission and Purposes Concerns and Additional Questions	Reviewer	Page Reference
What is the availability of bilingual teachers who are qualified to teach in the area? Survey does not indicate whether respondents have children who would be eligible to attend CE.	Jonathan Bryant	Educational
How did the school gauge whether survey participants have school aged children, as this was not a question stem. Of the 100 surveys, only 63% responded they would be interested in sending their child to a bilingual school. Are 63 interested families indicative of a desire for this educational option? How will the board recruit and retain the high number of bilingual teachers? Does the board understand the implications of utilizing an exchange program and the affects this may have on ADM and funding?	Stephenie Clark	Educational
- With less than 1% of the population speaking Chinese in Wake County, how will you recruit enough Chinese speaking teachers? - How will you spend time honoring the cultural heritage of other nationalities at your school? - It looks as if students will take ten classes. Is this for all grade levels? Will some of those classes vary throughout the year as electives? How does this change as students progress through the grade levels?	Sally Houston	Educational
Love the idea of a bilingual education with Mandarin.	Steven Walker	Educational
Applicant states "CE Academy will provide a Chinese language immersion program for parents and students in Wake County." what programs will be available for parents? You mention Stough Elementary as being a Chinese immersion school in Raleigh. How do you think that would impact the interest in CE?	Buffy Fowler	Purposes of
What research was used for the basis that Mandarin will gain increasing popularity in the US? While there are waitlists for other charters in the immediate proximity of this proposed school, did the board consider how their program offerings compare and differ from those other schools and whether that would be enough to draw those interested students on those other waitlists? What data does the board have to back up the claimed results of Stough Magnet Elementary School?	Stephenie Clark	Purposes of
Applicant seems to argue that China/US relationship will be beneficial into the future - how does the current "trade war" impact this dynamic? Does this increase the likelihood that Chinese language study will be more in demand - as the applicant argues? What specific psychological studies (cite) reference multiple languages and brain function? What are the statistics of Stough Elem, specifically? Stough is a C school in the most recent report card - is this the model for CE?	Jonathan Bryant	Purposes of
What studies are you referencing for point 4? Can you clarify the specific results mentioned at Stough Magnet Elementary School? I was unable to find these results online.	Sally Houston	Purposes of
The academic goals seem vague and more about what they expect than what they will strive for. The Mandarin goals seem more well thought out.	Steven Walker	Goals for th
Academic goal is confusing, as it mentions several target areas and does not appear to have a clear focus. Is the safety inspector included in the budget? How will this information be communicated to stakeholders? This section needs more clarity.	Jonathan Bryant	Goals for th

<p>Given that to carry on a casual conversation in any language, an individual would need to know between 1,000 - 3,000 words, what is the rationale behind the goal of students knowing 900 words when they complete 6 years at CEA?</p> <p>Are these goals feasible for students who enter into the school at the higher grade levels (3-5)?</p> <p>Many of the goals are not written in the SMART format as they are not measurable.</p> <p>What data will be pulled in to measure the goal for student discipline? Is the goal of discipline under 1% too ambitious?</p> <p>What are your goals for student competency in Mandarin? The board identifies the desire to have 75% of students meet the goals, but those goals are not outlined.</p> <p>What is the process for the governing board to monitor progress on the goals outlined in this section?</p>	Stephenie Clark	Goals for th
<p>What will the board be looking for in the reports given by the director?</p> <p>Goals are not clear, specific or measurable.</p> <p>Academic goal states that only 75% percent of students are expected to pass to the next grade.</p>	Buffy Fowler	Goals for th
<p>What do you mean by "We expect 75% of our students will successfully pass tests to graduate to the next tier?" Why is 75% your benchmark? Isn't this figure a bit low? How does it compare to the other K-8 schools in the geographic area?</p>	Les Stein	Goals for th
<p>Academic goals are not clear or measurable. It is unclear how students will be measured relative to proficiency in Mandarin or in the NC Essential standards that the school will ultimately measured against.</p>	Heather Soja	Goals for th
<p>- Please clarify: You noted that "students scores will be at or above grade level for NC," but then noted "we expect 75% or more of our students to pass tests to the next tier." What assessments are you using to measure grade-level proficiency throughout the year in addition to state assessments administered at the end of the year? Will you measure grade level proficiency across all content areas? When you say 75% or more of students will pass to the next tier, do you mean to the next grade level? While some data is outlined to measure progress of Mandarin language acquisition, it's unclear how you will measure outcomes in math, reading, science, social studies, phonics, etc. throughout the year. Please clarify how you will provide academic benchmarks to families and how you will measure student academic growth.</p> <p>- Please clarify HOW principal, administrators and teachers assess evaluate the school's environment daily. Walkthroughs? Data analysis? Observations of each classrooms?</p> <p>- Clarify: How will you ensure student behavior is "positive?" How did you reach this number: The number of children being disciplined will be as low as 1%?</p> <p>- How will you ensure the following: "Parents will engage in all school activities and promote community solidarity."</p>	Sally Houston	Goals for th
<p>See comments under "goals"</p>	Sally Houston	Certify Miss
<p>The vision is unique and innovative. The goals and plan do not specifically address the learning goals foundational to basic curriculum set forth by the state.</p>	Heather Soja	Certify Miss

Reviewer

Score

Joe Maimone	
Heather Soja	Pass
Steven Walker	Pass
Danielle Allen	
Cheryl Turner	Pass
Buffy Fowler	Pass
Bruce Friend	
Alan Hawkes	
Alex Quigley	
Jonathan Bryant	Fail
Tammi Sutton	
Stephenie Clark	Fail
Sherry Reeves	
Sally Houston	Fail
Robert McOuat	
Phyllis Gibbs	
Lynn Kroeger	
Les Stein	Pass
Lindalyn Kakadelis	
Jonathan Bryant	

III. EDUCATION PLAN

(No more than ten total pages in this section)

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

Instructional Program:

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

INSTRUCTIONAL METHODS

CEA will provide a variety of courses for all students, such as ELA, math, social studies, Chinese Mandarin, science, art, music, PE, library, and technology. Among these, ELA, Chinese, math, social studies, and science are the core subjects, and every student will take all core subjects every school day. Non-core courses include PE, art, music, media, technology, and each class of each grade level will rotate to take one of these non-core classes each week so that all students will have all non-core at least once per week. For K-2 grades, only ELA and social studies will use English as the instructional language; all other subjects will use Mandarin. Teachers will use English to introduce core concepts and definitions first to be sure all students understand and then use Mandarin to teach the rest of lesson. For K to 2, the day will be 30% English and 70% Mandarin. For grades 3-8, the instructional language for ELA, social studies, and science will be English, and the instructional language for Chinese, math, art, PE, media, technology will be Mandarin and thus 50% English and 50% Mandarin for grades 3 to 8. There are two reasons for setting a 50/50 ratio model for grades 3 to 8. First, beginning in third grade, standardized tests will be in English. Students need to have adequate preparation for English language standard testing, especially for math, Because all homework will be bilingual, there will be no problems for the EOG. Second, many older-grade students transferring in from other schools may not have any skill or background knowledge in the Mandarin language and culture. They may need more time to build up Chinese vocabulary and language fluency in order to adapt to this new learning environment. We will provide after-school acceleration classes free of extra charge for these students to adapt to their classes as soon as possible. At the same time, we will also recommend that parents hire a private tutor as an alternative catch-up method.

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

STANDARDS

CEA, as a public school funded and located in the state of North Carolina,

will implement the NC Accountability Model throughout all courses across all grade levels. NC standards are comprehensive standards in each content area for each grade level. More details can be explored at <http://www.dpi.state.nc.us/curriculum/>. Chinese curriculum at CEA will adopt the NC World Language Essential Standards, which can be accessed at <http://www.dpi.state.nc.us/curriculum/>, and American Council on Teaching of Foreign Language (ACTFL).

ASSESSMENTS

At CEA, teachers will use both formative and assumptive assessments to monitor student performance so that teachers can adjust their teaching strategies to meet the needs of all children. In daily teaching, teachers will use a wide variety of assessments, such as quizzes, checklists, observations, response cards, journal reflections, peer instruction, work samples, oral summary, and choral reading as well as ACTFL tests. In addition, state-mandated assessments such as mCLASS and EOG tests would also be implemented. These assessments are important because teachers, students, and parents will know how students perform at school and whether there are any difficulties for the students.

In summary, our teaching model is clearly effective, as many important theoretical bases mentioned in the previous mission and purpose section attest.

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.

CEA's learning environment is mainly classroom-based but also supplemented by independent study to deliver our special curriculum to students. CEA will have at least one main teaching building for all classrooms, with all kindergarten, first grade, and all special needs who need assistance on the first floor. In each kindergarten classroom, there will be a bathroom suitable for kindergarteners to use. Besides the main teaching building, sufficient playground structures and parking areas will also be built to meet students', families', faculty's and staff's needs. Each classroom will be equipped with advanced teaching facilities such as neat desks and chairs, an interactive white board, carpet, and any other necessary teaching materials for the teacher and the students.

In the first year, CEA will enroll 400 students in total, from kindergarten to fourth grade, with an average of 80 students in each grade and 20 students in each class. Our teacher-student ratio will be 1:23. CEA will hire 19 highly qualified core teachers and six elective/specialty/Ell/AIG teachers, two fully licensed special education EC teachers, and four teaching assistants. Every year CEA will add a grade until CEA reaches the eighth grade. CEA will also welcome parents and college students to volunteer and help students at the school.

CEA will have about a one-fifth-acre field specifically used for growing plants by students to study. Students will plant the seeds, take care of them, observe the vegetables/small plants growing, and harvest them. This field will provide students an opportunity to study science and explore

nature, which is very beneficial for their development. This also corresponds with the cross-curricular teaching with hands-on and real-life application at CEA.

CEA will provide Mandarin Chinese every day in addition to all other classes. In order to create a comprehensive learning environment for students to enhance their ability, collaborate with other people and problem-solve, as well as understand the multicultural world, CEA will use cross-curricular connections and collaborative efforts between related classes and occasionally mix classes such as language arts and social study classes, math and science, music and art, drama and history. Classes will all be strategically designed to offer more opportunities for student collaboration to strengthen students' global awareness.

CEA will strive for a balanced mix of male and female students from diverse socioeconomic and racial backgrounds with a variety of skill and ability backgrounds. Our goal will be that the number of our students performing at or above their grade level will exceed the state average every year.

CEA will be a Chinese-English bilingual immersion Charter School for K-8 grades in the Research Triangle Area. We will provide 70/30 Mandarin-English instruction for K-2, and 50/50 Mandarin-English instruction for 3-8 grades. When our students graduate from elementary school, they will have learned at least 900 Chinese words, which will help them understand 90% of Chinese media. They will excel with advanced Mandarin in listening, speaking, reading, and writing as they ascend grade levels. After eight years, students will be bilingual-proficient in Chinese and English. This structure will ultimately achieve our school's target.

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.*

CEA's curriculum is based on the North Carolina Standard Course of Study for English language arts, math, science, social studies, media, healthful living, technology, foreign language, etc. The comprehensive curriculum guidelines can be accessed at <http://www.dpi.state.nc.us/curriculum/>. CEA has more programs in the area of Chinese language and culture. Our teaching methods will be different from those of traditional school in that Chinese language immersion for students who want to learn Mandarin in particular.

As we manage our school, we will refer to the rules of the North Carolina Department of Public Instruction(NCDPI). It is very important to give each student at all levels the support and encouragement each one needs,

especially if a student is falling behind academically. We will hire very experienced teachers to develop an innovative and supportive curriculum for students and will keep students on or above grade level as much as possible. For students who are performing well over their expected grade levels, CEA will offer an AIG program. Students can be nominated their parents, teachers, or by themselves. Then nominated students will need to pass AIG testing in order to be serviced by the AIG program. A variety of achievement, aptitude/intelligence assessment tools will be available to meet individual student needs. CEA will encourage all students at all levels, including at-risk and exceptional alike to be open, study hard, confront difficulty fearlessly, venture into the unknown world, have compassion, and build team spirit and creativity to achieve the mission for all our targeted student population.

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

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

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

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

Elementary school is the foundation of education. The teacher is an important facilitator and coach of learning at this stage. CEA will expect teachers to explain the purpose of the school through curriculum to deliver all information and knowledge to students. CEA's mission is to provide students from all races and all socioeconomic backgrounds an opportunity to grow into international citizens with a solid educational foundation. To achieve this goal, teachers will be expected to innovate and explore learning strategies and the process of learning and expectations based on

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

We will adopt textbooks such as those from the following website: <http://www.youngchinese.com>. The publisher offers online classes and a variety of supplementary materials on the website, which offers excellent teaching or learning resources for teachers and students. The textbook encompasses all of the four language skills: listening, speaking, reading, and writing, as well as practice and homework that help parents assist their children to learn with a special focus on the language for communicative purposes. The textbook is specifically designed for students who learn Chinese as a foreign or second language. Our teachers will deliver the curriculum (please see appendix B for details) to our students who set out to learn Chinese to engage in daily conversation and interpersonal communication and ultimately master Chinese.

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

Through these strategic teaching methods, teachers will deliver knowledge and our message to students. Ultimately students will graduate from their grade and realize our goal and mission.

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

CEA will follow the NC Accountability Model as a foundation for assessment. Students will take all state-mandated assessments, such as end-of-grade (EOGs) and exams for math, reading, writing, and science. We plan to have 75% of the tested student population passing in the first year and increase by 1% every following year. The information about the NC Accountability Model can be accessed at <http://www.ncpublicschools.org/accountability/>. We will also expect 75% of our tested students to pass the Mandarin ACTFL test. CEA will include additional state testing and assessments to support the school's mission. CEA's instructional plan, educational programs, and promotion requirements are designed for students with all different learning

abilities and situations. The school will have four tests every year to show student performance and progress over four quarters. Chinese language will follow ACTFL to teach and test. The teachers will also use formative assessments, classroom observations, and a well-designed comprehensive rubric for project work.

Each grade level will be evaluated by the principal for CEA's requirements in order to be promoted. The requirements and decisions for each individual student's promotion or retention will be communicated with the student's parents. If students do not pass the EOG or any required test(s), the school will arrange the necessary courses to help students improve their scores during the summer to help them keep up with existing classes. Every student will show participation in the presentation of the learning event in each quarter. Students' work will be presented in different ways, such as online, in hallways, and throughout the community. Promotion from grade to grade will be based on a multitude of factors as we talked above but will not be limited to student achievement in the classroom and state testing.

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

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

CEA school hours are from 8:45AM to 3:15PM. This is a 6.5-hour school day. Teachers and students will have 30 minutes for recess and 30 minutes for lunch every day. When students are at school, they will have the core courses as ELA, Mandarin, math, science, social studies every day, and the elective courses of art, music, PE, CTE(computer technology engineering), and media once a week. After 3:15PM, we will have an after-school program until 6:15PM for students to help with homework and language improvement. CEA guarantees 185 days of instruction and 1025 minimum instructional hours in a year. Please see our school academic calendar appendix C.

According to CEA's mission, the school has designed an efficient and suitable traditional calendar. If the school is to create a global educational environment through language and multicultural programs, we must provide a convenient calendar for students that considers travel time. The summer vacation provides enough time for meaningful extracurricular activities to experience culture differences.

The calendar will provide a reasonable learning period broken up over the

course of the year suitable for young students to study. Meanwhile, it will help teachers make rational and efficient decisions to develop stages for yearlong teaching activities and planning to achieve our goals and mission.

Special Programs and "At-Risk" Students

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

CEA believes it is very important to give each student the support and encouragement they need, especially if they fall behind academically. CEA will first implement a widely used and research-based model, Response to Intervention (RTI), for the early identification and support of students with learning and behavioral needs. High-quality, research-based instruction; ongoing student assessment; tiered instruction; and parent involvement are four essential components of implementing RTI.

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

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

CEA will provide Tier 3 students with individualized and intensive support and work closely with teachers, parents/caretakers, and administration to monitor progress. In Tier 3, CEA will support and implement Wake County's current elementary school intervention services, including, K-5 intervention teachers, personal education plans (PEPs), tuition childcare programs, and

supplemental services programs. Additionally, teachers and volunteers will rotate to provide individualized tutoring. Parents will be strongly encouraged to take an active role in providing students extra academic attention. Progress tests will be conducted bi-weekly. For students whose academic performance does not improve, external options including special education will be recommended. Special education teachers may provide individualized education plan (IEP) to better meet individual need. If necessary, professionals outside of CEA, such as speech pathologists, audiologists, and school psychologists, will be employed to provide services to students in need. We will also encourage parents to obtain assistance outside of school to help their student progress.

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

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

Part of CEA's mission is to provide a global education to students in the community. Thus, it is highly recommended that ELL students will be present at the school. CEA's primary goal is to support the development of English language skills to ELL students and secondarily, to integrate these students into the classroom for the benefit of the students and their peers.

In conjunction with what students' home language surveys indicate, all students who do not speak English as a primary language at home will be required to complete the standard placement test, the WIDA Access Placement Test, to assess ELL eligibility. Furthermore, teachers in the classroom can also identify students who may need ELL support but did not qualify prior.

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

Progress in ELL must be continuously monitored so that students can get additional assistance. Progress of language skills, cultural adaptation, and community integration will be closely monitored (i.e., bi-weekly or monthly) and reported by teachers to parents and school administration. Communication between parents and teachers around a student's progress is a critical step in ELL. Finally, because of CEA's mission, we believe that ELL students and non-ELL students should be integrated to foster a community of

globalization and cultural understanding. Though ELL students may need different classes or instruction at times, we will make all efforts possible to integrate ELL and non-ELL students when appropriate so that students may cross cultural and language barriers in both directions to achieve multi-cultural leaning. ELL teaching strategies are more or less the same as those for teaching Chinese to Chinese-as-a-second-language students in a full immersion school such as CEA. The teaching strategies are mentioned in the section of "primary instructional strategies." In addition, teachers should use many physical movements and multimedia to explain the meaning of a word or to present information. Teachers should encourage students to speak and use the language as often as possible. During the process of listening, speaking, reading, and writing, students' language proficiency will be built up.

3. *Explain how the school will identify and meet the needs of intellectually gifted students, including the following:*
 - a) *Specific instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.*
 - b) *Plans for monitoring and evaluating the progress and success of intellectually gifted students.*

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

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

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

If parents, teachers, and administrators agree, students can be enrolled in advanced curricula or receive special instruction. Advanced curricular and special instruction may include small-group sessions, individual teacher support, extracurricular programming, and/or push-in or pull-out programs for the student.

When students are enrolled in their respective unique learning plans, their performance will be closely monitored in case they need to be returned to

their previous academic pathway or continue with their learning plans. This monitoring will require frequent communication between teachers and parents; teachers will provide updates to parents on a regular basis if a student's performance is different from what is expected or changes during the course of the unique learning plan. This monitoring will be both qualitative (e.g., behavior and classroom performance) and quantitative (e.g., data-driven academic achievement).

Exceptional Children

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

Identification and Records

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

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

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

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

CEA takes confidential record-keeping very seriously. All files, discussions, and education plans will be kept in a locked office at CEA under administrative oversight. These files will only be available to those legally permitted, and reviewing them will require written record. All school administration and teachers will be expected to be in compliance and will receive training and follow-ups, as necessary.

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

Exceptional Children's Education Programming

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

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

Depending on the disability, students who fall under special education services will receive their Individualized Education Plans. For those students who are not qualified for special education, a 504 plan may be developed to meet individual student need. The goals are all measurable. Children with disabilities can freely access the school building, cafeteria, gym, bathroom, and playground. Classrooms will be equipped with facilities

to meet the needs of students with disabilities. At CEA, two qualified and experienced special education teachers will be hired to facilitate the learning of exceptional children. Resources specific to disability (e.g., books, software, and electronic learning tools) will be provided. CEA insists that exceptional students should be placed in the least restrictive learning environment. Budget will be made available for all necessary exceptional children services, including but not limited to school psychologists, trainers, and additional resources to enhance exceptional children learning offerings at CEA.

Students with disabilities will be ensured a Free and Appropriate Public Education (FAPE) at CEA, according to state and federal law. This policy includes giving notice to parents about any changes proposed to the exceptional children learning plan. Furthermore, this policy includes education that addresses the academic and functional needs of exceptional children, which may include books, online resources, tutoring, teacher training, certifications, and general insurance that the environment will be conducive to the learning of an exceptional child. All teachers and administrators at CEA will undergo the appropriate training and continued education to ensure compliance.

The individualized education plan will be monitored by a progress report completed by the student's teacher bimonthly. Parents, general education teachers, special education teachers, and school administration will review these reports. Any issues or flags that arise will be addressed immediately.

Student Performance Standards

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

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

Goals are all measurable. CEA's goals include: (1) 75% of EOG and EOC scores above state average; (2) 95% of students maintaining high levels of attendance; (3) maintaining regular parent-teacher contact and updates (e.g., no fewer than monthly updates); (4) maintaining positive grade trajectories and minimum grades of 65; (5) incorporating the use of education technology when applicable; (6) incorporating a cultural or language element into multiple core classes. Goals will be broken down into quarterly or bimonthly metrics and tracked against actual progress. If a

student is at risk in one or more areas, this tracking will allow for early detection and correction. Administration will communicate with teachers on a regular basis to ensure all classes are making adequate progress. If a specific class or subject at the school falls behind, an improvement plan will be instituted, and the teacher(s) will be supported and communicated with closely. If performance standards fall behind because of poor teacher performance, additional actions such as suspension or termination may be necessary, pending approval from the administrative team.

To be promoted from one level to the next, students will need to pass standardized testing and submit acceptable work samples and portfolios for each subject. Although the final decision of promotion or retention will remain with the school principal, input from teachers, parents, and students should also be considered before making a decision. Students with special needs may be eligible for assessments with accommodations. Exit standards for all students to graduate will require passing grades in all required core classes and on standardized tests (i.e., EOG/EOC testing in all subjects). For third grade and up to eighth grade, students who do not pass EOG will be required to have NC Read-to-Achieve program. And for kindergarten to second grade students who do not have EOG or EOC testing, their reading and math should reach their end-of-year goals. For example, kindergartners should reach level E in reading. The at-risk population will be closely monitored, and any ongoing issues will be confidentially communicated to the upcoming grade-level teachers in compliance with school and state policy to ensure continuity in care.

Homeroom teachers will take students' attendance every day. Students missing more than three school days without excuse will adversely affect their student achievement, and such children may be likely to fail or repeat classes. The teacher or principal will notify parents of unexcused missed days/classes as well.

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

Student Conduct:

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

Be sure to include:

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

Student conduct can make or break a learning experience for young students.

At CEA, our goal is to ensure a safe and positive learning environment for all students. We will develop a student/parent handbook with specific expectations, rules, and guidelines for the school and distribute the handbook at or prior to orientation. This handbook will require a written and signed acknowledgement from each household that parents have reviewed the handbook with their children and understand its expectations. The handbook will include sections such as admissions/assignments, transportation services, student health, bullying, safety and emergency, and code of conduct policies, etc. Within the code of student conduct, policies on discipline, harassment, bullying, drug search, use of electronic resources, and punishment will be detailed. Teachers and administrators will be trained and tested on these policies every year, prior to the start of the school year. There will be refresher courses offered during the school year. Teachers have responsibility to report students that pose a discipline or safety issue for the school. The student will be addressed in multiple phases (i.e., first offense results in a call to the parent, second offense results in a remediation plan, third offense results in suspension, for example). But if a student's behavior brings severe danger to all other students and teachers, such as bringing weapons or drugs to school or committing a sexual assault, the students will be suspended immediately. At CEA, we believe in the importance of parent-teacher communication to prevent student conduct issues and to ensure a safe learning environment. Teachers will be expected to openly communicate with parents, and parents will be expected to be actively engaged. In these ways students will receive the support that they need to make sure their conduct does not cause problems in the classroom. A preliminary list of offenses that may result in suspension or expulsion include: (1) possession of narcotics, alcohol, controlled substances, chemicals, or drug paraphernalia; (2) gang-related activity; (3) possession of weapons or firearms; (4) assault on a student, teacher, or other school administrator; (5) bomb threat or act of terror; (6) repeated physical aggression, fighting, bullying, or harassment.

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

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

Section III: Education Plan Concerns and Additional Questions		
<p>Applicant states that, "we will also recommend that parents hire a private tutor as an alternative catch-up method" as a method for students enrolling later in the grades. How does this reinforce a diverse student population? This could be a barrier for students coming from a low income home.</p> <p>What strategies do you have in place for recruiting a high number of bilingual teachers?</p>	Buffy Fowler	Instructiona
<p>- What evidence do you have that shows collaborative-activity teaching methods will support student learning? - - What classroom management tools and/or training will be provided to teachers to ensure they can reach all learners through inquiry-based, collaborative-activity teaching methods?</p>	Sally Houston	Instructiona
<p>Is the economic makeup of the community in which you intend to operate make it realistic to say that "we will also recommend that parents hire a private tutor as an alternative catch-up method?"</p>	Les Stein	Instructiona
<p>"Because all homework will be bilingual, there will be no problems for the EOG." Most schools teach in 100% English and many have issues with EOGs, so this claim is challenging to make. Hiring private tutor - is this workable/inclusive? Where will CE find bilingual, qualified teachers? What if CE cannot find adequate bilingual, qualified teachers? "Teachers will have the right to decide what specific teaching strategies they want to use..." - does this align with the CE mission? What is an assumptive assessment? Unclear how this specific model will lead to improved student performance.</p>	Jonathan Bryant	Instructiona
<p>Clarity is needed around whether the entire subjects will be taught in Mandarin, or whether the percentages provided in the narrative are for the ratio of each class that is instructed in Mandarin versus Chinese.</p> <p>By assumptive assessments, does the applicant mean summative?</p> <p>How often will assessments (formative and assumptive according to the application) be utilized?</p>	Stephenie Clark	Instructiona
<p>Are you aware charter schools cannot enroll exchange students ? How will the exchange program work?</p> <p>Provide more detail about the instructional program outside of the immersion. What will instruction in the classrooms look like, what resources will be used to teach English Language Arts?</p> <p>How will the textbooks align to the NC Standard Course of Study?</p>	Buffy Fowler	Curriculum a
<p>- How will you blend NC standards with the World Language Essential Standards outlined in Appendix B?</p> <p>- Part of your mission is to "...maximize bilingual proficiency." Generally, by the age of 5, it is widely accepted that students have a vocabulary of roughly 2500 words. Why is the target 900 Chinese words by the end of elementary school?</p>	Sally Houston	Curriculum a
<p>Curriculum provided is for language course K-5, what are the standards and curriculum for the middle school grades the school would ultimately serve?</p> <p>What will curriculum and instruction look like for core subjects, particularly given that some of the courses will be taught in Mandarin.</p> <p>What four tests will be given throughout the school year to track student performance and progress over four quarters? Who is responsible for developing these tests? Will they be given for each subject/course or specific ones?</p> <p>What are the overall requirements for student promotion from grade to grade? While the</p>	Stephenie Clark	Curriculum a

principal does hold the decision making power for student retention, what will be messaged to all parents and when will these standards be communicated?		
Will 5.5 hours of instructional time be enough given the rigor of having to learn a second language and new content being taught in that language?		
Appendix B highlights instruction in support of the NC World Language Dual/Immersion Program Standards. Can you provide a sample for teaching to the core subjects?	Les Stein	Curriculum a
How will "Student performance will be tracked." What screening will be used? What interventions will be used? Who will be trained to provide interventions?	Robert McQuat	Special Prog
Tier 2, the school will suggest outside resources to parents. Will the school provide supplemental support to help pay for these recommended programs?	Stephenie Clark	Special Prog
Which staff role in the budget reflects the "K-5 intervention teachers" outlined for Tier 3 support for students?		
Will individualized tutoring be provided during school hours or after school? If after school, has the board considered any constraints transportation may play in students receiving this support?		
What supports will the school have in place for ELs as they will be immersed in a program where they will need to learn two languages beyond their home language?		
Can you be more clear on your school's responsibilities for Child Find? The application says "Students' parents will be asked to bring the special education documents to CEA from their previous educational institutions." What if parents do not have copies of the student's file or the file is incomplete? How is the IEP team involved in the initial identification of eligibility for services under IDEA?	Robert McQuat	Exceptional
Discuss your understanding of the difference between a 504 plan and an IEP.	Buffy Fowler	Exceptional
Application does not show a clear understanding of the differences between an IEP and 504. "If parents and guardians still disagree, a new procedure will be made available." What is this new procedure and how will it be implemented?	Jonathan Bryant	Exceptional
How will students be identified and provided services if parents are unable to obtain and provide any related records?	Stephenie Clark	Exceptional
What type of training will teachers receive to properly identify an undisclosed disability?		
How will the Response to Intervention model be used to influence EC referrals?		
Explain how this procedure is in line with the Due Process procedure for parents of special education students, "If parents or guardians disagree with any assessment or placement, an impartial hearing will be conducted. If parents or guardians still disagree, a new procedure will be made available."	Buffy Fowler	Exceptional
Applicant states "If a teacher notices a previously undisclosed disability, he/she will raise it to the administration and parents, as appropriate. If a student with a disability (or identified potential disability) is enrolled in CEA, the school will conduct an assessment to determine the appropriate levels of academic and social instruction prior to placement in the appropriate classroom." What system will be in place prior to conducting an assessment. Give an example of how a teacher would notice a disability without going through the assessment process.		
Describe what a full continuum of services would look like at CEA.		
How are general education teachers updated on the goals written in a child's IEP?	Stephenie Clark	Exceptional
What does a full continuum of services look like a CEA?		
The application says "students who fall under special education services will receive their Individualized Education Plans." Why is this "Depending on the disability"? How are special education services aligned with the school's proposed curriculum,	Robert McQuat	Exceptional

instructional methods, and mission? What are the components of the full continuum of service delivery? How will your school provide the full continuum?		
Some goals are general and not SMART. What are the details of the student portfolios that are mentioned for promotion?	Jonathan Bryant	Student Perf
<ul style="list-style-type: none"> - What is considered "high levels of attendance?" - By listing level E, does this mean the school plans to use Fountas and Pinnell to determine reading levels? If so, how many times will this assessment be given throughout the year to determine if a student is on track to reach his/her goal? - What math assessments will be used throughout the year to determine if a student is grade level proficient? - Clarify: "Students missing more than three school days without excuse will adversely affect their student achievement, and such children may be likely to fail or repeat classes." Are students academically consequenced by the school if they do not have an explanation for their absence? Please clarify. 	Sally Houston	Student Perf
Given the unique mission of CEA what are the specific academic goals of the school and how will students be held accountable to these goals?	Les Stein	Student Perf
how will a child's IEP needs be considered in decisions about promotion and retention?	Robert McQuat	Student Perf
Percentage given in goals seem low.	Buffy Fowler	Student Perf
<p>If a requirement of promotion includes passing standardized testing, how and when will retention decisions be shared with parents and students?</p> <p>What are the established end of year goals for students in grades K-2?</p> <p>Clarify what is meant by students Grade 3-8 who do not pass EOG will be required to have NC Read-to-Achieve program. What will this program entail and how is it applicable to those grade levels mentioned?</p> <p>Are there other factors that are considered before failing a student due to more than three unexcused absences?</p> <p>Are there special considerations for promotion decisions when it comes to the at-risk student population and EC students? In what ways will the IEP be considered when promoting or retaining EC students?</p>	Stephanie Clark	Student Perf
How will CEA work to reduce the number of suspensions, as this appears to be a significant part of the discipline plan? Will EC students receive a manifestation determination when under longer term suspensions?	Jonathan Bryant	Student Cond
<ul style="list-style-type: none"> - What proactive supports will be put into place to promote positive behavior? For example, what will social and emotional learning look like in the classroom? - What role will administrators play in supporting teachers who struggle with discipline? - Why would a 3rd offense of a behavior lead to a suspension given suspensions can negatively impact a student's academic progress? Please clarify the components of a "remediation plan" in response to a second offense. 	Sally Houston	Student Cond
For suspensions (removals), when do protections under IDEA kick in for students with disabilities? What is a manifestation determination review? Who participates in the manifestation determination review?	Robert McQuat	Student Cond
What alternatives do you have to suspension?	Buffy Fowler	Student Cond
<p>Has the board considered developing a tier of support prior to suspension?</p> <p>Will parents and students have an opportunity to dispute the suspension decision and what will this process look like?</p> <p>Beyond sharing student conduct expectations in a student/family handbook, what other plans and approaches does the board have to ensure that a safe and orderly environment is created?</p>	Stephanie Clark	Student Cond

Reviewer	Score
Alex Quigley	
Tammi Sutton	

Bruce Friend	
Buffy Fowler	Pass
Cheryl Turner	Pass
Danielle Allen	
Steven Walker	Pass
Heather Soja	Pass
Joe Maimone	
Stephenie Clark	Pass
Sherry Reeves	
Sally Houston	Pass
Robert McQuat	
Phyllis Gibbs	
Lynn Kroeger	
Les Stein	Pass
Lindalyn Kakadelis	
Jonathan Bryant	
Jonathan Bryant	Pass
Alan Hawkes	

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.

The municipality must be officially incorporated by the NC General Assembly upon application submission.

Name of Private NonprofitMunicipality: CE Academy

Mailing Address: 103 Mancino Ct.

City/State/Zip: Cary NC 27519

Street Address: 103 Mancino Ct

Phone: 919-621-0425

Fax:

Name of registered agent and address: Heli Chu

103 Mancino Ct. Cary

FEDERAL TAX ID: 47-5089576

Tax-Exempt Status 501 (c)(3)

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

Yes (copy of letter from federal government attached: Appendix D)

X No

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

Governance and Organizational Structure of Private Non-Profit Organization:

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

Either the governing body of the municipality who serve ex officio as the board of directors of a charter school granted to a municipality or the board of directors appointed to govern a charter school granted to a municipality is the legal entity that has responsibility for all aspects of the proposed charter. 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.

Please complete the table provided depicting the members of the board that will oversee the proposed school.

Board Member Name	Board Title	County/State of Residence	Current Occupation	Past or Present Professional Licenses(s) Held	Has any disciplinary action been taken against any of these professional licenses?
Chiaohs in Hsu	vice Chair	WAKE	Preschool Owner	Educator's License	N
Heli Chu	Chair	WAKE	Retired Principal/ Director	NA	N
Yiyi Jiang	member	WAKE	Teacher	5 Educator's License	N
Ellis Parks	member	WAKE	National Guard	Educator's License	N
Chien-Yu Lin	member	WAKE	Teacher	NA	N
Huiling Ding	secretary	WAKE	professor, NCSU	NA	N
Bryce Roberts	member	WAKE	Marketing Manager	NA	N
George Wu	Treasurer	WAKE	Financial Person	N/A	N
Candong Cheng	member	WAKE	Real Estate Agent	NA	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.*

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

The board will be responsible for CEA's full compliance with the North Carolina Charter School laws. The responsibilities and duties of the CEA board are outlined in the bylaws (please see Appendix G for the details).

The board will fulfill five major responsibilities: setting direction, establishing an effective and efficient structure, providing support,

ensuring accountability, and providing community leadership as advocates for children.

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

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

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

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

The board of CEA consists of nine members: Chairperson, vice Chairperson, Secretary, Treasurer and Members.

Chairperson: The chairperson shall preside at all meetings of the board of directors. He/she shall work closely with the lead administrator and the other board members. The chairperson shall coordinate and communicate between the board and lead administrator.

Vice Chairperson: The vice chairperson will advise and assist the chairperson to perform duties. If the chairperson is absent, he/she will chair the board until the chairperson returns.

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

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

2. *Describe the size, current and desired composition, powers, and duties of the governing board.*

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

Our founding board of directors has nine members comprising the Chair, vice chair, secretary, treasurer, and regular members. They come from different areas of work. (Chiaohsin Hsu was a public school teacher. She is the owner of a preschool and after school in Chapel Hill and Cary, which has over 140 students. She has established business experience that will bring success to our school. Heli Chu was a Chinese school principal and director in Greensboro and Cary. She has a well-established experience in teaching and managing Chinese schools that will help us to start this school. Huiling Ding is a writing professor at NC State University. She has passionately engaged in public education for many years. She will benefit our board for any documentation. Bryce Roberts is a professional marketing expert. He will provide our school a strong market environment to enroll students. Candong Cheng has strong leadership and a robust network of relationships; he is also a commercial real estate agent. He will play an important role in the establishment of future schools and our school facility. George Wu's strong experience in finance will help the fiscal aspect of our school. Yiyi Jiang is an elementary teacher in the Triangle area. She has five educator licenses that will facilitate quality education in our school. Ellis Parks is an EC teacher. He also serves in the National Guard and is in Germany right now. Chien-Yu Lin is a part-time teacher and real estate agent as well.) Some are also leaders in their work place. They will bring excellent talent to the school and build our special atmosphere. They also are passionately committed to improving public education for students in North Carolina and eager to contribute to the success of the school.

This school board is diverse and talented, and our leadership will deliver high-quality, successful supervision to the school. We will benefit the school, the school leaders, all the students and parents, and key stakeholders. Our nine board members live all over the Research Triangle Area and so represent the interests of students in different regions of that area. Many board members will send their own children to the school to study.

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

The Board will comply with all laws of North Carolina and post the yearly board meeting schedule, agendas, dates, time and minutes of meetings, also board contact information on the website to ensure clarity for stakeholders and parents. The Board will regularly organize meetings to survey the school's teachers, administrators, students, stakeholders, and parents. These meetings will be communicated in a timely manner to the appropriate

stakeholders to ensure participation. The data and comments from these surveys will inform the board making decision on a range of school issues, ensuring all activity and performance in line with key stakeholders and parents, and toward the mission of our strategic plan.

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

The CEA board started inviting members at the end of 2017. The founder Heli Chu invited and recruited each board member based on the need for his/her specific, carefully selected areas of expertise. (Chiaohsin Hsu was a public school teacher. She is the owner of a preschool and after-school care program in Chapel Hill and Cary with over 140 students. She has established business experience that will help our school succeed. Heli Chu was a Chinese school principal and director in Greensboro and Cary. She has extensive experience in teaching and managing Chinese schools that will help us start this school. Huiling Ding is a writing professor at NC State University. She has passionately engaged in public education for many years. She will benefit our board in documentation matters. Bryce Roberts is a professional marketing expert. He will facilitate a strong market environment in which to enroll students. Candong Cheng has strong leadership and a robust network of relationships; he is also a commercial real estate agent. He will play an important role in the establishment of future schools and school facilities. George Wu has strong financial experience so he will help the fiscal aspect of our school. Yiyi Jiang is an elementary teacher in the Triangle area. She has five educator's licenses that will facilitate quality education in our school. Ellis Parks is an EC teacher, and serves in the National Guard; he is in Germany right now. Chien-Yu Lin is a part-time teacher and real estate agent as well.) Some board members are language or elementary school teachers. Some board members have experience teaching Chinese. Some are marketing directors and in finance and commercial real estate. Some of them have been dedicated to the importance of education for many years. We select Board members that share CEA's mission to support the school in the cultivation of fine students who are also global citizens. The various and diverse areas of expertise will complement each other and synthesize to result in a strong and highly efficient board.

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

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

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

The board will meet approximately once a month or at least 10 times a year. Notice for and minutes of meeting will be posted on the school website.

5. *What kinds of orientation or training will new board members receive, and what kinds of ongoing*

professional development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.

The CEA board understands that new member training is vital to the school. New board members will receive critical training and orientation before they start work on the board. In order to ensure the quality and ability to work towards the mission and goals of the school, new board members will receive training to familiarize themselves with the school's mission, bylaws, articles of incorporation, the charter school application, the minutes of previous meetings, and current financial updates, etc. Also, they will receive governance training and related training on various topics as determined by the current board and the school attorney. Both new and current board members and the current board members will attend workshops and other training courses offered by the NCDPI Office of Charter Schools. A series of systematic training sessions will be hosted to help new members better understand the school's mission and their roles and responsibilities as the school's board members and ensure the school's plan will meet student, staff, and stakeholder need.

Founding board members will receive training beginning before the year that the school will open, and will continue training monthly until the school opens in August. Topics covered will include the rules of the board, procedures for drafting board policy, North Carolina Charter School Law, review of the open meetings law, understanding the monthly financial statement, parliamentary procedure, strategic planning, and other topics. Board members will also receive governance training and training offered by the office of charter school beginning immediately after approval of the application.

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

CEA board members are carefully selected in order to employ ethical, fair, honest, charitable, professional, and dedicated members. Although our team is strong, the conflict of interest may not be possible to avoid. The board will formulate a policy to avoid conflicts of interest for the school. Our policy will be based on bylaws and the Director Conflict of Interest section of the Non-Profit Corporation Law NCGS 55A-8-31 to govern conflicts of interest. In case any conflict of interest occurs, the board will take necessary actions to eliminate any possible conflict:

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

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

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

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

So far it seems that existing relationships between board members are harmonious; in order to create the school, they are working hard to help each other. However, the above steps will protect and mitigate perceived conflicts and ensure that the governing board remains healthy and free from conflict.

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

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

All decision and policy-making processes will involve the faculty, school administration, school improvement team, stakeholders, and parents. First, the board, based on research, analysis, feedback, and special meetings will address issues regarding the school. Then meetings will be organized in a way to invite debate and discussion and to learn from other successful charter school boards experience to utilize their perspective and wisdom. After in-depth study and discussion, all board members will vote to reach a prudent decision.

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

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

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

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

The school will set up a professional learning team (PLT) to create a specific learning atmosphere. Students will share leadership, vision, and values to develop their leadership and decision-making skills in the PLT. PLT will help students enhance imagination, curiosity, innovation, and collaboration in their learning journey. The PLT will organize math club, science club, art club, Chinese brush painting club, Chinese sports and

games club, and Chinese culture club in order to strengthen student interest in learning core courses as well as Chinese. The PLT will consist of teachers and students, and report to the assistant administrator or principal of the school.

The CEA may set up an advisory council or committee if the board considers it necessary in special circumstances. The advisory committee will consist of experienced educators with senior education positions. We have already discussed such an entity with people who will help us manage the school. The advisory council or committee will be appointed by the board and will report directly to the board.

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

We take grievance from any parent or staff member seriously. Our hope is to resolve conflicts as they occur rather than leave them to intensify. We expect problems to be resolved as early as possible. The school's grievance process will consist of the following steps:

Step 1. Discuss the problem with the teacher or other appropriate member immediately.

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

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

Step 4. The board will communicate its final decision to all involved parties within 30 days of the hearing. The board will vote in order to make the final decision. The final decision is the final step for all grievances.

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

Include in the Appendices:

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

(Appendix H)

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

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

X Not Applicable

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

X Not Applicable

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

X Not Applicable

Projected Staff:

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 are planning the number of enrollments to be approximately 400 students in the first year, and approximately 660 students are enrollment targets for the following four years, gradually. Each staff position depends on the funding and the number of students we have.

For the first year with 400 students:

Full-time staff (37 staff)

1 Principal

1 Assistant administrator

1 Clerical

1 Reception

1 Custodians

1 Nurse

19 Core content Teachers

4 Specialty (non-Core) Teachers

2 ELL/AIG Teachers

4 Teacher Assistants

2 Exceptional Children Teachers

Part-time staff (3 staff)

2 Transportation Staff

1 Food Service Staff

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For the second year with 465 students:

Full-time staff (47 staff)

1 Principal

1 Vice Principal
1 Assistant administrator
1 Clerical
1 Reception
1 Custodians
1 Nurse
1 Finance Officer
22 Core content Teachers
5 Specialty (non-Core) Teachers
2 ELL/AIG Teachers
6 Teacher Assistants
2 Exceptional Children Teachers
1 Computer/Technology Teacher
1 Media Specialist
Part-time staff (3 staff)
2 Transportation Staff
1 Food Service Staff

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For the third, fourth and fifth years with 530, 595 and 660 students, respectively:
Full-time staff (52, 58 and 63 staff, respectively)

1 Principal
1 Vice Principal
1 Assistant administrator
1, 2, 2 Clerical, respectively
1 Reception
1 Custodians
1 Nurse
1 Finance Officer
25, 28, 31 Core content Teachers, respectively
5, 7, 8 Specialty (non-Core) Teachers, respectively
3, 3, 4 ELL/AIG Teachers, respectively
6 Teacher Assistants
3 Exceptional Children Teachers
1 Computer/Technology Teacher
1 Media Specialist
Part-time staff (5, 6 and 7 staff, respectively)
3 Transportation Staff
2, 3, 4 Food Service Staff, respectively

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

There are two factors necessary for the building of a quality charter school to recruit and retain high-performing teachers for strategies.

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

CEA will provide extensive teaching and training opportunities for teachers to learn and innovate in their instructional activity. CEA's teachers will have 56 hours of professional development training. We will start the recruiting process for teachers after the charter school receives approval. We will recruit through the school website, job fairs, online job postings,

and a variety of other modern media to hire high-quality teachers. For our special Chinese immersion teachers, we aim to recruit and train existing local teachers. If local teachers are not sufficient, we will search for teachers outside the immediate area. We have already contacted some teacher training institutions. Once we need the teachers, we will start the plan to get the teachers we need. Additionally, the school will evaluate teachers annually to ensure it has a quality team to achieve its goals and mission.

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

CEA will try to find more money to support teacher salaries. To supplement the state grant for charter school, CEA will strive for additional fundraising and donations, as Royal school in China will be our comparative partner. At the same time, we have to give rewards for good performance teachers to encourage and retain them. We will provide all full-time staff with health insurance, a retirement plan, life insurance, Medicare, and Social Security, as well as part-time staff. If we find extra funding, we will provide more benefits to teachers such as a free lunch.

Teachers are the most important part of the school, so effective recruitment and retention are key to school success.

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

The board of directors, pursuant to North Carolina statute, will hire the principal, and the principal is the only employee under the board. The principal will hire all school employees. Employees will operate under a terms-of-employment agreement that has been approved by the board. Annually, the principal will evaluate employees. The board will annually evaluate the principal.

School employees will report directly to the principal, and the principal of CEA will report directly to the School board. Employee grievances must be formally reported to principal and board, then the board using the process in the employee handbook. The board will approve the employee handbook.

School employees will be paid by the school. The nonprofit board will be responsible for setting salaries for the school. Board members will not be employees of the CE Academy Charter School.

The CEA board is a policymaker whose directive is to plan the future of the school with a long-term perspective. The school's employees are the implementer of the policy. The high quality and coordinated interaction between the board and the school's employees, will create a successful school.

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

CE Academy has a formal hiring procedure for applicants. Job postings through the school website and social media will detail position descriptions according to the school's need. Position descriptions will include minimum qualifications necessary without regard to race, religion, sex, or handicap. Then the principal and recruitment committee will interview applicants before recommending them to the board. If candidates are presented to the board, a simple majority of the board will be needed to

approve a candidate for hire. As candidates are accepted, every hired employee will sign an offer of employment and be checked for criminal history before the contract is completed. Core teacher applicants will be licensed or eligible for licensure. The first 90 days of employment are considered an introductory period. During this period, the employee may resign from CEA without reason and without notice. During this time period, CEA may terminate employment without cause and without notice. After the first 90 days, progressive discipline policies will be followed for new employees. Staff will be hired "at will" on a year-to-year basis. Extensions of employment offers will be recommended on an annual basis.

Any employee will be terminated immediately for any violation of a serious nature. A simple majority of board member votes will be needed to terminate the contract of an employee recommended for dismissal. Employees may appeal any such decision as a grievance if they are not satisfied. The board will follow the protocol established for the dismissal of employees.

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

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

For compensation, the school's goal is to reward good performance at all levels of employment. For base salaries, pay scales have been established with a minimum, midpoint, and maximum per job. This will allow employees' incomes to grow with merit increases. Different positions requiring different skills, greater personal time commitments and/or exceptional performance will have different rewards. These rewards will be added to a position's base salary (base salary + reward = total salary). The rewards will range from \$500 to \$10,000 per year.

CEA will provide all of full-time staff: health insurance, retirement plan of the 401k or 403b, Life insurance, Medicare, and Social Security etc., also part-time staff: Medicare, and Social Security etc.

The salary ranges for CEA as follow:

Lead Administrator: \$60,000 - \$90,000
 Assistant Administrator: \$50,000 - \$70,000
 Core Content Teacher(s): \$33,000 - \$75,000
 Electives/Specialty/ELL Teacher(s): \$33,000 - \$75,000
 Exceptional Children Teacher(s): \$35,000 - \$78,000
 Teacher Assistants: \$20,000 - \$35,000
 Food Service Staff: \$15,000 - \$35,000
 Transportation Staff: \$15,000 - \$35,000

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

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

Step 1. Discussion of the problem with the immediate supervisor or principal is encouraged. If the employee does not believe a discussion with such person is appropriate, the employee should proceed to the second step of the grievances/termination procedures.

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

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

Step 4. board will communicate first, then take final decision to all involved parties within 30 days of the hearing. The final decision is the final step for all grievances.

If an employee resigns or is terminated from employment at the school, a 30-day notice should be given to the school's principal or assistant administrator. As long as the termination does not violate federal or state law, an employee of CEA can resign or be terminated at any time.

CEA may need to discipline employees. In the event the school decides punishment is necessary, possible punishments include verbal warning, written warning, final warning and/or probation, suspension with or without pay, or termination. If termination is decided, the school will give the affected employee a two-week notice. The board will determine if these actions are appropriate and necessary.

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

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

So far school funds will come from state, local, and federal sources (EC). The school will seek more funds to meet needs. If we receive adequate funds, we will manage all positions individually to benefit our staff.

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

CE Academy will provide qualified teachers for the anticipated number of special needs students. CEA anticipates at least 10% of our initial population will need specially designed instruction (according to Federal EC Funds). Two exceptional children (EC) teacher will be provided in the first year, as well as a high-quality English language learner (ELL) teacher, and an academically and intellectually gifted (AIG) teacher.

CEA will recruit experienced teachers who hold teaching certificates in more than one of the certification areas (EC, ELL, or AIG). We will select these special teachers from the regular teacher team or new applicants. If teacher certifications do not meet school requirements, we will provide opportunities to train teachers until they meet requirements, and we have

already contacted a teacher provider as well. However, the school will promise our students that we will provide the best teachers for them to learn from in order to meet our goals and mission.

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

The CEA board understands that a high-quality school comes from a high-quality team. All CEA staff will be held to high-quality standards by carrying out the school's mission and reaching expected goals. Not only do we believe that educational certification is important, but we also pay attention to practical ability, professional skill, and work ethic. All CEA administrators and teachers will hold bachelors degree and above, and over 60% of teachers will be licensed, and the EC teacher will have more than one certification. The appropriate licenses will be in strict compliance with the license requirements established by NCDPI and the SBE.

Teachers (Core Teachers, Specialty Teachers, and EC Teachers)

- * Create a classroom climate conducive to learning and deliver all content and instructions necessary for pertinent learning
- * Set up lesson plans to fit the needs of every individual student.
- * Receive professional development in unique instructional delivery techniques.
- * Communicate school requirements to parents and students.
- * Maintain student records, including portfolio and grades, etc.

Teachers Assistants

- * Support classroom teachers through teaching, small-group instruction, and any other classroom needs that may arise.
- * Support EC teachers in completing training and work with "at-risk" students.
- * Attend school training and work towards a license.

Office Assistants (Clerical/Receptionist)

- * Uses strong interpersonal communication skills to coordinate with staff members, students, parents, and community members.
- * Uses strong office work skills to manage the service and daily business of the school's front office.
- * Manages student records and school volunteers.

Principal

- * Supervise and manage school operation and staff and be in charge of accountability.
- * Plan and implement staff professional development (PD) and take responsibility for professional growth and development of instructional staff.
- * Supervise and coordinate school personnel, including conducting interviews and evaluating staff.
- * Ensure school is in compliance with NCDPI teaching regulations to develop and oversee school marketing and financial operation.

Assistant Administrator/PowerSchool

- * Assist administrator to in completing specific administrative needs, such as arrangements for maintaining teachers' licenses, facilitating

professional development, managing PowerSchool, etc.

* Manage attendance, and family calendar, etc.

* Report directly to lead administrator (principal).

Financial Officer

* Comply with state and charter school finance regulations to strictly ensure adequate internal controls.

* Process all checks and regional receipts for school finances and report to the board of directors monthly.

Staff Evaluation and Professional Development

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

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

2. *Provide a detailed plan noting how the school will mentor, retain, and evaluate staff in a format that matches the school's mission 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.*

CEA will cultivate learners to become creative students with a global perspective, independent thinking, curiosity, imagination, innovation, collaboration, and excellence. This mission not only requires teachers with passion and a vision, but also needs to have professional teaching skills.

For mentorship, all new teachers in the school will be assigned goals and a mentor who will work closely with them to develop instructional teaching lessons. The mentors will also observe and provide feedback to the teachers at least four times a school year.

For retaining, the school will seek extra funding for professional development programs in order to provide more opportunities for teacher training and awards, as well as other benefits for improving teaching and retaining.

For evaluation, the school's principal will supervise and manage teacher evaluations twice a year, as well as license renewal. Professional development programs will comply with the requirements of NCDPI.

The teacher evaluation program adopts mentoring, self-assessment, goal-setting, reflection, coaching, formal and informal observations to help direct professional growth and student learning needs. The touchstone will be

1. Teachers demonstrate leadership.
2. Teachers establish a respectful environment for a diverse population of students.
3. Teachers know the content they teach.
4. Teachers facilitate learning for their students.
5. Teachers reflect on their practice.
6. Teachers contribute to the academic success of students.

In order to ensure our mission and goals are fulfilled, the school will utilize the possible funds to facilitate teachers' professional development and guarantee every child's future success.

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

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

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

In order to cultivate team spirit, CEA will hold activities for ice-breaking and outdoor teamwork. Plenty of training and professional development will be necessary to support the effective implementation of the education program. The teachers who complete sufficient training will improve on their professional competence and skills in class.

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

The Board will schedule one or more planning sessions for the instructional staff prior to the start of the school year. Steps will be taken to provide monitoring and evaluation of the teacher's classroom instruction, orientation, delivery, student achievement, student engagement, classroom management, organization, etc. These sessions will be followed up by an inspection by the school's leaders no later than the week prior to the start of the school year. The school will check the staff's preparations in each of the above areas. The school will work with the teachers to plan for the best ways to present the school curriculum and the instructional teaching for students and parents, also checking course material will be readily understandable to the students. At the same time, the school will make extensive online opportunities for instructional staff development, teachers

will receive basic training for academics, peaceful classroom curriculum, health and safety, as well as Employment Handbook, etc. These steps will help school staff to jump-start their professional development, and will make better for the school's successful operation and the fulfillment of its mission.

The schedule for a week before school open as follows

First day:

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

Second day:

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

Third day:

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

Fourth day:

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

Fifth day:

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

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

CEA plans to have eight Professional Development workdays and workshops for teachers throughout the entire school year. Each day will be at least seven hours (total 56 hours), and it will take place before each quarter starts. In addition to that, all teachers and Curriculum Resource Teachers (CRT) will meet once a week for approximately two hours per team. Teachers will also have mentors and school leaders observe for feedback in class, online training, parent conferences etc. The total time spent on Professional Development and improve teaching will be over 120 hours for each teacher per year. This adequate training and practice will improve on the teachers professional competence and skill in class, also to support the effective implementation of the education program and NCDPI requirement for renewing

teaching license.

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

Enrollment and Marketing:

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

Marketing Plan

Marketing to potential students and parents is vital to the survival of a charter school. Provide a plan indicating how the school will market to potential students and parents in order to reasonably 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)).

The school will choose the location with the fastest population growth and within that location, a site which will be convenient to the maximum number of students from all racial/ethnic and socio-economic groups. Through an investigation of 100 families, 93 effective questionnaires have been collected. Results from surveys showed 99% of the participants believe that children need to understand diverse cultures in order to better integrate into society; 92% of the parents agree with Chinese as one of the most spoken languages in the world may bring more opportunities to their children; the majority of the parents are interested in sending their children to study at a charter school that teaches in both Chinese and English. As stated in Appendix A1, we will serve all K to 8 grades in the Wake County, Durham County, and Chatham County region. We will target this population to start off our marketing. The school will utilize the website, Facebook, Twitter, WeChat, local community, local YMCA, art center, newspaper and TV etc. to market our school and to recruit students. All marketing efforts will reflect the school's mission and emphasize the schools focus on the goal of creating open, fraternal, independent global and collaborative learners. The specific method is as follows:

Target Demographic:

Families with children aged 5 to 12 years old (K to 8 grades) within 15 miles of the school's location, with an emphasis on families who have an interest in international education or multiple language study.

Marketing Plan:

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

Academy through a number of vehicles of connecting families of potential students with information on the school.

Types of outreach

We plan to use a wide variety of paid and free methods in order to best market CE Academy and achieve our enrollment goals for the first year. CE Academy website will be the hub for marketing activity; most marketing tactics will drive users to the site so they can view more information or indicate interest. Social Media platforms like Facebook and Twitter will help fuel demand for CE Academy with both organic and paid reach. Paid search marketing will capture interest from parents who are searching for charter schools or alternative curriculum approaches in the Wake County area. CE Academy will make use of local events, especially those related to education, that are populated predominantly by parents in our target demographic in order to capture information from interested parties. Such events include town celebrations, movies in the park, arts and crafts events, and others. CE Academy will activate a wide and diverse set of partners to help reach more families than what web normally be able to accomplish through the above channels. Kids' after school activities like sports, academic, or social clubs are all viable candidates for a partnership or co-marketing. For neighborhoods extremely close to the future school location, we will send mailed letters with more information on CE Academy to families in the target demographic. By tracking the sources of all newsletter subscribers, contact us forms, and LOIs, we will get a sense of the return on investment of all programs towards our goals. Given the mix of activities listed above, we will start with a \$5,000 budget for marketing and use that amount to establish a baseline cost per acquisition model. From there we can track the progress to the enrollment goal and adjust as needed. If a large amount of LOIs are coming from word of mouth or personal connections, we may be able to stick with a smaller budget using a lower cost per acquisition target.

Parent and Community Involvement

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

Developing parent and community member relationships are the foundation of strategic planning, implementation, management, and operation of the school, throughout the school. During that the time between the school's approval and opening, the board will spend significant time initially in community meetings, churches, neighborhood communities, sporting events, community flyers, newspapers, social media, etc. Discussing the existing Chinese immersion opportunities of CE Academy, and how it will introduce children to a different education, as well as notifying all parents and stakeholders of the unique education plan. Parents will be given an explanation of the curriculum and the school expectations prior to enroll during the schools approved opening date. Through the open house, published information, online application, school website, and social media, the engaged parents will become an important part of the school upon its opening. We will utilize the various festivals (include traditional Chinese festivals) and events of the

community to expand our school promotion and to continually approach these parents, to recruit and engage more students to attend the school to better achieve the school goal of 400 students enrolled during the first year.

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

(1) to assist teachers to deliver content in class, projects, and other student needs that will give students health and a peaceful environment to study in school;

(2) to join events, such as talent shows, sporting events, Chinese new year, moon festival, various culture classes and all local festivals, events and activities for family;

(3) to participate in the transportation team to organize the school transportation for the students' convenience to the school;

(4) to attend Board meetings to make any plan and decision in line with the interests of the parents. The parents will appear everywhere in the school, which will be a part life at the school.

(5) to ask parents to tutor students with teachers in after school programs, in order to strengthen the students' Chinese for all grade levels without a foundation in Mandarin Chinese and other subjects, thereby to enhance relationship between parents and schools.

(6) to set up a volunteer and donation policy in order to strengthen the connection between the parents and school. We will require parents to have 10 hours of obligation to serve students each school year, if parents cannot come to school for assistance, parents must donate an appropriate amount money to the school. The purpose is to strengthen parents' support for the school and student's learning.

(7) to provide adult Chinese classes on the weekend or in the evening as well as cooking and Taiji classes for the parents to attract their interest in the school.

The good performance of the students can be related to increased involvement with their parents. Parents are an important partner in a child's learning experience. CEA will collaborate regularly with parents, students, and teachers to schedule conferences to share their learning. The school will provide support to the PTA and work to foster teacher/student and teacher/parent relationships. The principal will be responsible to monitor and lead the PTA and community engagement towards the right direction and to accomplish the school's mission.

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.*

CEA has instituted principles to admit students. Our mission promises students from all races and all socioeconomic backgrounds an opportunity. We will start the market planning process about more than six months before school started. Then, the school admission will follow steps to recruit students from online or physical applications. We will use open lottery to enroll students if any grade level has an excess of enrollments. After enrollment, passing into verification, the lottery will be visible to the public. Parents will receive notice of the lottery's time, date and location by their preferred contact method and get the lottery number at the event or mail. The number of applications will allow the school to appropriately craft programs, class sizes and grade levels. The lottery will be system generated. All applications will be date/time stamped as they are received. Applications received outside of the enrollment period will be placed on the waiting-list in the order in which they are received. Before accepting the registration, the students should decide whether to attend or not. After the decision registration, the wait-list students are accepted on a first come, first serve basis to fill any vacancies. All the school students must go through the pre-admission open lottery processing except 15% enrollment for employee and board members' children. If students are accepted, the family will be required to read and agree to CEA policies and procedures as stated in the student-parent handbook. Our goal is a fair admissions procedure which opens the admission process as much as possible. Students may withdraw from the school at any time and enroll in another public school in accordance with district policy. All students who enrolled or withdraw will go through the appropriate procedures such as notification and paperwork required in the school. If a student seeks to re-enter CEA, they will be required to follow the same admission process as all other students. All the transfer students will follow new students enrollment procedure of the school based on space availability.

Timeline for the first school year Admission:

1. Open Enrollment: December 1, 2019.
2. Enrollment deadline: March 1, 2020.
3. Application verification & Lottery: March 15, 2020.
4. Acceptance letters mailed: March 30, 2020.
5. Acceptance confirmation deadline: April 30, 2020.
6. Admission/ wait-list notice will be mailed: May 10, 2020. (Final)
7. Registration: June 1-15, 2020 ongoing.
8. Teacher first meeting (start work) July 27, 2020.
9. School open house August 5, 2020.
10. Students first day of the school August 10, 2020.

Weighted Lottery

Does your school plan to use a weighted lottery?

Yes:

No:

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

- 1. In no event may a lottery process illegally discriminate against a student on the basis of race, religion, ethnicity, gender, or disability.*
- 2. A lottery process may not be based upon geographic boundaries, such as zip code or current public school attendance zones, 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 Chatham County Schools

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

	Year 1			Year 2			Year 3			Year 4			Year 5		
	LEA 920	LEA 320	LEA 190	LEA 920	LEA 320	LEA 190	LEA 920	LEA 320	LEA 190	LEA 920	LEA 320	LEA 190	LEA 920	LEA 320	LEA 190
Kindergarten	88	28	14	44	14	7	44	14	7	44	14	7	44	14	7
Grade 01	79	24	12	88	28	14	44	14	7	44	14	7	44	14	7
Grade 02	57	12	6	79	24	12	88	28	14	44	14	7	44	14	7
Grade 03	28	8	4	57	12	6	79	24	12	88	28	14	44	14	7
Grade 04	28	8	4	28	8	4	57	12	6	79	24	12	88	28	14
Grade 05	0	0	0	28	8	4	28	8	4	57	12	6	79	24	12
Grade 06	0	0	0	0	0	0	28	8	4	28	8	4	57	12	6
Grade 07	0	0	0	0	0	0	0	0	0	28	8	4	28	8	4
Grade 08	0	0	0	0	0	0	0	0	0	0	0	0	28	8	4
	280	80	40	324	94	47	368	108	54	412	122	61	456	136	68
	400			465			530			595			660		

Section IV: Governance and Capacity Concerns and Additional Questions	Reviewer	Page Reference
Several significant questions in this section remain - hopefully these can be investigated further.	Jonathan Bryant	Certify Gove
<p>What is the process for recruiting, hiring and supervising the lead administrator?</p> <p>While the role of the board chair is to preside over all of the meetings, what additional duties or responsibilities warrant the board chair being a level beyond the full board on the organizational chart?</p> <p>The board is diverse in experience, what other methods will the board explore to diversify the backgrounds of members?</p>	Stephenie Clark	Governance a
I like the professional diversity of the board.	Steven Walker	Governance a
How will Ellis Parks be involved with the Board, as he is currently deployed? Details on evaluation for the lead admin?	Jonathan Bryant	Governance a
<p>What are the differences between an Assistant Administrator's duties and a Vice Principal?</p> <p>How will CEA find and sustain more funds on a constant basis to support teacher salaries?</p> <p>In the proposed salary range information provided, where is the salary for the Vice Principal, and support staff including clerical, nurse, reception, custodial, AIG, etc?</p> <p>How does the board envision enforcing the 30-day notice from staff members who resign?</p>	Stephenie Clark	Staffing Pla
<p>Is 56 hours of PD sufficient to train an initial staff? "Try to find more money for teacher salaries" - more details would be helpful. Recruitment of bilingual Chinese/English teachers - who are qualified - would like more detail on this. Considering the challenge recruiting qualified Spanish teachers in NC - it will likely be a similar or greater challenge to find qualified Chinese speaking teachers. What are the details of the partnership with Royal School?</p>	Jonathan Bryant	Staffing Pla
<p>"The school will seek extra funding for PD..." - if CEA does not find additional funds, will any funds be allocated for teacher retention? Principal will manage teacher evaluations twice a year - for SP1 and SP2s? Will CEA use NCEES? What kind of PD will be offered for Chinese language instruction?</p>	Jonathan Bryant	Staff Evalua
<p>Which staff member will be responsible for processing and maintaining teacher licensure paperwork?</p> <p>Clarification is needed around whether all new teachers to the school or to the profession will receive a mentor.</p> <p>Narrative outlines the intention to use the Core Knowledge Sequence, but this was not mentioned in the education plan.</p> <p>Are all staff members required to stay weekly on Thursdays from 3:30 pm - 5:30 pm? Will this expectation be discussed during the hiring and recruitment process?</p> <p>What type of professional development offerings will mentor and experienced teachers receive?</p> <p>Will there be intentional professional development catered to implementing a Chinese Immersion program?</p> <p>What will it look like for the school leader to inspect for classroom instruction, delivery, student achievement and engagement the week prior to the start of the school year?</p>	Stephenie Clark	Staff Evalua

<p>Will the online professional development offerings be available to teachers throughout the school year?</p> <p>Are there any professional development days built in to normalize on overall school systems such as protocols for lunch, class schedules, arrival and dismissal procedures, safety drills, etc?</p>		
<p>- Currently, 6 specific observation and feedback cycles are identified for new teachers: Four times a year by mentor teachers and two evaluations by the principal. Given teacher effectiveness is crucial to student success, will 6 observation and feedback sessions be enough to develop highly effective instructors?</p> <p>- How will feedback be written and delivered to teachers? For example, will teachers receive one action step or multiple action steps after an observation? Who will follow up on the implementation of the identified improvement area(s)?</p> <p>- Will teachers receive feedback on Chinese instruction? English instruction? Both?</p> <p>- Clarify: "The school will also build relationships with local colleges and universities to train our teachers." Under your expenditures budget, \$7000 is listed for staff development. Will this be enough to fund outside teacher training for the year? What are the current rates provided by these outside PD providers? How will you ensure outside training providers align with the school's mission and pedagogical approach?</p>	Sally Houston	Staff Evalua
<p>How and when does the board intend to determine the school location? Will it be in the area identified in Appendix A2?</p> <p>If the school intends to market to families within 15 miles of the school's location, how will the school intentionally attract and market to a diverse population of students to serve all students as identified in the mission?</p>	Stephenie Clark	Marketing PI
<p>Budget seems low for 400 students for a school with a distinct focus.</p>	Buffy Fowler	Marketing PI
<p>- Given a site location has not been chosen, how will you ensure students of all socio-economic background will have access to your school</p> <p>- How will the marketing plan provide a level of predictability?</p> <p>- Your marketing budget does not match the \$6,500 you noted on marketing in the Operations Expenditures section of your application. Which total is accurate?</p>	Sally Houston	Marketing PI
<p>Parents will be invited to assist teachers to deliver content in class and to tutor students with teachers in after school programs, will training be provided? Additionally, will volunteers be required to undergo background checks?</p> <p>Are there options beyond parents donating an appropriate amount of money to the school if they cannot meet the 10 hours of service?</p> <p>Who will be in charge of organizing and monitoring the adult classes on the weekend? Will these classes cost money and if so, where will these expenses fit into the budget?</p>	Stephenie Clark	Parent and C
<p>"Assist teachers to deliver content in class..." - how will the fidelity of this be guaranteed?</p>	Jonathan Bryant	Parent and C
<p>What system will be used for the lottery?</p> <p>All students must be accepted by lot if the number of applications exceeds capacity at a grade level per G.S. 115C-218.45(h).</p>	Stephenie Clark	Admissions P
<p>Language in this section is unclear "system generated" "passing into verification" "appropriately craft programs." Unclear whether or not this is a valid process.</p>	Jonathan Bryant	Admissions P
<p>- Do families need to be present at the lottery in order to claim their spot?</p>	Sally Houston	Admissions P
<p>These projections will depend on the location that CE selects.</p>	Jonathan Bryant	Projected St
<p>What is the rationale behind 130 kindergarten students, 115 1st graders, and then lower class sizes in 3-4?</p> <p>How will you accommodate these classes as a cohort when they transition to the next grade levels over the years?</p> <p>Is the plan to have 65 students at each grade level constantly? If so, the total number of students is 585 over the course of time, what is the rationale for going from 660 students to a constant of 585?</p>	Stephenie Clark	Projected St

Reviewer	Score
Alex Quigley	
Alan Hawkes	
Bruce Friend	
Buffy Fowler	Pass
Cheryl Turner	Pass
Danielle Allen	
Steven Walker	Pass
Heather Soja	Pass
Joe Maimone	
Jonathan Bryant	Pass
Jonathan Bryant	
Lindalyn Kakadelis	
Les Stein	Pass
Lynn Kroeger	
Phyllis Gibbs	
Robert McOuat	
Sally Houston	Pass
Sherry Reeves	
Stephenie Clark	Pass
Tammi Sutton	

V. OPERATIONS

Transportation Plan:

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

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

As the charter school is not a district school, the students of CEA will come from various districts and cities. Our school premises are based in triangle, please see appendix A1. Approximately 1/2 of the 200 students will need a school bus to get to school. To accomplish this goal, we plan for 2 large buses which can sit 55 students each. We currently plan that students will be able to take the school bus free of charge. We are seeking more funding to buy more buses and open more routes for student transport. At the same time, we encourage parents to carpool and find different ways to transport students to the school.

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

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

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

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

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

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

School Lunch Plan:

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

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

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

The school will participate in the Free and Reduced food program. Reference to Wake county school system, Elementary school: breakfast cost \$ 1.25 (k-5), \$1.50 (6-12), Lunch cost \$2.55 (k-5), \$2.80 (6-12). The reduced program will be about, \$0.30 for breakfast and \$0.40 for lunch. We will follow the procedure to give them free or reduced price lunch. If students forget to bring their lunch, the school will provide lunch for students from the budget and charge the parents.

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

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

The NonprofitBoard 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	\$1,000,000	\$1,783.00

Liability			
Officers and Directors/Errors and Omissions		\$1,000,000	\$4,277.00
Property Insurance		\$600,000	\$900.00
Motor Vehicle Liability		\$1,000,000	\$2,300.00
Bonding Minimum/Maximum Amount	\$250,000	\$250,000	\$332.00
Other		\$1,000,000	\$12,226.00
Total Cost			\$21,818.00

*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.

ce_academy 09/18/2018

(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 the steps that the board will take to acquire a facility and obtain the Educational Certificate of Occupancy.

CEA board considers a school building the first priority for the school's opening. We are looking for land of approximately 10 to 20 acres in the triangle area for the school site. (please see appendix A1 for the detail). The facility will allow for approximately 85 square feet per child. 400 students will need 34,000 square feet. The facility will include classroom space, specialty classroom space, a computer lab, a school library, gym, an open-floor hallway, and outdoor space for an athletic field etc.

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

Meanwhile seeking funds to get financial support is also an important

foundation. It will take 1-2 years for the entire building to be completed. We hope we can use the new building in the first year, but we are also fully prepared to operate without a new building. We will rent the commercial building located at Triangle area by our real estate agency.

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

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

The estimate will be \$10 to \$16/per sq.f t.(build new \$135/psf) on current market rental rates. If we rent facility in the first school year, it will cost about \$14/psf, 85sf/student, total 34,000sf, cost \$476,000.

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

If the planned facility is not ready by the time we open, we will rent a facility at a location in Triangle area by a real estate agency. Based on our research, there is a lot of commercial office space near the highway 54 and 55 that are for rent in the Triangle area. Dr. Cheng is a real estate advisor at HPW Commercial/SVN, as well as Julie Gavaghan and Jennifer Lucas will provide more property options for our school to rent. Considering extenuating circumstances, we also have an investment real estate company to help us find an alternate building and facility. We already have contacted realtors Matt H. Kirkpatrick, Walt Gray, and Sandy Steadman to support, who have agreed to help us if needed. We understand that we maybe face a variety of difficulties, as have developing these contingency plans to prevent issues that may arise.

X

CE Academy - The mission of CE Academy is to create an English-Chinese learning community for students of all backgrounds to maximize bilingual proficiency, academic excellence, and cultural diversity awareness to help them succeed in an era of globalization.

Section V: Operations Concerns and Additional Questions	Reviewer	Page Reference
Significant questions remain in this section.	Jonathan Bryant	Certify Oper
"Current plan is to take the bus free of charge" - is the school considering charging students? Initial year enrollment is projected to be 400, why is 1/2 of 200 used in this section? What kind of bus stops will be conducted?	Jonathan Bryant	Transportati
If students with disabilities require special transportation services, who will be responsible for covering the costs? What are the "different ways" families are encouraged to get their students to school beyond carpool? What role will the school have in facilitating finding these methods and who will pay for any incurred expenses? Clarify what is meant by 1/2 of the 200 students? In the application, the projected enrollment for year 1 is 400 students.	Stephenie Clark	Transportati
what is the school's responsibility for students with IEPs that need transportation as a related service?	Robert McOuat	Transportati
Will the selected vendors be able to price meals at the amounts outlined in the application (reference to Wake County School System prices)? How does the school intend on getting information on whether a family qualifies to participate in the Free and Reduced Lunch program? Is \$25,000 reflected in the budget sufficient funds to plan for child nutrition? Does the board have a projected number of students they anticipate qualifying for free and reduced lunch?	Stephenie Clark	School Lunch
Applicant states that they will participate in free and reduced lunch food program, then states they will provide lunches from the school budget. Are you planning on participating in the National Child Nutrition program or developing your own procedure?	Buffy Fowler	School Lunch
- How will you account for food allergies and other dietary restrictions? - What line item represents the expense of microwaves and lunch refrigeration under Expenditure Projections?	Sally Houston	School Lunch
How will CE align with the Wake Co lunch program? "The school will provide lunch for students...and charge the parents" - how does this accommodate families with limited resources?	Jonathan Bryant	School Lunch
Insurance provided contains coverage for property contents, but does not include a projected coverage for a facility. Does the board plan to own the facility?	Stephenie Clark	Civil Liabili
In the lunch section of the application, there is a mention of a cafeteria. Will there be cafeteria space in the facility? What area will the commercial building be located and how far will this be from the targeted permanent facility location? Does the board plan to rent the commercial building and construct the permanent facility at the same time? If so, how will rent and expenses to build the facility be financed? Will the contingency plan to up-fit a commercial space have any impact on the the student enrollment numbers?	Stephenie Clark	Facility and
How will new building funding be secured? Plan to lease while building?	Buffy Fowler	Facility and
Where exactly are you planning to build the school? Can you provide a location?	Les Stein	Facility and
Sounds like there needs to be some more thought into renting at least in year one from these projections.	Steven Walker	Facility and
This section is fairly general - more detail could be helpful.	Jonathan Bryant	Facility and

CE Academy - The mission of CE Academy is to create an English-Chinese learning community for students of all backgrounds to maximize bilingual proficiency, academic excellence, and cultural diversity awareness to help them succeed in an era of globalization.

Reviewer	Score
Joe Maimone	
Tammi Sutton	
Steven Walker	Pass
Danielle Allen	
Cheryl Turner	Pass
Buffy Fowler	Pass
Bruce Friend	
Alan Hawkes	
Alex Quigley	
Jonathan Bryant	Fail
Jonathan Bryant	
Lindalyn Kakadelis	
Les Stein	Pass
Lynn Kroeger	
Phyllis Gibbs	
Robert McOuat	
Sally Houston	Pass
Sherry Reeves	
Stephenie Clark	Pass
Heather Soja	Pass

VI. FINANCIAL PLAN

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

Budget: Revenue Projections from each 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 1st 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	280	\$1,465,444.40
Local Funds	\$2,420.00	280	\$677,600.00
Federal EC Funds	\$4,464.16	28	\$124,996.48
Totals			\$2,268,040.88

LEA #2 320 - Durham Public Schools

Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds	\$5,506.61	80	\$440,528.80
Local Funds	\$3,221.02	80	\$257,681.60
Federal EC Funds	\$4,338.44	8	\$34,707.52
Totals			\$732,917.92

LEA #3 190 - Chatham County Schools

Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds	\$5,464.71	40	\$218,588.40
Local Funds	\$3,843.81	40	\$153,752.40
Federal EC Funds	\$4,464.16	4	\$17,856.64
Totals			\$390,197.44

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Total Budget: Revenue Projections Year 1 through Year 5

INCOME: REVENUE PROJECTIONS	Year 1	Year 2	Year 3	Year 4	Year 5
-State ADM Funds	\$2,124,562	\$2,470,191	\$2,815,821	\$3,161,450	\$3,507,080
-Local Per Pupil Funds	\$1,089,034	\$1,267,515	\$1,445,996	\$1,624,477	\$1,802,958
-Exceptional Children Federal Funds	\$177,561	\$213,022	\$239,682	\$275,144	\$297,339
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-Working Capital*	\$0	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$3,391,156	\$3,950,728	\$4,501,499	\$5,061,071	\$5,607,377

***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:															
Principal	1	\$75,000	\$75,000	1	\$77,250	\$77,250	1	\$79,567	\$79,567	1	\$81,954	\$81,954	1	\$84,412	\$84,412
Vice Principal	0	\$0	\$0	1	\$68,000	\$68,000	1	\$70,040	\$70,040	1	\$72,141	\$72,141	1	\$74,305	\$74,305
Assistant Administrator/Powerschool	1	\$60,000	\$60,000	1	\$61,800	\$61,800	1	\$63,654	\$63,654	1	\$65,563	\$65,563	1	\$67,530	\$67,530
Clerical/Bookkeeper	1	\$40,000	\$40,000	1	\$41,200	\$41,200	1	\$42,436	\$42,436	2	\$43,709	\$87,418	2	\$45,020	\$90,040
Finance Officer	0	\$0	\$0	1	\$20,000	\$20,000	1	\$20,600	\$20,600	1	\$21,218	\$21,218	1	\$21,855	\$21,855
Receptionist	1	\$27,000	\$27,000	1	\$27,810	\$27,810	1	\$29,000	\$29,000	1	\$29,870	\$29,870	1	\$30,766	\$30,766
Custodians	1	\$27,000	\$27,000	1	\$27,810	\$27,810	1	\$29,000	\$29,000	1	\$29,870	\$29,870	1	\$30,766	\$30,766
Nurse	1	\$30,000	\$30,000	1	\$35,000	\$35,000	1	\$36,050	\$36,050	1	\$39,024	\$39,024	1	\$40,195	\$40,195
Food Service Staff	1	\$25,000	\$25,000	1	\$26,000	\$26,000	2	\$26,780	\$53,560	3	\$27,583	\$82,749	3	\$28,411	\$85,233
Transportation Staff	2	\$25,000	\$50,000	2	\$26,000	\$52,000	3	\$26,780	\$80,340	3	\$27,583	\$82,749	4	\$27,583	\$110,332
A - Total Admin and Support:	9		\$334,000	11		\$436,870	13		\$504,247	15		\$592,556	16		\$635,434
Instructional Personnel:															
Core Content Teacher(s)	19	\$45,000	\$855,000	22	\$46,350	\$1,019,700	25	\$47,740	\$1,193,500	28	\$49,172	\$1,376,816	31	\$50,647	\$1,570,057
Electives/Specialty Teacher(s)	4	\$45,000	\$180,000	5	\$46,350	\$231,750	5	\$47,740	\$238,700	7	\$49,172	\$344,204	8	\$50,647	\$405,176

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Exceptional Children Teacher(s)	2	\$47,000	\$94,000	2	\$48,410	\$96,820	3	\$49,842	\$149,526	3	\$51,337	\$154,011	3	\$52,877	\$158,631
ELL/Aig Teacher(S)	2	\$45,000	\$90,000	2	\$46,350	\$92,700	3	\$47,740	\$143,220	3	\$49,172	\$147,516	4	\$50,647	\$202,588
Computer/Technology Teacher	0	\$0	\$0	1	\$47,000	\$47,000	1	\$48,410	\$48,410	1	\$49,842	\$49,842	1	\$51,337	\$51,337
Teacher Assistants	4	\$25,000	\$100,000	6	\$25,750	\$154,500	6	\$26,523	\$159,138	6	\$27,319	\$163,914	6	\$28,139	\$168,834
Media Specialist	0	\$0	\$0	1	\$40,000	\$40,000	1	\$41,200	\$41,200	1	\$42,436	\$42,436	1	\$43,709	\$43,709
B - Total Instructional Personnel:	31		\$1,319,000	39		\$1,682,470	44		\$1,973,694	49		\$2,278,739	54		\$2,600,332
A+B = C - Total Admin, Support and Instructional Personnel:	40		\$1,653,000	50		\$2,119,340	57		\$2,477,941	64		\$2,871,295	70		\$3,235,766
Administrative & Support Benefits															
Health Insurance	1	\$36,000	\$36,000	1	\$49,000	\$49,000	1	\$58,500	\$58,500	1	\$67,000	\$67,000	1	\$72,000	\$72,000
Retirement Plan--Other	1	\$9,120	\$9,120	1	\$13,106	\$13,106	1	\$15,127	\$15,127	1	\$17,777	\$17,777	1	\$19,063	\$19,063
Medicare	1	\$4,408	\$4,408	1	\$6,334	\$6,334	1	\$7,311	\$7,311	1	\$8,592	\$8,592	1	\$9,213	\$9,213
Social Security	1	\$18,848	\$18,848	1	\$27,086	\$27,086	1	\$31,263	\$31,263	1	\$36,738	\$36,738	1	\$39,397	\$39,397
Worker'S Compensation Insurance	1	\$200	\$200	1	\$220	\$220	1	\$240	\$240	1	\$260	\$260	1	\$280	\$280
D - Total Admin and Support Benefits:			\$68,576			\$95,746			\$112,441			\$130,367			\$139,953
Instructional Personnel Benefits:															
Health Insurance	1	\$139,500	\$139,500	1	\$175,500	\$175,500	1	\$198,000	\$198,000	1	\$220,500	\$220,500	1	\$243,000	\$243,000
Retirement Plan--Other	1	\$39,570	\$39,570	1	\$50,474	\$50,474	1	\$59,211	\$59,211	1	\$68,362	\$68,362	1	\$78,010	\$78,010
Social Security	1	\$81,778	\$81,778	1	\$104,313	\$104,313	1	\$122,369	\$122,369	1	\$141,282	\$141,282	1	\$161,220	\$161,220
Medicare	1	\$19,125	\$19,125	1	\$24,396	\$24,396	1	\$28,619	\$28,619	1	\$33,042	\$33,042	1	\$37,705	\$37,705
Worker'S Compensation Insurance	1	\$400	\$400	1	\$440	\$440	1	\$480	\$480	1	\$520	\$520	1	\$560	\$560
Staff Bonus	1	\$10,000	\$10,000	1	\$20,000	\$20,000	1	\$30,000	\$30,000	1	\$40,000	\$40,000	1	\$50,000	\$50,000
E - Total Instructional Personnel Benefits:			\$290,373			\$375,123			\$438,679			\$503,706			\$570,495
D+E = F - Total			\$358,949			\$470,869			\$551,120			\$634,073			\$710,448

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Personnel Benefits															
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	9		\$402,576	11		\$532,616	13		\$616,688	15		\$722,923	16		\$775,387
B+E = H - Total Instructional Personnel (Salary & Benefits)	31		\$1,609,373	39		\$2,057,593	44		\$2,412,373	49		\$2,782,445	54		\$3,170,827
G+H = J - TOTAL PERSONNEL	40		\$2,011,949	50		\$2,590,209	57		\$3,029,061	64		\$3,505,368	70		\$3,946,214

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Operations Budget: Expenditure Projections
Year 1 through Year 5

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		Year 1	Year 2	Year 3	Year 4	Year 5
	Administrative & Support:					
Office:	Office Supplies	\$15,500	\$18,000	\$20,000	\$22,000	\$25,000
	Office Equipment / Leases	\$21,000	\$22,000	\$22,000	\$22,000	\$22,000
	Computers & Software	\$14,000	\$10,000	\$10,000	\$10,000	\$10,000
Professional Contract	Legal Services	\$19,000	\$25,000	\$30,000	\$35,000	\$40,000
	Financial / Audit Service	\$25,000	\$26,000	\$27,000	\$28,000	\$29,000
	Technology Service	\$15,000	\$20,000	\$25,000	\$30,000	\$35,000
Facilities	Facility Lease/Mortgage	\$500,000	\$515,000	\$530,450	\$546,364	\$562,755
	Maintenance	\$12,000	\$12,500	\$13,000	\$13,500	\$14,000
	Custodial Supplies	\$5,000	\$5,500	\$6,000	\$6,500	\$7,000
	Custodial Contract	\$30,000	\$31,000	\$32,000	\$33,000	\$34,000
	Insurance (pg19)	\$21,818	\$22,472	\$23,146	\$23,840	\$24,555
	Building Security	\$12,050	\$12,500	\$13,000	\$13,500	\$14,000
	Building Supplies And Materials	\$10,300	\$10,800	\$11,300	\$11,800	\$12,300
Utilities	Electric/Gas	\$50,000	\$55,000	\$60,000	\$65,000	\$70,000
	Water/Sewer	\$7,500	\$8,000	\$8,500	\$9,000	\$9,500
	Trash	\$2,700	\$2,900	\$3,100	\$3,300	\$3,500
Transportation	Buses	\$80,000	\$0	\$50,000	\$0	\$50,000
	Oil/Tires & Maintenance	\$3,500	\$4,000	\$4,500	\$8,000	\$10,500
Other	Marketing	\$6,500	\$5,500	\$5,000	\$4,000	\$3,000
	Travel	\$9,000	\$10,000	\$11,000	\$18,000	\$25,000
	Child nutrition	\$25,000	\$27,000	\$29,000	\$31,000	\$33,000
	Other	\$6,500	\$5,600	\$5,700	\$15,500	\$15,500
	K - TOTAL Administrative & Support Operations	\$891,368	\$848,772	\$939,696	\$949,304	\$1,049,610
	Instructional:					
Classroom Technology	Computers / Software	\$60,000	\$72,500	\$75,000	\$77,500	\$80,000
	Instructional Technology	\$55,000	\$57,000	\$59,000	\$65,000	\$69,000
	Instructional Equipment	\$70,000	\$55,000	\$50,000	\$62,000	\$50,000
Instructional Contract	Staff Development	\$7,000	\$8,000	\$9,000	\$10,000	\$11,000
	Substitute Teachers	\$12,000	\$20,000	\$25,000	\$35,000	\$40,000
	Chinese Language Services	\$30,000	\$31,000	\$32,000	\$40,000	\$49,000
	Cte/Ec Services (Psych,Speech,Ot)	\$65,000	\$72,500	\$75,000	\$77,500	\$80,000

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Books and Supplies	Instructional Materials	\$40,000	\$52,000	\$54,000	\$58,000	\$63,000
	Curriculum/Texts	\$30,000	\$31,000	\$32,000	\$34,000	\$39,000
Books And Supplies	Library Books	\$10,000	\$5,000	\$4,000	\$5,000	\$5,000
	Ec/Health/Safety/Athletic Supplies	\$15,000	\$15,800	\$16,300	\$21,800	\$27,300
	L - TOTAL Instructional Operations	\$394,000	\$419,800	\$431,300	\$485,800	\$513,300
	K+L = M - TOTAL OPERATIONS	\$1,285,368	\$1,268,572	\$1,370,996	\$1,435,104	\$1,562,910

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Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	Year 1	Year 2	Year 3	Year 4	Year 5
J - TOTAL PERSONNEL	\$2,011,949	\$2,590,209	\$3,029,061	\$3,505,368	\$3,946,214
M - TOTAL OPERATIONS	\$1,285,368	\$1,268,572	\$1,370,996	\$1,435,104	\$1,562,910
J+ M =N TOTAL EXPENDITURES	\$3,297,317	\$3,858,781	\$4,400,057	\$4,940,472	\$5,509,124
Z - TOTAL REVENUE	\$3,391,156	\$3,950,728	\$4,501,499	\$5,061,071	\$5,607,377
Z - N = SURPLUS / (DEFICIT)	\$93,839	\$91,947	\$101,442	\$120,599	\$98,253

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

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

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

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

Provide the break-even point of student enrollment.

CE Academy will be located in the heart of the Research Triangle Area, which is one of the most prominent high-tech research and development areas in the United States. RTP is home to more than 300 of the world's most innovative and cutting-edge companies and 50,000 of its brightest people from all countries. With three top universities around, this area attracts more international multicultural residents, which demands for an advanced education for the future generation, such as for a school with Chinese language the most widely spoken language in the world. Currently, there are about 150 Chinese immersion programs nationwide at the primary and secondary education level. North Carolina has eight of the programs, but there exists no Chinese immersion school in Research Triangle Area, according to Carolina Parent Magazine published on March 25, 2016.

CEA have projected 400 students for K-4 Grade in the first year and 660 students for K-8 by fifth year with an annual increase of 65 students to meet the education needs of our local community. Our Board made this strategic decision based on repeated discussion with experienced experts in education area and reflection of survey results, regional population and development, as well as advice from the real estate agency.

Cary, Morrisville, Durham, Apex and Raleigh have high demand for charter school. There is one charter school in Cary, with 1049 students on the waiting list for K-7 Grades last year. And at another charter school in Morrisville, there were 808 students on the waiting list last year. There are over 175 students on the waiting list in Durham. There is a waiting list of 945 in Raleigh. These statistics are clear indicators of the need for more Charter schools in the Triangle area. In this area, the total LEA enrollment is approximately over 110,494 students within the K-8 grades range, of which 74,572 are K-5 grades students. CEA will account for about less than 0.5% of the total LEA's students in year 1. So CEA will not be challenging to LEA's students.

In the first year, CEA's plan will be projected the fixed cost at \$3,297,317, revenue per student at \$8,477, the break-even number will be 388 students.

Discuss the school's contingency plan to meet financial needs if anticipated revenues are not

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received or are lower than estimated.

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

1. Re-evaluate teachers and staff to reduce the number of supporting teacher and staff positions;
2. Restructure or renegotiate the facility lease agreement;
3. Reduce the daily school operation costs such as office supplies, cleaning supplies, etc.;
4. Reduce the teacher training costs, travel costs, using online training and local events;
5. Analysis and strategic reduction, consolidation or combination of expendable, non-essential instructional costs;
6. Aggressively market our school to seek additional partners or fundraisers;
7. Look for grants to support school activities or teacher training.
8. Borrow money from our associated preschool in order to pass the difficult times.
9. Increase parent and community volunteering to ensure that the school is running well.

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

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

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

The student and teacher ratio are 23 : 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.*

CEA intends to contract services with accounting and financial services, auditing, Chinese culture specialist, and psychological, etc. CEA requests contractors to provide necessary proof and documentation such as insurance and background checks, as well as evidence of experience in order to ensure that the school is a safe, smooth, and quality operation.

For purchasing issues, written purchase requisition and two quotes will be provided for spending between \$1,000 to \$5,000, additional quotes will be provided for spending above \$5,000 to prove the necessity of the cost.

All financial decisions, by procedure, will be submitted to the Board, then Board will discuss in order to come to a conclusion via majority vote.

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

Creating a bilingual and multicultural educational environment for our students and the community is the mission of CEA that determines our budgetary priorities. We have projected total expenditures at \$3,297,317 in the first year. 61% of the cost is instructional, which includes academic

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sources and programs, teacher salary and development, 15% for the lease facility; 24% for staff, administrators, and buses. We believe transportation that will attract students to enroll at the school, and our preschool will help aid in the schools financial security. We will also seek diversified funds such as donations from sponsors, the state, and other partners to support the academic instruction, transportation plans, and facility needs of the school, in order to better serve our students to realize our mission.

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

Describe how the school will develop the fund balance.

Our goal for the general fund balance is about 5% of expenditures. We will have a 3-6% surplus. This goal of fund balance will be about \$100,000 as reserve funds to protect the financial security of the school when facing an unexpected emergency situation.

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

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

There are three sections for financing cost at CEA: 61% for instructional cost, 15% for facility lease, 24% for supporting buses, staff and office cost. Our total revenue, personnel cost, operations and surplus are shows in financial plan section.

Facility leasing: 400 students, \$14/square-foot, 85 square-foot/student, total 34,000 square-foot, total cost: \$476,000.

Instructional support: we will purchase supplies such as desks, chairs, boards, smart-boards, projectors, computers, and teaching materials, etc.

Leasing and contract: we will lease office equipment and supplies such as copy machines, printers, scanners, and fax machines, etc. The approximate cost will be \$21,000/year. Financials, school maintenance, food vendors, and cleaning are all incorporated in the budget.

For additional details, please see our financial plan section.

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

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

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additional investments. If we have excess funds, the governing board will distribute the funds to maximize benefit to the students and teachers.

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

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

The school will strictly follow state and charter school financial regulations to ensure adequate internal control. In order to build a financial processes and procedure, CEA will abide by accounting policies, budgeting, financial reporting, receipts and deposits, purchasing and disbursements, as well as assets, and payroll to manage school's finance.

For budgeting, the CEA board will project financial plans for the next fiscal years before the end of every school year, and board will discuss and inspect whether finances are running within the normal budget plan with the schools leaders and stakeholders. In order to avoid risks, the school will use all measures to keep information reliable, clear, and safe to ensure internal control.

Cash receipts/deposits, purchasing/disbursements, first, CEA will use segregation of duties that assign different individuals responsibilities for different projects, especially those involved authorization, custody, and record keeping. Second, CEA uses independent checks on performance. Through rigorous financial processes, it will ensure the reliability of accounting information and operation efficiency. Third, CEA will apply electronic payment of bills to avoid cash payments. Fourth, CEA will build an effective and complete control system, including the creation of invoices, pre-numbered consecutive documents, and timely preparation of related documents.

In CEA, all expenditures above \$500 must be noticed and signed by the school. A written purchase requisition and two quotes will be provided for expenditures between \$1,000 to \$5,000, and additional quotes will be provided for expenditures over \$5,000. The school will provide monthly financial reports, including a statement of revenues and expenditures to the board. The financial reports will be audited on an annual basis by Mark S. Danes.

For the safeguarding of assets, accurate and adequate recording keeping will ensure that the schools assets are safe. The board of directors will always pay close attention to financial issues.

For payroll, the internal control procedures will be included when hiring employees, recording and maintaining records, preparing payroll, paying employees, and payroll taxes. The accountant will confirm that all payroll transactions are properly recorded and reported on financial statements.

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

Not applicable. There are no related party transaction.

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

Mark S. Danes, CPA, PLLC
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Section VI: Financial Plan Concerns and Additional Questions	Reviewer	Page Reference
"Other funds" are mentioned several times throughout the application - teacher pay, school lunch, etc. - where is this funding reflected?	Jonathan Bryant	Total Budget
- Under "Staffing Plans," you noted 3 part-time staff members. How is this reflected in the budget?	Sally Houston	Personnel Bu
What is the difference between the role of a Vice Principal and Assistant Administrator? Both roles are paid around \$60,000, is there a need for two second tier school leaders? What is the difference between the role of clerical/bookkeeper and the finance officer? Can you find and recruit a finance officer for \$20K?	Stephenie Clark	Personnel Bu
Benefits for retirement are not competitive for the area. Concerns related to retention and recruitment for such diverse skills in core teachers seems difficult with surrounding schools with large supplements and comprehensive benefits.	Heather Soja	Personnel Bu
Will you transportation staff be full time, budget shows each transportation staff making 25K? What will their responsibility be during the day? 50k on transportation staff seems high for 2 buses. The retirement cost appears that applicant will not participate in the state retirement. What benefits do you plan to offer your staff to attract high quality, experienced staff? Explain your expenses listed in benefits, example, applicant list one staff as having a cost of \$139,000 for health insurance. Explain where the \$600 for workers comp, how did you arrive at this figure.	Buffy Fowler	Personnel Bu
Who will perform finance officer duties in year 1? Unclear how benefits were calculated in this section. If CE plans to offer health benefits through the state insurance plan - this will be over \$6,000/employee. This budget	Jonathan Bryant	Personnel Bu
How did you come up with \$80 for buses? Where do you plan to purchase buses? Applicant stated earlier that they would pay for student lunches out of budget for free and reduced then has only planned \$25k for child nutrition. Explain how that figure was determined.	Buffy Fowler	Operations B
- In the instruction plan, you noted, "During summer and other break times, we may go abroad to places including China." Will students who cannot afford to attend be offered financial support? - Will \$7000 be enough to have local colleges and universities providing teacher training as described in the Staff PD section? - Your marketing budget in Year 1 does not match the \$5000 you noted on marketing in the Enrollment and Marketing section of your application. Which total is accurate?	Sally Houston	Operations B
Legal fees more than double from year 1 to 5? How will CE pay for building lease and construction simultaneously? No bus expenses in year 2 or 4? How is fuel funded? Child nutrition - is \$25,000 sufficient for 400 students? Professional development occurs once a week until 5:30, in addition to other offerings during the year. Will \$7,000 suffice for this? What systems will be in place to allow for this to happen - and are there any budgetary impacts? Chinese language services - what are the details of this expense?	Jonathan Bryant	Operations B
Provide a rationale behind the difference in facility expenses compared to the narrative explanation of \$476,000. Does the board anticipate leasing a facility in years 1-2 and paying for the construction of the new building? If so, do the expenses outlined take both of those line items into account? How will the school pay for gas for the school buses? Clarify why the legal services line item almost doubles from year 1 to year 5. Where will the school staff be traveling to to incur expenses of almost \$25,000 in year	Stephenie Clark	Operations B

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5? Clarify what the budget line of Other for expenses is for and why it increases to \$15K in years 4-5.		
Very tight breakeven number. I would need to feel confident that the board could recruit the number of students needed in order to move the application forward.	Steven Walker	Budget Narra
While there are charter schools in the area of the proposed location with students on a waiting list, has the board conducted a survey of these students to gauge whether families would be interested in your school's highly specified program? What evidence does the board have that they can attract the number of students needed to break even? There were only around 63 survey respondents that expressed interest in your program. What will the board do if lease negotiation is not an option in the event funding or revenues are less than expected? The applicant states they plan to reduce non-essential instructional costs, what line items in the budget are these particular expenses? Applicant indicates they may borrow money from the associated preschool, please expound on this. What type of support does the board anticipate receiving from FAZHENG GROUP? What will this relationship or partnership look like? Will the board have to make any payments to this organization or will these resources be donations?	Stephenie Clark	Budget Narra
"Associated preschool" - what are the details of this? "Diversified funds" - is this referencing fundraising?	Jonathan Bryant	Budget Narra

Reviewer	Score
Joe Maimone	
Heather Soja	Pass
Steven Walker	Pass
Danielle Allen	
Cheryl Turner	Pass
Buffy Fowler	Pass
Bruce Friend	
Alan Hawkes	
Alex Quigley	
Jonathan Bryant	Fail
Tammi Sutton	
Stephenie Clark	Pass
Sherry Reeves	
Sally Houston	Pass
Robert McOuat	
Phyllis Gibbs	
Lynn Kroeger	
Les Stein	Pass
Lindalyn Kakadelis	
Jonathan Bryant	

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VII AGREEMENT PAGE

Application Fee:

Pursuant to § 115C-218.1(c) the charter school applicant must submit a \$1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by the October 1, 2018 5:00 pm EST deadline. Payments will be accepted in the form of a certified check. Cash is not accepted.

**Application Note: The applicant must mail the certified check along with a letter indicating the name of the proposed charter school, contact information and the enclosed payment amount to be received before or on the due date of October 1, 2018 5:00 pm EST. Failure to submit payment by the stipulated timeline to the Office of Charter Schools will deem the application incomplete.*

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

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

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

ce_academy

Date: 10/01/2018

Applicant Signature:

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

Print/Type Name: ce_academy

Board Position: Founder , CEO

Signature: _____

Date: 10/01/2018

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

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Notary Public

Official Seal

My commission expires: _____, 20_____.

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OVERALL ASSESSMENT

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

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

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

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

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

<u>CSAB Votes</u>	
No	Yes

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

<u>Initial Screening</u>

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Mission, Purposes, and Goals	- stephenie_clark
Education Plan	- stephenie_clark
Governance and Capacity	- stephenie_clark
Operations	- stephenie_clark
Financial Plan	- stephenie_clark
OVERALL	<p>- stephenie_clark</p> <p>- danielle_allen</p> <p>Application is complete.</p> <p>Notes: Appendix B is missing curriculum outline for middle school grades planned to serve and Appendix P is not notarized. - stephenie_clark</p> <p>Appendix B does not contain middle school curriculum outline.</p> <p>Appendix P was submitted, but is not notarized. - stephenie_clark</p>

External Evaluator

Mission, Purposes, and Goals	<p><u>Educational Need and Targeted Student Population</u></p> <p>- With less than 1% of the population speaking Chinese in Wake County, how will you recruit enough Chinese speaking teachers?</p> <p>- How will you spend time honoring the cultural heritage of other nationalities at your school?</p> <p>- It looks as if students will take ten classes. Is this for all grade levels? Will some of those classes vary throughout the year as electives? How does this change as students progress through the grade levels? - sallyhouston11</p> <p><u>Educational Need and Targeted Student Population</u></p> <p>How did the school gauge whether survey participants have school aged children, as this was not a question stem.</p> <p>Of the 100 surveys, only 63% responded they would be interested in sending their child to a bilingual school. Are 63 interested families indicative of a desire for this educational option?</p> <p>How will the board recruit and retain the high number of bilingual teachers?</p> <p>Does the board understand the implications of utilizing an exchange program and the affects this may have on ADM and funding? - stephenie_clark</p> <p><u>Educational Need and Targeted Student Population</u></p> <p>What is the availability of bilingual teachers who are qualified to teach in the area?</p>
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Survey does not indicate whether respondents have children who would be eligible to attend CE. - jonathan_bryant

Educational Need and Targeted Student Population

Love the idea of a bilingual education with Mandarin. - dswalker

Purposes of Proposed Charter School

Applicant states "CE Academy will provide a Chinese language immersion program for parents and students in Wake County." what programs will be available for parents?

You mention Stough Elementary as being a Chinese immersion school in Raleigh. How do you think that would impact the interest in CE? - buffy_fowler

Purposes of Proposed Charter School

What studies are you referencing for point 4? Can you clarify the specific results mentioned at Stough Magnet Elementary School? I was unable to find these results online. - sallyhouston11

Purposes of Proposed Charter School

What research was used for the basis that Mandarin will gain increasing popularity in the US?

While there are waitlists for other charters in the immediate proximity of this proposed school, did the board consider how their program offerings compare and differ from those other schools and whether that would be enough to draw those interested students on those other waitlists?

What data does the board have to back up the claimed results of Stough Magnet Elementary School? - stephenie_clark

Purposes of Proposed Charter School

Applicant seems to argue that China/US relationship will be beneficial into the future - how does the current "trade war" impact this dynamic? Does this increase the likelihood that Chinese language study will be more in demand - as the applicant argues? What specific psychological studies (cite) reference multiple languages and brain function? What are the statistics of Stough Elem, specifically? Stough is a C school in the most recent report card - is this the model for CE? - jonathan_bryant

Goals for the Proposed Charter School

What do you mean by "We expect 75% of our students will successfully pass tests to graduate to the next tier?" Why is 75% your benchmark? Isn't this figure a bit low? How does it compare to the other K-8 schools in the geographic area? - lstein692

Goals for the Proposed Charter School

What will the board be looking for in the reports given by the director?

Goals are not clear, specific or measurable.

Academic goal states that only 75% percent of students are expected to pass to the next grade. - buffy_fowler

Goals for the Proposed Charter School

- Please clarify: You noted that "students scores will be at or above grade level for NC," but then noted "we expect 75% or more of our students to pass tests to the next tier." What

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assessments are you using to measure grade-level proficiency throughout the year in addition to state assessments administered at the end of the year? Will you measure grade level proficiency across all content areas? When you say 75% or more of students will pass to the next tier, do you mean to the next grade level? While some data is outlined to measure progress of Mandarin language acquisition, it's unclear how you will measure outcomes in math, reading, science, social studies, phonics, etc. throughout the year. Please clarify how you will provide academic benchmarks to families and how you will measure student academic growth.

- Please clarify HOW principal, administrators and teachers assess evaluate the school's environment daily. Walkthroughs? Data analysis? Observations of each classrooms?
- Clarify: How will you ensure student behavior is "positive?" How did you reach this number: The number of children being disciplined will be as low as 1%?
- How will you ensure the following: "Parents will engage in all school activities and promote community solidarity." - sallyhouston11

Goals for the Proposed Charter School

Given that to carry on a casual conversation in any language, an individual would need to know between 1,000 - 3,000 words, what is the rationale behind the goal of students knowing 900 words when they complete 6 years at CEA?

Are these goals feasible for students who enter into the school at the higher grade levels (3-5)?

Many of the goals are not written in the SMART format as they are not measurable.

What data will be pulled in to measure the goal for student discipline? Is the goal of discipline under 1% too ambitious?

What are your goals for student competency in Mandarin? The board identifies the desire to have 75% of students meet the goals, but those goals are not outlined.

What is the process for the governing board to monitor progress on the goals outlined in this section?

- stephenie_clark

Goals for the Proposed Charter School

Academic goal is confusing, as it mentions several target areas and does not appear to have a clear focus. Is the safety inspector included in the budget? How will this information be communicated to stakeholders? This section needs more clarity. - jonathan_bryant

Goals for the Proposed Charter School

The academic goals seem vague and more about what they expect than what they will strive for. The Mandarin goals seem more well thought out. - dswalker

Goals for the Proposed Charter School

Academic goals are not clear or measurable. It is unclear how students will be measured relative to proficiency in Mandarin or in the NC Essential standards that the school will ultimately measured against. - heather_soja

Certify Mission, Plan, Goals

See comments under "goals" - sallyhouston11

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	<p><u>Certify Mission, Plan, Goals</u> The vision is unique and innovative. The goals and plan do not specifically address the learning goals foundational to basic curriculum set forth by the state. - heather_soja</p>
<p>Education Plan</p>	<p><u>Instructional Program</u> Is the economic makeup of the community in which you intend to operate make it realistic to say that "we will also recommend that parents hire a private tutor as an alternative catch-up method?" - lstein692</p> <p><u>Instructional Program</u> - What evidence do you have that shows collaborative-activity teaching methods will support student learning? - - What classroom management tools and/or training will be provided to teachers to ensure they can reach all learners through inquiry-based, collaborative-activity teaching methods? - sallyhouston11</p> <p><u>Instructional Program</u> Applicant states that, "we will also recommend that parents hire a private tutor as an alternative catch-up method" as a method for students enrolling later in the grades. How does this reinforce a diverse student population? This could be a barrier for students coming from a low income home. What strategies do you have in place for recruiting a high number of bilingual teachers? - buffy_fowler</p> <p><u>Instructional Program</u> Clarity is needed around whether the entire subjects will be taught in Mandarin, or whether the percentages provided in the narrative are for the ratio of each class that is instructed in Mandarin versus Chinese. By assumptive assessments, does the applicant mean summative? How often will assessments (formative and assumptive according to the application) be utilized? - stephenie_clark</p> <p><u>Instructional Program</u> "Because all homework will be bilingual, there will be no problems for the EOG." Most schools teach in 100% English and many have issues with EOGs, so this claim is challenging to make. Hiring private tutor - is this workable/inclusive? Where will CE find bilingual, qualified teachers? What if CE cannot find adequate bilingual, qualified teachers? "Teachers will have the right to decide what specific teaching strategies they want to use..." - does this align with the CE mission? What is an assumptive assessment? Unclear how this specific model will lead to improved student performance. - jonathan_bryant</p> <p><u>Curriculum and Instructional Design</u> Appendix B highlights instruction in support of the NC World Language Dual/Immersion Program Standards. Can you provide a sample for teaching to the core subjects? - lstein692</p> <p><u>Curriculum and Instructional Design</u></p>

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- How will you blend NC standards with the World Language Essential Standards outlined in Appendix B?
- Part of your mission is to "...maximize bilingual proficiency." Generally, by the age of 5, it is widely accepted that students have a vocabulary of roughly 2500 words. Why is the target 900 Chinese words by the end of elementary school? - sallyhouston11

Curriculum and Instructional Design

Are you aware charter schools cannot enroll exchange students ? How will the exchange program work?

Provide more detail about the instructional program outside of the immersion. What will instruction in the classrooms look like, what resources will be used to teach English Language Arts?

How will the textbooks align to the NC Standard Course of Study? - buffy_fowler

Curriculum and Instructional Design

Curriculum provided is for language course K-5, what are the standards and curriculum for the middle school grades the school would ultimately serve?

What will curriculum and instruction look like for core subjects, particularly given that some of the courses will be taught in Mandarin.

What four tests will be given throughout the school year to track student performance and progress over four quarters? Who is responsible for developing these tests? Will they be given for each subject/course or specific ones?

What are the overall requirements for student promotion from grade to grade? While the principal does hold the decision making power for student retention, what will be messaged to all parents and when will these standards be communicated?

Will 5.5 hours of instructional time be enough given the rigor of having to learn a second language and new content being taught in that language? - stephenie_clark

Special Programs and "At-Risk" Students

How will "Student performance will be tracked." What screening will be used? What interventions will be used? Who will be trained to provide interventions? - robert_mcouat1

Special Programs and "At-Risk" Students

Tier 2, the school will suggest outside resources to parents. Will the school provide supplemental support to help pay for these recommended programs?

Which staff role in the budget reflects the "K-5 intervention teachers" outlined for Tier 3 support for students?

Will individualized tutoring be provided during school hours or after school? If after school, has the board considered any constraints transportation may play in students receiving this support?

What supports will the school have in place for ELs as they will be immersed in a program where they will need to learn two languages beyond their home language? - stephenie_clark

	<p><u>Exceptional Children – Identification and Records</u> Discuss your understanding of the difference between a 504 plan and an IEP. - buffy_fowler</p> <p><u>Exceptional Children – Identification and Records</u> Can you be more clear on your school's responsibilities for Child Find? The application says "Students' parents will be asked to bring the special education documents to CEA from their previous educational institutions." What if parents do not have copies of the student's file or the file is incomplete? How is the IEP team involved in the initial identification of eligibility for services under IDEA? - robert_mcouat1</p> <p><u>Exceptional Children – Identification and Records</u> How will students be identified and provided services if parents are unable to obtain and provide any related records?</p> <p>What type of training will teachers receive to properly identify an undisclosed disability?</p> <p>How will the Response to Intervention model be used to influence EC referrals?</p> <p>- stephenie_clark</p> <p><u>Exceptional Children – Identification and Records</u> Application does not show a clear understanding of the differences between an IEP and 504. "If parents and guardians still disagree, a new procedure will be made available." What is this new procedure and how will it be implemented? - jonathan_bryant</p> <p><u>Exceptional Children – Education Programming</u> Explain how this procedure is in line with the Due Process procedure for parents of special education students, "If parents or guardians disagree with any assessment or placement, an impartial hearing will be conducted. If parents or guardians still disagree, a new procedure will be made available."</p> <p>Applicant states "If a teacher notices a previously undisclosed disability, he/she will raise it to the administration and parents, as appropriate. If a student with a disability (or identified potential disability) is enrolled in CEA, the school will conduct an assessment to determine the appropriate levels of academic and social instruction prior to placement in the appropriate classroom."</p> <p>What system will be in place prior to conducting an assessment. Give an example of how a teacher would notice a disability without going through the assessment process.</p> <p>Describe what a full continuum of services would look like at CEA. - buffy_fowler</p> <p><u>Exceptional Children – Education Programming</u> The application says "students who fall under special education services will receive their Individualized Education Plans." Why is this "Depending on the disability"? How are special education services aligned with the school's proposed curriculum, instructional methods, and mission? What are the components of the full continuum of service delivery? How will your school provide the full continuum? - robert_mcouat1</p> <p><u>Exceptional Children – Education Programming</u> How are general education teachers updated on the goals written in a child's IEP?</p>
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	<p>What does a full continuum of services look like a CEA?</p> <p>- stephenie_clark</p> <p><u>Student Performance Standards</u> Given the unique mission of CEA what are the specific academic goals of the school and how will students be held accountable to these goals? - lstein692</p> <p><u>Student Performance Standards</u> - What is considered "high levels of attendance?" - By listing level E, does this mean the school plans to use Fountas and Pinnell to determine reading levels? If so, how many times will this assessment be given throughout the year to determine if a student is on track to reach his/her goal? - What math assessments will be used throughout the year to determine if a student is grade level proficient? - Clarify: "Students missing more than three school days without excuse will adversely affect their student achievement, and such children may be likely to fail or repeat classes." Are students academically consequenced by the school if they do not have an explanation for their absence? Please clarify. - sallyhouston11</p> <p><u>Student Performance Standards</u> Percentage given in goals seem low. - buffy_fowler</p> <p><u>Student Performance Standards</u> how will a child's IEP needs be considered in decisions about promotion and retention? - robert_mcouat1</p> <p><u>Student Performance Standards</u> If a requirement of promotion includes passing standardized testing, how and when will retention decisions be shared with parents and students?</p> <p>What are the established end of year goals for students in grades K-2?</p> <p>Clarify what is meant by students Grade 3-8 who do not pass EOG will be required to have NC Read-to-Achieve program. What will this program entail and how is it applicable to those grade levels mentioned?</p> <p>Are there other factors that are considered before failing a student due to more than three unexcused absences?</p> <p>Are there special considerations for promotion decisions when it comes to the at-risk student population and EC students? In what ways will the IEP be considered when promoting or retaining EC students? - stephenie_clark</p> <p><u>Student Performance Standards</u> Some goals are general and not SMART. What are the details of the student portfolios that are mentioned for promotion? - jonathan_bryant</p> <p><u>Student Conduct and Discipline</u> - What proactive supports will be put into place to promote positive behavior? For example, what will social and emotional learning look like in the classroom? - What role will administrators play in supporting teachers who struggle with discipline? - Why would a 3rd offense of a behavior lead to a suspension given suspensions can negatively impact a student's academic progress? Please clarify the components of a</p>
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	<p>"remediation plan" in response to a second offense. - sallyhouston11</p> <p><u>Student Conduct and Discipline</u> What alternatives do you have to suspension? - buffy_fowler</p> <p><u>Student Conduct and Discipline</u> For suspensions (removals), when do protections under IDEA kick in for students with disabilities? What is a manifestation determination review? Who participates in the manifestation determination review? - robert_mcouat1</p> <p><u>Student Conduct and Discipline</u> Has the board considered developing a tier of support prior to suspension?</p> <p>Will parents and students have an opportunity to dispute the suspension decision and what will this process look like?</p> <p>Beyond sharing student conduct expectations in a student/family handbook, what other plans and approaches does the board have to ensure that a safe and orderly environment is created? - stephenie_clark</p> <p><u>Student Conduct and Discipline</u> How will CEA work to reduce the number of suspensions, as this appears to be a significant part of the discipline plan? Will EC students receive a manifestation determination when under longer term suspensions? - jonathan_bryant</p>
<p>Governance and Capacity</p>	<p><u>Certify Governance</u> Several significant questions in this section remain - hopefully these can be investigated further. - jonathan_bryant</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> What is the process for recruiting, hiring and supervising the lead administrator?</p> <p>While the role of the board chair is to preside over all of the meetings, what additional duties or responsibilities warrant the board chair being a level beyond the full board on the organizational chart?</p> <p>The board is diverse in experience, what other methods will the board explore to diversify the backgrounds of members? - stephenie_clark</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> How will Ellis Parks be involved with the Board, as he is currently deployed? Details on evaluation for the lead admin? - jonathan_bryant</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> I like the professional diversity of the board. - dswalker</p> <p><u>Staffing Plans, Hiring, and Management</u> What are the differences between an Assistant Administrator's duties and a Vice Principal?</p> <p>How will CEA find and sustain more funds on a constant basis to support teacher salaries?</p> <p>In the proposed salary range information provided, where is the salary for the Vice Principal, and support staff including clerical, nurse, reception, custodial, AIG, etc?</p>

	<p>How does the board envision enforcing the 30-day notice from staff members who resign? - stephenie_clark</p> <p><u>Staffing Plans, Hiring, and Management</u> Is 56 hours of PD sufficient to train an initial staff? "Try to find more money for teacher salaries" - more details would be helpful. Recruitment of bilingual Chinese/English teachers - who are qualified - would like more detail on this. Considering the challenge recruiting qualified Spanish teachers in NC - it will likely be a similar or greater challenge to find qualified Chinese speaking teachers. What are the details of the partnership with Royal School? - jonathan_bryant</p> <p><u>Staff Evaluation and Professional Development</u> - Currently, 6 specific observation and feedback cycles are identified for new teachers: Four times a year by mentor teachers and two evaluations by the principal. Given teacher effectiveness is crucial to student success, will 6 observation and feedback sessions be enough to develop highly effective instructors? - How will feedback be written and delivered to teachers? For example, will teachers receive one action step or multiple action steps after an observation? Who will follow up on the implementation of the identified improvement area(s)? - Will teachers receive feedback on Chinese instruction? English instruction? Both? - Clarify: "The school will also build relationships with local colleges and universities to train our teachers." Under your expenditures budget, \$7000 is listed for staff development. Will this be enough to fund outside teacher training for the year? What are the current rates provided by these outside PD providers? How will you ensure outside training providers align with the school's mission and pedagogical approach? - sallyhouston11</p> <p><u>Staff Evaluation and Professional Development</u> Which staff member will be responsible for processing and maintaining teacher licensure paperwork?</p> <p>Clarification is needed around whether all new teachers to the school or to the profession will receive a mentor.</p> <p>Narrative outlines the intention to use the Core Knowledge Sequence, but this was not mentioned in the education plan.</p> <p>Are all staff members required to stay weekly on Thursdays from 3:30 pm - 5:30 pm? Will this expectation be discussed during the hiring and recruitment process?</p> <p>What type of professional development offerings will mentor and experienced teachers receive?</p> <p>Will there be intentional professional development catered to implementing a Chinese Immersion program?</p> <p>What will it look like for the school leader to inspect for classroom instruction, delivery, student achievement and engagement the week prior to the start of the school year?</p> <p>Will the online professional development offerings be available to teachers throughout the school year?</p> <p>Are there any professional development days built in to normalize on overall school</p>
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systems such as protocols for lunch, class schedules, arrival and dismissal procedures, safety drills, etc? - stephenie_clark

Staff Evaluation and Professional Development

"The school will seek extra funding for PD..." - if CEA does not find additional funds, will any funds be allocated for teacher retention? Principal will manage teacher evaluations twice a year - for SP1 and SP2s? Will CEA use NCEES? What kind of PD will be offered for Chinese language instruction? - jonathan_bryant

Marketing Plan

- Given a site location has not been chosen, how will you ensure students of all socio-economic background will have access to your school
- How will the marketing plan provide a level of predictability?
- Your marketing budget does not match the \$6,500 you noted on marketing in the Operations Expenditures section of your application. Which total is accurate? - sallyhouston11

Marketing Plan

Budget seems low for 400 students for a school with a distinct focus. - buffy_fowler

Marketing Plan

How and when does the board intend to determine the school location? Will it be in the area identified in Appendix A2?

If the school intends to market to families within 15 miles of the school's location, how will the school intentionally attract and market to a diverse population of students to serve all students as identified in the mission? - stephenie_clark

Parent and Community Involvement

Parents will be invited to assist teachers to deliver content in class and to tutor students with teachers in after school programs, will training be provided? Additionally, will volunteers be required to undergo background checks?

Are there options beyond parents donating an appropriate amount of money to the school if they cannot meet the 10 hours of service?

Who will be in charge of organizing and monitoring the adult classes on the weekend? Will these classes cost money and if so, where will these expenses fit into the budget? - stephenie_clark

Parent and Community Involvement

"Assist teachers to deliver content in class..." - how will the fidelity of this be guaranteed? - jonathan_bryant

Admissions Policy

- Do families need to be present at the lottery in order to claim their spot? - sallyhouston11

Admissions Policy

What system will be used for the lottery?

All students must be accepted by lot if the number of applications exceeds capacity at a grade level per G.S. 115C-218.45(h). - stephenie_clark

Admissions Policy

CE Academy - The mission of CE Academy is to create an English-Chinese learning community for students of all backgrounds to maximize bilingual proficiency, academic excellence, and cultural diversity awareness to help them succeed in an era of globalization.

	<p>Language in this section is unclear "system generated" "passing into verification" "appropriately craft programs." Unclear whether or not this is a valid process. - jonathan_bryant</p> <p><u>Projected Student Enrollment (Table)</u> What is the rationale behind 130 kindergarten students, 115 1st graders, and then lower class sizes in 3-4?</p> <p>How will you accommodate these classes as a cohort when they transition to the next grade levels over the years?</p> <p>Is the plan to have 65 students at each grade level constantly? If so, the total number of students is 585 over the course of time, what is the rationale for going from 660 students to a constant of 585? - stephenie_clark</p> <p><u>Projected Student Enrollment (Table)</u> These projections will depend on the location that CE selects. - jonathan_bryant</p>
<p>Operations</p>	<p><u>Certify Operations</u> Significant questions remain in this section. - jonathan_bryant</p> <p><u>Transportation Plan</u> what is the school's responsibility for students with IEPs that need transportation as a related service? - robert_mcouat1</p> <p><u>Transportation Plan</u> If students with disabilities require special transportation services, who will be responsible for covering the costs?</p> <p>What are the "different ways" families are encouraged to get their students to school beyond carpool? What role will the school have in facilitating finding these methods and who will pay for any incurred expenses?</p> <p>Clarify what is meant by 1/2 of the 200 students? In the application, the projected enrollment for year 1 is 400 students. - stephenie_clark</p> <p><u>Transportation Plan</u> "Current plan is to take the bus free of charge" - is the school considering charging students? Initial year enrollment is projected to be 400, why is 1/2 of 200 used in this section? What kind of bus stops will be conducted? - jonathan_bryant</p> <p><u>School Lunch Plan</u> - How will you account for food allergies and other dietary restrictions? - What line item represents the expense of microwaves and lunch refrigeration under Expenditure Projections? - sallyhouston11</p> <p><u>School Lunch Plan</u> Applicant states that they will participate in free and reduced lunch food program, then states they will provide lunches from the school budget. Are you planning on participating in the National Child Nutrition program or developing your own procedure? - buffy_fowler</p> <p><u>School Lunch Plan</u></p>

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	<p>Will the selected vendors be able to price meals at the amounts outlined in the application (reference to Wake County School System prices)?</p> <p>How does the school intend on getting information on whether a family qualifies to participate in the Free and Reduced Lunch program?</p> <p>Is \$25,000 reflected in the budget sufficient funds to plan for child nutrition? Does the board have a projected number of students they anticipate qualifying for free and reduced lunch? - stephenie_clark</p> <p><u>School Lunch Plan</u> How will CE align with the Wake Co lunch program? "The school will provide lunch for students...and charge the parents" - how does this accommodate families with limited resources? - jonathan_bryant</p> <p><u>Civil Liability and Insurance</u> Insurance provided contains coverage for property contents, but does not include a projected coverage for a facility. Does the board plan to own the facility? - stephenie_clark</p> <p><u>Facility and Facility Contingency Plan</u> Where exactly are you planning to build the school? Can you provide a location? - lstein692</p> <p><u>Facility and Facility Contingency Plan</u> How will new building funding be secured? Plan to lease while building? - buffy_fowler</p> <p><u>Facility and Facility Contingency Plan</u> In the lunch section of the application, there is a mention of a cafeteria. Will there be cafeteria space in the facility?</p> <p>What area will the commercial building be located and how far will this be from the targeted permanent facility location?</p> <p>Does the board plan to rent the commercial building and construct the permanent facility at the same time? If so, how will rent and expenses to build the facility be financed?</p> <p>Will the contingency plan to up-fit a commercial space have any impact on the the student enrollment numbers? - stephenie_clark</p> <p><u>Facility and Facility Contingency Plan</u> This section is fairly general - more detail could be helpful. - jonathan_bryant</p> <p><u>Facility and Facility Contingency Plan</u> Sounds like there needs to be some more thought into renting at least in year one from these projections. - dswalker</p>
<p>Financial Plan</p>	<p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> "Other funds" are mentioned several times throughout the application - teacher pay, school lunch, etc. - where is this funding reflected? - jonathan_bryant</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> - Under "Staffing Plans," you noted 3 part-time staff members. How is this reflected in</p>

	<p>the budget? - sallyhouston11</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Will you transportation staff be full time, budget shows each transportation staff making 25K? What will their responsibility be during the day? 50k on transportation staff seems high for 2 buses.</p> <p>The retirement cost appears that applicant will not participate in the state retirement. What benefits do you plan to offer your staff to attract high quality, experienced staff? Explain your expenses listed in benefits, example, applicant list one staff as having a cost of \$139,000 for health insurance.</p> <p>Explain where the \$600 for workers comp, how did you arrive at this figure. - buffy_fowler</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> What is the difference between the role of a Vice Principal and Assistant Administrator? Both roles are paid around \$60,000, is there a need for two second tier school leaders?</p> <p>What is the difference between the role of clerical/bookkeeper and the finance officer? Can you find and recruit a finance officer for \$20K? - stephenie_clark</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Who will perform finance officer duties in year 1? Unclear how benefits were calculated in this section. If CE plans to offer health benefits through the state insurance plan - this will be over \$6,000/employee. This budget - jonathan_bryant</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Benefits for retirement are not competitive for the area. Concerns related to retention and recruitment for such diverse skills in core teachers seems difficult with surrounding schools with large supplements and comprehensive benefits. - heather_soja</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> - In the instruction plan, you noted, "During summer and other break times, we may go abroad to places including China." Will students who cannot afford to attend be offered financial support? - Will \$7000 be enough to have local colleges and universities providing teacher training as described in the Staff PD section? - Your marketing budget in Year 1 does not match the \$5000 you noted on marketing in the Enrollment and Marketing section of your application. Which total is accurate? - sallyhouston11</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> How did you come up with \$80 for buses? Where do you plan to purchase buses? Applicant stated earlier that they would pay for student lunches out of budget for free and reduced then has only planned \$25k for child nutrition. Explain how that figure was determined. - buffy_fowler</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Provide a rationale behind the difference in facility expenses compared to the narrative explanation of \$476,000.</p> <p>Does the board anticipate leasing a facility in years 1-2 and paying for the construction of</p>
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	<p>the new building? If so, do the expenses outlined take both of those line items into account?</p> <p>How will the school pay for gas for the school buses?</p> <p>Clarify why the legal services line item almost doubles from year 1 to year 5.</p> <p>Where will the school staff be traveling to to incur expenses of almost \$25,000 in year 5?</p> <p>Clarify what the budget line of Other for expenses is for and why it increases to \$15K in years 4-5. - stephenie_clark</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Legal fees more than double from year 1 to 5? How will CE pay for building lease and construction simultaneously? No bus expenses in year 2 or 4? How is fuel funded? Child nutrition - is \$25,000 sufficient for 400 students? Professional development occurs once a week until 5:30, in addition to other offerings during the year. Will \$7,000 suffice for this? What systems will be in place to allow for this to happen - and are there any budgetary impacts? Chinese language services - what are the details of this expense? - jonathan_bryant</p> <p><u>Budget Narrative</u> While there are charter schools in the area of the proposed location with students on a waiting list, has the board conducted a survey of these students to gauge whether families would be interested in your school's highly specified program?</p> <p>What evidence does the board have that they can attract the number of students needed to break even? There were only around 63 survey respondents that expressed interest in your program.</p> <p>What will the board do if lease negotiation is not an option in the event funding or revenues are less than expected?</p> <p>The applicant states they plan to reduce non-essential instructional costs, what line items in the budget are these particular expenses?</p> <p>Applicant indicates they may borrow money from the associated preschool, please expound on this.</p> <p>What type of support does the board anticipate receiving from FAZHENG GROUP? What will this relationship or partnership look like? Will the board have to make any payments to this organization or will these resources be donations? - stephenie_clark</p> <p><u>Budget Narrative</u> "Associated preschool" - what are the details of this? "Diversified funds" - is this referencing fundraising? - jonathan_bryant</p> <p><u>Budget Narrative</u> Very tight breakeven number. I would need to feel confident that the board could recruit the number of students needed in order to move the application forward. - dswalker</p>
OVERALL	<u>Cover Page</u>

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	<p>- Replication evidence NA - sallyhouston11</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Remove the checkmark for grade 9 under "Proposed Grade Levels Served and Total Student Enrollment." - lstein692</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Why is grade nine checked under "Total Grade Levels?" Will the school run to grade 9 in year 6? If so, will it run all the way through 12th grade? - sallyhouston11</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Does the board intend to grow up to 9th grade? The applicant selected the total grade levels of K - 9.</p> <p>Are the enrollment numbers provided feasible given that Wake County is a saturated area for schools of choice? Can the school realistically attract 400 students in year 1 for this very specific program offering? - stephenie_clark</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Including 9th grade also? Is there evidence that 400-700 students will enroll, considering the saturation of charter schools in the county? - jonathan_bryant</p> <p><u>Signature Page</u> Overall - this application has improved since last application cycle, however there are multiple areas that are still unclear or contradictory. Significant/sufficient detail is still lacking. Grammar and spelling do not benefit this application. - jonathan_bryant</p>
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Charter School Advisory Board Subcommittee	
Mission, Purposes, and Goals	
Education Plan	
Governance and Capacity	
Operations	
Financial Plan	
OVERALL	

Overall Summary	
Initial Screening	The Office of Charter Schools deemed this application complete on October 5, 2018.

If you have questions regarding the application process, please contact the Office of Charter Schools via email at danielle.allen@dpi.nc.gov.

CE Academy - The mission of CE Academy is to create an English-Chinese learning community for students of all backgrounds to maximize bilingual proficiency, academic excellence, and cultural diversity awareness to help them succeed in an era of globalization.

<p>Application Review</p>	<p>Dr. Allen stated CE Academy is proposing to locate in Wake County. Dr. Allen gave a brief introduction of the schools proposed enrollment and grade levels. There was no LEA impact statement or due diligence for this applicant. Dr. Allen reviewed the pass/fail ratings for this applicant. She stated the applicant did not submit any special requests. She stated the applicant is a repeat applicant that received a clarification interview last year. She stated the applicant did not receive third party assistance.</p> <ul style="list-style-type: none"> * Mr. Bryce Roberts introduced himself as a board member. He spoke about the mission to create an English Chinese bilingual program. * Mr. Walker stated the application is much improved from last year. * Ms. Turner stated a concern with the enrollment numbers because they are very ambitious. Mr. Walker agreed. <p>21</p> <ul style="list-style-type: none"> * Mr. Maimone asked for clarification on location. A board member spoke about the schools current search for land to build and lease. Mr. Walker clarified it would be the Cary Apex area. The board member stated yes. * The CSAB asked what "CE" stands for. The board replied "Chinese English." <p>Motion: Committee motion to allow CE Academy to continue to full interview. Motion: Lynn Kroeger Second: Cheryl Turner Vote: Unanimous Committee Vote- Pass</p> <p>Motion: Full CSAB motion to allow CE Academy to continue to full interview. Motion: Steven Walker Second: Lindalyn Kakadelis Vote: Unanimous Pass</p>
<p>Application Interview</p>	<p>Dr. Allen stated the school is proposed to locate in Wake County. Dr. Allen gave a brief introduction of the schools proposed enrollment and grade levels. There was not an LEA impact statement or a due diligence report for this applicant. Dr. Allen reviewed the pass/fail ratings for this applicant. She stated there are no special requests and the application was deemed complete. The applicant did previously receive a clarification interview but was not forwarded to the full interview state. The applicant did not receive third party assistance.</p> <ul style="list-style-type: none"> * Ms. Heli Chu introduced herself as Board Chair. Board members and advisors introduced themselves. * Mr. Walker stated the application has been strengthened from the previous year. Mr. Walker stated the goals are a bit vague and more about what the applicant was expecting to see rather than what the applicant aims to achieve. Mr. Walker asked for more information about the academic goals. * A board member stated that an academic goal was to obtain 75% proficiency on the EOG the first year and then increase the goal each year. * Ms. Turner asked about the enrollment goals for a very mission specific school. Ms. Turner wants more information about the enrollment projections. Mr. Roberts spoke about the growth and demand in the area. He stated there would be a lot of digital marketing and direct mailers. He spoke about how the board has analyzed the need including analyzing each zip code specifically to determine the number of eligible students. Ms. Reeves expressed concern about the previous survey which showed only about 63 interested parents. Ms. Reeves asked which population the board is targeting. Mr. Roberts stated the school is opened to anyone and would target families that are interested in a bilingual and multicultural experience. * Ms. Reeves asked if the board is concerned with finding staffing that could teach in bilingual classrooms. A board representative spoke about how classes will be divided

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	<p>between English and Mandarin instruction. She stated 19 teachers would be hired and they are aware of about 200 teachers in the area that can teach Mandarin. Ms. Reeves asked if they are certified. The board member responded some of them and the school would assist with getting them certified. Ms. Reeves asked how new older students, such as 4th graders, would get caught up in Mandarin. The board member stated they will have a free afterschool program. Ms. Sutton asked how many bilingual teachers they will need when the school is full grown. The board member stated they will recruit teachers in China if needed. Another board member spoke about how the school will get older students caught up. Ms. Reeves asked if the board realizes NC requires at least 50% certified teachers. A board member stated yes.</p> <p>* Ms. Kroeger asked why the enrollment projections have increased from last years application. Mr. Roberts stated they may have not shown the interest in tangible evidence, but they know from their day to day lives that the demand is there.</p> <p>* Mr. Hawkes asked if the board has reached out to East Voyager Academy which is an immersion school in Mecklenburg. Mr. Roberts stated they havent reached out to the school but did review the application in the early phases.</p> <p>* Mr. Quigley asked if the budget accounts for expenses associated with hiring teachers from abroad. A board member stated no. She continued that the board expects to hire as many local teachers as possible.</p> <p>* Mr. Hawkes asked if the school would be prepared to revise the budget if the enrollment numbers didnt pan out. Mr. Roberts stated yes. Mr. Hawkes asked if they have support from business and academic organizations. Mr. Roberts stated yes.</p> <p>* Mr. Maimone asked about the supports that will be in place daily for the students struggling to learn either English or Mandarin. A board member stated that students would be grouped and instruction differentiated.</p>
<p>OVERALL</p>	<p>Mr. Maimone asked if they will get the needed support during the school day as opposed to after school. A board member stated most students can get the needed instruction in the school day, but some students may need extra support after school.</p> <p>* Ms. Reeves asked for the standards used in the Chinese immersion school at which the board member teaches. The board member stated NC Standards and Chinese language standards.</p> <p>* Mr. Quigley asked about facility plans. Mr. Cheng stated they plan to build a facility with a developer that would then lease the building back to the school. He stated the second option is to lease a facility from a local church.</p> <p>* Mr. Quigley stated they have budgeted for transportation. Mr. Quigley stated the professional development budget seems low. The Board Chair stated they are looking for additional funding for professional development if needed. She stated they have a surplus if needed.</p> <p>* Ms. Reeves stated they will need to revise the daily schedule to meet the minimum requirements of the state.</p> <p>* Mr. Quigley stated he is excited to see something different such as a language immersion school, but he has reservations about the ramp up in enrollment.</p> <p>* Mr. Maimone stated he is very impressed with this board and he believes the area will provide the demand. Mr. Maimone stated he believes they can get 400 students. Mr. Walker stated he believes they can get at least 300 students. Mr. Friend stated the numbers will be obtainable, even if difficult. He stated he thinks the school is making the right decision in starting with the lower grades.</p> <p>* Ms. Turner stated if the budget is flexible, they will be able to survive with lower enrollment and adjust. Mr. Quigley stated he does not see a lot of flexibility in the budget.</p> <p>* Ms. Turner stated that they need to adjust the calendar to have more vacation days around Thanksgiving and they would need to have Good Friday as a holiday.</p>

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	<p>SW Motion that CSAB moves CE Academy to RTO status on regular timeline. LK Second. Mr. Quigley stated he is leaning toward supporting this because it is a unique application and an innovative program. He just really encourages the school to consider revising the enrollment figures to a lower number and starting with fewer grades. Ms. Kakadelis encouraged the board to talk to the leadership from East Voyager Academy. Ms. Turner stated she agrees and to talk to that school about the problems they had with marketing to families. * Mr. Quigley praised the board for a clear mission statement. Vote: CT, LK, AQ, LKr, SR, TS, BF, AH, SW Opposed: PG Motion passed.</p>
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