



DIVISION OF ELEMENTARY & SECONDARY EDUCATION

2020 Open-Enrollment Public Charter School Application

Submission Deadline: Monday, June 1, 2020 at 5:00 p.m.
Applications will not be accepted after this time.



The School of Academic Performance & Career Academies (SAPCA)

Name of the Proposed Charter

Any application that is substantially incomplete will not be forwarded to the authorizer for consideration. An application will be considered substantially incomplete if it does not provide enough information to enable staff at the Division of Elementary and Secondary Education to provide a meaningful review.

Division of Elementary and Secondary Education
Charter School Office
Four Capitol Mall
Little Rock, AR 72201
501.683.5313

Name of Primary Contact for the Application	Jennifer Lewis
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General Information

Name of Proposed Charter School: The School of Academic Performance & Career Academies

Grade Level(s) for the School: 1st – 3rd

Student Enrollment Cap: 72

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Grades to be Offered at the Charter	1-3	1-4	1-5	1-6	1-7
Enrollment Cap at the Charter	72	84	96	108	120

Name of Sponsoring Entity: Helping MissCo Kids Read

Other Charter Schools Sponsored by this Entity

School Name	Location	Year Established	Accreditation Status

The applicant is an “eligible entity” under the following category (check one):

- A public institution of higher education
- A private nonsectarian institution of higher education;
- Governmental entity; or
- An organization that is nonsectarian in its programs and operations, and is, or will be, exempt from taxation under Section 501(c)(3) of the Internal

Revenue Code. (A copy of the entity's letter from the IRS reflecting tax exempt status or a copy of the entity's application for 501(c)(3) status must be included with the application. Articles of incorporation or a letter acknowledging non-profit status from the Secretary of State will not suffice.) To be eligible, an entity must hold or have applied for 501(c)(3) status at the time this charter application is filed. The entity must receive formal tax exempt status under §501(c)(3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students.

Non-profit entities without the required Internal Revenue Service documentation are not eligible to be awarded charters; therefore, any applications submitted without documentation showing that 501(c)(3) status has been applied for or received will not be reviewed.

Charter Site Address	113 West Hale Ave
City	Osceola
Zip	72370
Date of Proposed Opening	Aug. 19, 2021
Chief Operating Officer	
Title	
Phone	
School district where charter will be located	Osceola School District
Population of District	
List the district from which the charter school expects to draw students	Osceola School District Blytheville School District Rivercrest School District Armored School District Gosnell School District

1. Describe the geographical area to be served by the charter.

The School of Academic Performance & Career Academies (SAPCA) will serve students within the Osceola, Rivercrest, Blytheville, Gosnell, and Armored, school

districts for grades 1st – 3rd .

For the 2020 school year, there are 22 public schools in Mississippi County, AR serving 8,115 students. Mississippi County, Ar public schools have an average math proficiency score of 37% vs. State average of 47%, and reading proficiency score of 44% versus the 53% statewide average. Schools in Mississippi County have an average ranking in the bottom 50% of Arkansas Public Schools.

2. Provide a comprehensive list of all individuals, including but not limited to entity board members and charter school board members, involved in the organization and design of the proposed school as well as the proposed application process. Please note that Ark. Code Ann. §6-24-105 prohibits charter school board members from contracting with or being employed by the charter school except in certain limited circumstances.

Identify any family or financial relationship which may exist between the individual and:

- (A) Any other individual specifically identified by name in Section A of the application;
- (B) Any individual or entity with whom the sponsoring entity or charter school has contracted, or intends to contract, to provide any services or products for the proposed charter school; and/or
- (C) The owner(s) of the facilities to be used.

Note: For the purpose of this prompt, an individual has a financial relationship with another individual or entity if he or she (1) receives compensation or benefits directly or indirectly from the entity or individual; (2) Is an officer, director, partner, employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC; and/or (3) has a family member (spouse, sibling, parent or child, or the spouse employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC.

Individuals Involved in the Organization or Design of the Charter and/or the Application Process

Name	Position	State of Residence	Family or Financial Relationships
Dr. Sherita Willis	Board President	AR	
Melisa Logan	Board Treasurer	AR	

Sally Wilson	Board Member	AR	
Sandra Collins	Board Member	AR	
Dequeshia Wheeler	Board Secretary	AR	

3. For every individual identified above, identify any family or financial relationship which may exist between that individual or entity if he or she:
- 1. Receives compensation or benefits directly or indirectly from the entity or individual;
 - 2. Is an officer, director, partner, employee or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship or LLC; and/or

- 3. Has a family member (spouse, sibling, parent, child or the spouse employee or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship or LLC.**

There are no relationships as described in this question.
If approved, SAPCA plans to allow the board for the sponsoring entity to assist/guide with the management of the school. Any conflict of interest will be addressed through a management agreement between the Board and any other organization involved with the school. The SAPCA Bylaws includes a policy for Conflict of Interest. If approved the Board will also approve and abide by a Conflict of interest policy.

- 4. Provide the mission statement of the proposed school.**

To provide students with a strong academic program that supports a structured blended learning environment, with meaningful social experiences, and positive development of students, in partnership with parents, students, and the community.

- 5. Explain how the mission statement was developed.**

The mission statement was developed through collaboration meetings using the Online platform, Google Meet. Three meetings were held to finalize the Mission Statement. (April 14, April16, and April 20) The acting members of a group of supporters (prospective parents) attended the collaboration meetings and identified the biggest needs for prospective students based on achievement data found on School info site and the ADE website. The support group finalized the mission statement for SAPCA collaboratively. Felicia Houston, Kishawna Braye, Taneisha Baker, Vanessa Davis, Athena Byrd and Jennifer Lewis were in attendance and participated in the finalization of the school's mission statement.

- 6. Briefly describe the key programmatic features that the school will implement in order to accomplish the mission.**

Strong Academic Program: Utilizing a Blended Learning Model

- Work with the staff collaboratively to align curriculum and assessments to instructional goals (ADE Standards)
- Involve staff in ensuring program coherence and vertical alignment
- Allocate sufficient resources for implementation (allow time for planning, materials, technology and PD to include collaborative planning with whole staff during scheduled staff meetings,
- Emphasize the use of data for instructional improvement and

differentiated instruction—PD will be provided

- Provide sustained professional development that might include peer observations, reflection on practice and shared planning
- Blended Learning Model that includes enriched virtual learning as an additional opportunity for students to connect and respond to instruction
- Smaller classroom sizes where there is a 12:1 student to teacher ratio which will afford students the small group approach and/or one on one time to meet the need of the student and provide opportunities for students to learn at their appropriate academic level and pace.

SAPCA's full-time public school experience will include licensed teachers with embedded academic, emotional, and behavioral supports. Each student will have an individualized and supported progression plan. The personalized approach will benefit each and every student and ensure that each learner is provided the most appropriate pacing, teaching approach and support, including students who struggle academically.

SAPCA will teach skills for academic success, embed tutorials/tutoring in the learning process, eliminate the engagement GAP by building strong student-teacher relationships, create small group/one-on-one activities based on student need with smaller class sizes, developing academic/growth mindset in our students through the learning process.

Partnership with Students, Parents, and The Community:

- Open Houses
- Parent/Teacher Conferences
- Home visits
- Curriculum Nights
- Spelling Bees and its award program
- Meet the staff events
- Campus Tours
- Science Fair and its award program
- Student plays/musicals/talent shows
- Dinners (fundraisers)
- Fall Festivals
- Event that involves Dads (Ex: Donuts with Dads)
- Event that involves Moms (Ex: Muffins with Moms)
- Grand Parents Day
- Parent Organization
- STEM Festivals
- Community Partnerships (after school programs for SAPCA's Career Academies)
- Community members as Guest Speakers

The school will embody a rigorous curriculum aligned with Arkansas Curriculum

Frameworks; licensed teachers actively engaged with students and families; and an educational management system designed to provide accountability through data collection, analysis, and reporting.

7. Describe how the parents or guardians of the enrolled students and other members of the community will be involved with the school to positively impact the charter school's educational programs.

SAPCA will create strategic alliances with parents, willing school districts in Mississippi County, businesses, and nonprofit organizations to support the achievement of our students. The school will implement the Academic Parent Teacher Teams model as one of its sources of parental involvement. (APTT— PD/Training will be provided on the implementation of this parental involvement model) This model elevates the efforts of traditional parent conferences by expanding opportunities for families and teachers to collaborate on behalf of the student. Parent Teacher Teams engage families in team meetings in student learning through aligning grade level learning concepts, student performance data, and family-teacher communications and collaboration. With APTT the classroom teacher invites families to participate in three team meetings, which are held in the fall, winter, and spring and individual sessions including the student, the teacher, and the students' family. During APTT meetings, teachers share student performance data that are actionable, teach grade level foundational skills for clear conceptual understanding, and demonstrate concrete activities that families can do at home to help students master the target concepts. The families practice the activities with other families in the class, and each family sets goals for their student. (30 day goals) We recognize that establishing a genuine partnership between SAPCA, the families of our students, and the communities they represent will enable us to reach our goals and achieve our vision for the Charter School.

8. Describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this public charter school.

A public hearing was held on May 28, 2020 at 5:00pm – 6:00pm via an online platform (Facebook Live). Public notice of the meeting took place through 3 consecutive weeks of advertisement in the Osceola Times newspaper and the Blytheville Courier newspaper, a letter to the superintendents was emailed and advertisement on social media platforms (Instagram, Twitter, and Facebook, Facebook Messenger) We should note that COVID-19 precautions in place is the cause of moving to an online platform and online advertising for this hearing. During the meeting the Mission statement was discussed, Jennifer Lewis shared parts of intent letter and provided information about the proposed school as attendees asked questions in the comment sections. 40+ online attendees, 100+ supportive comments and 1.2K+ views of the replay video. Attached Transcript of the online meeting. There

was a request to hold another hearing for community leaders and members who do not use Facebook, we decided to use Zoom as the online platform for the next hearing. Questions from the community during the public hearing were: Will there be a dyslexia specialist available to the struggling learners? How soon will we know if the school is approved? Who will the teachers be? Will you provide a summer program? Tell us about your National Board Certification. What happens if we were not able to open because of COVID-19 precautions when will you open and will you offer online instruction as a result? (transcript attached) There were interested parents and prospective teachers who sent contact information via Facebook messenger during the online hearing. There was an overwhelming outpour of positive comments and concerned questions and suggestions via Facebook messenger and in the comments section as the meeting took place online. For example, our local mayor has emailed a letter in support of the proposed school, the Chief of police in Osceola reached out through text message and has emailed a letter in support of the proposed school. (100+ comments) Many parents and citizens of the county commented and sent thank you messages for the attempt to help our students achieve academically. Overall, the school has a large amount of support from the community to pursue the charter application.

9. Describe the governing structure of the open-enrollment charter school, including board composition, selection process, and responsibilities. Also describe the role of the administrators, faculty, parents, students, and community members in the leadership and decision-making of the school. As part of your response, answer the following specific questions:

- 1. Identify what individual, job position(s), or entity(s) will have final decision-making authority for the school in the areas of (1) finance and purchasing; (2) student discipline; (3) hiring and firing of staff; and (4) hiring and firing of the school director or superintendent.**
- 2. Specify how the final decision-maker(s) identified in response to (A)(3) will be selected or elected, including (1) length of term, (2) method of selection or election, and (3) who will have the authority to participate in the selection or election process.**
- 3. Explain how and to what extent the school's leadership will be accountable to parents.**
- 4. Describe the plan for providing school board members with continuous professional development.**

Legal Structure

SAPCA will be governed by an independent Board of Directors specially trained and supported to serve in this role. The Board will be responsible for negotiating and overseeing all contracted services.

SAPCA had applied for non-profit 501(c)(3) status to ensure its eligibility to open a public charter school in Arkansas (documentation attached) the application was received by the IRS on May 14 and has been delayed due to COVID-19, I received an email informing me of the delay. (attachment) The school will conduct its affairs as a governmental entity exempt from federal income taxes under Section 115 of the United States Internal Revenue Code or any successor law.

Dr. Sherita Willis, Board President, is currently practicing Medicine at Willis Clinic located in Osceola, Ar.

Melisa Logan, Board Treasurer/Finance Manager, is currently the manager of the Mayor's office located in Blythville, Arkansas and has her own CPA office located in the City of Blytheville as well.

Sandra Collins, Board Member, has experience as a Procurement Manager for several organizations, Property Manager and Community Involvement.

Dequeshia Wheeler, Board Secretary, Currently an Arkansas Attorney practicing law in the state of Arkansas.

Sally Wilson, Board Member, Currently the Mayor of Osceola Ar, Has school board member experience. She was a member of Osceola School Board from 2002 through 2009, attended ARSBA training and received outstanding school board recognition. Since 1999, Wilson has helped numerous groups write charter applications, some successful, and some not. Wilson has a bachelor's degree in Engineering and has experience in consulting and teaching for area community colleges technical programs.

Each Board member brings unique skills and expertise to support SAPCA and make decisions regarding operations of the school, including budgeting and curriculum. SAPCA will be a county-wide school and as such the Board members have community ties across the county. There will be a wide range of expertise on the Board demonstrating the capacity for start-up operations and the successful launch of the school for fall 2021.

The officers will be a President, a Treasurer, and a Secretary. All will be voting Board Members. Once each new Board member is seated, the members will choose officers in accordance with the Bylaws.

Member Term Length: Members will serve staggered terms of one, two, or three

years. At the end of their term, Board Members may renew for a three-year term.

Member Selection

The Board is self-perpetuating with new members selected as membership terms expire. Any member of Mississippi County may seek election to the Board of Directors with the exception of employees of SAPCA, and any person who has been convicted of a felony. The Board anticipates selecting members through an involved review process which included identifying and interviewing interested candidates to ensure eligibility to serve on the Board to ensure the person is supportive of the school's mission. During an open meeting, the Board will meet with the candidate as described in the bylaws. The Board members shall be elected at any duly organized meeting of the Board of Directors by a majority of the Directors then in office. Directors shall take office immediately at the annual meeting or other meeting at which they are elected.

Relationship between Board of School and Board of the Sponsoring Entity

The board of the school (SAPCA) is the same as the Board of the Sponsoring Entity until the board has developed a selection process and select members of SAPCA's school board. The Board anticipates having a positive and effective relationship with the ADE and the State Board of Education (SBE).

Roles and Responsibilities

The Board sets policy and hires contractors, including those providing the management, curriculum, technology, personnel, and instructional services. The Board will be responsible for assuring that all aspects of the financial and programmatic accountability systems fulfill the charter agreement. The Board will:

- Create and monitor the vision/mission of the school.
- Set Board and school policy.
- Govern the operations of the school.
- Oversee, protect, and defend the legal interests of the school.
- Exercise sound legal and ethical practices and policies. The Board will ensure that the school adheres to the

same safety, civil rights, and disability rights requirements as are applied to all public schools operating in Arkansas.

- Manage assets, revenue, and liabilities wisely and in compliance with applicable state and federal laws.
- Ensure adequate resources for administration, teachers, and students and manage them effectively.
- Advocate good external relations with the State Board of Education, Office of Charter Schools, community,

school districts, media, neighbors, parents, and students.

- Hire contractors, negotiate service agreements, and hold contractors accountable for performance under

such agreements.

- Comply with state and federal reporting requirements.
- Practice strategic planning.
- Assess the school's performance.

10. In addition to the Board, school administrators and staff will support the school. School administrators and staff will be employed by Connections, through the professional services agreement, but serve at the pleasure of the Board. The school will be staffed with the following positions:

- School Director
- Special Education Teacher/Interventionist
- Qualified Teachers (6 including 1 lead teacher for the initial year)
- School Guidance Counselor
- Paraprofessionals/Aide (3 initial year)
- Janitorial Staff
- Outsourced Food Services Manager (all meals)

The school will also be supported by volunteer parents serving as Community Coordinators.

Involving Parents, Staff, Students and Community

Administrators, faculty, parents, students and community members will provide leadership and input in decision-making for the school. The Board will meet approximately ten times per year in open, public session to ensure transparency in operation.

Administrators lead the school, lead the goal setting and improvement planning process, and create a positive education environment conducive to student academic success and teacher professional growth. Administrators ensure compliance with applicable state and federal law and regulations.

Faculty members participate in the leadership of the school through professional learning communities (PLCs) and provide direct feedback and guidance to administrators. Extensive professional development ensures faculty members are familiar with best practices classroom instruction and also provides an opportunity for instructors to provide input to the school. Faculty members will be responsible for serving students in Special Education and English Language Learners (ELL)

Teachers also influence the curriculum and instruction direction of the school by:

- Collaborating with the Curriculum team to review planning documents.
- Reviewing and providing feedback on unit and lesson content.
- Evaluating lesson/assessment alignment.
- Providing suggestions for Curriculum Based Assessments

Parents- The Board will aim to have at least one member of the Board be the parent of a student. The Board will also have public comment policy to support parent interaction.

Volunteer parents will also serve as Community Coordinators and develop a vibrant

and active school community. In addition to facilitating family get-togethers and formal field trips, the Community Coordinators provide an important communication link between families and the school, ensuring through phone conferences and news updates that school staff are attuned to parent community needs and vice versa.

Parental feedback is also an important hallmark of the school's outreach and information sessions in the community. The school will take full advantage of this valuable communication with families to ensure that the school reflects their unique needs and creative ideas. Parent satisfaction will be a main focus of the Board. SAPCA families will be given an annual opportunity to participate in a thorough parent satisfaction survey, collection/results overseen by the Board. The school will aim for at least 90% of families to agree that the curriculum is high quality and that they are satisfied with the educational program and instruction.

Students have opportunities to provide feedback via generated surveys and face-to-face interviews, and reflection responses.

Community members are crucial to the planning process of the school, as well as its operation. The Board has actively solicited feedback from the community. The school will take full advantage of valuable community partnerships to ensure that the school reflects unique and creative ideas.

The school will actively seek out community organizations to partner with and provide real connections for students to the community. As part of the planning process for the school, the following community organizations were contacted to see if they would be interested in collaborating:

- Big River Steel, Osceola, Ar
- Nucor Steel, Armored, Ar
- Shawn Chafin Insurance, Osceola, Ar
- Denso Mfg, Osceola, Ar
- Systex, Osceola, Ar
- Wal-Mart (Osceola and Blytheville, Ar)
- The City of Osceola
- Julliard eLearning for online Music classes (Online platform)
- OPAR- little league sports (Osceola, Ar)

SAPCA's staff will reach out to community-based organizations and businesses to coordinate face-to-face community service and field trip opportunities. The School will draw upon the deep and diverse community connections represented on the Board whose members represent business and education entities across the county to ensure that students have multiple opportunities to benefit.

The non-profit organization Helping MISSCO kids READ Inc., (hereafter referred to as HMKR) is the sponsoring entity of the charter school application. HMKR has a governing board (hereafter referred to as the Board) pursuant to its bylaws. If the

Charter school is approved, this Board will govern the school and will be the ultimate governing body of the Charter School.

The Board will join the Arkansas School Board Association (ASBA) and will utilize the ASBA model policy program. The Board will adhere to requirements of the local Board of Directors in Arkansas, including Arkansas' code of ethics for board members, avoiding nepotism and adhering to freedom of information, FOI. The Board members must attend training that is determined by the Corporation members at the Annual Meeting. The Board will oversee a long range plan for the proposed Charter School.

(1) The Board will have final decision-making authority for the school in the areas of finance and purchasing. **(2) and (3)** The Director will have final decision-making authority in the areas of student discipline and hiring and firing of staff, with the advice and recommendations of the Board.

(4) The Board will have final decision-making authority in the hiring and firing of a school Director.

SAPCA will be accountable to parents. The parents will participate annually in a survey to provide feedback and input to the school. There will also be a parent grievance resolution process to ensure needs are met and issues are addressed.

11. Explain the educational need for the charter in the geographical area to be served by the charter. Be certain to include quantitative data related to academic achievement and the source(s) for information presented.

SAPCA, in its effort to provide for each child's individualized learning needs, will provide an additional option to close the academic achievement gaps evident in the schools closest to the charter as well as other significant factors evident in schools data. SAPCA will follow the intent established by the Arkansas General Assembly in the rules governing the establishment of charter schools. SAPCA will improve student learning with increased, expanded and innovative opportunities for all students with emphasis on low-achieving students. The teachers at SAPCA will receive specialized professional development and training as needed and given the instructional freedom to provide the instructional ownership needed to innovate and improve the classroom's educational success. SAPCA will also enlarge the student and parent voice as a means to share ideas in expanding educational choices and learning opportunities for struggling students.

For the 2020 school year, there are 22 public schools in Mississippi County, AR serving 8,115 students. Mississippi County, Ar public schools have an average math proficiency score of 37% vs. State average of 47%, and reading proficiency score of 44% versus the 53% statewide average. Schools in Mississippi County have an

average ranking in the bottom 50% of Arkansas Public Schools.

According to public school review: Mar. 2020

*Public School in Osceola School District has an average math proficiency score of 25% versus the state average of 47% and reading proficiency score of 31% versus the statewide average of 53%. Ranked at the bottom 50% of Arkansas Public Schools.

*Public School in Blytheville School District has an average math proficiency score of 22% versus the state average of 47% and reading proficiency score of 30% versus the statewide average of 53% Ranked at the bottom 50% of Arkansas Public Schools.

*Public School in Gosnell School District has an average math proficiency score of 49% versus the Arkansas public school average of 47% and reading proficiency score of 55% versus the 53% statewide average.

*Public School in Armorel School District – The students achieving proficiency in math is 30-34% which is lower than the Arkansas State average of 47% the percentage of students achieving proficiency in reading/language arts is 65-69% which is higher than the state average of 53%. (Note: Armorel has a student:teacher ratio of 10:1 which is lower than the state level of 14:1. Armorel has been placed in the top 50% of all schools in Arkansas for overall test scores (math prof. bottom 50% and reading prof. is the top 10%)

*Public School Rivercrest School District has an average math proficiency score of 38% versus state average of 47% and reading proficiency score of 43% versus the statewide average of 53%. This district is ranked at the bottom 50% of Arkansas schools

*this information is related to the 2016-2017 school year and was the latest populated data on Mar. 27, 2020.

SAPCA will serve all of Mississippi County:

- Students who may not be on pace with their peers in school, including students who are not on grade level for reading/math
- Special learning needs including the need for smaller classroom sizes, and access to individualized instruction for success with the learning.
- Students who need a more flexible learning environment to be successful in the classroom.

12. Describe the innovations that will distinguish the charter from other schools in the geographical area to be served by the charter. Consider noting if the innovations described are considered research-based best practices and/or if these innovations have been successful in other educational programs. The applicant may list as few or as many innovations as they deem appropriate for their proposed charter.

SAPCA recognizes that there is a need for an educational program that will allow students to reach their full potential where there is a blended learning environment,

where each student follows an individualized instructional path and is continually supported through various differentiated instructional strategies and methods.

Innovations

Smaller classroom sizes. At SAPCA the cap is 12:1 student/teacher ratio. This will allow more one-on-one attention from the teacher as needed. Teachers will be able to tailor instruction for more individual learning experiences. Smaller classroom sizes will allow more time for instruction.

Personalized Performance Learning: (PPL) This instructional process creates a unique learning experience for each student. A personalized learning plan will be developed for each student, developed collaboratively by the parent, teacher, and the student to tailor curriculum and instruction. Students will have access to small group learning and/or one on one learning as needed. Throughout the year, teachers will monitor students' progress and adjust the plan to identify the areas in which students need to improve and areas in which they can build on their strengths.

SSTAIR: This instructional model links curriculum, standards, assessments, and interventions that have a direct impact on student mastery and resulting assessment performance. The SSTAIR program targets Essential Skills/Standards by subject/grade level, uses specified assessments within the curriculum to measure student mastery of these skills and standards provides tiered interventions for non-mastered skills and standards, and tracks students' response to the implemented interventions by skill/standard. SSTAIR is an acronym for Skills, Standards, Assessments, Intervention, and Response. *Adaptation of the ARCA model

Multi-Tiered Interventions: The school will employ a multi-tiered intervention model so that every student has access to the needed resources and learning setting to be successful. (small group, one-on-one, or whole class) Tier 1 – Core Instruction Program; Tier 2 – Supplemental Programs and Supports; Tier 3 – Alternative Support Programs. Teachers will meet regularly in collaboration to develop and intervention plans and strategies for improvement for students who are struggling.

Individualized Instruction: Students will work with rigorous curriculum aligned to not only the Arkansas Curriculum Frameworks but also the Common Core State Standards. Instruction is customized to best fit individual needs. Instruction focuses on the individual student and learning and frequent formative assessments and teacher-directed curriculum-based assessments. Students, parents, and teachers use accurate and timely data allowing students' academic growth to be tracked over time. Individualizing instruction allows for multiple pathways for achievement. Teachers work with students individually on their PLP maximizing their potential by challenging academic strengths and diagnosing and addressing academic weaknesses. Teachers tap into a wide array of resources and modify lessons as needed for each student.

Extended School Day: Extending the school day at SAPCA will provide students with more time for learning. Teachers can provide tailored instruction and more one-on-one time with each student in the classroom, allowing for specific weaknesses to be personally addressed. The days will alternate as follows: Monday- Mandatory Tutoring, Tuesday- Clubs/Community, Wednesday – Mandatory tutoring, Thursday – Clubs/Community and Friday – Clubs/Community. Students will have access to tutoring session daily if needed; all tutoring sessions will be tailored to address specified weaknesses identified in the personalized performance learning plan that will be developed for each student. On Clubs and Community days we will have project-based learning activities in collaboration with partners/sponsors in the local community. Partnership/Sponsor letters have been mailed to 15 businesses in the local area seeking support and assistance with this part of the program.*The Mayor’s Office of Osceola has already agreed to support in areas of need.

Arkansas Career Pathways Model for the Career Academies Program at SAPCA

13. In the following table, list the goals of the charter. The goals should be measurable and related to the mission statement. For each goal, include the instrument for measuring performance and the date the goals will be assessed.

GOAL	Instrument for Measuring Performance	When Attainment of the Goal Will Be Assessed
To recruit low performing students and grow them in areas of deficiency	Enrollment numbers/applications	End of years 2-5
To improve computer/technology skills with online platforms that enhance the	ACTE online Assessments for	End of years 2-5
To increase student performance in Foundational Literacy Skills in grades 1-	DIBELS	End of years 2-5
To increase student performance in the area of Math in grades 1-3	NWEA MAP	End of years 2-5
To increase student performance in the area of Reading in grades 1-3	NWEA MAP	End of years 2-5

14. Explain how the attainment of the goals will demonstrate that the charter is meeting the identified educational need for the school and fulfilling its mission.

SAPCA will have specific, measurable, and attainable goals/objectives for success based upon the academic progress of its students and the school's performance on several academic measures. The goals focus on student achievement and student engagement. By attaining these goals, the school will fulfill its mission of offering students access to a strong academic program that supports a structured blended learning environment. SAPCA will support a complete public school experience for students by focusing on students' academic growth, social and emotional needs as well as life skills and post secondary goals.

Student Achievement:

Proficiency 1-3: students will demonstrate proficiency in reading and math by meeting or exceeding the official state test proficiency rate.

Student Engagement:

Will maintain at least 60% attendance rate each school year for all students.

Strong Academic Program

SAPCA will utilize individualized instruction and assessment to monitor student improvement and deficiencies. Through standards-based instruction and ongoing formative assessment, teachers will leverage small class sizes to provide targeted interventions that address essential standards in each grade level. Students that require further, more intensive interventions will be provided with small group instruction or 1:1 instruction in decoding and comprehension utilizing an evidence-based Corrective Reading remedial reading series such as the SRA corrective reading program or SAGE. (would like to decide which program to use collaboratively with the staff) When students achieve individual goals in ELA and mathematics on formative and standards-based assessments, the school will have fulfilled its mission of creating a path of academic success for each student. Teachers will also assist students in setting individual goals for reading and mathematics. It is anticipated that a significant portion of our population will enter school at an academic deficit. Teachers will track student progress toward goals via data collection and analysis. The school will demonstrate fulfilling the needs of our population by analyzing progress toward learning goals. Ongoing assessment and adjustment of our methods of instruction and behavior development will provide each student with a framework of support for continuous academic improvement. (*Achieves the mission of providing a strong academic program)

Parental/Guardian Involvement (Behavior Plans will closely involve parent/guardian)

A key component to the development of the whole child is parental or guardian involvement. The school will provide outreach programs to address behavior management in the home as well as in the school. Providing ongoing support to families and a means for parent/guardian to provide feedback will achieve the mission of positive development of students in partnership with the parent/guardian.

A Commitment to Distinction agreement will serve as the guidelines for parental, student, teacher, and director participation. Parents will be expected to participate in

95-100% of parental activities, including Parent-Teachers conferences, service learning projects, math/literacy/science nights and Parental Advisory meetings. Parents will help us to ensure students meet the Commitment of Distinction Agreement. (Attachment)

15. For elementary charter schools, provide a proposed daily schedule for all grade levels indicating the classes that will be provided for a one week time period. For secondary schools, provide required and elective courses for every grade level. If the school plans to phase in grade levels, include expansion grade levels by year with courses to be offered.

Attachment (Tentative Schedule; SAPCA will revise and finalize schedule when staff is selected and allowed to have input on the daily schedule)

16. Provide a description of curriculum, programs, and instructional methods used to support core classes. The curriculum should be aligned with the Division of Elementary and Secondary Education curriculum standards.

Using the suggested list of Curricula on ADE website, SAPCA's curriculum will be developed collaboratively by the staff and the director. Staff will report to school during the summer to work out all kinks. Have researched and discussed the Engage NY for ELA/Math curriculums; (The Board members agree a collaborative effort among the staff and the director when finalizing curriculum components, will create buy-in and positive results.)

- Common Core standards will serve as a foundation for all instruction
- Teachers will participate in collaborative review of frameworks in order to create an integrated learning environment
- Instructional leaders and teachers will ensure Arkansas' student learning expectations are the foundation for all instruction
- Formative assessments will be used to monitor instruction (such as MAP Assessments)
- Projects that are developed will address appropriate SLEs with all skills being addressed prior to standardized assessment. A project overview plan which is adapted from Buck Institute for Education will be a component of the lesson plan.

17. Describe the process that will be used to ensure all curriculum materials used in the educational program are aligned with the Arkansas academic standards as adopted and periodically revised, by the State Board of Education.

The curriculum will be mapped to the Common Core State Standards and/or the Arkansas Curriculum Frameworks. After an in-depth analysis of standards, the team identifies the types of assessments necessary to allow students to showcase their new understanding and demonstrate their growth on essential skills and standards. Once evidence of mastery is determined, an assessment map is created to indicate the types of assessments to be used to monitor and evaluate performance on each standard. The team will then design curriculum maps comprised of learning objectives, lesson activities, and digital and interactive resources that will lead students to successful mastery of concepts.

Annual Curriculum Review

During the school's staff annual curriculum review and alignment, the staff will verify the standards, benchmarks and performance standards are addressed in the appropriate manner, such as lesson plans, pacing guides, etc. The staff will also ensure that best practices are used and recommends improvements where needed.

18. Describe the manner in which the school will make provisions for the following student services, even in each area for which a waiver is requested:

- **Guidance program**

The guidance program will serve all students and will be delivered by a certified school counselor. The program will focus on academic development, personal and social growth and college and career readiness activities. The counselor will communicate with students and parents to ensure learning plans are established and students are following through on actions which will help them to become aware of their learning goals. The counselor will be a resource to students, families and school staff in ensuring that all students are safe. She or he will ensure all school staff are trained on student distress protocols. Additionally, she or he will actively seek resources in the communities which families may need to address the personal and social needs of the child.

The guidance counselor coordinates activities such as Red Ribbon Week, School Bus Safety Week, Fire & Safety Prevention, Bullying, CyberSecurity, and Community Service Learning Projects. With the help of the counselor the students will develop career portfolios.

- **Health services**

SAPCA will have a full-time Nurse/Nutritionist available during the school day.

- **Media center**

SAPCA requests a waiver for the media center. Students will have access to media

center components inside each classroom which will include classroom libraries. Students will also have access to public libraries in the area communities.

- **Special education, including appropriate state assessments for special education students**

All students enrolled who are eligible for special education services will have a current Individualized Education Plan (IEP) that reflects their educational needs and services. SAPCA will be responsible for ensuring that each enrolled student's IEP is fully implemented. SAPCA will provide special education and related services both directly (if needed) and under contract with outside providers. SAPCA will offer a continuum of special education services per the services defined in the IEPs of all enrolled students.

Enrolled students will have an IEP and all accommodations written into the plan will be provided. Teachers and staff will ensure that the IEP meets the student's needs and/or accommodations as written in the learning plan.

- **Dyslexia Services**

SAPCA will hire an Intervention Specialist/Special Education Teacher to work congruently with classroom teachers in a "push-in" approach. The Interventionist will be working inside the regular education classroom to provide additional support/instruction. This keeps SPED students inside the mainstream classroom versus pulling them out and they will feel like a part of their learning community. Working in this manner will allow the Interventionist to assist in differentiated instruction and small group intervention with those students needing additional academic support.

- **Transportation**

SAPCA requests a waiver from the transportation requirements. Should the need for transportation be deemed necessary to address, monies may then be budgeted to allow students the access to transportation. Parents will agree to drop off and pick up their student.

- **Alternative education**

SAPCA will employ an outside resource for alternative education if needed. Students will also have remote learning from home as an option for an alternative education choice.

- **English Language Learner (ELL) instruction including appropriate state assessments for ELL students**

- **Gifted and Talented Program**

As SAPCA is focused on increasing student academic performance and would like to offer GT program components as a part of Career Academies (Alternate days during the extended hours of the school day)

SAPCA students will work together in small groups and exercise project based learning in depth. The GT program will be community based activities that include bringing the community into the classroom with guest speakers, guest instructors and online project based learning opportunities.

19. Describe the enrollment criteria and recruitment processes that will provide an equal opportunity for all parents and students to learn about and apply for admission to the proposed public charter school. Please note any specific steps that will be taken to recruit students from educationally disadvantaged subpopulations (i.e. students who qualify for free or reduced lunch prices, students with disabilities, and English language learners).

Enrollment Criteria – Eligible students must reside in Mississippi County and submit a valid proof of residency such as a recent utility bill, and/or current lease agreement showing service or property address. SAPCA has an expected enrollment of 72 students for the 2021-2022 school year. The school requires all incoming students to include a most recent report card, unofficial transcript, or prior academic history to verify public schooling. Students must meet minimum/maximum age requirements or qualify for an exception as noted in state regulations. First grade students initially enrolling, must be six on or before October 1. Prior to completing enrollment, a birth certificate, a statement by the local registrar or a county recorder certifying the child's date of birth, passport, or United States Military Identification must be provided. Prior to admission, a copy of the student's up-to-date immunization record or the appropriate and current exemption form must be provided. SAPCA has the right not to enroll any student that is currently expelled.

Equal Opportunity Student Recruitment Plan – Student recruitment and enrollment policies need to be balanced with the mutual goals of ensuring that families are aware of their choices with the Board's need to be fiscally conservative. Enrollment will generally begin in March for the school year starting in August, with reasonable public notice given at least 30 days before the enrollment application deadline and according to all Arkansas rules and regulations. Upon approval of the charter, SAPCA will actively recruit families that represent the full cultural, demographic and socioeconomic range of Mississippi County. SAPCA will use a variety of means to inform families about its services and provide them an opportunity to enroll including:

- Direct Mail: SAPCA will conduct direct mail campaigns announcing the school to families
- Information Sessions: Via online platforms in respect of COVID-19 precautions,

SAPCA will conduct multiple information sessions, LIVE videos and watch parties, etc. to ensure that families from a variety of communities are able to attend. Families may attend from home via their computers or smart devices.

- Website: SAPCA will create and maintain a website. The website will include enrollment and school information and also create opportunities for parent-to-parent communication through online Parental Involvement groups.
- Telephone/Email/Text messages: SAPCA will launch and maintain an online group chat such as Remind App for answering parents' questions.
- Media Outreach: Social Media platforms such as Twitter, SnapChat, Facebook/Facebook Messenger, etc. will be used to reach interested parents/students; SAPCA will make use of paid media, primarily advertisements in the local newspapers and radio service announcements
- Search Engines: SAPCA will be linked to leading internet search engines with local reference capability to help Mississippi County families looking for school options find this high quality Charter School (Facebook, Twitter, and other social media sites.)

Open and Fair Admissions Process: SAPCA will be open to all students in Mississippi County on a space available basis and will not discriminate in its admission policies or practices. The School's admission procedures will comply with IDEA 2004 and Civil Rights protections. SAPCA will comply with the Title VI of the Civil Rights Act of 1964, Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act and will comply with the same Federal and State audit requirements as do other public schools in Arkansas. All students who enroll in SAPCA will be full-time public school students. As a public school SAPCA will not charge tuition.

20. Check which of the following enrollment preferences, as permissible in Arkansas Code Annotated §6-23-306(14)(C), would be allowed at the charter school. If box 1 and/or 2 are checked, explain the policy.

Children of founding members of the charter _____

Siblings of enrolled students _____

No enrollment preferences X

21. If the use of a weighted lottery is required by federal court or administrative order, explain and furnish a copy of the order.

It will not be necessary for SAPCA to utilize a weighted lottery as there is no history of discriminatory practices and the lotteries, if necessary, are public and monitored for fairness. SAPCA encourages families regardless of their socioeconomic

circumstances to enroll. SAPCA will continue this in adherence with state and federal regulation and anticipates enrolling students of similar background demographics to the public school population in Mississippi County.

22. It is affirmed that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the open-enrollment public charter school than can be accommodated under the terms of the charter, except as allowed for in Ark Code Annotated §6-23-306(14)(C).

Yes

No

23. Describe procedures for conducting the annual single lottery enrollment process, including the timeline for enrolling, the date of the lottery, and the way in which students will be placed on waiting lists, and the process for notifying parents about each child's selection or order on the waiting list. Explain how the charter will ensure that the lottery process is transparent to the public.

Tentative Open Enrollment and Lottery Dates:

Open Enrollment Begins: Monday March 1, 2021

Lottery Determination Date/Close of Open Enrollment: Friday May 14, 2021

Lottery if Needed: Monday May 17, 2021

Random and Anonymous Lottery: SAPCA will have space for 72 students year 1. Each year the school will conduct an open application period. If it becomes necessary, SAPCA will conduct a random selection process that is in keeping with state and federal guidelines.

No applicants will be enrolled during the open application period. During this period applicants who are interested in enrolling must begin and proceed through the enrollment process with the exception of course placement. After accounting for number of applicants to enroll, if a random lottery is needed SAPCA will post the date and time of the lottery on its website enrollment page. Attendance is not required.

Lottery selection allows for fair and equitable selection of students in the event more students apply than can be accommodated. The random selection process provides all applicants who have completed all enrollment tasks by a specified, publicly-announced deadline, an equal chance of being admitted. SAPCA will give preference to students who were enrolled in the school in the prior year (once enrolled, students

will not be required to reapply).

SAPCA will post the date and time of the lottery on its website Enrollment page. The lottery will be conducted in three clusters: 1st grade, 2nd grade, and 3rd grade. The order in which the clusters are drawn and the total number of students selected for each cluster may vary each year in consideration of the school's overall enrollment limit. This allows for as many students that are interested in enrolling the opportunity to enroll up to the overall enrollment limit each year.

For each grade cluster, students will be randomly selected from the pool of enrollment applicants for that grade cluster until the number of available slots is filled, or the pool of enrollment applications is exhausted. The parents of selected students will receive an email confirmation within five business days after the lottery and must confirm student attendance by a set deadline. Students without confirmed attendance by the set deadline will forfeit their slots to the next eligible students on the waiting list.

SAPCA will continue to accept applications after the open enrollment period. If the school is oversubscribed these students will be placed on the waiting list in the order they complete the applicable enrollment process steps. These students will be allowed to enroll based on the availability of space in their grade cluster and their place on the waiting list. Students who complete the entire process first will be offered the space first. If the school is not oversubscribed by the end of the open enrollment period, no lottery will be held and SAPCA will continue to accept applications in their respective grade clusters. Again, Once the enrollment limit has been met, students will be placed on the waitlist and allowed to enroll as space becomes available in their grade cluster.

24. Explain how students leaving the charter during the school year will impact students on the waiting list. Please note that student enrollment must be continuous.

The procedure for Students on the waitlist:
Once the enrollment limit has been met, students will be placed on the waitlist and allowed to enroll as space becomes available in their grade cluster.

25. Name any founders or board members of the proposed charter's sponsoring entity, management company staff, and/or leaders of the proposed charter who have any prior involvement in the operation of one or more other charter schools and complete a Prior Charter Involvement template for each individual listed.

There are no members of the Charter who have any prior involvement in the operation of one or more other charter schools.

26. Explain how the school will conduct its business office. Tell about business office personnel and describe the plan for managing procurement activities. Be sure to specify the types of financial decisions and/or actions to be made at the local level, the board level, and, if applicable, the charter management organization level.

The Board is responsible for the completion and results of all accounting reports as required by law, regulation, or the charter, including a report of budgeted and actual expenses. The Board will provide any information required by the ADE or its auditors. The Board will designate one of its members to serve as the Treasurer of the school. The Treasurer has the oversight responsibility for all funds and securities and for monies due and payable from any source, including the deposit of monies in the banks, trust companies, or other depositories as will be selected in accordance with the provisions of the Bylaws. The Treasurer will receive supporting documentation for all invoices as well as a transaction listing of all activity in the school's bank account. In addition to reviewing the actual monthly and year-to-date results for the school, the Treasurer will review a monthly projection for the balance of the school year in order to provide the Board with visibility to the projected financial position of the school at the end of the fiscal year. This report will be reviewed at each Board meeting to ensure that the school has sufficient funds to meet all of its obligations and to stay on a sound financial footing. Potential shortfalls will be identified with sufficient time to make adjustments in the school's operations to ensure that a sufficient fund balance is always available at the end of each school year.

SAPCA will develop and maintain simple check request and purchase order forms to document the authorization of non-payroll expenditures. All proposed expenditures must be approved by a designee of the Board. The designee will review the proposed expenditure for approval and to determine whether it is consistent with the Board's adopted budget. Supporting documentation will be required for all expenditures. To ensure fiscal responsibility and compliance, the Board will meet regularly to review the operations and financial performance of the school.

SAPCA will maintain its accounts at a federally insured commercial bank or credit union. Funds will be deposited in non-speculative accounts including federally-insured savings or checking accounts or invested in non-speculative federally-backed instruments. Access to these accounts will be limited to individuals designated by the Board.

Each month SAPCA will produce a set of detailed financial statements that include a statement of activities, a balance sheet, bank reconciliations, invoice detail, payroll registers, any grant fund expenditures, cash receipts from all sources, and a transaction listing of all activity. The Treasurer will be provided with access to such financial documents for review as an increased measure of oversight and

governance.

The Board will use a sound budgeting and forecasting policy and procedures to monitor revenue and authorize expenditures according to any restrictions placed on such revenue. A detailed revenue and expense statement will be reviewed at each Board meeting and will serve as the vehicle to authorize future expenditures, along with the adopted budget and other policies.

Plan for Managing Procurement Activities

The Board will follow all state regulations regarding procurement activities that are not waived (the Board is asking for waiver to A.C.A. §6-21-301 et seq. Acquisition of Commodities Generally which requires bidding on contracts over \$10,000). Members have experience operating businesses and schools and are familiar with standard procurement processes including the Request for Proposal process. The Board will work with legal counsel to ensure all required procurement steps are completed and that all regulations are met.

27. Describe the process by which the school governance will adopt an annual budget.

Timeline and Process by which the Board will Review and Adopt an Annual Budget

On an annual basis and prior to any deadline specified in the charter, ARCA will present a balanced budget (i.e., not resulting in a cumulative net asset deficit) for the following fiscal year to the ADE or its auditors.

Developing SAPCA's annual budget will be an iterative process incorporating input from key stakeholders including the designated members of the Board including the Board Treasurer and the school's Director. A preliminary budget based on initial assumptions will be presented to the Board for approval before the start of the school year. Once the beginning enrollment and updated funding figures are known, a revised budget will be prepared. On a monthly basis, the budget will be compared to actuals and a reforecast will be prepared. This process will provide the Board with the ability to change the financial direction of the school at any point.

28. Describe the contingency plan if fewer students than necessary for financial viability enroll before the first day of school. Provide a detailed explanation of the ways in which the charter leaders will provide the

education program outlined in the application to fewer students than determined necessary for financial viability or a date by which charter leaders will notify the parents, leaders of surrounding districts and open-enrollment charters, and staff at the Division of Elementary and Secondary Education that the school will not open as anticipated.

Although ARCA can budget for a lower enrollment level, the revenue would not support some of the features proposed in this application. Any changes to the model presented in this application would require much discussion and a decision by the Board. In the event that enrollment is less than anticipated, the school would remain financially viable and the model would remain consistent with the adopted budget. Most expenses of the school are anticipated to be variable instead of fixed. This will ensure the majority of expenses will flex up and down with enrollment, thus cushioning the impact of lower than estimated revenue due to an enrollment shortfall.

As stated, most expenses of the school are anticipated to be variable instead of fixed. As an added measure the Sponsoring Entity will adopt/develop a contingency plan that would protect SAPCA from deficits and/or unexpected expenses. These factors ensure that the school would remain financially viable and that the model would remain consistent with the adopted budget.

Plans to Pay for Unexpected but Necessary Expenses

The budget includes a contingency fund balance which should allow for unexpected but necessary expenses. Also, the proposed partner protects the school from cash flow volatility by awaiting reimbursement of charges until the school has the funds available to make payment and by allowing the school to pay in installments.

29. Complete the budget template showing a balanced budget with realistic expectations of revenue and expenditures. Provide the minimum number of students who must attend the charter in order for the school to be financially viable. Describe the method used to calculate this number. Who made the calculations and describe the financial expertise of the individuals who assisted in this assessment.

Google Sheets budget template will be shared in the email.

30. Summarize the job descriptions of the school director and other key personnel by completing the information fields below for each position. Specify the salary range, qualifications, and job duties to be met by professional employees (administrators, teachers, and support staff) of the program.

ADMINISTRATORS

Superintendent/Director, CEO/CFO/COO, Principal, etc.

Reports to	Sponsoring Entity- Board of Directors *Form a School Board
Salary Range	\$62,780
Education Required	Master's Degree in Education
Certification Required	Master's Degree in Education
Experience Required	Waiver for Superintendent licensure
Job Duties List up to 5 key duties	<ul style="list-style-type: none">• Acts as chief operating officer of the school and effectively carries out the campus and district missions Regularly monitors student achievement and data• Interviews, hires, and recommends termination of staff members Carries out staff evaluation and appraisals Ensures building safety• Oversees the completion of the curriculum/lesson plans Effectively communicates expectations to teachers, students, and parents Establishes and maintains a positive relationship between the school and the Community

TEACHERS

Classroom, Special Education, Gifted and Talented, Instructional Facilitator, Technology Specialist, etc.

Reports to	Director
Salary Range	\$42,100
Education Required	Bachelor's Degree
Certification Required	Education Degree
Experience Required	

Job Duties List up to 5 key duties	Teacher: <ul style="list-style-type: none"> • Conducts effective classroom instruction to students • Works collaboratively with peers • Maintains excellent classroom management skills • Effectively demonstrates differentiated learning • Continually makes necessary modifications for individual students Lead Teacher: <ul style="list-style-type: none"> • Assists in the development of the curriculum • Assists in aligning and developing resources for the curriculum • Assists in the coordination of the program • Participate and provide professional development activities and disseminate information to their colleagues • Coordinates communication and planning among their learning community • Supports and assists in implementing the district vision • Serves on the campus leadership team
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SUPPORT STAFF Secretary, Nurse, Bus Driver, etc.	
Reports to	Director
Salary Range	\$22,500
Education Required	
Certification Required	
Experience Required	
Job Duties List up to 5 key duties	

31. Describe the manner in which an annual audit of the financial and programmatic operations of the school will be conducted. If the school wishes to request that the authorizer allow a licensed accountant or licensed certified public accountant, rather than the Legislative Auditor, to perform the first-year audit, identify the accountant by name, firm, address, and phone number. The named accountant must meet the requirements of ADE Rules Governing Publicly Funded Educational Institution Audit Requirements, including the prohibition on auditors providing non-audit services (such as accounting or consulting services) to auditees. A school's preference as stated in this application may not be changed without prior approval of the authorizer.

SAPCA will participate fully in reporting education data in the Arkansas Public School Computer Network in accordance with the State Board of Education. Professional Development & Training will be provided to staff. (Director/Finance Manager)

32. It is affirmed that the Arkansas Public School Computer Network (APSCN) Financial Management System, provided by the Division of Elementary and Secondary Education, shall be the original and official accounting systems of record for the public charter school as required by state law and the rules and regulations of the Division of Elementary and Secondary Education for all financial transaction records and reporting (including, but not limited to, payroll processing and wage and tax reporting to the IRS ATRS, DFA, etc., accounts payable, fixed assets, personnel budgeting, and budgeting). APSCN shall be used to record all private, as well as, local, state, and federal revenues and expenditures.

Yes

No

33. It is affirmed that the Arkansas Public School Computer Network (APSCN) Student Management System, provided by the Division of Elementary and Secondary Education, shall be the original and official student management system for the public charter school as required by state law and the rules and regulations of the Division of Elementary and Secondary Education for all student management areas (including, but not limited to, systems administration, demographics, attendance, scheduling, report cards, discipline, medical, Cognos reporting, and Statewide Information System reporting).

Yes

No

34. Describe in general terms the area within the boundaries of the school district where the applicant intends to obtain a facility to be used for the open-enrollment public charter school.

The Charter School's proposed facility will comply with all requirements for accessibility in accordance with the American with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws. The facility will be inspected by the staff of the ADE or its designee prior to any State Board of Education action on the application. If during the ADE inspection, a nonconformance is discovered, The Charter School will repair or fix the facility to meet the requirement. No liquor stores or sales are within 1000 feet of the facility.

35. If the facility to be used for the school has been identified and is a facility of a school district, describe the terms established by the local school board of the district stipulating the relationship between the proposed public charter school and the district pertaining to the use of the facility. Attach a copy of the agreement, signed by the president of the local school board, the chair or president of the governing body of the proposed open-enrollment public charter school, and the chief operating officer of the proposed charter. If the facility has been identified and is not operated by a school district, attach a copy of the Facilities Utilization Agreement, signed by the entity owning or operating the facility and the chief operating officer of the proposed charter. A proposed lease may also be submitted but is not required. Please note that any lease or other debt must be approved by the Commissioner of Education.

The facility to be used for the school is not a facility of the school district.

36. If the facility to be used has been identified, list the owner(s) of the proposed facility and describe their relationship, if any, with: Members of the local board of the public school district where the proposed open- enrollment public charter school will be located, employees of the public school district where the proposed open-enrollment public charter school will be located, The eligible entity sponsoring the open-enrollment public charter school, or Employees/directors/administrators of the sponsoring entity or proposed open-enrollment public charter school.

The building is owned by John Newcomb and managed by Main Street Osceola's Cindi Leonard. There are no relations with the property owners and those listed in this

question. There is no school staff at this time.

37. The facility to be used will be in compliance with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws and local zoning ordinances.

Yes

No

38. If the facility to be used has been identified and does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1,000 feet of the facility.

IDEA

The Charter School's proposed facility will comply with all requirements for accessibility in accordance with the American with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws. The facility will be inspected by the staff of the ADE or its designee prior to any State Board of Education action on the application. If during the ADE inspection, a nonconformance is discovered, The Charter School will repair or fix the facility to meet the requirement. No liquor stores or sales are within 1000 feet of the facility.

39. Describe the manner in which the proposed charter school will make provisions for feeding the students. State whether the proposed charter school will apply to participate in the federal National School Lunch program or other federal nutrition programs. Does the school intend to offer a self- operated food service program, vended or unitized meals, or contract with a caterer or food service management company?

The school will seek out a local vendor to supply hot and cold nutritious meals for all students every day at a reasonable cost through the Request for Proposals (RFP's) process. The nurse/nutritionist will consult with the vendor to ensure that menus are healthy and that foods that may trigger any severe allergies are either left out or easy to identify. While the specifics of the menus can only be developed once the nurse/nutritionist is hired and the vendor selected, in general, students will have milk, fruit and an entrée each day, and there will always be a vegetarian option to include students with dietary restrictions. The school plans to participate in the National School Lunch Program and students who qualify for free or reduced meals will receive them. The school plans to offer breakfast, lunch, and an after-school snack through contracted services with a local vendor. The budget assumes 100% of the students enrolled would qualify for free and reduced-priced meals as indicated in the

calculation of NSLA funding and Title I funding. *All students in Mississippi County qualify for free meals. The school will use the process outlined in Arkansas Department of Education School Eligibility Manual to determine eligibility. The school will employ a staff member that manages meals on a daily basis under the supervision of the Nurse/Nutritionist. The school will meet all USDA and Arkansas nutrition guidelines.

*SAPCA will submit an application to the The Backpack Program to enable students to continue to have access to daily healthy meals on weekends and scheduled breaks.

40. If the proposed charter plans to participate in the National School Lunch, School Breakfast or Afterschool Snack program(s), describe how the school will ensure (1) families have access to the application for free and reduced price school meal benefits; (2) school meal applications (or other means of eligibility determinations) are approved accurately and within 10 days of receipt, (3) student's meal eligibility status is maintained as confidential information each time a meal is served (4) a meal count is taken at the point of service by eligibility category without identifying a student's eligibility status (cannot be a tray count) (5) menus planned meet the meal pattern requirements for the grades applicable, are acceptable to students, and meet all food safety standards (6) menus meet the requirements and are certified to receive the performance based reimbursement (extra 6 cents) within 2 months of the beginning of school the first year of operation and other federal requirements.

(Food Service Management Plan) The school will develop a full Management plan. The plan will include the following components:

1. Program Management

Child Nutrition program; The application process and deadlines

Menu planning Tool, production records, meals per hour labor worksheet, on-site review, self review form, Eligibility Master Roster, Direct Certification of Students, Certification on Disability for Special Dietary needs form, Time certification form, bid tabulation form

2. Reimbursement claim reimbursement, cash management worksheet; daily record form, edit check worksheet, safety net listing

3. Summer Meals Program – seamless summer schedule

4. Verification Reporting forms and letters

5. Free and Reduced price meals, Eligibility guidelines and application processes

6. After School Snack

7. Healthy Schools, Wellness Committee

8. Wellness Policy Checklist

9. Cycle reportings and student reports

10. Staff requirements

Children Nutrition Unit Requirements and Deadlines, Training for Director, Nurse/Nutritionist, Non-Profit food service account, Source of required staff salaries, Training of the Child Nutrition workers.

41. Explain the procedures to be followed if a conflict of interest is identified.

The procedures must ensure that all actions are in the best interest of the school and the students at the school.

There are no conflicts of interest among the individuals involved with this proposed Charter School. There is no family or financial relationship between any of those listed. The bylaws of the non-profit ensure that there are no conflicts of interest.

Draft of Conflict of Interest Policy

The Board will utilize the ASBA model policy program and adopt a Conflict of Interest Policy that ensures that all actions are in the best interest of the school and the students at the school. A draft of a procedure:

Board Members believe that school board membership is an act of public service and as such no monetary reward is expected by the individual members. Further, the Board strives to avoid any impropriety or appearance of impropriety in its use of school funds. In accordance with statute the Board will not purchase supplies, equipment or personal services from any member of the Board, or from a firm or corporation in which a Board Member has a significant interest unless such purchases are made on the basis of open competition bids or quotations requested through public advertising.

SAPCA also includes a Conflict of Interest statement in its bylaws

All employees, volunteers, and board members are expected to understand and sign the SAPCA Potential Conflict of Interest Statement. Should an employee or volunteer have the possibility of a potential conflict of interest, it is his/her responsibility to report it to the Director of The School of Academic Performance and Career Academies. A determination about the ramifications of a report of a known or potential conflict of interest and how it may impact our student population will be determined by the SAPCA Director and the officers of the sponsoring entity. The Board of Directors will be informed of any reported conflict of interest to ensure organizational transparency.

42. Explain how the success of the charter school will be ensured if changes in leadership and board composition occur.

SAPCA will establish a Language Assessment Committee to ensure that all English Language Learner (ELL) students are identified, served, assessed, and exited from services. In hiring the staff, consideration will be given to selecting ESOL/TESOL certified leaders and teachers. ELL roles will be distributed to those staff with proper certification. The committee (consisting of a teacher with proper ELL certification, content teachers, and an administrator) and the education of all ELL students will be overseen by an ELL-endorsed teacher. Administrators and teachers will understand state and federal requirements regarding identifying and educating ELL students. Staff will have access to experts in special education who will support the school and

its efforts to identify and educate ELL students.

43. Describe the potential impact of the proposed public charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

The Charter School will not impact any court order or statutory obligations.

44. Complete the following table showing all sections of Title 6 of the Arkansas Code Annotated (Education Code) and State Board of Education rules, including the *Standards for Accreditation of Arkansas Public Schools and School Districts*, from which the public charter school seeks to be exempted in order to meet the goals of the school. Identify the specific statute, rule, or standard requested to be waived by title and number if applicable. Provide a rationale for each waiver requested that explains how the waiver will assist the charter in achieving the previously stated goals (see prompt #4), and explain how those goals will be achieved if the waiver is not granted.

Waiver Topic #1	Transportation
Arkansas Code Annotated	
Standard for Accreditation	Standard 9
ADE Rules	
Rationale for Waiver	Parents will transport students to and from school. Year 2 SAPCA will look into outsourcing transportation if the need is great.

Waiver Topic #2	Media Center
Arkansas Code Annotated	
Standard for Accreditation	Standard 9

ADE Rules	
Rationale for Waiver	Students will have access to classroom libraries. Technology will be available to students in the classrooms (4 computers and a printer in each classroom. Each classroom will be equipped with a SmartBoard, computers, and the school will have Chromebook Carts for each classroom. This setup will serve as in-class media centers.

Waiver Topic #3	Teacher Licensure
Arkansas Code Annotated	§6-17-401 Teacher Licensure Requirement
Standard for Accreditation	15.03 Licensure and Renewal
ADE Rules	Licensure and Renewal
Rationale for Waiver	SAPCA will strive to hire the best teachers, however, we request a waiver in order to hire qualified teachers regardless of licensure status. These teachers may include teachers with qualifications such as career experience, industry certifications, and/or extensive education in content matter; Therefore, SAPCA is asking for a waiver from standard licensures.

Waiver Topic #4	Gifted & Talented Program
Arkansas Code Annotated	§6-42-101 et seq. Gifted and Talented Children (general)
Standard for Accreditation	18.01 Gifted and Talented Education
ADE Rules	Gifted and Talented Program Approval Standards
Rationale for Waiver	All teachers will be thoroughly trained in differentiated instructional strategies as well as blended learning training. Teachers will embed GT skills and components into the all content areas with PBL activities and lessons. GT will also be embedded into the extended day lesson plans.

Waiver Topic #5	Licensure for Superintendent
------------------------	------------------------------

Arkansas Code Annotated	§6-17-427 Superintendent License
Standard for Accreditation	15.01 School Superintendent
ADE Rules	Business Manager Qualifications
Rationale for Waiver	The school will be led by a Director, The Board will employ effective administration, Highly Qualified Arkansas teachers, and support staff. All staff will be subject to background checks and the Code of Ethics for Arkansas Educators.

Waiver Topic #6	Uniform dates for beginning and end of school year
Arkansas Code Annotated	§6-10-106 uniform dates for beginning and end of school year
Standard for Accreditation	Standard 10.01.4 Required time for instruction
ADE Rules	Mandatory attendance requirements for students
Rationale for Waiver	Fluctuation in start and end of school is needed for planning/scheduling for embedding enrichment programs in for the extended hours of the school day and Programs offered after school and summer. Instructional time will exceed 6 hours a day.

Waiver Topic #7	Alternative Education
Arkansas Code Annotated	§6-48-101 et seq. Alternative Learning Environments
Standard for Accreditation	
ADE Rules	Alternative Learning Environments
Rationale for Waiver	SAPCA will employ an outside resource for alternative education if needed. Students will also have remote learning from home as an option for an alternative education choice.

Waiver Topic #8	Class Size and Teaching Load
Arkansas Code Annotated	§6-17-117 non-instructional duties

Standard for Accreditation	10.02.3
ADE Rules	Class Size and Teaching Load
Rationale for Waiver	The Board has adopted class size and teaching load requirements that are more appropriate for the proposed school. SAPCA proposes the following specific alternative maximum student-to-teacher ratios: 12:1

Waiver Topic #9	
Arkansas Code Annotated	
Standard for Accreditation	
ADE Rules	
Rationale for Waiver	

Waiver Topic #10	
Arkansas Code Annotated	
Standard for Accreditation	
ADE Rules	
Rationale for Waiver	
Waiver Topic #11	
Arkansas Code Annotated	
Standard for Accreditation	
ADE Rules	
Rationale for Waiver	

2. Attach documentation to demonstrate that each of the following requirements of Arkansas Code Annotated §6-23-302 was met:
 - The notice of the public hearing was published on a weekly basis for at least three (3) consecutive weeks prior to the date of the hearing in a newspaper having general circulation in the school district in which the school will likely be located.
 - The notice of the public hearing was not published in the classified or legal notice section of the newspaper.
 - The last publication date of the notice was no less than seven days prior to the public meeting.
 - Within seven calendar days following the first publication of the notice of the public hearing, emails announcing the public hearing were sent to the superintendent of each of the school districts from which the open- enrollment public charter school is likely to draw students for the purpose of enrollment and the superintendent of any district that is contiguous to the district in which the open-enrollment public charter school will be located.
3. Budget template
4. Statement of Assurance



Jennifer Lewis <jdlewis0529@gmail.com>

Your LegalZoom Receipt for Order #63005148

1 message

LegalZoom <services@e.legalzoom.com>

Thu, May 14, 2020 at 2:52 PM

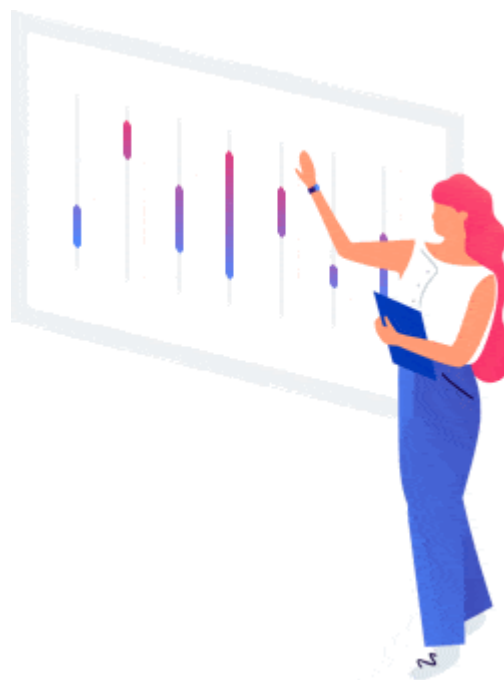
Reply-To: LegalZoom <reply-fef91675756c03-23_HTML-39839419-100003336-33345@e.legalzoom.com>

To: jdlewis0529@gmail.com

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Thanks!

We've received your order.

[TRACK IT](#)

We're excited to be a part of this journey with you.

Here's all you need to know about your order:

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- To limit the spread of COVID-19, we're enabling our staff to work safely from their homes. Due to the evolving situation, there may be a delay in orders. Government agencies may also be delayed in processing filings.

In the meantime, we're doing everything we can to make your business official. Thanks again for choosing us, and for your understanding. We will continue to post updates on our website.

Stay healthy and be safe,

Your LegalZoom Team

Order #:63005148

Date: 05-14-2020

Delivered to:

Jennifer Lewis

(870) 623-7137

jdlewis0529@gmail.com

302

Osceola, AR 72370

Product	Price
Economy Nonprofit Corporation	\$99.00
Filed Articles of Incorporation	Included
Non-Customized Membership Certificates (10)	Included
State Filing Fee - AR	\$45.00
Installment Fee	\$6.00
Standard Shipping	\$9.95
EIN Obtainment	\$79.00
Standard Shipping	\$0.00
501(c)3 Application Preparation	\$495.00
IRS Form 1023	Included
Conflict of Interest Policy	Included
Standard Shipping	\$0.00

Total Charges: \$733.95

Initial Payment, 5/14/20 (Charge To Visa Card xxxx0869 - Approved) : \$244.65

Total Payment/Credits: \$244.65

Customer Balance Due: \$489.30

Due Date	Installment Plan	Amount	Balance Remaining
6/14/20	Installment #2	\$244.65	\$244.65
7/14/20	Installment #3	\$244.65	\$244.65

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Proof of Publication

STATE OF ARKANSAS
County of Mississippi

J. Sandra Brand

do solemnly swear that I am
GENERAL MANAGER
of The Osceola Times, a weekly
newspaper printed in said county,
and that such at the date of
publication hereinafter stated and
that said newspaper had a bonofide
circulation on such county at said
dates, and had been regularly
published in said county for a period
of years next before the date of first
publication of the advertisement was
published in said newspaper 3
times for 3 issues
consecutively, for first insertion
therein have been made on

the 14 day of May, 20 20
and the last on the
28 day of May, 20 20.

Sandra K Brand
officer

Sworn to and subscribed before me
this 28 day of

May, 20 20
Melody McArthur
NOTARY PUBLIC

My Commission Expires:
10-1-2029

\$ 82.50

Cost of Proof \$ -

Total \$ 82.50

Received Payment _____, 20____

The Osceola Times

MELODY McARTHUR
NOTARY PUBLIC - ARKANSAS
Mississippi County
Commission #12373068
My Commission Expires 10/01/2029

State of Arkansas vs. David Pena- Order to appear (reappear before the court on Oct. 12);

State of Arkansas vs. Decarlos Vance- Order to appear (reappear before the court on Oct. 12);

State of Arkansas vs. Dewayne Hutcherson- Motion to set or reduce bond;

State of Arkansas vs. Dominick R. Marquez- Petition for revocation;

State of Arkansas vs. Dylan Kyle Bryeans- Order of continuance and scheduling order;

State of Arkansas vs. Jessica Moore- Scheduling order and tolling of speedy trial (motion and plea day July 27 and trial term Aug. 3-7);

State of Arkansas vs. John Taylor- Scheduling order and tolling of speedy trial (motion and plea day June 30 and trial term July 6-10);

State of Arkansas vs. Joseph Scott- Order to appear (reappear before the court on Oct. 12);

State of Arkansas vs.

Misty Jaramillo- Scheduling order and tolling of speedy trial (motion and plea day June 30 and trial term July 6-10);

State of Arkansas vs. Nathaniel Vorne- Scheduling order and tolling of speedy trial (motion and plea day June 30 and trial term Aug. 3-7);

State of Arkansas vs. Odell Bledsoe- Order of continuance and tolling of speedy trial (motion and plea day July 27 and trial term Aug. 3-7);

LEGALS

PUBLIC NOTICE PUBLIC HEARING

Notice is hereby given that a Public Hearing will be held for the purpose of discussing my intent to start an Open Enrollment Public Charter School for grades 1-3 for the 2021-2022 School year.

The Hearing will be held on May 28, 2020 at 5 p.m. via an online platform (respecting COVID-19 precautions). The Watch Party will be LIVE through Facebook. All in attendance will have opportunities to comment or ask questions as time permits (30 minutes - 1 hour).

Thanks in advance for your support!
Mrs. Jennifer Lewis-Wilson

GOAL	Instrument for Measuring Performance	When Attainment of the Goal Will Be Assessed
To increase student performance in the area of Language Usage in grades 1-3	NWEA MAP	End of years 2-5
To improve student outcomes in reading and writing	ACT Aspire	End of years 2-5
To improve student outcomes in mathematics	ACT Aspire	End of years 2-5
To improve student outcomes in Science	ACT Aspire	End of years 2-5
To improve student outcomes in English	ACT Aspire	End of years 2-5
To Decrease frequency of targeted behaviors for individual students	Individualized behavior plans	Assessed consistently based on student

Time	Monday-Friday	Notes
7:30-8:00	Supervision begins; Receive students; breakfast	This schedule is tentative. The school schedule will be finalized and decided upon collaboratively when the staff is selected.
8:00-8:30	Morning Routines/Centers (Attendance, lunch count etc.)	
8:30-9:30	ELA Block (includes bathroom Break and snack)	
9:30-10:15	Reading Groups	
10:15-10:45	Recess Grades 1-3 (separate areas for each grade level for recess when possible) includes a bathroom break	
10:45-11:30	Specials--Grades 1-3 will alternate days (PE, Art, Music, Technology)	
11:30-12:30	Lunch Periods	
12:30-1:00	Math	
1:00-1:45	Science/Science Lab	
1:45-2:00	Clean-up (assigned chores/duties for each student)	
2:00-2:45	Social Studies	
2:45-3:00	Pack up and prepare for mandatory Tutoring (Mondays & Thursdays) Pack up and prepare for optional Career Academies (Tuesdays & Wednesdays) Pack up and end the day (Fridays)	
3:00 – 5:00	Students have individualized learning plans and tutoring will focus on areas of weakness for each student. Students will have opportunities to choose from a variety of career pathways to focus on; Special Projects & Community Activities (Tuesdays/Wednesdays)	

2021-2022 Calendar

July 26	Staff Report
July 27, 28, 29, 30	Professional Development Days
Aug 9, 10, 11, 12	Professional Development Days
Aug. 16	First Day of School
Aug. 30	Professional Development Day (No Classes)
Sep. 6	Labor Day Holiday
Oct. 14	End of 1 st Quarter
Oct. 14	Parent/Teacher Conference (3:00 – 7:30)
Oct. 15	Professional Development (No Classes)
Nov. 24-26	Thanksgiving Holiday (No Classes)
Dec. 15	End of 2 nd Quarter
Dec. 20	Christmas Holiday Begins
Jan. 3	Beginning of Second Semester
Jan. 17	Martin Luther King Jr. Holiday (No Classes)
Feb. 15	Presidents Day Holiday (No Classes)
Mar. 3	End of 3 rd Quarter
Mar. 10	Parent/Teacher Conferences (3:00-7:30)
Mar. 11	Professional Development (No Classes)
Mar. 14-18	Spring Break
Apr. 2	Good Friday Holiday (No Classes)
May 11	End of 4 th Quarter
	End of 2 nd Semester
May 12, 13	Professional Development Days (No Classes)

Commitment to Distinction Agreement (Parent-Student-Teacher-Director)

Mission Statement: To provide students with a strong academic program that supports a structured, blended learning environment, with meaningful social experiences, and a positive development of students, in partnership with parents, students, and the community.

SAPCA's Commitment:

- Improve the learning experience for all students enrolled at SAPCA (SAPCA Scholars)
- Provide more learning opportunities through authentic assignments in a positive, conducive learning environment
- Implement different and innovative teaching methods (based on best practices) that will help clarify All subjects with emphasis on Reading/ELA/Math
- Meet the established goals and regulations of The School of Academic Performance & Career Academies

Teacher Signature

Director Signature

Student Commitment:

- I will display Academic Honesty
- I will strive to attain perfect or near perfect attendance
- I will display an excellent attitude towards all adults and other students
- I will participate in at least one service learning and/or community service project each year
- I will demonstrate excellent work ethic by:
 - Participating in class discussions and projects
 - Collaborating with peers
 - Managing time in a responsible manner
 - Completing all homework
 - Submitting assignments to the teacher on time
- I will adhere to the technology agreement with integrity and honesty

Student Signature

Parent Commitment:

- I agree to uphold the intent and mission of the school (SAPCA)
- I agree my child will comply with the Commitment to Distinction Agreement
- I will ensure my child is at school on time
- I will participate with my child in at least one and/or community service project each year
- I agree my child will stay the entire school day

- I will assist my child with striving to obtain excellent work ethic by:
 - Participating in projects
 - Collaborating with peers
- Managing time in a responsible manner
- Completing all homework
- Submitting assignments on time

Parent Signature

Open-Enrollment Charter School Application

Salary Estimates for Year 1

Position	# Positions	Salary	Subtotal	Fringe	Total Expense
Director	1	\$62,780	\$62,780	\$16,323	\$79,103
Counselor	1	\$44,200	\$44,200	\$11,492	\$55,692
Classroom Teacher	6	\$42,100	\$252,600	\$65,676	\$318,276
Special Education Teacher	1	\$44,200	\$44,200	\$11,492	\$55,692
Nurse/Nutritionist	1	\$33,500	\$33,500	\$8,710	\$42,210
Secretary	1	\$22,500	\$22,500	\$5,850	\$28,350
Instructional Assistant	3	\$16,200	\$48,600	\$12,636	\$61,236
Custodians	3	\$15,720	\$47,160	\$12,262	\$59,422
			\$0	\$0	\$0
			\$0	\$0	\$0
			\$0	\$0	\$0
			\$0	\$0	\$0
			\$0	\$0	\$0
			\$0	\$0	\$0
			\$0	\$0	\$0
			\$0	\$0	\$0
			\$0	\$0	\$0
			\$0	\$0	\$0
			\$0	\$0	\$0

		Total Salaries and Benefits for Year 1		\$699,980
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Open-Enrollment Charter School Application

Salary Estimates for Year 2

Position	# Positions	Salary	Subtotal	Fringe	Total Expense
Director	1	\$64,980	\$64,980	\$16,895	\$81,875
Counselor	1	\$45,400	\$45,400	\$11,804	\$57,204
Classroom Teacher	8	\$43,300	\$346,400	\$90,064	\$436,464
Special Education Teacher	1	\$45,400	\$45,400	\$11,804	\$57,204
Nurse/Nutritionist	1	\$34,700	\$34,700	\$9,022	\$43,722
Secretary	1	\$23,700	\$23,700	\$6,162	\$29,862
Instructional Assistant	4	\$17,400	\$69,600	\$18,096	\$87,696
Custodians	3	\$16,920	\$50,760	\$13,198	\$63,958
			\$0	\$0	\$0
			\$0	\$0	\$0
			\$0	\$0	\$0
			\$0	\$0	\$0
			\$0	\$0	\$0
			\$0	\$0	\$0
			\$0	\$0	\$0
			\$0	\$0	\$0
			\$0	\$0	\$0
			\$0	\$0	\$0

		Total Salaries and Benefits for Year 2		\$857,984
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Open-Enrollment Charter School Application

Estimated Revenues

State Funding	Year 1			Year 2		
	# of Students	Amount Per Student	Total Yr 1	# of Students	Amount Per Student	Total Yr 2
Foundation Funding	72	\$7,018.00	\$505,296.00	96	\$7,018.00	\$673,728.00
Professional Development	72	\$27.40	\$1,972.80	96	\$27.40	\$2,630.40
ESA Funding	72	\$1,571.00	\$113,112.00	96	\$1,571.00	\$150,816.00
ESL Funding	3	\$352.00	\$1,056.00	5	\$352.00	\$1,760.00
ALE Funding	5	\$4,700.00	\$23,500.00	7	\$4,700.00	\$32,900.00
			\$0.00			\$0.00

*ESA Funding Amt: Less than 70% FRL = \$526; Between 70-90% FRL = \$1051; 90% and Above FRL = \$1576

Federal Funds	Estimated Allocation Yr 1	Estimated Allocation Yr 2
Title I	\$70,000.00	\$90,000.00
Title II	\$5,760.00	\$7,680.00
Title III	\$0.00	\$0.00
Title IV	\$10,000.00	\$10,000.00
Title V	\$1,440.00	\$1,920.00
Special Education	\$20,000.00	\$20,000.00
Child Nutrition		

Other Sources	Amount Year 1	Amount Year 2
Private Grants	\$50,000.00	\$75,000.00

TOTAL REVENUES	YEAR 1	YEAR 2
	\$802,136.80	\$1,066,434.40

Open-Enrollment Charter School Application

Estimated Expenditures

Category	Yr 1 Expenditures	Yr 2 Expenditures
Administration:		
Purchased Services		
Supplies and Materials		
Equipment		
Classroom Instruction:		
Purchased Services		
Supplies and Materials		
Equipment		
Special Education:		
Purchased Services		
Supplies and Materials		
Equipment		
Gifted & Talented Program		
Purchased Services		
Supplies and Materials		
Equipment		
ALE Program:		
Purchased Services		
Supplies and Materials		
Equipment		
ELL Program:		
Purchased Services		
Supplies and Materials		
Equipment		

ELL Program:			
Purchased Services			
Supplies and Materials			
Equipment			
Guidance Services:			
Purchased Services			
Supplies and Materials			
Equipment			
Health Services:			
Purchased Services			
Supplies and Materials			
Equipment			
Library Media Services:			
Purchased Services			
Supplies and Materials			
Equipment			
Fiscal Services:			
Purchased Services			
Supplies and Materials			
Equipment			
Pupil Transportation:			
Purchased Services			
Supplies and Materials			
Equipment			
Maintenance & Operations:			
Purchased Services			
Supplies and Materials			

Equipment		
Phone		
Gas		
Electric		
Water		
Sewer		
Food Services:		
Purchased Services		
Supplies and Materials		
Equipment		
Data Processing:		
Purchased Services		
Supplies and Materials		
Equipment		
Substitute Personnel:		
Supplies and Materials		
CMO Fee (if applicable):		
Office Support		
Advertising/Marketing		
Legal Services		
Facilities:		
Lease/Purchase Contract Per Yr		
Facility Upgrades		
Property Insurance Per Yr		

