

Applications: Excelsior Village Academies

Implementation Budget Requested

\$1,100,180.03

Planning Budget Requested

\$249,819.97

Total Budget Requested

\$1,350,000.00

Planning Reimbursements

\$249,819.97

Implementation Reimbursements

\$274,162.88

Total Reimbursements

\$523,982.85

Remaining Budget

\$826,017.15

Profile

Excelsior Village Academies

Changes Requested**Eligibility for CSP Subgrant**

New School

New School: Are you requesting an implementation grant?

Yes

New School: Are you requesting a pre-opening supplement?

Yes

Are you requesting a supplement?

Yes

New School: Are you requesting the rural/priority community supplement?

Yes

New School: Are you requesting the high school supplement?

No

Narrative

Provide responses in the text boxes provided. Attachments will not be accepted for this part of the application.

Please describe how the autonomy and flexibility granted to a charter school is consistent with the definition of a charter school in ESEA § 4310 (2).

The autonomy and flexibility granted to our charter school is consistent with the definition of a charter school in ESEA § 4310 (2) based on the innovations in our school design that are briefly detailed below to better serve the students and families in historically underserved communities in which we operate. Although the future may look like it's full of robots and artificial intelligence the reality is the most successful businesses, nonprofits and governments will be led by highly skilled individuals who can understand and accommodate the demands of an increasingly connected, informed and fast-moving world. In every component of our school design, we support and develop these skillsets--and is intentional about what we do and how we do it to give our students the best possible chance of leading a life of opportunity, choice, and impact.

COMMUNITY CO-DESIGN

EVA is a community co-designed charter school which is fundamental in the charter sector. The challenges facing schools require the expertise and the effort of a diverse group and our community collaboration allowed us to best leverage our collective knowledge to align our stakeholders' equity aspirations with our school design. Through our innovative community co-design process, we have created a school community that is rebuilding the trust between school and families. Based on feedback leveraged from over 500+ conversations during our community engagement efforts, EVA has adopted a Classical Education approach to teaching and learning. This philosophy of education is a robust study of literature, poetry, drama, philosophy, history, art, and languages. In a rapidly shifting global economy, EVA prepares our students through rigorous academics and a fundamental focus on social emotional development to ensure they can think critically, possess a strong sense of self, and engage in the world as informed responsible citizens. We believe all children deserve an excellent education despite their socio-economic background, race and/or zip code. These societal markers disproportionately affect children of color and their experiences in school triggering inequities in education for children living in underserved communities. We serve communities that have been historically underserved to reverse the equity and achievement gaps.

CLASSICAL EDUCATION MODEL

At EVA, our Classical Education iteration has two important aspects. It is language focused, and it follows a specific pattern which ensure practices that are systematic and rigorous. Rigorous and systematic study is defined by knowledge-based schooling and is the structure of the curriculum EVA has adopted to support our classical educational model from Core Knowledge. This curriculum blends explicit teaching with inquiry learning, small group learning, and college-style discussion. Core Knowledge has proven to be far more engaging for students and teachers. CK English Language Arts (ELA) focuses on strengthening reading in all grades by developing strong close reading habits and increasing relevant background knowledge in grades K-8. In efforts to deliver more students to upper elementary and middle school grades as confident and capable readers. EVA is concentrating on the rapid development of early literacy skills in grades K-3 through a focus on teacher training in our phonics (Foundations) and guided reading (IRLA) programs. The schedule of literacy instruction for students in kindergarten through grade 5 has 750 minutes weekly in foundational literacy blocks—phonics/grammar, reader's workshop (guided reading and independent reading), and Core Knowledge ELA (Literature study/close reading) instruction. In grades 6-8 students have 300 minutes weekly in core literacy blocks—Core Knowledge ELA (Literature study/close reading) instruction and 90 minutes (3X a week 30-minute intervals) of differentiated reading instruction (Leveled Literacy Instruction (LLI), independent reading/Acceleration). Increased minutes in Writing and CK History/Geography.

As students work through Core Knowledge, knowledge-based content, they will have the opportunity to engage in music, dance, technology, language, and the arts in depth to draw connections to their learning. The other subject areas of the curriculum (Core Knowledge) are linked to history studies as well. The sciences are studied in a four-year pattern that roughly corresponds to the periods of scientific discovery. This pattern lends coherence to the study of history, science, and literature.

In line with our rigorous and systematic study, in grades K-5, the math block allows for 60 minutes and in grades 6-8 the math block allows for 90 minutes, of continuous mathematics instruction each day allotting 300 minutes weekly K-5 and 450 minutes weekly grades 6-8. 450 minutes weekly in grades 6-8 is to provide a greater number of students with effective math instruction in the middle school grades to accelerate math achievement. Zearn (K-5) multiplies the impact for student growth of core math instruction through grade level lessons with built in small group instruction and differentiation. Illustrative Math (6-8) focuses on supporting teachers in the use of coherently sequenced research-based instructional materials and routines to successfully facilitate student learning based on learning trajectories. The problem-based pedagogy that is the foundation of the IM curriculum will make the rigorous learning standards in middle school courses accessible to all learners.

SMALL-GROUP INSTRUCTION

Students will be challenged every day to engage deeply with rigorous academic content but will also be supported with flexible small groupings tailored to their specific learning needs in reading and mathematics daily, approximately 180 minutes with no more than 6 students in a group. Academic coaches will provide support for teachers to attend to the critical need of foundational skills that is explicit and comprehensive, providing guidance and targeted coaching for data driven small group instruction.

COLLABORATIVE GRADE LEVEL PLANNING MEETINGS/TEACHER PLANNING AND DEVELOPMENT MEETINGS (TPD)

EVA has a highly structured space for teachers to prepare deeply in the upcoming lesson content. We know that what teachers know and can do is the most important influence on what students learn. We also know that teachers are the greatest intellectual assets in our schools. Teacher Planning and Development Meetings (TPD meetings) are aimed at improving teaching and learning and creating a platform for teacher collaboration. These meetings are an integral asset to our professional development program for teachers. Developing teacher content knowledge and enthusiasm for our rich classical education curriculum supports our teachers' ability to tackle complex content becoming content experts, thereby heightening their enthusiasm and skillsets. A teacher's intellectual preparation is directly correlated to higher student achievement and mastery of lesson content. Collaborative grade level planning and TPD's will support teachers and leaders' weekly time for team lesson planning, data analysis, unit content studies, and iterative teach-backs.

DATA DRIVEN INSTRUCTION

Strong academic achievement through our rigorous GSE classical educational academic programming includes deliberate and effective data systems and practices. At EVA tracking student progress and effectively tailoring instruction to the needs of our students is an ongoing practice. Continuous monitoring and response to student work will help us school-wide to study deeply our teaching practices that drive the strongest academic growth. These systems include: 1. Planning and assessment studies: Planning and assessment studies occur after a unit study (usually two weeks before a new unit is set to begin). Teachers use their knowledge of the content, knowledge of their students' performance on the relevant or related topic, and any relevant assessments, to collaboratively prepare to teach or to improve the existing plans. The grade level team engages in an anticipatory and action-oriented discussion about the intended learning during the lesson using the planning materials. This includes selecting the most worthwhile questions to ask, tasks to pose, potential misconceptions to rectify, and evaluating exemplary student responses to tasks/questions/prompts. 2. Lesson Teach-Backs: A weekly iterative process of practice inherent in a teach-back protocol allows the teacher to feel more prepared for a range of possible student responses and challenges. Teach-backs are especially helpful for teachers in preparing to address misconceptions. Knowing how to "unstick" a child through prompting or questioning will allow teachers to support student understanding at a higher level. Teach-backs are also useful for sharpening an instructor's clarity, questioning, engagement, pacing, and classroom management. 3. Data Meetings: Formative assessment analysis of student performance on assessments is essential to leverage the opportunities in upcoming instruction to address misconceptions and progress towards proficiency in standards. On a weekly basis, a grade team's use of a shorter formative cycle has the potential to ensure that standards of struggle are explicitly explored in upcoming curricula. Holding frequent group results protocols shortens the loop on data driven instruction and gives our grade level teams concrete actions to address needs at the grade, class, and student levels. 4. Student Work Analysis: EVA has a strong commitment to data driven instruction and formative assessment. As aforementioned, one type of collaborative data meeting focuses on formative assessments. This collaborative data meeting type focuses on student work. This type of meeting is especially aligned to our school's initiative, continuous monitoring. The student work used for this meeting can be from an assessment or from a task assigned during a unit or module. Using a given focus, prompt, or relevant parameters, the participants analyze the student work and generate observations about trends and issues in the work that can drive planning for instructional improvements. Facilitators guide the group to identify concrete actions in the form of changes and improvements to upcoming instruction based on this rich, qualitative data.

At EVA our data driven practices are designed to improve the ability of teachers and leaders to accurately evaluate student work to assess mastery; improve the ability of teachers to identify misconceptions evidenced in student work; plan and deliver effective student feedback; improve student mastery through application of frequent, targeted teacher feedback; improve the efficacy and efficiency of instruction through analysis of regularly collected student work; and improve the mechanisms for monitoring student progress daily and weekly. EVA's continuous monitoring initiative builds on the TPD practice and implementation. Deans and teachers will regularly analyze student work in these meetings and develop student coaching plans.

STRENGTHENING RESPONSIVE CLASSROOM APPROACH

At EVA we believe a strong school culture equals strong academic gains because a thriving school culture creates the right environment for reciprocal teaching and learning. Responsive Classroom is a set of principles and practices for managing a classroom and building a positive school culture. Responsive Classroom's methods have been in use nationally for years, and EVA's staff will attend trainings led by representatives of the Responsive Classroom organization to learn how to implement the techniques during summer institute and throughout the school year. The approach emphasizes social, emotional, and academic growth in a strong and safe school community and consists of practical strategies for helping students build academic and social-emotional competencies every day. In the Responsive Classroom approach to discipline, the overarching goal is to keep the focus on learning, while maintaining a classroom that's physically and emotionally safe for all. To achieve this, responses to misbehavior include stopping the misbehavior and reestablishing positive behavior as quickly as possible, maintaining children's dignity, develop children's self-control and self-regulation skills, help children recognize and fix any harm caused by their mistakes and demonstrate that rules help make the classroom a safe place where all can learn. At EVA where this approach is used, adults respond quickly, firmly, and respectfully when children misbehave. Minor problems are addressed before behavior gets out of control. Children are held accountable for their behavior, with adults guiding their learning so they can make better choices next time. It is also critically important for our staff to convey their belief that students can and will learn to choose positive behaviors, and that their responses to students' mistakes will help the student(s) do so. This practice becomes a proactive mechanism instead of reactive response. The proactive work reduces the unwanted behavioral incidences that may otherwise result in referrals or behavior escalation that may result in suspensions.

STUDENT SUPPORT SERVICES

We proudly serve students with special needs and English Language learners. We meet scholars where they are no matter how they learn.

FAMILY AND COMMUNITY ENGAGEMENT

Our families and our communities are our partners. We will promote collaboration and engagement with our families and communities through calendared events and our school "open door" policy. We will actively engage our village to support the development of our scholars.

EXTENDED SCHOOL DAY

An extended day allows us to provide adequate instructional minutes in core content to achieve mastery, provide small group in the moment

feedback, a comprehensive enrichment experience and opportunities for teachers to engage in robust planning and development meetings.

Please briefly describe how the applicant school/network will utilize CSP Subgrant funds and why these funds are necessary to meet the school's goals. Separate activities by Planning and Implementation subgrant periods.

Planning Year

EVA's major efforts during our planning year encompasses facilities, enrollment and hiring. Planning year funds will be allocated for initial staffing costs, building renovations, enrollment and recruitment costs, professional development for leaders, back-office provider support (CFO), and SIS (operational).

Hiring

Excelsior Village Academies has a robust academic program that requires pre-planning financial support to off-set initial startup costs. In order to reach our rigorous academic goals, EVA must hire essential staff during our planning year to launch our implementation year successfully. These hires are included in our year one budget (not supported by CSP) but would be beneficial to the implementation year if able to start a few months early. These hires are critical to support with summer teacher institute planning and implementation which is an integral part of our teaching and learning framework. Having this critical staff begin during the latter portion of the planning year creates the opportunity to begin the work together as a new team to chart the course forward for the implementation year which gives the school a greater advance for a successful launch. Those hires include The Head of school who is responsible for monitoring and managing the day-to-day operations and implementation of the school model towards the fulfillment of the school's mission; Director of Operations who oversees all matters regarding student data collection and reporting functions, fiscal management, student enrollment, and federal program compliance; Office associate will coordinate major student/family-facing administrative duties, including student enrollment and admissions processes, student and family welcoming and onboarding, coordinating services, and compliance regarding services for students experiencing homelessness; Dean of Instruction, this instructional leader supports the Head of School with creating systems for accountability for teachers to collect and use data on student performance in an ongoing way, plan and implement TPD meetings to develop teacher content understanding, providing strategic coaching around instruction and student engagement- by creating goals based coaching plans/strategies for each teacher depending on needs and monitor the input of assessment data; Dean of Students, this culture leaders will support the Head of School with providing support to teachers to create warm and responsive classroom culture. They will ensure family engagement/family outreach, plan school wide events for students, family, and faculty, monitor daily attendance, ensuring that the school is on track for daily attendance goals and hold community meetings creating a feeling of school wide joyfulness and belonging; Students Services Coordinator oversees all matters regarding special education, students with exceptionalities programming and holistic student development. These essential roles and functionalities are directly linked to the EVA difference, mission, and vision.

Facilities

If granted the CSP grant EVA will be able to support some acquisition and construction cost to begin the phased scope of work while we go the process to secure funding for the entirety of the project.

Student and staff recruitment

Excelsior Village Academies understands that delivering the proposed school model and forecasted budget is dependent on student enrollment. With planned milestones in place to ensure the school reaches target enrollment by July of 2024, EVA has a strategic roadmap for recruitment during the planning year. support. In line with student recruitment, to ensure we have fully hired staff serving grades K-3, EVA will implement a candidate relationship management system, which will allow us to log and manage newly sourced leads and systematically conduct direct email, phone outreach and interviews with potential job candidates. During the planning year, these recruitment systems require initial funding.

Leader and Teacher Summer Institute

Successful implementation of the EVA' s unique program elements require commitment to ongoing professional development teachers and leaders. We also believe that teachers are the greatest intellectual assets in our schools. During the summer, EVA provides standards-based, job-embedded professional development through our academic partners and Deans that is used throughout the school year and prepares them to work collaboratively on curriculum, assessment, data driven instruction and school culture, as well as providing ongoing classroom support in the implementation of new skills so that our teachers and leaders feel confident and are more equipped with executing from day one.

Website design/Communication and advertising

In order to continue to build the EVA brand, EVA has engaged a communications team that will redesign the EVA website, develop compelling new videos for posting there and elsewhere, reenergized several social media channels, and is working to extend our reach and enhance our press profile. The EVA communications team has begun to collaborate to launch a brand building campaign which includes traditional advertising channels such as radio and print advertisements, as well as digital marketing campaigns with Glassdoor, ZipRecruiter, Indeed, LinkedIn, Instagram, and Facebook.

Ed Tech (Operations)

EVA Board of Directors plans to contract the services of EdTech for accounting and bookkeeping services. During the planning year, EdTech will establish a chart of accounts that is organized in alignment with SCSC expectations. team will not only provide EVA with CFO services but will also support with pre-launch services during our founding year to ensure that financial goals are met.

Software Operations (Infinite campus)

Ensuring our school districts in our planning year have a streamline educational processes for hosing student information

EVA's Strategic initiatives SY 2024- 2025

Characteristics of our strategic initiative:

- Highest leverage actions to advance our mission in the founding school year
- Relevant to our school as we work to address the needs of student population
- Ambitious yet achievable
- Something we can maintain as a focus over a period of time.

Vision for use:

- Head of School and curriculum coach will use the strategic initiatives document during weekly check-ins. This document, along with the specific professional development needs of curriculum coach, will drive the Head of School's use of time.
- Curriculum implementation observations will specifically reference and assess progress on the initiatives.

EVA: Strengthening literacy (K- 5)

By focusing on the rapid development of early literacy skills in grades K-6, we will deliver more students to upper elementary and middle schools as confident and capable readers.

School strategies:

1. Establish a school-wide vision of excellent ELA instruction and provide ELA training and oversight throughout the year.
2. Establish Balanced literacy instruction in grades K-5, to ensure that students listen, read, write and discuss great books and see models of the thinking readers do.
3. Establish small group targeted reading instruction to ensure teachers strategically introduce to all students the skills and strategies to tackle grade level texts. Students will then be able to apply those skills during independent reading while developing their love for reading.

EVA: Continuous monitoring and response to student work (K-5)

By continuously monitoring our students' work, we will accurately diagnose their misconceptions, strategically adjust instruction, and ensure that they receive effective feedback that improves their understanding.

School strategies:

1. Provide staff development to teachers that develops their capacity to monitor and respond to student work.
2. Require weekly teacher planning and development meetings (TPDs) to analyze student work and prepare for response to data (RTD) periods.

Strengthening implementation of Responsive Classroom (K-5)

By improving specific aspects of our Responsive Classroom implementation in our school, we will create a sense of community, increase cognitive engagement and student autonomy, and improve academic outcomes.

Facility payments (first three months)

Curriculum (Non consumable)

Enrichment staff materials

Instructional material (Tablets; charging carts; doc cams; smart boards)

Website Updates

Student and staff recruitment

Classroom Library

Teacher guided reading library

Furniture
Assessment platforms
Family communication platforms

Both the planning grant and the implementation grant funds are aligned to these strategic initiatives. Spending was spread across 5 different object classes in both grants: Instruction, Pupil Services, Improvement Instructional Services, School Administration, and Business Support Services. EVA is allocating all grant funds, outside of Business Support Services, directly to students and teachers in the form of instructional materials, furniture, technology, and training related to curriculum. Additionally, all the Professional Services listed (again, outside of Business Support Services) directly support teacher pedagogy and capacity beyond a single year. Thus, we are investing in teachers, teacher capacity, and the advancement of our focus on academic achievement. For our contracted services, our expectation is that these providers are experts in their field and will be able to share best practices with the school to provide lasting infrastructure beyond the use of their services- in other words, Responsive Classroom training will equip our teachers through both trainings and certification programs that will last beyond the conclusion of courses. Supplies designates all start-up materials required to reach our school wide initiatives goals of the three major initiatives. Supplies are not consumables and have a useful life well beyond the year in which they are purchased such as tables and document cameras. We do understand that the continual year over year use of these materials will diminish their utility over time requiring both maintenance and replacement.

Please describe how the applicant school/network is responding to community need and will use effective parent, family, and community engagement strategies. Include information on the needs analysis the school completed and the results. Also, include a description of how the school is soliciting and considering input from parents and members of the community and how the school will use effective parent, family, and community engagement strategies.

Building community is a core value proposition of our school design. In the earliest stages of this process, EVA was a collective of parents, community members, and educators who wanted to reimagine education together. This community co-design team was formed as a collective of community stakeholders passionate about local education. The input garnered from different communities helped us to form a variety of perspectives as we reimaged what school needs to be for this generation of students. This charter is written in response to the ideas generated through 500+ conversations through the community co-design process, one-on-one conversations, house meetings, focus groups, public workshops, and presentations, with families, students, educators, and community members living in various communities.

Schools are an important staple in a community; and a high performing school in the community can transform the lives and experiences of the students and families that reside there. The schools in the neighborhoods we want to serve are failing our children. School failure in historically underserved communities has seen very little change and as a result students and communities do not have the same opportunities to thrive like more affluent communities. EVA will be the first charter school to launch in Henry County, where there are chronically failing public schools. Data (2019) from the Georgia Milestones assessments, shows that students in Henry County as well as surrounding districts are performing well below the state average for reading proficiency in grades 3 and 8. In these areas, families also have fewer school choice options and these districts have historically showed significantly lower CCRPI scores. Teacher and leaders receive a lack of support and are sometimes poorly trained, high rates of suspension, parents report school safety challenges, students with exceptionalities are not receiving adequate supports, ELL supports are being overlooked, and poor curriculum implementation-- all of which exacerbates the issue of educational inequities. We believe all children deserve an excellent education despite their socio-economic background, race and/or zip code. The most recent demographical census data (2020) indicates for one of our target zip codes where our school is proposed to locate (30253), The average median income is \$60k, 61% of the children are in households on food stamps and a 37% higher education attainment rate. Families have shared their hardship in having to drive to other counties and zip codes to be offered a better school option. Excelsior Village Academies will be the first school choice option in Henry County that is responding to the needs of our most important stakeholders, students, families, and educators. During our community co-design process families and students have engaged with EVA and shared their aspirations for a rigorous school choice option with a warm student-centered school environment. Analyzing the CCRPI data before the pandemic (2019) from the Georgia Milestones assessments, shows that elementary aged children in Henry County schools are performing below the state average when it comes to reading at or above grade level targets in the 3rd grade and 8th grade. Henry County's overall CCRPI average is a C, 35% of 3rd graders are proficient or above in reading, 44% in mathematics. 46% of 8th graders are proficient or above in reading, 21% in mathematics and 56% of high school graduates are college and career ready.

Our school's mission and vision has taken root in the hearts and minds of many stakeholders across our proposed attendance zone. The founding EVA team have been cultivating relationships for the past 22 months and believe those relationships will only increase in quantity and quality as we prepare to open our doors to students and families. We also firmly believe that as we get proximate with our neighbors and rooted in our local community, we will see this approach lead to even more community-based support. The challenges facing schools require the expertise and effort of a diverse group. Community collaboration allows us to best leverage our collective knowledge. Our co-design process will continue in perpetuity to advance our school's vision for equity. Below is our co-design process and will continue to refine as we learn and grow.

Community Collaboration: Activate individuals to work together to build trust and relationships that form the foundation of change.

Equity Aspiration: Craft aspirations to support meaningful learning for students furthest from opportunity.

Equitable learning Practice: Implement research-based practices that helps students furthest from opportunity to succeed.

Observable Behaviors: Identify specific adult and student behaviors that indicate progress towards equity aspiration.

Design: Design structures, processes and training using resources available to build equitable systems within the school community.

Please explain how the applicant school/network will demonstrate a growth mindset throughout the subgrant term.

Founding a new charter school network is a gargantuan feat in of itself and inevitably requires a growth mindset as nothing is ever fully baked. Our team of founders are often “flying the plane as we are building it” too, but the ability to be flexible and be resourceful as propelled us forward as we prepare to hit the ground running in August 2024. As a new school with a small team currently, it is imperative to highlight small wins on this start up journey, so we can continue to build on that momentum. One such example that exemplified a growth mindset during our planning phase begins with our facilities saga. Facilities has been a challenge for us and was highly anticipated, but we have also experienced some big wins in the acquisition process as well. A year ago, we began our search for a facility with the help of a phenomenal team of professionals with hopes of finding a facility in our service area to ensure families had greater access to our school site. We also wanted to ensure we had adequate time to do the work necessary to be operational by the start of the school year. With those two goals in mind, in spite of our efforts to find the right facility to suit our needs early in the year zero process—facilities was still one of the greatest challenges we have had to date and had anticipated being in a better place given the early support we had received to start the facilities research process. Currently, we have identified an off-market facilities option, executed our PSA, and have started our phase one due diligence, but our timeline for completion with the projected scope of work is inching closer and closer to the start of the school year which hinders some proactive planning that needs to happen on campus to ensure operational systems and procedures are strong.

Another obstacle we are currently facing as a result of facilities identification is enrollment. Though we have a viable facilities option and are taking the steps to finalize the purchasing and reconstruction of this site, we are being cautious about sharing this location with families too soon. The inability to share much about the school site has created some reluctance for families to enroll with us. The biggest driver in a family's decision to enroll in a school is location and not being able to identify ours currently is driving a slow climb to reaching enrollment targets. Though we are facing this challenge we celebrate the win which is that this location supports our desired service area by granting greater access to the school for the students and families we will serve. The purchase of this facility allows for a rather easy conversion to be a school with plenty of land and space to support the school's natural growth in subsequent years. Having the flexibility to expand will circumvent the inevitable challenges of having to relocate a school and create unwanted hardships for families and an egregious disruption to the school programming is a huge accomplishment. Most schools never find their forever home before the start of year one and we are on track to achieving this monumental milestone. There is so much more we will encounter during the planning and implementation years, but our founding team is aligned on the notion that a growth mindset is a steadfast approach to achieving our pre-launch and year one school launch goals.

Please explain how the applicant school/network will commit to the CSP subgrant agreement and meet the requirements and objectives of the CSP subgrant. Identify the person(s) or position(s) who will be responsible for CSP subgrant activities, including reporting, procurement/purchasing, bookkeeping, accounting, and recordkeeping of expenditures.

As an independent LEA, Excelsior Village Academies has total autonomy over the budget and expenditures. The Board of Directors is ultimately responsible for fiscal policy development, annual budget approval process, annual external auditing measures, and monthly financial accounting practices. The Board of Directors plans to contract the services of EdTec for accounting and bookkeeping services. Edtec works directly with the Head of School and Director of School Operations, who is responsible for human resource management, administrative and logistical duties, vendor contracts, and school logistics. Within the board, the finance committee, which is chaired by the Treasurer, works closely with the Head of School and EdTec to deliver strong fiscal plans, thorough reviews of financials, and clear presentations of fiscal health to the board for monthly review. The finance committee also offers financial counsel, regarding major purchases, to the Head of School for any contracts over \$25,000. EVA have very stringent expectations for our treasure to ensure strong internal control.

As stewards of public funding, EVA is committed to ensuring segregation of duties and redundancies in oversight to guard against human error, and in the event of theft or financial mismanagement (though we do not expect that to ever happen in our school). Separating duties and responsibilities creates an important system of checks and balances for organizations and increases the likelihood of catching errors and achieving healthy levels of accountability and internal controls. The Board of Directors will annually review, amend (as needed), and approve fiscal policies. Within these policies, a clear separation of duties is delineated.

The primary goal in this delineation is to ensure approval, accounting, and signatory practices are assigned to individuals within the organization.

- (a) The Office Associate processes bills and invoices for the school and ensures each bill and invoice is received by the Director of School Operations.
- (b) The Director of School Operations submits invoices and bills to the back-office provider who is responsible for bookkeeping and general accounting.
- (c) The back-office-provider records, inputs, and codes all expenses into a chart of accounts.
- (d) The back-office-provider also confirms the accuracy of all contracts and prepares checks for all expenses.
- (e) The Director of School Operations brings all checks, ready for signature, to the Head of School. The Head of School is responsible for reviewing all bills and invoices prior to signing each check individually. Any check above \$1,500 requires more than one signature – preferably from the Board Treasurer. The exception to this double-signature rule is recurring payments (i.e., rent, payroll).
- (f) The Director of School Operations maintains copies of all financial documents in our office for referencing purposes in our annual internal and external audits.

On a monthly basis, the back-office-provider and Head of School and Director of Operations to prepare financial statements for the board to review. This includes budget-actuals, cashflow, and three-month projections. Any budget variances greater than 10% are reviewed with additional scrutiny and require an explanation from the Head of School and Director of Operations to the board of directors. The Finance Committee of the board is responsible for reviewing all these statements and supporting documents in the monthly Finance Committee meeting – and reports this information out to the board in the monthly board meeting. On an annual basis, the Board of Directors reviews, amends, and approves the budget and fiscal policies. EdTec works with the Treasurer, Director of Operations, and Head of School to provide whatever documentation is needed for an annual internal and external audit, as well as responding swiftly and thoroughly to any findings or recommended policy changes in response to the annual audits.

Please explain the applicant school/network's readiness for opening, replicating, or expanding. Briefly describe how the applicant school/network is assembling a team and ensuring the school is prepared.

Excelsior Village Academies will launch August, 2024 and we are taking a phased approach to ensuring we are set to launch focusing on three main buckets; facilities, enrollment, and hiring. We have also established a robust road map to launch document that encompasses tasks and benchmarks associated with these buckets as well as the SCSC checklist.

FACILITIES

The pre-existing church facility is located at 5295 Highway 155 N, Stockbridge- Grace Summit Church. The school has a defined attendance zone that will serve students residing in Henry, Dekalb, Clayton, APS and Fulton counties. This location supports our desired service area by granting

greater access to the school for the students and families we will serve. The purchase of this facility allows for a rather easy conversion to be a school with plenty of land and space to support the school's natural growth in subsequent years. Having the flexibility to expand will circumvent the inevitable challenges of having to relocate a school and create unwanted hardships for families and egregious disruption to the school programming (i.e., enrollment, staffing, school culture, etc.).

The school will seek a loan directly from a lender in the form of an acquisition and construction loan, to then convert to a min-perm loan. Once school is open and students are enrolled, the school will then transition into phase II of development around September of 2024. We will design and plan a quick summer construction, if needed to accommodate another 7,000 square feet to accommodate the projected 270 students enrolled. In September the following year, we will finish the design for the current site, while simultaneously designing the next phase, which would be a new ground up building to accommodate the rest of the enrollment, or depending on market conditions as it relates to construction costs and interest rates, we will take a similar phased approach in an effort to limit exposure to overextending facility costs of the school. We're anticipating renovations costs to land between \$165-\$185/ft. with the soft costs coming in at roughly 8-12% of those expenses.

Excelsior Village Academies has a robust facilities team. EVA has been receiving support from Cameron Quick and Jeffrey Houser from GCSA's Facility Resource Center. They have provided insight regarding EVA's affordability model, purchase sales agreement and are teeing up conversations with potential lenders. As we gear up for our due diligence period EVA will engage with general contractors, engineers, and architects at the direction of the FRC. Also supporting the Excelsior Village Academies facilities team as Brokers is Lesa French Nickelson and Matthew Barnes from Savills and legal counsel has been Hunt Revell and Christopher Adams from Krevolin and Horst.

ENROLLMENT

Excelsior Village Academies understands that delivering the proposed school model and forecasted budget is dependent on student enrollment. 180 K-3rd grade students in Year 1 is a feasible enrollment benchmark based on community engagement efforts and being the first free charter school in Henry County. With planned milestones in place to ensure the school reaches target enrollment by July of 2024, EVA has a strategic roadmap for recruitment during the planning year.

Using Charter School Growth Fund's data on typical enrollment patterns and conversion rates, EVA has set the following goals for the 2024-2025 school year: for 180 students to attend, by July of 2024, at least 190 students need to be enrolled, from at least 360 student applications, through outreach (i.e., mailing, social media ads, community events, etc.) to at least 20,000 families with school-aged children. To achieve these ambitious goals, EVA must build a campaign across digital, in-person, and mail platforms that take families from awareness to interest to application to enrollment. The board will monitor progress toward enrollment goals monthly in quarters 1 and 2, and weekly in quarters 3 and 4. These recruitment efforts move strategically from building awareness to targeted engagement to application completion to building our learning community. Through these actions, those that have register their children will feel connected to our staff and other families and be more likely to attend Excelsior Village Academies.

Outreach Strategies: Excelsior Village Academies outreach campaign will continue to focus on the city of Stockbridge— with particular attention to neighborhoods and zip codes immediately surrounding the school facility. We have launched our marketing campaigns and community task force to ensure we are covering all basis to inform, empower and engage families to become a part of EVA's founding village.

FY24 QUARTER 2 (January-March):

- (a) Targeted social media ads to build interest and engage people in our enrollment process.
- (b) Weekly Information sessions to raise awareness about our school model.
- (c) Digital ads to parents of Pre-K- 2nd graders within targeted attendance zones.
- (d) Email: Monthly mailing list with updates and enrollment information to all who have previously shown interest.
- (e) Mail: Direct mailers to households within targeted attendance zones.
- (f) In-Person: Handing out flyers and hosting information sessions at local community centers, school fairs, and other local organizations.
- (g) January 11: Application window closes if more than 150 applications are submitted
- (h) January 15th : Hold lottery if more demand than seats available
- (i) Enrollment on a rolling basis
- (j) Ongoing monitoring of the application benchmarks to meeting enrollment target

(FY24 QUARTER 3 (April-June):

- (a) Enrollment on a rolling basis; Securing enrollment documents section A.
- (b) Weekly Information sessions to raise awareness about our school model.
- (c) Targeted social media to those most likely to enroll based on applications.
- (d) Targeted emails with updates and opportunities to spread the word to families that have already applied.
- (e) Mail: Direct mailers to families that have applied and been accepted for enrollment.

- (f) Call: Enrollment and waitlist (if needed) calls.
- (g) In-Person: Meet-and-greet for families that have applied to start building community and learn even more about the school.
- (h) Ongoing monitoring of the application benchmarks to meeting enrollment target

FY24 QUARTER 4 (July-September):

- (a) Targeted social media to families if stating number of seats remaining available.
- (b) Digital ads for enrolled families and separate ads if seats remain for a broader audience.
- (c) Emails to enrolled families to keep them engaged and separate emails to broader audience if seats remain.
- (d) Calls for enrolled families and separate calls as needed if seats remain.
- (e) In-Person: Family welcome and meet-and-greet events. Orientation for enrolled families. Information sessions for families still looking for a school home.
- (f) August 5th – first day of school

HIRING

EVA recognizes that in early founding years, salaries are not a differentiating factor in our recruitment strategy. Recruitment and retention require a multi-dimensional approach – and wages are but one factor in teacher retention. Research has shown that team members are looking for specific school characteristics, organizational conditions, and opportunities to learn that give them the confidence they need to do their job and to envision a future where they can thrive at work. To this end (and for many other positive associated outcomes) EVA focuses heavily on organizational conditions, professional learning opportunities, and school culture in early years. EVA will provide team members the time, resources, functional teams, and professional development they need to thrive in school.

Recruitment Practices and Timeline

In year one, our recruitment strategy will include the following practices to ensure we will meet our hiring needs: Referrals from stakeholders, direct outreach, deep-dive partnerships with colleges and universities and mission-aligned organizations, specialized digital marketing, and brand building

Direct Outreach: In October 2023, EVA will implement a candidate relationship management system, which will allow us to log and manage newly sourced leads and systematically conduct direct email, phone outreach and interviews with potential job candidates.

Referrals: Referrals are the most important source of new teachers. The Head of School and community engagement task force will attend networking events and engage with education sector stakeholders to help drive referrals.

Partnerships with Colleges, Universities, and Mission-Aligned Organizations: EVA is working to build strong partnerships with teaching colleges in Georgia, such as Relay and Spelman. We also are working to partner directly with professors at these institutions who can refer teachers to EVA, and with partner search agencies for positions particularly difficult to source. Building strong networks and thought partnerships are essential elements of widespread, sophisticated talent recruiting for EVA.

Specialized Digital Marketing: EVA's digital strategies maximize sites like Facebook, LinkedIn, Instagram, and major candidate pooling platforms (ZipRecruiter, Indeed, Glassdoor, etc.) to attract team members to EVA.

Brand Building: In order to continue to build the EVA brand, EVA has hired a communications team that will redesign the EVA website, develop compelling new videos for posting there and elsewhere, reenergized several social media channels, and is working to extend our reach and enhance our press profile. The EVA communications team has begun to collaborate to launch a brand building campaign which includes traditional advertising channels such as radio and print advertisements, as well as digital marketing campaigns with Glassdoor, ZipRecruiter, Indeed, LinkedIn, Instagram, and Facebook. Additionally, Our Head of School is sponsoring events and facilitating weekly information sessions for recruitment, and brand building purposes.

FY23 (October-December):

- (a) Weekly Information sessions to raise awareness about our school model.
- (b) Targeted social media ads to raise awareness about our school model (Facebook, Instagram, LinkedIn).
- (c) Digital ads to individuals with target age ranges and addresses within our attendance zone.
- (d) Email: Monthly mailing list updates to all who have previously shown interest in the school.
- (e) In-Person: Tabling at markets, festivals, and other community events.
- (f) Announce our application cycle and process for Director of Operations on website and social media.
- (g) Create staff hiring tracking tool
- (h) Launch Hiring Platform (Workable)
- (i) Begin collaboration with communications firm
- (j) Engage board members and Head School with Alumni connections to Relay and Spelman

FY24 (January-June):

- (k) Targeted social media ads to build interest and engage people in open positions.

- (l) Weekly Information sessions to raise awareness about our school model.
 - (m) Digital ads to job boards and education sectors within targeted attendance zones.
 - (n) Announce our application cycle and process for Academic Dean on website and social media (January 30th).
 - (o) Announce our application cycle and process for all other open positions on website and social media (February 15th).

 - (p) Email: Monthly mailing list with hiring updates and information to all who have previously shown interest in posted vacancies.
 - (q) Mail: Direct mailers to households within targeted attendance zones.
 - (r) In-Person: Handing out flyers and hosting information sessions at local community centers, school fairs, and other local organizations.
 - (s) Reach out to new hires on a rolling basis
 - (t) Ensure HR process is completed and runs smoothly
 - (u) Ongoing monitoring of the Hiring benchmarks to meeting recruitment target
- **Teacher Summer Institute begins July 1st, 2024.

Hiring Process

Excelsior Village Academies will hire the most qualified staff to benefit students. EVA does not discriminate on the basis of race, color, religion, gender, sexual orientation, age, national origin, or disability. The hiring process at EVA ensures we have student-centered, inclusive, transparent, rigorous, and cultivating hiring practices.

Step 1 – Marketing: EVA includes a broad base of partners, online and social media advertising in our marketing strategy. EVA forms new and maintains existing partnerships with local colleges and to support hiring efforts and to create a robust pool of qualified candidates submitting applications.

Step 2 – Application & Resume Review: The head of school and direct supervisors of prospective candidates review resumes for all submissions for education and previous experience to determine if candidates are qualified to move forward based on previous teaching training and/or experience.

Step 3 – Phone Interview: The head of school conducts a phone interview with all qualified candidates, to assess for things like mission fit, candidate interest in EVA model, and the responsibilities of the role they are interested in.

Step 4 – Video Interview: Candidates submit a video and artifact demonstrating the quality of their work and their communication skills. This submission will include any materials created in the process of creating this video artifact.

Step 5 – In-Person Interview: Candidates participate in an in-person interview. This phase of the process will include a sample lesson with a subset of EVA students, a simulated coaching session and a debrief of their observations of the school culture and climate.

Step 6 – Offer: The head of school will make a personal call to extend an offer to the prospective employee. EVA's Director of Operations sends a formal offer letter and benefits information to the candidate for review.

Step 7 – Background Check: The director of school operations coordinates background checks and fingerprinting to ensure full clearance prior to the start date for all prospective employees.

Staff Support: EVA staff will receive a variety of proven supports to ensure they reach their full potential and realize that they can be successful in their career as educators.

Certification: All staff who are not certified are supported towards earning certification within their first three years of employment at EVA. This support includes study materials, test fees, PTO for test days, and early releases from duties to attend evening classes as needed.

Coaching: All EVA instructional staff will have a coach. This person provides ongoing professional development through goal setting, reflection, co-planning, looking at student work, observation debriefs, and celebrations of progress. At a minimum, all teachers receive a weekly classroom observation and follow-up meeting from their instructional coach, grounded in student outcomes from student work. This is in alignment with the domains of TKES.

Materials: All staff receive the materials and equipment they need to do their work properly. Instructional staff receive research-based curriculum materials and instructional equipment to support the curriculum. EVA budgets money each year to outfit classrooms with the materials and equipment teachers need to do their work effectively.

Onboarding: All staff receive a one-week onboarding experience that reviews important policies, procedures, and expectations of employment with EVA.

Planning: Instructional staff have two 45-minute prep periods Monday- Thursday and one 45-minute prep on Fridays for teacher planning and development meetings, 1:1 coaching and/or grade level team meetings. Grade Level Teams have a shared planning block to allow collaborative planning across contents twice per week (ELA and Math). Coaches have flexible schedules which allow them to facilitate these planning meetings to offer support, guidance, and ongoing development.

Summer Professional Development: All new staff hired before July participate in a three-week summer professional development sequence after their one-week onboarding experience.

Please describe how the applicant school/network will establish and maintain a racially and socio-economically diverse student population and endeavor to recruit faculty and staff who are similarly diverse.

EVA wants to create a student population that is racially and socio-economically diverse and reflects the changing demographics of the region. By locating EVA in the Henry area, we hope to offer families who want a Classical Education option for their child, the most convenient access to a free public Classical Education charter school. To ensure EVA reflects the population of our stated attendance zone, EVA sets annual enrollment goals that are reflective of the racial and socioeconomic diversity of the region. For example, if 50% of our attendance zone identifies as Black or African American, then EVA will use that information to define an enrollment goal. In our commitment to be diverse by design for the sake of equity, EVA is committed to ensure that at least 50% of our student population is eligible for federal services based on socioeconomic status. The EVA pre-enrollment application asks prospective students to provide their address, name, date of birth, contact information, primary language, and eligibility for federal services such as WIC/SNAP/TANF/FRL. The eligibility for federal services will be used in our weighted lottery to demonstrate economic disadvantaged status and to ensure our school is socioeconomically representative of the communities we wish to serve.

Additionally, the founding team for EVA represents a diverse group of passionate, dedicated, and talented individuals that live, work, and send their children to schools in the counties we wish to serve. To that end, modeling this kind of diversity will attract a staff and keep at the top of mind for EVA's leadership the importance of recruiting and maintaining a staff that is similarly diverse to the stakeholders we serve. A diverse team is an integral part of our process supporting the development of global citizens with a sense of belonging, significance and joy. Excelsior Village Academies is a community co-designed school that informs, empowers, and engages with families, students and educators to expand equity and school choice. Partnering with this community of stakeholders at the beginning stages of our school development is setting the precedent for strong diverse stakeholder support and input. Educators and Families alike are empowered to be active partners in our children's educational journey to foster strong academic outcomes. We are thrilled to be an organization this built on community because when a student can see themselves in us, the more we can influence student achievement to ensure our children are on a path to lead a life of choice, impact, and opportunity.

Provide details about how the applicant school/network will maintain financial sustainability after the end of the subgrant period.

Excelsior Village Academies has built a conservative budget to demonstrate fiscal viability that is aligned to our school's mission, which includes:

ENSURED MONTHLY AND ANNUAL CASH SURPLUSES. We will utilize startup funds to make major purchases in year zero and year one, allowing us to have an ending cash balance at the end of year one and two. We have budgeted intentionally to ensure our monthly and annual cash balances grow each year for contingencies and long-term planning.

ESTIMATED CONSERVATIVELY: We have secured quotes for services, facility, curriculum, assessments, professional development, etc. In circumstances when quotes were unavailable, we used information provided by multiple local charter schools' current operating budgets. We have accounted for increases each year for services and supplies increase in costs.

GROWTH: Our budget mirrors our slow growth model, with staff strategically added to support larger caseloads in Special Education, Enrichment, Teacher Assistant roles, teacher coaching and adding a Dean of Students to support the development of our Responsive Classroom practices. Additionally, the EVA fund development approach includes a diverse array of strategies including, but not limited to, donations from board members, corporations, individuals, foundations, funds from public grants, and private philanthropy.

YEAR 0 PLAN (2023-2024): All board members have committed to make a meaningful personal financial contribution to the school each year of their term. The Head of School, with the support of the board through the development committee, will compile a list of foundations, grants, corporations, incubators, seed funders, and individuals that are potential donors. The Head of School, with the help of the board as needed, will apply for seed funding and grants for startup costs. The Head of School, with the help of the board as needed, will reach out to corporations, individuals, and foundations to request in-kind donations for tangible goods (i.e. school furniture, uniforms, media, computers, etc.). RedefinED has also granted EVA \$150,000 unrestricted for start-up costs in year 0 and \$75,000 for facilities support.

YEAR 1 PLAN (2024-2025): The board, in partnership with the Head of School, will create a 12-month strategic plan for fundraising. This plan includes detailed goals, recommended sources of revenue to pursue, and clear delegation of roles and responsibilities along with timelines for the completion of each phase of fundraising. Within the plan, some key elements will include 100% board participation, at least one individual giving campaign in the fall (around Giving Tuesday), a grant application timeline and project plan, at least two fundraising events (i.e. Gala, 5K, Book Drive, etc.), plans to cultivate two or more new corporate/community sponsors, and ongoing in-kind donations.

PLAN BEYOND YEAR 1: At the end of Year 1, the board will make a set of recommended revisions to the Year 1 plan for subsequent years. The strategies that are most effective will continue and the strategies that yielded little impact for the effort required will be adjusted or discontinued. The basic process for each year will be like year 1, while the finer details may need to adjust as EVA continues to improve effectiveness and increase impact in this regard.

Lastly, strong fiscal oversight. Annually, the Head of School, EdTech, and Director of School Operations prepare a budget that reflects the current priorities of the school. This budget is presented for review by the finance committee. The finance committee presents a budget recommendation for review and approval by the full board – who has the opportunity for discussion, feedback, revision, and then approval. In this process, two public presentations of the budget allow for community feedback prior to full board vote. On a monthly basis, the Head of School, EdTech, and Director of School Operations work together to prepare budget and financial statements in alignment with fiscal policies and financial health goals. These statements are condensed into a presentation for the board each month as the primary driver of these conversations. EdTech, with oversight from the finance committee, is responsible for ensuring compliance with generally accepted accounting principles, state and federal regulations, and provisions for charter schools within the state statutes to ensure and maintain financial sustainability.

Other Information - Uploads

Please provide the following documents/information by uploading them here.

Please upload the applicant school/network's recruitment and enrollment policy and procedures. If the school is proposing use of a weighted lottery, please include the weighted lottery policy. All weighted lottery policies must be approved by the SCSF and the U.S. Department of Education as a condition of any CSP Subgrant.

EVA's Enrollment Policy copy.pdf

If necessary, please upload a second document.

Student Recruitment Plan.pdf

Please upload the applicant school's retention and discipline policy.

EVA_Discipline and Retention Policy.pdf

Please upload how the applicant school has/will meet the educational needs of all students, including children with disabilities and English learners. For replication and expansion applicants, upload the percentage of students with disabilities and English learners who have been served over the last three (3) years by the applicant school.

Meeting Students Educational Needs .pdf

Please upload the charter contract with the authorizer and/or other document that includes the performance measures agreed to by the authorizer and school.

Excelsior Charter Contract FY24 - signed.pdf

Please upload the applicant school's transportation plan.

EVA_Transportation_Narrative.pdf

Relationship with CMO/EMO

Does the school have a relationship with CMO/EMO?

No

Priorities

Priorities Claimed

Location

Provide details of the location or proposed location of the applicant school.

Facilities has been a challenge for us and was highly anticipated, but we have also experienced some big wins in the acquisition process as well. Our school is projected to launch in a pre-existing church facility located at 5295 Highway 155 N, Stockbridge- Grace Summit Church. This location supports our desired service area by granting greater access to the school for the students and families we will serve. The purchase of this facility allows for a rather easy conversion to be a school with plenty of land and space to support the school's natural growth in subsequent years. Having the flexibility to expand will circumvent the inevitable challenges of having to relocate a school and create unwanted hardships for families and an egregious disruption to the school programming is a huge accomplishment. Most schools never find their forever home before the start of year one and we are on track to achieving this monumental milestone. Excelsior Village Academies is the first charter school in Henry county.

Please upload a map showing proximity to other charter schools, evidence of a rural designation, and/or other evidence to meet the definition of a priority community as described in Definitions.

EVA_Proposed_School_Location.jpg

Assurances

The applicant charter school/network must agree to assurances related to the CSP SE Grant program and requirements set forth by the State Charter Schools Foundation of Georgia. The board chair must sign this document, and it should be uploaded below.

[Link to the Georgia CSP Subgrant Assurances](<https://drive.google.com/file/d/1MMz7OJ1UbTqfE6giNove2JBtWAdDqjD-/view?usp=sharing>)

File Upload: CSP Subgrant Assurances

Georgia CSP Subgrant Application Assurances[87].pdf

Submission Date

01/05/2024

Applications: File Attachments

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EVA_Proposed_School_Location.jpg

File Upload: CSP Subgrant Assurances

Georgia CSP Subgrant Application Assurances[87].pdf

ENROLLMENT POLICY

POLICY STATEMENT: Excelsior Village Academies (EVA) shall abide by Federal and State law regarding enrollment and forbids discrimination on the basis of race, color, national origin, sex, disability, or age in its programs and activities. As such EVA will adhere to the following enrollment provisions:

OFFICIAL ATTENDANCE ZONE

The official attendance zone for EVA shall be a defined attendance zone, as has been duly approved in the charter by State Charter Schools Commission of Georgia. We will serve students residing in APS, Henry, Fulton, Dekalb and Clayton counties.

ENROLLMENT/ELIGIBILITY CRITERIA

Any eligible student who resides with a parent/legal guardian within the official attendance zone and provides a timely and valid proof of residency within the official attendance zone shall be considered eligible for enrollment except as set forth herein.

The enrollment criteria above notwithstanding, a student shall be restricted from enrolling in the following circumstances:

1. The student is currently subject to a suspension or expulsion disciplinary order from another school system and the offense for which the student was suspended or expelled would be an offense for which suspension or expulsion could be imposed by EVA. In such case, the student will be denied enrollment for the remainder of the time remaining in the pre-existing disciplinary order.
2. If after being accepted for enrollment, a student's records indicate that he/she withdrew from his/her previous school prior to receiving disciplinary action for a violation of the school's code of conduct and the alleged infraction would also be a violation under EVA's Code of Conduct, EVA will convene a disciplinary tribunal in accordance with its disciplinary hearing policies and procedures to determine whether a violation of the code of conduct occurred and, if so, the appropriate disciplinary action.

EVA shall not have any other enrollment criteria.

PRE-ENROLLMENT PROCESS

Annually, there shall be an open application period, during which time students interested in attending EVA may submit a pre-enrollment application for the next school year. The dates and times for the open application period shall be set by the Board and advertised in accordance with State Rules. Once the open application period has been set, the School shall actively communicate and notify the community of the start and end dates, and the admissions and enrollment processes and procedures for no less than two weeks prior to the start of the open application period.

The pre-enrollment application shall require only basic information such as name, date of birth, grade, address, parent contact information, and which, if any enrollment priority the prospective student qualifies for. All information provided on the pre-enrollment application must be verified and confirmed if the student is selected for enrollment.

The pre-enrollment application may not request any information related to the student or parent's race, ethnicity, religion, or socio-economic status, nor shall it request information related to the student's previous school or academic performance, including but not limited to the name of the school, transcripts, work product, whether he/she received special education services or language assistance. Such additional information may be requested during the registration and enrollment process, to the extent allowed by law.

Pre-enrollment applications will be accepted from interested students in all grades in which EVA enrolls students; provided however, submission of a pre-enrollment application does not guarantee the prospective student a seat for enrollment at EVA. If the number of applications exceeds the capacity of the program, class, grade level, or building, an enrollment lottery will be conducted in accordance with EVA Lottery Policies and Procedures.

Application Timeline: SY 2024- 2025

Application Open Date: October 19th, 2023

Application Deadline: January 11th, 2024

Lottery: January 15th, 2024

ENROLLMENT PRIORITY

All eligible students currently enrolled in EVA shall be guaranteed a seat in subsequent school years, unless the student no longer resides in the official attendance zone, the student's enrollment is restricted by a disciplinary order, or due to other circumstances permitted by law.

As allowed by law and in accordance with the charter, EVA may give enrollment priority to the following categories of applicants and in the following priority:

1. A sibling of a student currently enrolled in EVA; and
2. A student whose parent/guardian is a member of the EVA Governing Board or is a full-time teacher, professional, or other employee of EVA.

For the purposes of this policy, the term "sibling" is defined as children who share at least one common biological or legal parent, whether through natural or adoptive means, including the following:

1. Biological siblings that share parents;
2. "Half" siblings that share a single parent;
3. "Step" siblings that share a parent or parents through marriage;
4. Children who share a parent or parents through adoption or guardianship; and
5. Foster children awaiting permanent placement while sharing the same household with a current student.

Lottery Priority

The enrollment priority for siblings shall extend to the lottery. A family with multiple students entering a random lottery for the same grade shall be assigned one number for all applicants. If the number is selected during the random lottery and space is available, a seat shall be reserved for all students in the family in that grade.

Weighted Lottery

In accordance with O.C.G.A. 20-2-2066(a)(1)(A), and as required based on the terms of the charter agreement, EVA shall implement a weighted lottery for educationally disadvantaged to increase the chance of admission. The additional “weight” for economically disadvantaged students will be calculated each year to maximize the probability that 50 percent of students admitted to EVA through the lottery will be economically disadvantaged; provided, however, that the weight for economically disadvantaged students will be a minimum of 1.5 and a maximum 20 each year of the charter term that the weighted lottery is used. EVA will continue to use a weighted lottery and the 50 percent target for students admitted through the lottery at least until the school year following a year in which 50 percent of the students at the school are economically disadvantaged, or until no weight is necessary to maximize the probability that 40 percent of newly admitted through the lottery are economically disadvantaged. To facilitate the weighted lottery, applicants may indicate their educationally disadvantaged status on the pre-enrollment application and EVA shall verify this status for selected students as part of the registration process. If selected during the lottery, the applicant will be required to provide documentation/proof of the educationally disadvantaged status. “Economically disadvantaged” shall mean students who qualify for free or reduced priced lunch, whose families live below the poverty line, or whose families qualify for one or more of the following federal benefits: SNAP, TANF, WIC, Medicaid, or PINS. New student applicants may voluntarily indicate “economically disadvantaged” status on the pre-enrollment application and such status will be verified as part of the enrollment process.

ENROLLMENT LOTTERY & WAITING LIST

If, after priority admissions have been granted, the number of remaining applicants exceeds the capacity of the program, class, grade level, or building, a random lottery will be conducted in accordance with state law and EVA policies and procedures to fill the allotted number of vacancies and, if necessary, establish a waitlist. Students who have submitted a complete pre-enrollment application by the end of the open application period will be automatically placed into the lottery.

Once the allotted number of seats has been assigned through the random lottery, the lottery will continue to establish the order of the waitlist until all numbers have been selected. The waitlist shall establish the order in which students will be offered enrollment in a particular grade if a prospective student declines a seat or a vacancy occurs during the school year. The waitlist does not roll over to subsequent school years. A new application must be submitted during the open application period each year to be considered for enrollment or included in the lottery for the next school year.

ACCEPTANCE

Following the conclusion of the lottery, an official email will be sent to notify each parent/guardian whether their child has been selected to be offered a seat for enrollment or of his/her placement on the waitlist. The initial notification shall begin a 14-day acceptance period, during which time the school will send two additional notifications (for a total of three) and reminders to parents/guardians through email and/or phone calls. Families will not be contacted through the mail for these purposes.

After the initial notification, parents/guardians shall have 14 calendar days to accept or decline any enrollment seat for the next school year. Accepted enrollments shall be provisional until documentation

is provided to confirm the following: 1) Residency in the attendance zone; 2) date of birth; 3) grade level.

The failure to accept the seat within the acceptance period shall be treated as a decline and the seat shall be offered to the next student on the waitlist. Once the seat has been formally accepted, a complete comprehensive registration packet must be submitted to complete the enrollment process.

Mid-Year Acceptance

During the school year, every reasonable effort shall be made to contact the next person on the waitlist if a seat becomes available. A seat offered to a prospective student on the waitlist after the school year has begun must be accepted within 72 hours of notification. If a seat has not been accepted within that time period, the offer will be extended to the next student on the waitlist. All enrollment documentation must be provided within ten (10) days of mid-year enrollment.

Attendance

Newly enrolled students must be present on the first day of the school year or the first school day after enrolling. Failure to be present on the first day or make alternate arrangements with the school may result in the student’s seat being offered to the next student on the waitlist.

ENROLLMENT DOCUMENTATION (SY 2024- 2025)

The following documentation must be provided prior to the stated deadline to secure a student’s seat for enrollment. After the initial notification, parents/guardians shall have 14 calendar days to accept seat and submit documents in column (A). August 30th, 2024, parents/guardians of currently enrolled students shall submit all documents in column (B). By December 2nd, 2024, all documents in column (C) for enrolled students will have been submitted. Failure to submit the required documentation by the stated deadlines may jeopardize a student’s enrollment status.

(A) Enrollment	(B) Post Enrollment	(C) Mid-Year Enrollment
<ul style="list-style-type: none"> <input type="checkbox"/> Acceptance of Seat <input type="checkbox"/> Copy of Parent/Guardian identification <input type="checkbox"/> Proof of Student’s Age* <input type="checkbox"/> Proof of Residency (utility bill +) ** 	<ul style="list-style-type: none"> <input type="checkbox"/> Social Security Card⁺ <input type="checkbox"/> Immunization Certificate (Form 3231)⁺ <input type="checkbox"/> Certificate of Vision, Hearing, Dental, and Nutrition Screening (Form 3300) <input type="checkbox"/> Documentation of Medical or Specialized Services, if applicable (i.e. medical documentation regarding allergies or other conditions, special education records, etc.) 	<ul style="list-style-type: none"> <input type="checkbox"/> All documentation from Columns A and B <input type="checkbox"/> Documentation of Withdrawal and Request for Records from previous school, if applicable

***Proof of Age:** The following original documents may be accepted to show the student's date of birth: a certified copy of a birth certificate, certified hospital issued birth record or birth certificate; a military ID; a valid driver's license; a passport; an adoption record; a religious record signed by an authorized religious official; an official school transcript; or if none of the foregoing can be provided, a sworn affidavit signed by the parent/guardian/grandparent/other enrolling person and a certificate of age signed by a licensed practicing physician that states the physician has examined the child and believes that the age as stated in the affidavit is substantially correct. Upon presentation of the original document, the school shall make a copy to be placed in the student's file and return the original to the family.

**** Proof of Residency:** A current utility bill including the name of the enrolling adult and a street address AND at least one of the following documents may be accepted as proof of residency: current lease/rental agreement; most recent income tax return; current property tax statement or bill; current home purchase agreement; current homeowners' insurance policy; current warranty or deed; current motor vehicle registration; or current paycheck stub.

+ A signed waiver may be provided in lieu of a social security card. A sworn affidavit of religious objection may be provided in lieu of immunization certification.

Initial Year Deadlines

For the initial enrollment year, all documents in Column A above must be provided no later than March 1 and all documents in Column B must be provided no later than August 30th.

After Initial Year

After the initial enrollment year, the Board may set alternate deadlines for enrollment documentation as necessary. All deadlines shall be communicated in advance on the EVA website and in any other communications related to enrollment.

Mid-Year Enrollment

A student who enrolls after the first day of school must provide all documents in Column A and Column B within ten (10) days of enrollment. Additionally, a student transferring from another school or district must also provide documentation evidencing withdrawal from the previous school, proof of grade placement/promotion, and a signed authorization for EVA to request the student's records from the previous school or district.

RE-ADMISSION

If a student withdraws from EVA or declines an offered seat, the student must reapply and follow the enrollment and lottery process again to be readmitted. If the lottery has already been held, the student will be placed at the bottom of the waitlist.

The parent/guardian must complete withdrawal paperwork prior to withdrawing a matriculating student from EVA.

FY23 (July-September):

- (a) Weekly Information sessions to raise awareness about our school model.
- (b) Targeted social media ads to raise awareness about our school model (Facebook, Instagram, LinkedIn).
- (c) Digital ads to individuals with target age ranges and addresses within our attendance zone.
- (d) Email: Monthly mailing list updates to all who have previously shown interest.
- (e) In-Person: Tabling at markets, festivals, and other community events.

FY23 QUARTER 1 (October-December):

- (a) Targeted social media ads to raise awareness about our school model (Facebook, Instagram, LinkedIn).
- (b) Weekly Information sessions to raise awareness about our school model.
- (c) Follow-Up: All families that stated interest in enrollment or signed petition of support.
- (d) Digital ads with more specific targets based on data from Q1 digital ad campaign.
- (e) Email: Monthly mailing list updates to all who have previously shown interest.
- (f) Mail: Direct mailers to schools that offer Pre-K services in our attendance zone.
- (g) In-Person: Tabling at markets, festivals, holiday events, and other community events.
- (h) Announce our application cycle and process on website and social media.
- (i) Pre- Enrollment Application opens Thursday, October 19th, 2023.
- (j) Ongoing monitoring of the application benchmarks to meeting enrollment target

FY24 QUARTER 2 (January-March):

- (a) Targeted social media ads to build interest and engage people in our enrollment process.
- (b) Weekly Information sessions to raise awareness about our school model.
- (c) Digital ads to parents of Pre-K- 2nd graders within targeted attendance zones.
- (d) Email: Monthly mailing list with updates and enrollment information to all who have previously shown interest.
- (e) Mail: Direct mailers to households within targeted attendance zones.
- (f) In-Person: Handing out flyers and hosting information sessions at local community centers, school fairs, and other local organizations.
- (g) January 11: Application window closes if more than 150 applications are submitted
- (h) January 15th : Hold lottery if more demand than seats available
- (i) Enrollment on a rolling basis
- (j) Ongoing monitoring of the application benchmarks to meeting enrollment target

(FY24 QUARTER 3 (April-June):

- (a) Enrollment on a rolling basis; Securing enrollment documents section A.
- (b) Weekly Information sessions to raise awareness about our school model.
- (c) Targeted social media to those most likely to enroll based on applications.
- (d) Targeted emails with updates and opportunities to spread the word to families that have already applied.
- (e) Mail: Direct mailers to families that have applied and been accepted for enrollment.

- (f) Call: Enrollment and waitlist (if needed) calls.
- (g) In-Person: Meet-and-greet for families that have applied to start building community and learn even more about the school.
- (h) Ongoing monitoring of the application benchmarks to meeting enrollment target

FY24 QUARTER 4 (July-September):

- (a) Targeted social media to families if stating number of seats remaining available.
- (b) Digital ads for enrolled families and separate ads if seats remain for a broader audience.
- (c) Emails to enrolled families to keep them engaged and separate emails to broader audience if seats remain.
- (d) Calls for enrolled families and separate calls as needed if seats remain.
- (e) In-Person: Family welcome and meet-and-greet events. Orientation for enrolled families. Information sessions for families still looking for a school home.
- (f) August 5th – first day of school

DISCIPLINE POLICY

At EVA we believe a strong school culture equals strong academic gains because a thriving school culture creates the right environment for reciprocal teaching and learning. Responsive Classroom is a set of principles and practices for managing a classroom and building a positive school culture. Responsive Classroom's methods have been in use nationally for years, and EVA's staff will attend trainings led by representatives of the Responsive Classroom organization to learn how to implement the techniques during summer institute and throughout the school year. The approach emphasizes social, emotional, and academic growth in a strong and safe school community and consists of practical strategies for helping students build academic and social-emotional competencies every day. In the Responsive Classroom approach to discipline, the overarching goal is to keep the focus on learning, while maintaining a classroom that's physically and emotionally safe for all. To achieve this, responses to misbehavior include stopping the misbehavior and reestablishing positive behavior as quickly as possible, maintaining children's dignity, develop children's self-control and self-regulation skills, help children recognize and fix any harm caused by their mistakes and demonstrate that rules help make the classroom a safe place where all can learn. At EVA where this approach is used, adults respond quickly, firmly, and respectfully when children misbehave. Minor problems are addressed before behavior gets out of control. Children are held accountable for their behavior, with adults guiding their learning so they can make better choices next time. It is also critically important for our staff to convey their belief that students can and will learn to choose positive behaviors, and that their responses to students' mistakes will help the student(s) do so. This practice becomes a proactive mechanism instead of reactive response. The proactive work reduces the unwanted behavioral incidences that may otherwise result in referrals or behavior escalation that may result in suspensions.

State Rule: 160-4-7-.10 – Discipline

Relationship of General Code of Conduct to IEP

The Excelsior Village Academies Honor Code and Behavior Matrix applies to all children unless a child's Individualized Education Program (IEP) specifically provides otherwise. Excelsior Village Academies ensures that the parents and the child with a disability receive notice of the rules and regulations applicable to children with disabilities with respect to child management, discipline and suspension/expulsion upon the child's entry into a special education program or at the annual IEP review.

Interim Alternative Settings and 10-Day Rule

The Student Services Coordinator must be notified when disciplinary action is taken for a student with a disability. Excelsior Village Academies personnel consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the other requirements of this Rule, is appropriate for a child with a disability who violates a code of student conduct. School personnel may remove a child with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting,

for **not more than 10 consecutive school days (to the extent those alternatives are applied to children without disabilities)**. The 10 days can be consecutive and cumulative and can occur during the same school year. It is not necessary for the IEP team to meet when this occurs. Likewise, it is not necessary for a manifestation determination to be completed, a functional behavior assessment to be conducted, a behavior intervention plan to be developed, or for any special education services to be provided.

When frequent disciplinary actions add up to more than 10 school days in a school year, or when frequent disciplinary actions clearly indicate a pattern that is a change of placement, the IEP team must determine appropriate services that allow the student to continue to participate in the general education curriculum and progress toward meeting the goals outlined in the student's IEP, although in another setting. After a student with a disability has been removed from his or her current placement for 10 school days in the same school year, during any subsequent days of removal the school system will provide services to the extent required under this Rule.

Manifestation Determination

Within 10 school days from the beginning of a disciplinary action that either exceeds 10 school days in a row or that constitutes a pattern of removals (a change in placement), the student's IEP team must meet to determine whether the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability or whether the conduct was a result of the district's failure to implement the student's IEP. For disciplinary changes in placement that would exceed 10 consecutive school days, if the behavior that gave rise to the violation of the school code is determined not to be a manifestation of the child's disability, school personnel may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to children without disabilities, except the student with a disability must continue to be receive his/her free and appropriate public education.

The conduct must be determined to be a manifestation of the child's disability if the school, the parent, and relevant members of the child's IEP Team determine that the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or the conduct in question was the direct result of Excelsior Village Academies' failure to implement the IEP. If the student does not have a behavior intervention plan, the IEP team must conduct a functional behavior assessment and implement a behavior intervention plan that addresses the conduct in question, the IEP team must review and modify it as necessary to address the behavior. If the school system, the parent, and the relevant members of the child's IEP Team determine that the conduct in question was a direct result of the failure of the school system to implement the IEP, the system will take immediate steps to remedy those deficiencies. If the IEP Team makes the determination that the conduct was a manifestation of the child's disability, the IEP Team will either conduct a Functional Behavioral Assessment (unless a Functional Behavioral Assessment conducted before the behavior that resulted in the change of placement occurred is already in place and found to be effective) and implement a Behavioral Intervention Plan for the child; or if a Behavioral Intervention Plan already has been developed, review the Behavioral Intervention Plan, and modify it, as necessary, to address the behavior, and (except as provided in the Special Circumstances described below), return the child to the placement from which the child was removed, unless the parent and the school system agree to a change of placement as part of the modification of the Behavioral Intervention Plan.

Special Circumstances

School personnel may remove a child to an interim alternative educational setting (determined by the IEP Team) for **not more than 45 school days** without regard to whether the behavior is determined to be a manifestation of the child's disability, if the child:

- Carries a weapon to or possesses a weapon at school, on school premises, or at a school function;
- Knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance; or
- Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the State or the school system.

Provision of Notification

On the date on which the decision is made to make a removal that constitutes a change of placement of a child with a disability because of a violation of Excelsior Village Academies Code of Conduct, Excelsior Village Academies will notify the parents of the decision and provide the parents the Procedural Safeguards Notice/Parent Rights in Special Education.

Appeal Process

The parent of a child with a disability who disagrees with any decision regarding placement or the manifestation determination under this Rule, or if Excelsior Village Academies believes that maintaining the current placement of the child is substantially likely to result in injury to the child or others, may appeal the decision by requesting a hearing utilizing the Dispute Resolution procedures provided under IDEA. If the Administrative Law Judge or hearing officer determines that the removal of the child was a violation of his rights or that the child's behavior was a manifestation of the child's disability, the Administrative Law Judge or Hearing Officer can order a change of placement of the child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if it is determined that maintaining the current placement of the child is substantially likely to result in injury to the child or to others. These appeal procedures may be repeated, if Excelsior Village Academies believes that returning the child to the original placement is substantially likely to result in injury to the child or to others.

Placement During Appeal

When an appeal has been made by either the parent or the school system, the child must remain in the interim alternative educational setting pending the decision of the administrative law judge or hearing officer or until the expiration of the 45-school daytime period provided for in this Rule, section 5, Special Circumstances, whichever comes first, unless the parent and the school system agree otherwise.

Protections for Children Not Yet Eligible for Special Education and Related Services

A child who has not been determined to be eligible for special education and related services and who has engaged in behavior that violated the Excelsior Village Academies Honor Code and Behavior Matrix, may assert any of the protections provided for in this Rule if Excelsior Village Academies had knowledge (as determined in accordance with this Rule) that the child was a child with a disability before the behavior that precipitated the disciplinary action occurred.

Excelsior Village Academies will be deemed to have knowledge that a child is a child with a disability if, before the behavior that precipitated the disciplinary action, any of the following occurred:

- The parent of the child expressed concern in writing to supervisory or administrative personnel of Excelsior Village Academies or a teacher of the child, that the child needs special education and related services;
- The parent of the child requested an evaluation of the child; or
- The teacher of the child or other personnel at Excelsior Village Academies expressed specific concerns about a pattern of behavior demonstrated by the child directly to supervisory personnel of the school system

Excelsior Village Academies would not be deemed to have knowledge that a child is a child with a disability if the parent of the child has not allowed an evaluation of the child or has refused services or the child has been evaluated and determined not to be a child with a disability based on special education eligibility rules. If Excelsior Village Academies does not have knowledge that a child is a child with a disability prior to taking disciplinary measures against the child, the child may be subjected to the disciplinary measures applied to children without disabilities who engaged in comparable behaviors. If a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures, Excelsior Village Academies will conduct the evaluation in an expedited manner. Until the evaluation is complete, the child remains in the educational placement determined by school authorities, which can include suspension or expulsion without educational services. If the child is determined to be a child with a disability, taking into consideration information from the evaluation conducted by Excelsior Village Academies and the information provided by the parents, Excelsior Village Academies will provide special education and related services.

Referral to Law Enforcement and Judicial Authorities

Nothing in law, rules, or regulations regarding discipline for a student with disabilities prohibits Excelsior Village Academies from reporting a crime committed by a child with a disability to appropriate authorities or prevents State law enforcement or judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a disability. When Excelsior Village Academies does report a crime committed by a child with a disability, it must ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to whom the agency reports the crime, but only to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act (FERPA).



Change of Placement Due to Disciplinary Removal

For purposes of removals of a child with a disability from the child's current educational placement under the State Board of Education discipline rule, a change in placement occurs if:

- The removal is for more than 10 consecutive school days, or
- The child has been subjected to a series of removals that constitute a pattern:
 - Because the series of removals total more than 10 school days in a school year;
 - Because the child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals, and;
 - Because of such additional factors as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another.

Excelsior Village Academies determines on a case-by-case basis whether a pattern of removals constitutes a change of placement. This determination is subject to review through due process hearings and judicial proceedings.

RETENTION POLICY

Retaining a child in the same grade at the end of a school year is an intervention of last resort. An effective response to intervention program should work well enough to prevent grade retention. That said, there are times when the data available about a student's performance or general readiness for the next grade will lead to a head of school's decision to retain the child in his or her current grade in the following academic year.

Our belief is that schools should never retain students more than once. If retention in a grade was not a successful intervention previously, then it is unlikely that retention would be successful if attempted again. Instead, other interventions should be applied, up to and including special education services/placements. It is also our belief; schools should retain fewer children each year as they advance through the grades. For example, retain more students in kindergarten than in grade 1 and so on. At EVA, we communicate concerns about a student's promotion status as early as possible to families to engage with them very seriously in planning to support their child's academic success. To this end, EVA report risk of retention using more liberal criteria to alert families of the potential risk of retention earlier in the school year and more narrow criteria later in the school year. Additionally, EVA never reports to families that their child's promotion is in doubt without also putting into place additional supports for the child's academic performance.

Routines for notifying parents of a child's retention risk are as follows:

- At the first parent-teacher conference, in conjunction with progress reports, parents of students who are at risk of retention are notified of the fact that their child is receiving intervention services. This is not known as a promotion in doubt (PID) letter. This is a notification of academic intervention. This letter informs parents that because of the child's poor academic performance in a subject area, he/she is receiving response to intervention (RtI) services. This is where the parent is notified during the meeting that if

sufficient progress is not made by late November, then the student may end up being identified as a child whose promotion is in doubt. If the student's risk reflects an attendance concern rather than an academic concern, the student's family would receive the formal attendance letter appropriate to that child's attendance rate to date.

- After the first formal report card, prepared after progress reports in early October and issued in Late November, the school would issue formal promotion in doubt (PID) letters for families. In November, the school holds parent-teacher conferences for all students. Again, students who are at risk of retention due to attendance concerns only would receive the formal and standard attendance letter during the report card meeting.
- At the second progress report, all families return for their second parent-teacher conference, the school would again issue formal promotion in doubt (PID) letters for those students whose promotion is still in doubt. Again, students who are at risk of retention due to attendance concerns would receive only the formal and standard attendance letter at the meeting.
- By the third week of May, head of school must make all final retention decisions in collaboration with deans and teachers. Head of school must communicate retention decisions in person with families throughout the month of May, prior to the last day of school. This occurs after the final exam scores are in and report cards are printed. By this point, school leaders have sufficient data to make a final decision regarding each student. At this time, a final formal retention letter is given to the family of every retained student. The family of any other child who was previously at risk of retention but who will indeed be promoted receives a formal promotion letter.

Excelsior Village Academies supports school leaders with the promotion and retention process in the following ways:

- Chief Executive Officer and Head of school supports academic deans and teachers throughout the process.
- Chief Executive Officer and Head of school creates recommendations for the various indicators that would signal a child's retention risk for use by the academic dean and teachers.
- Chief Executive Officer and Head of school creates the letters and templates that are to be used by school leaders to customize communication to families.

Head of School and their designee(s) do the following to support the communication process with families:

- Draft promotion in doubt lists based on the Excelsior Village Academies recommendations to be reviewed by school leaders and the Head of School before moving forward with formal communication.
- Review the list of families receiving formal notification of retention risk for the following purposes:
 - To ensure every single family whose child has a chance of being retained is notified as soon as possible

- To eliminate students with IEPs or other disqualifying data who will not be retained despite academic data
- Support families effectively with clear and personable communication throughout the process.

Recommendations for notifying parents of academic risk or promotion in doubt status:

- At the first progress report in October:
- All students in all grades, enrolled in Tier 2 or Tier 3 of response to intervention (RtI) services, should receive a notice of academic intervention as described above.

- At the first report card in November, recommendations for generating promotion in doubt letters are as follows:
 - Kindergarten
 - At or below a TBD According to Independent Reading Level Assessment (IRLA)
 - Grade 1
 - At or below a TBD According to Independent Reading Level Assessment (IRLA)
 - Grade 2+
 - Scoring in the bottom 12 percent of students in cohort in English overall grade, except when above a 70 percent average
 - Scoring in the bottom 12 percent of students in cohort in math overall grade, except when above a 70 percent average

- At the second progress report in Late March, recommendations for generating promotion in doubt letters are as follows:
 - Kindergarten
 - At or below a TBD According to Independent Reading Level Assessment (IRLA)
 - Grade 1
 - At or below a TBD According to Independent Reading Level Assessment (IRLA)
 - Grade 2+
 - Scoring in the bottom 10 percent of students in cohort in English overall grade, except when above a 70 percent average
 - Scoring in the bottom 10 percent of students in cohort in math overall grade, except when above a 70 percent average

- At the end of the school year, the head of school should consider retaining any student with any of the two following criteria, provided the student has not previously been retained or has modified promotional criteria that he/she has met:
 - Kindergarten
 - At or below a TBD According to Independent Reading Level Assessment (IRLA)
 - Grade 1

- At or below a TBD According to Independent Reading Level Assessment (IRLA)
- Grades 2+
 - Scoring in the bottom 8 percent of students in cohort in English overall grade, except when above a 70 percent average
 - Scoring in the bottom 8 percent of students in cohort in math overall grade, except when above a 70 percent average

If a student has previously been retained and is still meeting the criteria outlined above for possible risk of retention, and assuming that the student has been receiving RtI services for at least one term, the student will be considered for recommendation for special education evaluation. If a student already has an IEP and is still meeting the criteria outlined above for possible risk of retention, student support team will strategize plans for further intervention and supports.



Please upload how the applicant school has/will meet the educational needs of all students, including children with disabilities and English learners.

Excelsior Village Academies will meet the educational needs of all students through our multi-pronged approach for delivery of our school's rigorous academic programming. Assessment data is regularly analyzed and used to plan content mastery and interventions. The Head of School and Academic Dean analyzes data of all students and determines if additional assessments or interventions are needed. Our instructional design will ensure that our classrooms are responsive to students' diverse needs:

1. **School structure and model.** In all grades, we will use a two-teacher model within a blended learning classroom. This structure will ensure that literacy and math instruction can take place in groups of 6 students or less creating the opportunity for small group and individualized student supports every day. This practice accounts for flexible ability groups, which create the opportunity for daily in- and out-of-class student supports, particularly during the independent reading or work blocks and individualized adaptive computer stations in all classrooms. In all grades, classroom teachers will be supported by Student Supports teachers, who can push in to classes or provide individualized, out-of-class academic supports.
2. **Response to Intervention & Student Support Teams.** We will have a comprehensive Student Supports program driven by a Response to Intervention (RTI) process and overseen by a Student Supports Coordination (SST). Our RTI/SST system will allow us to systematically monitor and assist struggling students and/or those with IEPs who may need support in other areas of development (e.g., social/emotional, language, fine/gross motor) (see below for a full description of our RTI/SST model).
3. **Universal Design for Learning.** We will train all teachers to use instructional strategies that incorporate multiple means of representation, multiple means of action and expression, and multiple means of engagement so that our lessons are accessible to the full range of learners. For example, we might pre-teach new concepts before delivering them to the whole class, individualize homework, and use "brain breaks" during the day.
4. **Response to Intervention/Student Supports Team.** Our RTI/SST process is a three-leveled, prevention-oriented system that helps us identify students who may be eligible for special education services and provide support to students who may need individualized academic and other related supports. Overseen by the Student Services Coordinator (SSC), the SST will be made up of the Head of School, Academic Dean, and Special Education teachers. The SST will meet at least weekly to review assessment and observation data and determine which students would benefit from interventions. Classroom teachers will join these meetings to provide insight to the SST when it is discussing one of their students.

Every other week, teachers will meet in grade teams during planning to action plan around students who are struggling, academically and/or behaviorally. If these classroom-level interventions are not successful, teachers can refer a child for discussion at the next SST meeting. The SST will work with the classroom teachers to develop an intervention plan and assist in the monitoring process. No more than six weeks will pass before the SST meets to assess whether the interventions were successful, and the SST can always check in earlier if the intervention does not require long term data analysis (e.g., when a student simply



needs to be given a hearing screen). **Figure 1** demonstrates how we will use the RTI system to identify, evaluate, provide intervention for, and monitor students.

Figure 1: RTI Process

TIER ONE	TIER TWO	TIER THREE
<p>Focus: All students</p> <p>Intervention: General education curriculum.</p> <p>Progress Monitoring: For all incoming kindergartners, teachers will conduct the Independent Reading Level Assessment (IRLA) to screen for literacy skill levels and The Georgia Kindergarten Inventory of Developing Skills (GKIDS) Readiness Check. It is designed to be administered during the first six weeks of the kindergarten year. The GKIDS Readiness Check is aligned to the Georgia Early Learning and Development Standards (GELDS) and correlated to the state mandated content standards for kindergarten. For all students who enter in first grade and beyond, IRLA and iReady diagnostic in math and reading will be administered, as well as additional evaluations if the student’s academic/development history indicates this is necessary.</p>	<p>Focus: Students identified as at risk for poor outcomes based on data (e.g., IRLA, iReady, writing samples) and classroom observations.</p> <p>Intervention: General education and intervention teachers provide targeted, evidence-based interventions of moderate intensity provided to individuals and/or small groups in general education or out-of-class setting (e.g., “Foundations,” counting practice, one-on-one behavior coaching, “lunch bunch” to support social skills development, and ancillary services like speech and language therapy).</p> <p>Progress Monitoring: General education and teachers on Student Supports Team assess student performance over time using IRLA, iReady, data trackers, and writing samples to quantify rates of improvement, and formulate effective individualized programs for students who are least responsive to interventions.</p>	<p>Focus: Students who haven’t responded to first two levels.</p> <p>Intervention: SSC and the Student Supports team provides intensive, individualized intervention, in and/or out of general education classroom.</p> <p>Progress Monitoring: SSC and student support teachers use data (IRLA, math iReady, writing samples, and trackers) to compare a student’s expected and actual rates of learning. If appropriate, this data can be used along with special education evaluation data to formulate an IEP.</p>

SUPPORTING ENGLISH LANGUAGE LEARNERS

Excelsior Village Academies believes in equitably serving all its students and ensuring that their needs are met. Our support model provides our ELLs with instruction that helps them acquire the English academic language skills throughout the day. Given the demographic data of neighboring schools and the local community, we anticipate serving around 15% ELL students. All our ELL students have equal access to all academic, social, emotional, and extra-curricular activities as their peers, and EVA believes it is our duty to provide supportive services to ensure an equitable educational experience for all students. The contracted ESOL Teacher is the coordinator for our ELL program. The ESOL Teacher serves under our Student Services Coordinator. The ESOL Teacher serves our ELL students during their designated segments, monitors the implementation of WIDA curriculum, supports teachers in their understanding of WIDA standards, and ensures the compliance of our ELL program. The Student Services Coordinator supports the ESOL Teacher by monitoring all testing windows, ensures that students have appropriate accommodations met, and supports the ESOL teacher/coordinator in other areas when necessary.

IDENTIFYING ELL STUDENTS: To identify all students who should receive ESOL support throughout academic instruction, and comply with all relevant laws, regulations, and guidance (GA SBOE RULE IDDG 160-4-6-.02), we follow the steps below:

STEP 1 IDENTIFICATION OF POTENTIAL ELL STUDENTS: A student is tested for ELL status when the home language survey indicates that there is a language other than English spoken by the child or at home.

STEP 2 EVALUATION OF POTENTIAL ELL STUDENTS: The ESOL Teacher/Coordinator administers the WIDA-ACCESS Placement Test (W-APT), which assesses the four language domains of Listening, Speaking, Reading, and Writing. Based on the results of the W-APT, as well as



observation using the WIDA Can Do Descriptors, the ESOL Teacher/Coordinator determines the ELL status of the students.

STEP 3 STUDENT IDENTIFIED AS ELL: The ELL student is provided Sheltered English Immersion (SEI) instruction, which comprises Sheltered Content Instruction (SCI) and Direct ESL instruction depending on W-APT scores (see description of “serving” below) by the ESOL Teacher.

STEP 4 COMMUNICATION WITH PARENT/GUARDIANS: The ESOL Teacher/Coordinator, with authorization from the Head of School, notifies parents in writing, in the parents’ preferred language, of the reason the child was identified as ELL, a description of the child’s current level of English proficiency, a description of the program placement and method of instruction, the manner in which the program will meet the child’s educational needs, a description of how the program will help the child learn English, the requirements for exiting the program, and the parent/guardian’s right to waive ESOL services. If requested, a follow-up meeting is held between parent/guardian and the Head of School and ESOL Teacher/Coordinator to discuss the placement. Like notification and placement process in Special Education, parents/guardians are informed regarding any additional training and support throughout the academic year that will assist them to gain the knowledge, tools, and skills to best help their student’s language development.

SERVING ELL STUDENTS: The Shelter English Immersion (SEI) program (as described by WIDA) provides two types of support to qualifying students (1) Direct English as a Second Language (ESL) instruction and (2) Sheltered Content Instruction:

Direct ESL Instruction is provided by a certified ESOL Teacher/Coordinator for the mandated number of numbers per day and per week, based upon the students’ level of English proficiency and grade level. The ESOL Teacher/Coordinator, Head of School and grade level teacher(s) create individualized schedules for each child who qualifies for services to ensure that direct ESL instruction is delivered during the most appropriate time and setting. Direct ESL instruction is provided individually or in a small group by the certified ELL teacher and would ideally take place inside the general education classroom but could take place as a small group outside of the classroom. Within those pull-out situations, we anticipate using a curriculum such as National Geographic Reach, which aligns with the WIDA standards and focuses on building academic and content-area language and vocabulary. Sheltered Content Instruction is delivered primarily by general education teachers, who adapt grade level, content lessons to the students’ level of English proficiency, while simultaneously focusing on English language development. For example, a kindergarten teacher “shelters” instruction by using pictures to activate the concept of letter-sound correspondence so that the teacher knows that his/her ELL students know the name of all items on a sound card before attempting to introduce the letter-sound concept. SCI Instruction takes place in the general education classroom and ESOL teachers may push in to provide additional language support. General education teachers providing SCI instruction have the SEI Endorsement or ESOL certificate. ESOL teachers assist classroom teachers in integrating the WIDA English Language Proficiency Standards into the content area instruction and to identify ways in which students at all levels of English development can be supported in the content areas. ESOL teachers also help to track the growth of students’ English language development using the WIDA Model Performance Indicators and Can-Do Descriptors.

ASSESSING AND MONITORING ELL PROGRESS: All identified ELL students take the ACCESS 2.0 assessment to measure English language development, as well as the GA Milestones exams, as mandated by GA SBOE 160-4-5-.02. All ELL students take the GA Milestones for his/her grade, or applicable placement and benchmark grades if their grade level is not scheduled to take the GA Milestones. The ESOL Teacher/Coordinator determines how an ELL student



will participate in the GA Milestones or the Georgia Alternative Assessment (GAA) exam as indicated with or without accommodations on an IEP. EVA strives to have all ELL students reclassified in an appropriate manner and makes this determination using ACCESS exam scores, input from general education and ESOL teachers, and evidence from general education progress.

SUPPORTING STUDENT WITH DISABILITIES

EVALUATE and IDENTIFY: The process we use to identify entering and existing students with special education needs is designed to be systematic and responsive, and is based on all applicable laws, regulations, and guidance pertaining to students with special needs (IDEA; GA SBOE 160-4-7-.03).

STEP 1 BEGINNING THE PROCESS: For students who enter EVA with an IEP, the Student Services Coordinator (SSC) uses official school records and communication with parents/guardians to determine the child's history in school. From there, the SCC determines whether a formal IEP has been drafted previously and obtains the official document either from a past school or from the family. Within two weeks (or ten academic days) of receiving the IEP, the SSC schedules a conference or transfer IEP meeting with parents/guardians to discuss the IEP. EVA provides services mandated by the existing IEP until the Student Support Team (SST) can meet. For students who do not have an IEP and demonstrate a potential support need, EVA implements the RTI protocol with the guidance of the SSC. For each student receiving tier two support in the RTI process, the SSC creates an action plan. The SST team includes the Special Education Teacher, Student Services Coordinator, homeroom teacher, parent/guardian, and family advocate. The SST identifies (1) special areas of concern, (2) the research-based interventions to be used, (3) the staff member responsible for providing the intervention and how frequently that intervention is to be used, and (4) the date of the next follow-up meeting (typically 6-8 weeks). We then evaluate student performance against action plan goals to determine if there has been a positive response to the interventions used. If there has not been adequate progress, the student receives tier three support. If the SST determines the intervention is not enabling the student to make adequate progress, the student is referred for special education testing. Alternatively, the SCC begins a formal evaluation immediately if the parent requests testing in writing.

STEP 2 CONSENT FOR EVALUATION FROM PARENT/GUARDIAN: EVA follows GA SBOE 160-4-7-.09-6 regarding consent to evaluate and all evaluations will take place within 60 days of the parent/guardian signing the parent consent for evaluation (PCE).

STEP 3 CONDUCTING THE EVALUATION: The testing of the student occurs in all areas of the suspected disability and must include at least two measures of achievement and cognitive ability and is conducted by a licensed psychologist. The SSC and each identified student complete an Educational Assessment for all initial and re-evaluations. The psychologist conducts academic evaluations (e.g., WIAT, Woodcock Johnson Battery). Outside providers conduct other evaluations including but not limited to cognitive, psychological, memory, executive functioning, speech/language, OT/PT, and Functional Behavioral Assessment (FBA).

STEP 4 SPECIAL EDUCATION TEAM MEETING: The Special Education Team (including the SSC, licensed psychologist, Special Education teacher, homeroom, and support teachers) meets with

the family of the student to review RTI documentation and all evaluation reports. At this meeting, the Special Education Team determines eligibility. If eligible in one of the 13 areas of disability described in the IDEA, the Special Education Team develops an IEP or 504 plan (504 plan is used if the students do not need specifically designed instruction but may need accommodation to ensure equal access to the curriculum, such as extra reminders to stay on task or movement breaks for a student with ADHD). Depending on the results of the psychological evaluation, the team may also develop a Behavior Intervention Plan (BIP).

STEP 5 DEVELOP, REVIEW, and REVISE IEPs: General and special education teachers work collaboratively to monitor the progress of students with IEPs. The Special Education Team meets annually to review each student's IEP goals and progress. SST meetings also serve as a platform for staff to discuss progress of students on IEPs. In monitoring students with IEPs, the Special Education Team uses all sources of available qualitative and quantitative data (e.g. interim benchmark assessments, IRLA testing, results GA Milestones, etc.) to determine whether the student is progressing according to his/her IEP goals. The Special Education Team meets at least annually, and a student is re-evaluated at least every three years to determine eligibility. At any time, parents/guardians may request an IEP meeting and the Special Education Team may reconvene before the annual meeting if the IEP needs to be amended. When the school suspects a student no longer requires Special Education services, we initiate an evaluation and hold a Special Education Team meeting to determine if the student continues to be eligible for special education services. Students with IEPs are provided with an IEP progress report on the same schedule that the school gives all students progress reports and report cards as described in detail on their IEPs. Pursuant to GA SBOE 160-4-7-.06 guidance, the Special Education Team, during its annual meeting, determines how each student with an IEP or 504 Plan will participate in GA Milestones and other school-based assessments for each subject scheduled for assessment. The Special Education Team assigns the student either the Standard GA Milestones test, with or without accommodations, or the GA Milestones Alternate Assessment. If an accommodation is deemed necessary, the team chooses appropriate accommodations (e.g., small group setting, frequent breaks) and nonstandard accommodations (e.g., use of speech-to-text conversion device).

STEP 6 INTEGRATION INTO GENERAL EDUCATION: At EVA we believe in inclusion and our school provides support to all students with disabilities no matter how they learn. EVA does this in accordance with the Least Restrictive Environment (LRE) requirements of IDEA and because we believe that students receiving necessary support learn best alongside their peers (and peers from them) in our general education classes. As a component of a full continuum of special education services, and when an IEP calls for out of class services, students receive instruction and services as dictated by the IEP and Special Education team. The Special Education program at EVA exceeds all federal and state requirements set forth by IDEA. Students receive their Special Education services within the least restrictive environment (LRE) and the goal is to make this the general education setting whenever possible. However, the LRE can be redefined based upon student need and collaborative or resource models can also be used. EVA makes every effort to ensure that out-of-class services are delivered during appropriate, least disruptive times such as during differentiation block rotation when scholar is not receiving small instruction from core content teacher. In addition to this individual support provided during the school day, the Special Education Team provides resources,



support, and training to families of the students whom they serve so that help can also be provided at home and beyond the school day, and to empower families with the tools necessary to help their student(s) succeed. EVA offers the full continuum of IEP services as needed by its students.

FACILITY ACCESSIBILITY: EVA complies with all state and federal requirements for accessibility of facilities following ADA requirements and provides appropriate equipment.

STUDENT DISCIPLINE: Prior to recommending expulsion or suspension for 10 days cumulatively in one year for a special education or Section 504 student, the Head of School convenes the Special Education Team to determine whether the student's misconduct was a manifestation of his or her disability; whether the student was receiving appropriate services at the time of the misconduct; and/or whether behavior intervention strategies were in effect and consistent with the student's IEP or 504 Plan. The parent is entitled to be present and have any other people present. If it is determined the student's misconduct was not a manifestation of his or her disability, the student was appropriately placed and was receiving appropriate services at the time of the misconduct, and that behavior intervention strategies were in effect and consistent with the student's IEP, the student may be disciplined according to the EVA's discipline policy. If it is determined that the student's misconduct was in fact a manifestation of his or her disability (meaning the answer to either question above is yes), the student is not reprimanded and all teachers, deans or administrators involved receive additional guidance regarding the support of exceptional students. Decisions of the IEP team can be appealed to the state for special education students or the OCR for 504 students.

DISPUTES: When a stakeholder has a grievance with any element of EVA, including Special Education programming, every effort is expended to resolve the issue without resorting to the official grievance process. If a resolution has not been reached, the stakeholder can initiate the formal grievance process:

1. State their complaint in writing to the Head of School. The Head of School will receive a complaint via postal mail or email to their authorized EVA address.
2. Within five (5) days of receiving an official complaint, the Head of School will investigate, take appropriate action, and inform the complaining stakeholder of that action.
3. If that action does not satisfy the stakeholder, then they will be invited to submit their complaint to the Chair of the Board of Directors within ten (10) days of receiving the Head of School's decision.
4. Then, within ten (10) days of receiving the complaint, the Chair of the Board will convene a committee of the Board which will investigate and render a decision.
4. The decision of the committee in ordinary circumstances will be final. If the committee is unable to reach a decision and/or grievance is of such a nature that it could interfere with the normal operations of EVA, then the committee will bring the complaint to the whole Board for consideration as soon as is practicable after the committee decides it cannot make a final decision.
6. The grievant shall have the right to appeal any decision by the Governing Boards to the State Board of Education and can always file directly with the state pursuant to O.C.G.A. 20-2-1160. Please note that parents will be given a copy of their parental rights at the beginning of every IEP meeting.

Students and their parents can file complaints directly with the SBOE or the federal court. For 504 students, parents may file a complaint with the Office of Civil Rights.

STUDENT RECORDS: EVA complies with all aspects of the Family Education Rights and Privacy Act (FERPA) to ensure that parents have access to their children’s educational records and to protect the privacy rights of parents and children by limiting access to these records without parental consent. We comply with special education laws that require teachers, and others who work with the child to have access to the child’s IEP to understand the student’s modifications and accommodations in place to meet the student’s needs.

PURCHASED SERVICES: EVA adopts and follows GADOE guidelines, standards, and policies to provide all local, state, and federally mandated services to students with disabilities. Services are delivered along the guidelines and standards set forth by GADOE including use of the same assessments, identification, evaluation, placement, data reporting systems, and due process procedures. In accordance with all related laws, we work diligently to meet the needs of students by providing the appropriate services by licensed/certified staff members and/or consultants. Our SSC arranges for training programs and lead support for general education teachers through GADOE, GADOE, and GCSA.

SECURE TRAINING: During summer training and ongoing PD, all staff are trained in: (1) state and federal special education requirements and related local special education policies and procedures, (2) how to analyze and accommodate diverse learning styles, and (3) methods of collaboration among teachers to accommodate these learning styles in the general education classroom. EVA adopts and implements a Professional Development Plan (PDP) for all student support teachers. As part of their PDPs, all teachers, both general education and members of the Special Education team, receive ongoing training to assist students with disabilities to make progress in the general curriculum.

CHARTER FOR EXCELSIOR VILLAGE ACADEMIES

This charter for Excelsior Village Academies (“Charter”) is entered into by and between Excelsior Village Academies, Inc. (“Petitioner”) and the State Charter Schools Commission of Georgia (“SCSC”) (collectively referred to as “the parties”).

WHEREAS, the Petitioner submitted a petition proposing to establish a state charter school pursuant to O.C.G.A. § 20-2-2060 *et seq.*, the Charter Schools Act of 1998 (“Charter Schools Act”) and O.C.G.A. § 20-2-2084;

WHEREAS, the SCSC finds that the petition complies with the provisions of the Charter Schools Act, and the rules, regulations, policies and procedures promulgated in accordance with O.C.G.A. § 20-2-2063 and O.C.G.A. § 20-2-2084 and further finds that the petition is in the public interest; and

WHEREAS, pursuant to Article 31 and Article 31A of Chapter 2 Title 20 of the Official Code of Georgia Annotated, the SCSC grants this Charter to permit Petitioner to operate Excelsior Village Academies (“the Charter School”) in accordance with the terms and conditions of this Charter.

NOW THEREFORE, in consideration of the promises, mutual agreements, and covenants contained herein and other good and valuable consideration, the sufficiency of which is hereby acknowledged, the parties agree as follows:

1. Definitions. The terms below will be interpreted in accordance with the following definitions, unless and until federal or state law, or the state accountability system, is amended otherwise:
 - a. Education Service Provider means a nonprofit or for-profit organization that contracts with charter schools to provide multiple educational, operational, or comprehensive management services, including, but not limited to, curriculum design, instructional resources, professional development, financial and operational management, facilities management, or any combination thereof.
 - b. Georgia Department of Education (GaDOE or Department) means the state agency charged with the fiscal and administrative management of certain aspects of K – 12 public education, including the implementation of federal and state mandates. Such management is subject to supervision and oversight by the State Board of Education.
 - c. Governing Board means the governing board of the nonprofit organization for a state charter school and which is the same as the governing board of the state charter school which is involved in school-level governance of the state charter school.
 - d. Local Educational Agency (LEA) means a public authority legally constituted with Georgia for administrative control or direction of public elementary or secondary schools. The Charter School shall act as its own LEA pursuant to O.C.G.A. § 20-2-2090 and SBOE Rule 160-4-9.04, including but not limited to data reporting, student enrollment counting procedures, student achievement reporting, and funding allocations.
 - e. School Leader means the individual with the highest authority in school administration regardless of title.
 - f. State Board of Education (SBOE or State Board) means the constitutional authority which defines education policy for public K – 12 education agencies in Georgia.
2. Charter Term. The SCSC grants this Charter to Petitioner to operate the Charter School for a five-year term beginning on July 1, 2024 and expiring on June 30, 2029.

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3. Grade Range. The Charter School shall serve grades K-8. The Charter School's total enrollment shall be at least 153 students but shall not exceed 540 students at any point during the charter term.
4. Mission Statement. The mission at Excelsior Village Academies is to provide quality K-8 school choice by offering a rigorous academic program in a community-centered learning environment. Students will develop the skills needed to thrive in college and careers.
5. Essential or Innovative Features. The Charter School is a classical education school. A classical education depends on a three-part process of training the mind. The phases are roughly coordinated with human development and will be coordinated with each individual student's development.
6. Open Enrollment and Admissions. The Charter School shall comply with the open enrollment and admissions provisions set forth in O.C.G.A. § 20-2-2066. Enrollment shall be open to any student in accordance with the following criteria:
 - a. Attendance Zone. Enrollment shall be open to any grade level eligible student who resides in Henry County School District, Atlanta Public Schools, Clayton County School District, DeKalb County School District or Fulton County School District.
 - b. Application. Prospective students must submit an application to the Charter School by the deadline set by the Charter School to be eligible for enrollment. The Charter School shall require proof of residency in the Attendance Zone at the time of application or enrollment.

The application process must comply with O.C.G.A. § 20-2-2066 and SCSC Rule 691-2-.05. The application shall only request information to identify the student and determine the grade to which the student will be enrolled, including the student's name and grade as well as basic contact information for the parent, such as a telephone number and email address. The Charter School may not use admissions criteria or applications that would not otherwise be used at a traditional public school, including requests for letters of recommendation, essays, resumes, or information regarding a student's school or community activities, grades, test scores, attendance record, or disciplinary history. The Charter School may gather other relevant information from students in compliance with applicable law after enrollment is determined.

- c. Random Lottery. If the number of timely applicants received by the Charter School exceeds the capacity of a program, class, grade level, or building, the Charter School shall ensure that such applicants have an equal chance of being admitted through a random selection process in accordance with O.C.G.A. § 20-2-2066(a)(1)(A) and SCSC Rule 691-2-.05. The Charter School shall not conduct more than one lottery per grade per admissions cycle.
- d. Statutory Enrollment Priorities. In accordance with O.C.G.A. § 20-2-2066(a)(1)(A) and SCSC Rule 691-2-.05, the Charter School may give enrollment priority to the following categories of applicants and in the following priority:
 - i. A sibling of a student enrolled in the Charter School; or
 - ii. A student whose parent or guardian is a member of the governing board of the Charter School or is a full-time teacher, professional, or other employee at the Charter School.

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- e. Weighted Lottery. In accordance with O.C.G.A. § 20-2-2066(a)(1)(A), the Charter School may implement a weighted lottery. Prior to publishing its weighted lottery procedures or implementing the weighted lottery, the Charter School shall obtain written approval from SCSC staff of its weighted lottery procedures and the subset(s) of educationally disadvantaged students to which the weighted lottery will apply.
- i. An increased chance of admission will be provided to at least one of the following subsets of educationally disadvantaged students with each subset as defined by the State Board in accordance with federal guidelines and regulations:
 1. Students who are economically disadvantaged;
 2. Student with disabilities;
 3. Limited English proficient students;
 4. Neglected or delinquent students; and
 5. Homeless students.
 - ii. To facilitate the weighted lottery, applicants may indicate their educationally disadvantaged status on the admissions application and the Charter School shall verify this status as part of the registration process.
 - iii. The Charter School shall make good faith efforts to confirm educationally disadvantaged status prior to the lottery, but shall not be required to re-administer the lottery or change a student's lottery status in the event any student's failure to provide appropriate documentation of such status results in a lower or higher percentage of educationally disadvantaged students being accepted into the Charter School.
 - iv. The weight shall be calculated annually with the formula $W = (PA - PE) / (E - PE)$, provided however, the weight shall be no less than 4:1.
 - v. The variables of the weighted lottery formula described above shall be defined as follows:
 1. "P" shall be equal to the percentage of educationally disadvantaged students in the prioritized subset within the local school system in which the Charter School is located as measured by the Governor's Office of Student Achievement for the previous school year. In the event the percentage of educationally disadvantaged students in the local school system in which the Charter School is located is more than 50%, P shall not exceed 50%.
 2. "A" shall be equal to the total number of Kindergarten applications from all students.
 3. "E" shall be equal to the number of Kindergarten applications from students who qualify as educationally disadvantaged.
 - vi. Upon the request of Petitioner after the second year of weighted lottery implementation, the SCSC agrees to review and consider revisions to this provision to confirm its efficacy based on the Petitioner's current student enrollment.
- f. Outreach and Marketing. The Charter School shall utilize reasonable outreach and marketing measures to make all potential applicants aware of opportunities for enrollment at the Charter

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School, including, but not limited to, seeking the enrollment of a cross section of the school-age population throughout the attendance zone, consistent with the requirements of O.C.G.A. § 20-2-2066. The SCSC, upon a finding that the outreach and marketing measures taken by the Charter School are inconsistent with applicable law or the representations made by the Charter School in the Application and/or other representations or submissions to the SCSC, may require the Charter School to take further action, including but not limited to, requiring the Charter School to extend its enrollment period, delay or void its random lottery, and/or conduct further specified outreach and marketing steps.

- g. Use of Parental Agreements for Withdrawal or Reenrollment. The Charter School may adopt policies setting forth parental volunteer or service expectations and may require parent to sign an acknowledgement of those expectations. The Charter School may not withdraw, decline to reenroll, or otherwise discipline a student for a parent's failure to meet such expectations. The Charter School may not communicate to a student or parent that it has the authority to withdraw, decline to reenroll, or otherwise discipline a student for a parent's failure to meet volunteer or service expectations.
 - h. Enrollment Opportunity. The Charter School shall also ensure open enrollment for each grade served for which space is available and shall not adopt any policy or practice that restricts enrollment to specific grade levels within the grade span served by the school or to a particular class of students served by the school. The Charter School must offer at least one annual enrollment opportunity for each grade served for which space is available.
 - i. Unified Enrollment System (UES). The Charter School shall use any UES required by SCSC to conduct its student application and enrollment activities to the extent required by SCSC rules, guidance or policy unless the SCSC Executive Director issues the Charter School a written exception or waiver at SCSC's discretion.
7. Maximum Flexibility Allowed by Law. In exchange for the Charter School's agreement to meet or exceed the performance-based goals and measurable objectives set forth in Section 9 below, the SCSC grants the maximum flexibility allowed by law to the Charter School. Pursuant to O.C.G.A. § 20-2-2065(a), the Charter School shall be entitled to the maximum flexibility allowed by law from the provisions of Title 20 of the Official Code of Georgia Annotated and from any state or local rule, regulation, policy, or procedure established by a local board of education, the SBOE, or the GaDOE. Notwithstanding this maximum flexibility, the Charter School shall comply with the terms of this Charter, the Charter Schools Act, including the provisions set forth in Section 16 below, and any rules, regulations, policies, or procedures established by the SCSC consistent with the Charter Schools Act.
8. Accreditation. Reserved.
9. Comprehensive Performance Framework and Performance Expectations.
- a. Incorporation Into Charter Contract. The Comprehensive Performance Framework (CPF) adopted by the SCSC shall be incorporated into the Charter as Exhibit A. The CPF shall supersede and replace any and all assessment measures, educational goals and objectives, financial operations metrics, and organizational performance metrics set forth in the Application and not explicitly incorporated into the CPF or this charter contract. The specific terms, forms and requirements of the CPF, including any

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required indicators, measures, metrics, and targets, are maintained and disseminated by the SCSC and will be binding on the Charter School. Material amendments to the CPF shall require approval by the SCSC and shall be automatically incorporated into this Charter Contract upon SCSC approval without further amendment to the Charter Contract. If such modifications or amendments are required, including modifications to address amended laws, the SCSC will use best efforts to apply expectations for school performance in a manner consistent with those set forth in the CPF.

- b. Monitoring and Reporting. In accordance with SCSC Rule 691-2-.03, the SCSC shall monitor the Charter School's progress in relation to the indicators, measures, metrics and targets set out in the CPF, as well as other applicable rules and laws. The SCSC shall publicly report the Charter School's achievement and compliance at least annually following the completion of the Charter School's first year of operation.
- c. Performance Expectations. **The Charter School's performance in relation to the indicators, measures, metrics and targets set forth in the CPF shall provide the basis upon which the SCSC will decide whether to renew the Charter School's Charter Contract at the end of the charter term. This section shall not preclude the SCSC from considering other relevant factors in making renewal decisions.**
- d. Mission-Specific Goals. The operational portion of the CPF incorporated as Exhibit A, holds the Charter School accountable for the following mission-specific goals:
 - i. During each year of the Charter School's first five-year charter term, the Charter School shall be designated as "beating the odds" as determined by the Governor's Office of Student Achievement (GOSA) and the Georgia Department of Education (GaDOE).
 - ii. During year 2 of the charter term, the Charter School shall score equal to or better than both the State and local district on the grade-level band grades for the State College and Career Readiness Performance Index (CCRPI).
 - iii. During years 3 through 5 of the charter term, the Charter School shall score better than both the State and the local district on the grade-level
- e. Performance Review Presentations. In the event that the Charter School fails to meet standards in accordance with the CPF, the Charter School may be required to make an annual, in-person report to the Commission ("Performance Review Presentation"). At least one Board member and one staff member must attend the Annual Performance Review Presentation. Presentations shall be in the form and manner requested by the SCSC.

10. Assessment and Accountability. Notwithstanding Sections 7 and 9 above, the Charter School is subject to all accountability and assessment requirements set forth within Title 20 of the Official Code of Georgia Annotated and any corresponding State Board Rules, including but not limited to the accountability provisions of O.C.G.A. §§ 20-14-30 through 41. The Charter School is further subject to all federal accountability requirements under the Elementary and Secondary Education Act, including its reauthorization as the Every Student Succeeds Act and any subsequent amendment thereto and provisions of state law or regulation that implement the federal law.

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11. Annual Report. The Charter School shall submit an annual report by the deadline established by O.C.G.A. § 20-2-2067.1(c) of each year to the GaDOE and to the SCSC that complies with all requirements established by the GaDOE or applicable law.

12. Withdrawal Without Penalty. The Charter School shall comply with the provisions of O.C.G.A. § 20-2-2066(d) for withdrawing students. The Charter School agrees that a student may withdraw without penalty from the Charter School at any time and enroll in another public school in the local school system in which such student resides.

13. State and Federally Mandated Educational Services.

- a. Students with Disabilities. The Charter School shall comply with all federal education laws and regulations applicable to students with disabilities, including Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Individuals with Disabilities Education Act.
- b. English Language Learners. The Charter School shall comply with all applicable federal laws and regulations relating to the provision of education services to English Language Learners.
- c. Supplemental Education. The Charter School shall provide supplemental education services in required cases pursuant to the Elementary and Secondary Education Act, including its reauthorization as the Every Student Succeeds Act and any subsequent amendment thereto and provisions of state law or regulation that implement federal law.
- d. Remediation. The Charter School shall provide remediation in required cases pursuant to the Elementary and Secondary Education Act, including its reauthorization as the Every Student Succeeds Act and provisions of state law or regulation that implement federal law.

14. Governance Structure.

- a. Governing Board. The Charter School shall utilize an autonomous governing body in the form of a governing board (Governing Board), which shall operate in accordance with its bylaws and which shall be responsible for complying with and carrying out the provisions of this Charter, including compliance with all applicable law. The Governing Board shall exercise substantive control over such areas as personnel decisions, financial decisions, curriculum and instruction, resource allocation, establishing and monitoring the achievement of school improvement goals, and school operations, which are listed by way of example and not by limitation.
- b. Function. It shall be the function of the Governing Board to uphold the Charter School's mission and vision, to set policy for the Charter School, to work collaboratively with school officials to ensure the Charter School complies with the performance goals enumerated in Section 9 above, to ensure effective organizational planning, and to ensure financial stability of the Charter School.
- c. Public Meetings.

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- i. Open Meetings Act. The Governing Board is subject to and shall comply with the Open Meetings Act, O.C.G.A. § 50-14-1 et seq., and any subsequent amendment thereof.
 - ii. Regular Meetings. The Governing Board shall conduct regular meetings consistent with principles of transparency and avoid actual or apparent conflicts of interest in the governance of the Charter School. The Governing Board shall conduct no less than ten (10) regular meetings each state fiscal year.
 - iii. Called Meetings with Less than 24 Hours' Notice. In addition to adhering to the specific notice requirements in the Open Meetings Act, if the Governing Board schedules a called meeting (i.e., a meeting that is not regularly scheduled) with less than twenty-four (24) hours' notice, the Governing Board shall also notify the SCSC Executive Director or his or her designee of the meeting via electronic mail or phone immediately after scheduling the called meeting.
 - iv. The Governing Board shall not vote on any official business, policy or public matter by e-mail.
- d. Public Records and Transparency. The Governing Board is subject to and shall comply with the Open Records Act, O.C.G.A. § 50-18-70 *et seq.*, and any subsequent amendment thereof. Pursuant to O.C.G.A. § 50-18-70(b)(2) the Governing Board shall ensure that all public records that are maintained or received by a private person or entity in the performance of a service or function for or on behalf of the Charter School are available to the public in the same manner and extent as records collected or maintained by the Charter School. The Governing Board shall maintain its adopted policies, budgets, meeting agendas and minutes, financial audits, and annual reports, and shall make such documents available for public inspection. Additionally, to promote transparency, the Charter School shall ensure that the following information, at a minimum, is easily accessible on the Charter School's website:
- i. Governing Board membership;
 - ii. Governing Board meeting calendar;
 - iii. Meeting agendas for upcoming Governing Board meetings;
 - iv. Meeting minutes for past Governing Board meetings unless the Georgia Open Meetings Act limits their publication;
 - v. Procedure for contacting School Leader;
 - vi. Procedure for contacting the Governing Board;
 - vii. Any admissions application utilized by the school;
 - viii. Notification of enrollment and admission procedures required by SCSC Rule 691-2-.05, including the date, time, and location of any upcoming enrollment lottery;
 - ix. Annual operating budget or summary thereof as required by O.C.G.A. § 20-2-167.1; and
 - x. The Charter School's charter contract.

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- e. Communication with Stakeholders. The Charter School, including the Governing Board and School Leader, must communicate in a timely manner with stakeholders, including, but not limited to: the SCSC, families, students, and other government agencies. The Governing Board or School Leader must use all reasonable efforts to promptly and expeditiously respond to and address stakeholder communications, complaints, and requests for information received via the procedures listed in Paragraph 14(d).

- f. Governing Board Eligibility
 - i. Pursuant to O.C.G.A. § 20-2-2084(e), all members of the Governing Board shall be United States citizens, residents of Georgia, and shall not be employees of the Charter School.
 - ii. No person who has an immediate family member sitting on the Governing Board or serving as the Charter School's superintendent, Head of School, principal, assistant principal, or administrative staff can serve on the Governing Board unless the person discloses the conflict to the Governing Board in a writing wherein he or she agrees to recuse themselves from any discussion and/or Commission action regarding the immediate family member, and the Governing Board agrees to waiver of this provision in a public meeting. Immediate family member means a spouse, child, sibling, or parent or the spouse of a child, sibling or parent.

- g. Conflicts of Interest. The Governing Board shall establish a formal policy to prevent and disclose conflicts of interest and comply with the requirements of O.C.G.A. § 20-2-2084(e) and this Charter. Members of the Governing Board and all individuals employed at the Charter School shall abide by such conflicts of interest policy. Upon request, the Charter School shall provide conflict of interest forms to the SCSC demonstrating that governing board members are in compliance with the conflicts of interest policy.

- h. Public Status. Petitioner assures that the Charter School shall be a public, nonsectarian, nonreligious, nonprofit school organized and operated under the laws of the State of Georgia. Petitioner further assures that the Charter School shall not be home-based; however, this does not preclude the Charter School from using virtual-based instruction in a remote setting.

- i. Director Compensation. No member of the Governing Board shall receive compensation for his or her service on the Governing Board in excess of reasonable expenses incurred in connection with actual attendance at board meetings or with performance of duties associated therewith.

- j. Contractual Interference. No party to this Charter may interfere with the legal right(s) and/or obligation(s) of another party to execute the provisions of this Charter.

15. Fiscal Control.

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- a. Financial Reporting Requirements. The Charter School shall follow the financial requirements of the GaDOE's Financial Management for Georgia Local Units of Administration Manual for all funds received by the Charter School. This expressly includes, but is not limited to, developing and adhering to financial policies, preparing and adhering to operating budgets, accounting procedures, managing cash and investments, and segregation of duties and internal controls. The Charter School shall submit all information required by the State Accounting Office for inclusion in the State of Georgia Comprehensive Annual Financial Report.
- b. Annual Audit. The Charter School shall have an annual financial audit conducted by an independent certified public accountant licensed in the State of Georgia and submit its annual financial audit to the SCSC by November 1 each year or as otherwise required by applicable law. If the Charter School does not meet standards on the financial or operational sections of the CPF in the previous year, the SCSC may require the Charter School to utilize an independent certified public accountant selected by the SCSC to perform the subsequent year's annual audit.
- c. Financially At-Risk Schools. If the Charter School does not meet standards on the financial section of the CPF and/or demonstrates negligence which may lead to material financial misstatements of the Charter School's fiscal performance, the Charter School may be designated as financially at-risk and require more frequent financial monitoring. The nature of the additional financial monitoring will be determined by the SCSC Executive Director.
- d. Chief Financial Officer. The Charter School shall designate a Chief Financial Officer. The Chief Financial Officer may be a contractor rather than a school employee; however, the SCSC will hold the Charter School accountable for all financial operations of the Charter School. The Chief Financial Officer shall possess the following minimum qualifications:
 - i. A baccalaureate or higher degree in business, accounting, or finance from an accredited college or university and a minimum of four (4) years' experience in a field related to business or finance; or
 - ii. Documented experience of ten (10) or more years in the field of business and financial management.
- e. Federal Monitoring Requirements. The Charter School shall comply with all federal monitoring requirements related to the receipt of federal funds.
- f. Charter School Program Eligibility. In the event the Charter School seeks grant funds under the Federal Charter School Program, the Charter School must satisfy all federal eligibility requirements as a prerequisite to applying for and receiving such funds.

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- g. Insurance. Prior to opening, the Charter School shall secure adequate insurance coverage and the Charter School shall maintain such coverage throughout the charter term in accordance with the laws of the State of Georgia.
 - h. Surplus Funds. Under no circumstances shall any surplus funds be distributed to the Charter School's board member(s), educational service provider or educational management organization. This subsection shall be construed consistent with the provisions of O.C.G.A. § 20-2-167(a)(5).
 - i. Responsibility for Debts. The Charter School is solely responsible for all debts incurred by the Charter School and its Governing Board. Except as agreed hereto, the SCSC shall not be contractually bound to the Charter School or to any third party with whom the Charter School has a contract or from whom the Charter School has purchased goods or services.
 - j. Distribution of Funds and Assets. If the SCSC terminates the Charter or the Charter expires, the Governing Board shall conclude the business and affairs of the Charter School and cooperate with the SCSC to the extent necessary to provide an orderly return of the students to their local school. The Charter School shall remit any surplus or unencumbered funds derived from state or federal grants existing as of the effective date of termination or expiration ("closure date"), and any furniture, equipment or other assets purchased with state or federal grant funds, to the SCSC in the manner specified by SCSC within sixty (60) days of the closure date. All other assets of the Charter School shall revert to the SCSC after the Charter School's liabilities are satisfied. The SCSC is not responsible for the Charter School's unpaid debts in the event the Charter School does not have sufficient funds to pay all of its debts as of the closure date.
 - k. Preference in Contracting. The Charter school shall give preference in contracting and purchasing of services and materials to businesses identified in O.C.G.A. § 20-2-2084(d)(2).
 - l. Acquiring Debt. The Charter School shall inform the SCSC Executive Director before acquiring debt with a repayment schedule that exceeds the length of the current charter term, including but not limited to: monies derived from loans from financial institutions or through the sale of bonds.
 - m. Deficit Reduction. If at any time during the charter term the SCSC determines that the Charter School has a negative cash balance or an unrestricted days cash of less than fifteen (15) days, the Charter School may be required to submit a financial risk-avoidance plan, monthly SCSC Fiscal Compliance Template reports and monthly bank statements from all banks utilized by the Charter School. Submission shall be in the form and manner specified by the SCSC Executive Director. This subsection shall not be construed to limit any other SCSC authority to require the Charter School to submit additional financial reports unrelated to deficit reduction.
16. Compliance with Other Laws, Rules, and Regulations. The Charter School shall operate in accordance with the United States Constitution, the Constitution of the State of Georgia, and all applicable federal,

Excelsior Village Academies

state, and local laws that may not be waived pursuant to O.C.G.A. § 20-2-2065, including, but not limited to, the following provisions:

- a. Civil Rights, Insurance, Health, Safety, and Conflicting Interests. The Charter School shall operate in accordance with all applicable federal, state, and local rules, regulations, court orders and statutes relating to civil rights; insurance; the protection of the physical health and safety of students, employees, and visitors; conflicting interest transactions and the prevention of unlawful conduct.
- b. Asbestos Remediation. The Charter School shall comply with the terms of any applicable asbestos remediation plan.
- c. Unlawful Conduct. The Charter School shall be subject to all laws relating to unlawful conduct in or near a public school.
- d. Student Conduct and Discipline. The Charter School shall maintain and implement a written policy regarding student discipline, which policy shall be consistent with due process.
- e. State Board of Education Rules. The Charter School shall operate in accordance with all SBOE Rules promulgated in accordance with O.C.G.A. § 20-2-240 during the term herein that are not subject to any waiver granted in Section 7 above.
- f. Prohibition on Discrimination. The Charter School shall not discriminate against students on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, marital status, academic ability, the need for special educational services, or any other characteristic protected by local, state, or federal law.
- g. Reporting Requirements. The Charter School shall be subject to all reporting requirements of O.C.G.A. §§ 20-2-160, 20-2-161(e), 20-2-320, and 20-2-740.
- h. Tuition. The Charter School shall not charge tuition or fees to its students except as may be authorized for local boards pursuant to O.C.G.A. § 20-2-133.
- i. Brief Period of Quiet Reflection. The Charter School shall comply with O.C.G.A. § 20-2-1050, which requires a brief period of quiet reflection.
- j. Individual Graduation Plans. The Charter school shall comply with O.C.G.A. § 20-2-327 related to Individual Graduation Plans.

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- k. Family Educational Rights and Privacy Act. The Charter School is subject to all provisions of the Federal Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g. In the event the Charter School closes, it shall transmit all official student records in the manner prescribed by the State Board.
 - l. QBE Formula Earnings. The Charter School acknowledges that criteria used to calculate Quality Basic Education (QBE) funding may not be waived.
 - m. School Nursing Program. The Charter School shall implement a nursing program in accordance with O.C.G.A. § 20-2-771.2.
 - n. Student Fees and Charges. The Charter School shall comply with SBOE Rule 160-5-1-.12 to preserve the rights of students regarding payments and fees.
17. SCSC Administrative Withhold: Pursuant to O.C.G.A. § 20-2-2089, the SCSC is authorized to withhold up to three (3) percent of the Charter School's funds received through O.C.G.A. § 20-2-2089(a)(1) for administering the duties required of the SCSC pursuant to O.C.G.A. § 20-2-2083.
- a. Return of SCSC Administrative Withhold Funds. Upon satisfaction of annually budgeted expenses, the SCSC may vote to return any surplus funds from its authorized administrative withhold to its Charter Schools on a pro rata basis. The SCSC does not guarantee any surplus of funds.
 - b. Restrictions on Returned SCSC Administrative Withhold Funds. Pursuant to a vote by the SCSC, the SCSC may place reasonable restrictions on any returned administrative withhold funds for reasons including, but not limited to, the failure to meet performance expectations based on the CPF and material breaches of its Charter Contract.
18. Education Service Providers. If the Charter School elects to contract or amend a contract with an Education Service Provider at any point during the term of the Charter, the Charter School shall seek and receive approval of the contract or amendment from the SCSC Executive Director prior to the execution of the contract or amendment.
19. Compliance with the Rules, Practices, Policies, and Procedures of the SCSC. The Charter School shall operate in accordance with SCSC rules, practices, policies, and procedures established under the authority granted by O.C.G.A. § 20-2-2080 *et seq.* This Charter is deemed automatically amended to reflect applicable changes or additions to SCSC rules, practices, policies, and procedures upon their effective date.

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20. Employment Matters. Individuals employed at the Charter School shall not be considered employees of the State Board, Department, or the SCSC.
- a. Criminal Record Checks. The Charter School shall adopt criminal record check procedures. The Charter School shall comply with all provisions of O.C.G.A. § 20-2-211.1 relating to fingerprint and criminal record checks for all prospective staff members or any individual that will have substantial contact with students prior to beginning work at the Charter School or having contact with students.
 - b. Clearance Certificates. The Charter School shall comply with O.C.G.A. § 20-2-211.1 which requires all teachers, school administrators, and other education personnel employed by a local unit of administration to hold a valid clearance certificate issued by the Georgia Professional Standards Commission (PSC).
 - c. Teachers' Retirement System. All qualified teachers at the Charter School shall be members of the Teachers Retirement System of Georgia ("TRS") and subject to its requirements. The Charter School is responsible for making arrangements with TRS and making monthly contributions for its teachers in accordance with state requirements. For the purposes of this subsection, the term "teacher" shall have the definition provided in O.C.G.A. § 47-3-1.
 - d. Employment Preference. The Charter School shall comply with O.C.G.A. § 20-2-2084(d)(1) regarding employment preference. The Charter School shall maintain and provide the SCSC, upon request, documentation to support the Charter School's compliance with O.C.G.A. § 20-2-2084(d)(1), including but not limited to: all advertisements for open positions, resumes received by the Charter School and records of interviews conducted by the Charter School. The Charter School shall not use third-party contractors to circumvent the requirements of this subsection.
 - e. Performance Evaluation System. The Charter School shall utilize the performance evaluation system adopted by the State Board pursuant to O.C.G.A. § 20-2-210 for all personnel for which it is required by rule or law, including personnel employed by an educational management organization or other educational service provider. At least two individuals employed by the Charter School shall be credentialed to administer the teacher evaluation system. At least two (2) individuals employed by the Charter School or on the Charter School Governing Board shall be credentialed to administer the leader evaluation system. The Charter School may not delegate the evaluation of its School Leader to any individual or entity who is not a member of the Charter School Governing Board.
 - f. School Personnel. Teachers and other instructional staff and faculty must be employees of the Governing Board and may not be employed by an Educational Service Provider or other entity affiliated with an Educational Service Provider. The School Leader may be employed by an Educational Service Provider only if the Governing Board retains the authority to select and dismiss that individual from service at the Charter School. Non-instructional staff, such as the Chief Financial Officer, business manager, bookkeeper, maintenance personnel, may be employed by entities other than the Governing Board; however, the Governing Board shall remain

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responsible and accountable for all operations, compliance, and performance of any and all selected contractors. The Governing Board shall ensure that the School Leader establishes a regular and ongoing physical presence in the school that allows the individual to oversee daily operations.

21. Record Inspection. Subject to state and federal laws, the SBOE, the GaDOE and their agents, the SCSC and their agents and the State Auditor’s office shall have the right to examine and copy all records, reports, documents, and files relating to any activity, program, or student of the Charter School. Any records maintained by a vendor for the services it performs on behalf of the Charter School that relate to school-level operations (such as personnel and financial records) shall be available for immediate access by the school as well as the State Board, Department, SCSC, and State Auditor in accordance with this section.
22. Student Records. The Charter School shall adopt a records retention policy and comply with the requirements of SBOE Rule 160-5-1-.14 “Transfer of Student Records” and accompanying Guidance.
23. Facilities. The Charter School shall comply with SCSC Rule 691-2-.06 State Charter School Sites and Facilities and the following requirements:
 - a. Facility Location. During the Charter School’s first operational year serving students, the Charter School shall locate its facility:
 - i. In the school district of the local board(s) of education that denied the Charter School’s concurrently submitted petition; and
 - ii. At least five miles from any operational state or local charter schools (“Priority Area”) unless the Charter School receives written authorization from the SCSC Executive Director to locate outside a Priority Area.
 - b. Approval of Site and/or Facility. If the Charter School contracts with an architect, construction manager, or other construction professional to manage the site or facility selection and development process, the SCSC will continue to hold the Charter School accountable for adhering to the Georgia Department of Education (GaDOE)’s requirements for site and facility approval. The Charter School shall contact the GaDOE Facilities Services Division regarding the following:
 - i. Site Code. The Charter School shall contact the Facilities Services Division to obtain site approval as soon as practicable. Failure to provide at least a six (6) months’ notice to the Facilities Services Division prior to student occupation of the site or facility may delay the date that students can start occupying the site or facility. Once site approval has been granted, the Facilities Services Division will issue the Charter School a site code. Except as approved in writing by the SCSC Executive Director, the Charter School shall not commit to any certificate of lease or ownership, commence any construction, nor allow student occupation prior to receiving the site code.

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- ii. Architectural Review. The Charter School shall submit and have approved by the Facilities Services Division all architectural plans for any facility that will house the Charter School during the charter term. The Charter School shall not commit to any certificate of lease or ownership, commence any construction, nor allow student occupation of the site or facility prior to architectural review.
 - iii. School Code. The Charter School shall contact GaDOE and request a school code after securing both a site code and facility code. The Charter School shall obtain a school code prior to student occupation of the site or facility.
24. Transportation. To the extent the Charter School offers a transportation program for its students, the Charter School shall ensure that the program complies with all applicable laws governing transportation of students.
25. Food Services. To the extent the Charter School offers a food service program, the Charter School shall ensure that the program complies with all applicable laws governing food service for students.
26. Projected Enrollment. For the purpose of funding students enrolled in the Charter School each year the Charter School offers a new grade level, the Charter School may be required to provide the SCSC a projected student enrollment count that includes prospective student names, Georgia Testing Identifier (GTID), if available, and any other information as requested by the SCSC. The Charter School shall provide this information by the deadline established by the SCSC and in the form and manner as requested by the SCSC. The information provided by the Charter School pursuant to this section may be verified by the SCSC through an onsite visit or by other means.
27. Data Collections. The Charter School assumes sole responsibility for accurate and timely collection and transmission of required data submissions to the SCSC and other government agencies, including but not limited to: the GaDOE, the Georgia Professional Standards Commission, and the United States Department of Education. The Charter School shall utilize a Student Information System that is compatible with the system utilized by the GaDOE. Upon signature of the charter contract, the Charter School affirms its understanding that inaccurate or untimely data may have an adverse impact to the academic, financial and operational standing of the school and further affirms its understanding that the SCSC does not guarantee any opportunity or ability to correct any data reporting errors made by the Charter School.
28. Required Trainings.
- a. Data Collections Conference. The Charter School shall send at least one representative to the annual Data Collections Conference held by the GaDOE each year of the Charter School's charter term.

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- b. Federal Programs Conference. In each year the Charter School accepts federal funds from the United States Department of Education, the Charter School shall send at least one representative to the annual Federal Programs Conference held by the GaDOE.
- c. Governance Training. Each member of the Governing Board shall fulfill all training requirements required by rule and law, including the annual governance training obligation required by O.C.G.A. § 20-2-2084(f) and SCSC Rule 691-2-.03(4).
In the Charter School's year prior to opening for students, in any year in which the school voluntarily defers its opening, or in any year its opening is suspended by the SCSC, the Governing Board must receive governance training by the SCSC rather than an alternate provider approved by the SCSC.

29. Termination of Charter.

- a. Termination Procedures. The parties acknowledge and agree that this Charter may be terminated following the procedures set forth in O.C.G.A. § 20-2-2068, any applicable rule of the State Board, or SCSC Rule 691-2-.04.
- b. Grounds for Termination. The Charter School acknowledges that this Charter may be terminated for any reason set forth in law or any applicable rule of the waiverwa or SCSC, including, but not limited to:
 - i. The Charter School's failure to comply with any material provision set forth in this Charter, provided that they shall be notified by certified mail and be given thirty (30) days from receipt of notice to cure the breach. The nature and outcome of the breach shall be memorialized and maintained by the SCSC in accordance with applicable record retention schedules;
 - ii. The Charter School's failure to comply with any recommendation or direction of the State Board with respect to O.C.G.A. § 20-14-41;
 - iii. The Charter School's failure to adhere to any material term of this Charter, including but not limited to the performance goals set forth in Section 9 above;
 - iv. The Charter School's failure to meet generally accepted standards of fiscal management;
 - v. The Charter School's violation of applicable federal, state, or local laws, or court orders;

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- vi. The existence of competent substantial evidence that the continued operation of the Charter School would be contrary to the best interests of the students or the community;
- vii. The Charter School's failure to comply with any provision of the Charter Schools Act; or
- viii. The existence of conditions that place the health, safety, or welfare of students or staff of the Charter School in danger.

30. School Closure. In the event the school ceases operations, either through non-renewal, early termination, voluntary closure, or other means, the school must, at minimum, take the following actions:

- a. Student Transition Plan. The Charter School shall create a transition plan to facilitate its students' transition to other educational institutions. The transition plan shall outline a variety of educational options available to students including traditional public schools, locally approved charter schools, state charter schools, and private educational options. The transition plan shall include protocols to ensure the appropriate transfer of student records. The Charter School shall provide the transition plan to the SCSC and parents of enrolled students within fourteen (14) calendar days of its decision to cease operations or the SCSC's decision to terminate or non-renew the Charter School's charter contract;
- b. School Records. The Petitioner shall retain ownership, including all incumbent responsibilities of an operational state charter school, of all records for a period of one year from the later of the date the charter contract expired, the date the charter contract was terminated, or the date the state charter school ceased operations. Incumbent responsibilities include, but are not limited to, transferring student records to public or private schools, schools operated by the Department of Juvenile Justice, and the local school system or schools from which the records are requested. After the one-year period, the Petitioner shall transfer all records, including student records, to the SCSC in the format and manner specified by the SCSC;
- c. School Website. The Charter School shall maintain the website of the Charter School for a minimum of six (6) months from the date education operations cease. For the purposes of this section, education operations mean any period during which instruction is provided by the Charter School to enrolled students. At minimum, the website shall include contact information and instructions regarding requests for student and employee records;
- d. Notification. The Charter School shall make reasonable efforts to inform stakeholders of the school's closure, including the staff and parents, general public, appropriate local districts, and creditors;
- e. Closure Monitor. The SCSC Executive Director will appoint an individual to monitor the closure activities of Charter School ("Closure Monitor") within fourteen (14) calendar days of its decision

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to cease operations or the SCSC's decision to terminate or non-renew the school's charter contract. The SCSC shall be responsible for all costs and expenses of the Closure Monitor;

- f. Duties of Closure Monitor. The Charter School shall remain responsible for fulfilling all legal and contractual duties, including those arising from this Charter. The role of the Closure Monitor shall be to review the Charter School's actions to conclude its financial affairs, settlement of accounts, disposition of assets, return of surplus to the SCSC, and provision for maintaining student, employee, and school records in accordance with applicable retention schedules beyond the operation of the Charter School. The Closure Monitor shall notify the SCSC of any action taken by the Charter School that is inconsistent with the its legal or contractual obligations. The Charter School shall allow the Closure Monitor access to all records, reports, documents, and files pertaining to any activity or program of the Charter School;
- g. Closure Process. The Charter School shall align closure activities to the SCSC Closure Guide in a form and manner as requested by the SCSC to ensure orderly closure of the Charter School; and
- h. Surety. The Charter School shall maintain a surety bond throughout the entirety of its charter term and six months following the conclusion of the charter term to assure the faithful performance of the duties of the school and its employees, including the fulfillment of Charter School's obligations in closing the financial affairs in the event the school ceases operation. The bond shall be in an amount no less than \$100,000 to be payable to the State of Georgia through the State Charter Schools Commission. The bond shall be furnished by a company authorized to do business in Georgia. The provisions of this subsection shall not be interpreted to preclude Charter School from obtaining liability insurance coverage or surety or fidelity bonds in addition to or in excess of the requirements of this subsection.

31. Pre-Opening Suspension.

- a. Demonstration of Adequate Preparation. The Charter School shall demonstrate its preparation for operations through the significant progress in completing the SCSC Pre-Opening Checklist in a form and manner as requested by the SCSC. If the Charter School fails to demonstrate significant progress in completing the SCSC Pre-Opening Checklist by the time in which the SCSC determines the school will be unable to meet its obligations under this Charter upon serving students, the SCSC may suspend the opening of the Charter School until a time after the Charter School demonstrates its ability to meet its obligations under this Charter. The determination of the Charter School's significant progress in completing the SCSC Pre-Opening Checklist and the school's ability to meet its obligations under this Charter shall be in the sole discretion of the SCSC.
- b. Violation of Law or Contract. In the event the Charter School fails to comply with applicable law or any material provision set forth in this Charter, including, but not limited to, facilities

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requirements outlined in Section 21, or enrollment requirements outlined in Sections 3, 6, and 24, the SCSC may suspend the opening of the Charter School until a time after all requirements have been fulfilled by the Charter School as determined by the SCSC. The determination of the Charter School's violation of applicable law or any material provision set forth in this Charter shall be in the sole discretion of the SCSC.

- c. Any pre-opening suspension imposed under this Section shall not result in an extension of the charter term.

32. Renewal, Non-Renewal, and Probationary Term.

- a. Renewal. The Charter may be renewed by agreement of the parties following the procedures set forth in the Charter Schools Act and accompanying SCSC Rule. The parties recognize that the renewal process will commence prior to the conclusion of the final year of the charter term and, as a result, the SCSC renewal decision will likely not include student achievement and school operational data from the final year of the charter term.
- b. Non-Renewal. Any grounds for termination stated in Section 25b above also may be grounds for non-renewal. In addition, the SCSC may elect not to renew the Charter if the petition for renewal does not comply with the Charter Schools Act and the rules, regulations, policies, and procedures promulgated in accordance with the Charter Schools Act or if the SCSC deems that the Charter School has not sufficiently increased student achievement or is no longer in the public interest notwithstanding the Charter School's performance on the SCSC Comprehensive Performance Framework.
- c. Probationary Term. In the event the SCSC determines that the Charter School has failed to comply with any provision of this Charter, the SCSC may elect to grant a renewal for a probationary term, within which term the Charter School must come into compliance satisfactory to the SCSC.

33. Temporary Extension. At the discretion of the SCSC, this Charter may be extended for a grace period not exceeding sixty (60) days.

34. Amendments to the Charter. The terms of this Charter may be amended upon approval by the SCSC and a majority of the Governing Board of the Charter School. The Charter School shall submit a written request to amend the Charter to the SCSC in the form and manner required by the SCSC. Except as explicitly permitted in this Charter, no amendments are valid or effective unless in writing and signed by both parties.

35. Administrative Clarifications. Any clarification to a non-material term of this Charter, as determined by the SCSC, shall be submitted in writing to the SCSC for review. Any non-material term of this Charter may be clarified in writing by SCSC staff.

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36. Indemnification.

- a. The Charter School agrees to indemnify, defend and hold harmless the GaDOE, the SCSC, and the State Board, their officials, officers, employees, agents, volunteers, and assigns (all of whom hereinafter may collectively be referred to as "Indemnitees"), from any and all claims, demands, suits, actions, legal or administrative proceedings, losses, liabilities, costs, interest, and damages of every kind and description, including any attorneys' fees and/or litigation and investigative expenses, for bodily injury, personal injury, (including but not limited to the Charter School's employees), patent, copyright, or infringement on any intellectual property rights, or loss or destruction of property (including loss of use, damage or destruction of Indemnatee owned property) to the extent that any such claim or suit was caused by, arose out of, or contributed to, in whole or in part, by reason of any act, omission, professional error, fault, mistake, or negligence whether active, passive or imputed, of the Charter School, their employees, agents, representatives, or subcontractors, their employees, agents, or representatives in connection with or incidental to their performance of this Charter regardless of whether such liability, claim, damage, loss, cost or expense is caused in part by an Indemnatee.
- b. The Charter School shall be excused from their indemnification obligations above: (a) If the claims, demands, suits, actions, proceedings, losses, liabilities arise solely and exclusively out of the negligence of the Indemnatee seeking indemnification; or (b) If the Indemnatee fails to (i) provide written notice of the third party claim or suit within a reasonable time, (ii) cooperate with reasonable requests of the Charter School related to the indemnification; or (iii) assist the Charter School with the defense of such claim or suit.
- c. The Charter School's obligations to indemnify any Indemnatee shall survive the completion, expiration, or termination of this Agreement for any reason.

37. Non-Agency. The parties expressly acknowledge and agree that the Charter School is not acting as the agent of the State Board, Department, or SCSC except as required by law or this Charter. The Charter School acknowledges that it is without authority to, and will not, extend the faith and credit of the State Board, Department or SCSC to any third party.

38. Delegation. The Charter School acknowledges and agrees that the functions and powers provided for in this charter may be exercised only by the Charter School and may not be delegated to a third party without written agreement by the parties.

39. Assignment. This Charter shall not be assigned or transferred by the Charter School unless consented to in writing by the SCSC.

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40. Third-Party Beneficiaries. There are no third-party beneficiaries to this Charter. The Charter School’s staff, students, parents, or related organizations are not beneficiaries to this Charter.
41. Application of Amended Law. This Charter is subject to applicable federal and state laws, rules and regulations and shall be deemed amended to reflect applicable changes to those laws upon the effective date of any such change.
42. Non-Waiver. Except as specifically provided for in a written waiver signed by the parties, failure by either party at any time to require performance or claim a breach of this Charter does not constitute a waiver or affect the party’s right to require performance or claim a breach of this Charter.
43. Severability. If any provision of this Charter is determined to be unenforceable or invalid for any reason, the remainder of the Charter shall remain in full force and effect.
44. Contradicting or Conflicting Provisions. If any provision of the Charter is determined to contradict or conflict with any other provision of the Charter, the contradiction or conflict shall be resolved in favor of the broad flexibility guaranteed pursuant to O.C.G.A. § 20-2-2065 *et seq.*
45. Governing Law and Venue. This Charter shall be governed by, subject to, and construed under the laws of the State of Georgia. This Charter shall be interpreted in accordance with O.C.G.A. §§ 20-2-2060 *et seq.* and §§ 20-2-2080 *et seq.*, as amended within the term of this Charter. Any action brought by one party to this Charter against another party shall be brought in the Superior Court of Fulton County.
46. Entire Agreement. This Charter sets forth the entire agreement between the Petitioner, and the SCSC with respect to the subject matter of this Charter. All prior contracts, representations, statements, negotiations, understandings, and undertakings between the Petitioner and the SCSC are superseded by this Charter. The Charter shall not preclude the Charter School from entering into or maintaining any agreement with the Local Board provided no such agreement supersedes, overrides or conflicts with any provision of this Charter. The petition submitted to the SCSC serves only as the formal application for the Charter School and does not constitute a contract between the SCSC and the Petitioner. This Charter supersedes and overrides any provisions contained in the petition that conflict with this Charter.

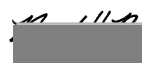
George S Brockway III
George S Brockway III (Sep 6, 2023 13:32 EDT)

Sep 6, 2023

Buzz Brockway, Board Chair

Date

STATE CHARTER SCHOOLS COMMISSION OF GEORGIA



Sep 6, 2023

Nisah Brinson, Governing Board President

Date

EXCELSIOR VILLAGE ACADEMIES, INC.

Exhibit A



COMPREHENSIVE PERFORMANCE FRAMEWORK
for State Charter School Evaluation

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Exhibit A

OVERVIEW:

Comprehensive Performance Framework for State Charter Schools

PURPOSE

Quality charter school authorizers establish standards for school performance that are clear, quantifiable, rigorous, and attainable. The SCSC Performance Framework includes academic, financial, and organizational performance measures that establish expectations, guide practice, assess progress, and inform decision making over the course of the charter term and at renewal or revocation.

The three areas of performance covered by the frameworks—academic achievement, financial management, and organizational compliance— correspond directly with the three components of a strong charter school application and are the three areas on which a charter school’s performance should be evaluated. In each of the three areas, the framework asks a fundamental question:

- Academic Performance: Is the charter school offering students a better educational opportunity than they would otherwise receive at the traditional local school?
- Financial Performance: Is the charter school fiscally viable and responsible?
- Organizational Performance: Is the organization effective, compliant, and well-run?

Exhibit A

SECTION I: ACADEMIC PERFORMANCE

FUNDAMENTAL QUESTION

Is the charter school offering students a better educational opportunity than they would otherwise receive at the traditional local school?

INDICATORS

To answer the above question, the SCSC uses performance metrics derived from:

- the [College and Career Readiness Performance Index \(CCRPI\)](#), the statewide accountability tool. The CCRPI includes a content mastery component that assesses student proficiency and a progress component that uses student growth percentiles to assess student growth, among other measures. And from,
- The [Value-Added Model](#), a statistical predictive measure that considers a student’s individual characteristics and the school’s student body makeup.

MEETING GOALS

A state charter school can meet annual SCSC academic accountability standards by outperforming its comparison zone, the school/districts from which its students are zoned to attend, in terms of student achievement or growth as measured by CCRPI Content Mastery, CCRPI Progress, CCRPI Grade Band Score, or Value-Added Model impact scores.

A state charter school only needs to outperform one of the comparison zones [schools or district(s)] on Indicator 1, Grade Band Measures, or one of the measures included in Indicator 2, Schoolwide Measures, not both, in order to receive an overall Meets designation for a given year.

SECTION I: OVERALL DETERMINATION OF COMPLIANCE

As measured by the indicators and measures set forth in this section, is the school meeting academic performance standards?

SCORING CATEGORIES:

Exceeds Standards	Outperforms its comparison zone by 10 or points
Meets Standards	Outperforms its comparison zone
Approaches Standards	Performs as well as its comparison zone
Does Not Meet Standards	Performs below its comparison zone

Exhibit A

INDICATOR PERFORMANCE

SECTION I, INDICATOR 1: GRADE BAND MEASURES

All state charter schools must demonstrate their ability to positively impact students' academic performance either through high levels of achievement or growth across all grade bands served.

<u>Measure</u>	<u>Designation Earned</u>	<u>Explanation</u>
CCRPI Content Mastery	i.e. MEETS	<p><i>Exceeds Standard:</i> The state charter school's score is 10 or more points higher than the comparison zone [the schools/districts from which its students are zoned to attend] on any one or combination of the academic measures in all grade bands served.</p>
CCRPI Progress		<p><i>Meets Standard:</i> The state charter school's score is 1 to 9 points higher than the comparison zone [the schools/districts from which its students are zoned to attend] on any one or combination of the academic measures in all grade bands served.</p>
CCRPI Grade Band		<p><i>Approaches Standard:</i> The state charter school' score is no more than 2 points below the comparison zone [the schools/districts from which its students are zoned to attend] on any one or combination of the academic measures in all grade bands served.</p>
Value-Added Model		<p><i>Does Not Meet Standard:</i> The state charter school's score is more than 2 points below the comparison zone [the schools/districts from which its students are zoned to attend] on any one or combination of academic measures in all grade bands served.</p>

Exhibit A

SECTION I, INDICATOR 2: SCHOOLWIDE MEASURES

All state charter schools must demonstrate their ability to positively impact students' academic performance either through high levels of achievement or growth across all students served.

<u>Measure</u>	<u>Designation Earned</u>	<u>Explanation</u>
<ul style="list-style-type: none"> CCRPI Content Mastery-Whole School Score 	i.e. MEETS	<p><i>Exceeds Standard:</i> The state charter school's score is 10 or more points higher than the comparison zone [the schools/districts from which its students are zoned to attend] on any one of the schoolwide academic measures.</p>
<ul style="list-style-type: none"> CCRPI Progress-Whole School Score 		<p><i>Meets Standard:</i> The state charter school's score is 1 to 9 points higher than the comparison zone [the schools/districts from which its students are zoned to attend] on any one of the schoolwide academic measures.</p>
<ul style="list-style-type: none"> CCRPI Grade Band-Whole School Score 		<p><i>Approaches Standard:</i> The state charter school's score is no more than 2 points below the comparison zone [the schools/districts from which its students are zoned to attend] on any one of the schoolwide academic measures.</p> <p><i>Does Not Meet Standard:</i> The state charter school's score is more than 2 points below the comparison zone [the schools/districts from which its students are zoned to attend] on any of the schoolwide academic measures.</p>

Exhibit A

CALCULATION METHODS

Score	Calculation Explained																								
District Comparison Zone Score	<p>This score is calculated based on the proportion of students the state charter school enrolls from each district served. If a school serves a single district, it is compared to that district's score because 100% of students enrolled in the state charter school are zoned to attend that district. However, if a state charter school serves multiple districts or has a statewide attendance zone, a weighted comparison score is generated based on the proportion of students the state charter school enrolls from each district. For instance, if a state charter school enrolls 80% of its students from District A and 20% from District B, then the comparison score will comprise 80% of District A's CCRPI score and 20% of District B's CCRPI score. The SCSC uses the GaDOE Data Collections Student Record report to determine district enrollment proportions.</p>																								
School Comparison Zone Score	<p>This score is calculated based on the proportion of students the state charter school enrolls from each local school attendance zone served. The student-level address element in the GaDOE Data Collections Student Record report is used to determine which school each student enrolled in a state charter school is zoned to attend [the school the student would attend if they were not enrolled in the charter school]. The SCSC weights those schools' CCRPI scores based on the proportion of students enrolled. This is the same process that is used to generate the District Comparison Zone Scores, just at the more granular, school level.</p>																								
Whole School Score	<p>This score is calculated based on the proportion of students the state charter school enrolls in each grade band served. For instance, if a state charter school serves grades K-8 and enrolls 60% of its students in the elementary grade band and 40% of its students in the middle-grade band, then the Whole School Score is 60% of the school's elementary school score plus 40% of the school's middle school score. The state charter school's score is then compared to the same weighting of the District Comparison Zone Score and the School Comparison Zone Score. For state charter schools that serve across grade bands, this measure seeks to determine whether, as a whole, the school is providing a better opportunity for most students. The SCSC uses the GaDOE Data Collections FTE-3 report to determine district enrollment proportions.</p>																								
CCPRI Grade Band Score	<p>This score is calculated using the CCRPI Scoring by Component data file published by GaDOE annually and by following the grade band score calculation methodology as described in the 2019 CCRPI Calculation Guide¹. Specifically, each CCRPI Component is weighted and combined into an overall score by grade band. The table below displays the weights by component and grade band.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th style="text-align: center;">Elementary</th> <th style="text-align: center;">Middle</th> <th style="text-align: center;">High</th> </tr> </thead> <tbody> <tr> <td style="text-align: left;">Content Mastery</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">30%</td> </tr> <tr> <td style="text-align: left;">Progress</td> <td style="text-align: center;">35%</td> <td style="text-align: center;">35%</td> <td style="text-align: center;">30%</td> </tr> <tr> <td style="text-align: left;">Closing Gaps</td> <td style="text-align: center;">15%</td> <td style="text-align: center;">15%</td> <td style="text-align: center;">10%</td> </tr> <tr> <td style="text-align: left;">Readiness</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">15%</td> </tr> <tr> <td style="text-align: left;">Graduation Rate</td> <td style="text-align: center;">--</td> <td style="text-align: center;">--</td> <td style="text-align: center;">15%</td> </tr> </tbody> </table>		Elementary	Middle	High	Content Mastery	30%	30%	30%	Progress	35%	35%	30%	Closing Gaps	15%	15%	10%	Readiness	20%	20%	15%	Graduation Rate	--	--	15%
	Elementary	Middle	High																						
Content Mastery	30%	30%	30%																						
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Closing Gaps	15%	15%	10%																						
Readiness	20%	20%	15%																						
Graduation Rate	--	--	15%																						

All scores are calculated to the nearest whole number.

¹ The 2018-2019 school year was the last year that GaDOE calculated overall school scores.

Exhibit A

SECTION II: FINANCIAL PERFORMANCE

FUNDAMENTAL QUESTION

Is the charter school fiscally viable and responsible?

INDICATORS

To answer whether the school is fiscally viable, the SCSC assesses a state charter school’s performance on both near-term financial health and long-term financial sustainability measures using data derived from each school’s independent financial audit. Near-term measures are designed to depict the school’s financial position and viability in the upcoming year. Sustainability measures are used to determine a charter school’s ability to cover long-term obligations and control costs effectively over time.

To answer whether the school is fiscally responsible, the SCSC assesses a state charter school’s performance on both fiscal management and oversight measures using data derived from annual monitoring practices and SCSC and GaDOE enrollment data collections. Fiscal management and oversight measures are used to evaluate a charter school’s ability to comply with relevant rules and laws, manage funds responsibly, and provide a more qualitative look at performance irrespective of near-term and long-term calculations.

MEETING GOALS

A state charter school can satisfy annual financial accountability requirements by earning at least 80 points across the near-term and sustainability measures and at least 80 points across the oversight and management measures. In other words, a state charter school must earn a “Meets Standards” designation on both Indicator 1 and Indicator 2 in order to receive an overall “Meets Financial Standards” designation for a given year. Indicators 1 and 2 are calculated separately, and both add up to 100 points independently.

If a school earns below 70 points (a Does Not Meet rating) on both Indicator 1 and Indicator 2, it will be designated as “Does Not Meet” financial standards. Any other combination of points/ratings will result in an “Approaches Standards” designation in the financial section of the CPF for the given year.

SECTION II: DETERMINATION OF COMPLIANCE

As measured by the indicators and measures set forth in this section, is the school meeting financial performance standards?

SCORING CATEGORIES:

Meets Standards	80-100 points
Approaches Standards	70-79 points
Does Not Meet Standards	0-69 points

Exhibit A

INDICATOR PERFORMANCE

SECTION II, INDICATOR 1: FISCAL VIABILITY

NEAR-TERM MEASURES	
<u>Measure 1a, Current Ratio (Working Capital Ratio): Current assets divided by current liabilities</u> Does the school have the ability to cover short-term financial obligations?	Points Available
<i>Meets Standard:</i>	15
<ul style="list-style-type: none"> Current Ratio is greater than 1.0 	
<i>Approaches Standard:</i>	10
<ul style="list-style-type: none"> Current Ratio is between 0.9 and 1.0 or equal to 1.0 	
<i>Does Not Meet Standard:</i>	0
<ul style="list-style-type: none"> Current Ratio is less than or equal to 0.9 	
<u>Measure 1b, Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses/365)</u> Does the school maintain an appropriate balance of cash on hand?	Points Available
<i>Meets Standard:</i>	20
<ul style="list-style-type: none"> Days Cash is greater than 60 days 	
<i>Approaches Standard:</i>	10
<ul style="list-style-type: none"> Days Cash is between 15 and 60 days 	
<i>Does Not Meet Standard:</i>	0
<ul style="list-style-type: none"> Days Cash is less than 15 Days Cash 	
<u>Measure 1c, Annual Debt to Income : Total Annual Debt Payments (Debt Service) / Total Revenue</u> Does the school have enough income to cover short-term debt payments?	Points Available
<i>Meets Standard:</i>	20
<ul style="list-style-type: none"> Annual Debt to Income is below 5 percent 	
<i>Approaches Standard:</i>	10
<ul style="list-style-type: none"> Annual Debt to Income is between 5 and 15 percent 	
<i>Does Not Meet Standard:</i>	0
<ul style="list-style-type: none"> Annual Debt to Income is above 15 percent 	
<u>Measure 1d, Default</u> Is the school repaying debts in a timely manner?	Points Available
<i>Meets Standard:</i>	10
<ul style="list-style-type: none"> School is not in default of loan covenant(s) or delinquent with debt service payments nor does the school have any outstanding debt 	
<i>Does Not Meet Standard:</i>	0
<ul style="list-style-type: none"> School is in default of loan covenant(s), is delinquent with debt service payments or the school has any outstanding debt 	
SUSTAINABILITY MEASURES	
<u>Measure 1e, Efficiency Margin: (Change in Net Assets+Change in Pension Related Accts) divided by Total Revenues</u> Does the school manage costs appropriately?	Points Available
<i>Meets Standard:</i>	15
<ul style="list-style-type: none"> Aggregated Three-Year Efficiency Margin is greater than 0. 	
<i>Approaches Standard:</i>	10
<ul style="list-style-type: none"> Aggregated Three-Year Efficiency Margin is between -.01 and -10 percent 	

Exhibit A

<i>Does Not Meet Standard:</i> <ul style="list-style-type: none"> • Aggregated Three-Year Efficiency Margin is less than -10 percent 	0
Measure 1f, Debt to Asset Ratio: $(\text{Total Liabilities} - \text{Deferred Pension Liability}) \div \text{Total Assets}$ Does the school maintain an appropriate balance between assets and liabilities over time?	Points Available
<i>Meets Standard:</i> <ul style="list-style-type: none"> • Debt to Asset Ratio is less than 95 percent 	20
<i>Approaches Standard:</i> <ul style="list-style-type: none"> • Debt to Asset Ratio is between 95 and 100 percent 	10
<i>Does Not Meet Standard:</i> <ul style="list-style-type: none"> • Debt to Asset Ratio is greater than 100 percent 	0

Total Points Available—Indicator 1: 100 points

Exhibit A

SECTION II, INDICATOR 2: FISCAL MANAGEMENT & OVERSIGHT

<u>Measure 2a, Adherence to GAAP Standards</u> Is the school following Generally Accepted Accounting Principles (GAAP)?	Points Available
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> • The school complied with all applicable laws, rules, regulations, and provisions of the charter contract relating to financial management and oversight expectations as evidenced by an annual independent audit that includes: <ul style="list-style-type: none"> ○ An unqualified audit opinion; ○ An audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; ○ An audit that does not include a going concern disclosure in the notes or an explanatory paragraph; and ○ No other adverse statement indicating noncompliance with applicable laws, rules, regulations, and provisions of the charter contract relating to financial management and oversight. 	20
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> • The school failed to comply with at least one applicable law, rule, regulation, or provision of its charter contract relating to financial management and oversight expectations as evidenced by an annual independent audit. 	0
<u>Measure 2b, Adherence to Federal Financial Requirements</u> Is the school following all applicable financial requirements when expending federal funds?	Points Available
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> • The school complied with all applicable laws, rules, regulations, and provisions of the charter contract relating to proper internal controls, expenditures, inventory, drawdowns, and cost principles when expending federal funds, including but not limited to: <ul style="list-style-type: none"> ○ Proper segregation of duties; ○ Source documentation for expenditures paid with federal funds; ○ Complete and on-time submission of program budgets (Title I, IDEA, and grant budgets); and ○ Maintaining inventory controls and documentation in accordance with federal regulations for items purchased with federal funds. 	15
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> • The school failed to comply with all applicable laws, rules, regulations, and provisions of the charter contract relating to proper internal controls, expenditures, inventory, drawdowns, and cost principles when expending federal funds during its SCSC onsite or desk monitoring visit, but the school adequately remedied its finding(s) and regained compliance. 	10
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> • The school failed to comply with all applicable laws, rules, regulations, and provisions of the charter contract relating to proper internal controls, expenditures, inventory, drawdowns, and cost principles when expending federal funds. 	0
<u>Measure 2c, Adherence to the Local Units of Administration Manual</u> Is the school following the Local Units of Administration (LUA) Manual?	Points Available
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> • The school complied with all material provisions of the LUA manual. 	15

Exhibit A

<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> The school failed to comply with at least one material provision of the LUA manual during its SCSC onsite or desk monitoring visit, but the school adequately remedied its finding(s) and regained compliance. 	10
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> The school failed to comply with one or more material provisions of the LUA manual. 	0
<p><u>Measure 2d, Adherence to the School's Own Financial Policies and Procedures</u> Is the school adhering to its own financial policies and procedures?</p>	Points Available
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> The school adhered to its own financial policies and procedures approved by the school's governing board and/or developed by school staff. 	20
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> The school failed to comply with at least one of its own financial policies and/or procedures approved by the school's governing board and/or developed by school staff, but the school adequately remedied its finding(s) and regained compliance. 	10
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> The school failed to comply with at least one of its own financial policies and/or procedures approved by the school's governing board and/or developed by school staff. 	0
<p><u>Measure 2e, Enrollment Variance: [Actual Enrollment during the October FTE Count (fiscal year x) – school enrollment projection (fiscal year X)] / school enrollment projection (fiscal year X)</u> Is the school able to project enrollment in a way that enables adequate budgeting?</p>	Points Available
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> Enrollment Variance equals less than 3 percent 	15
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> Enrollment Variance is between 3 and 8 percent 	10
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> Enrollment Variance is greater than 8 percent 	0
<p><u>Measure 2f, Timely Audit Submission</u> Does the school have the proper financial documentation to allow for a timely audit review and submission?</p>	Points Available
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> The school submitted its financial audit on time, on or before November 1st. 	20
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> The school submitted its financial audit late, on or before December 1st. 	10
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> The school submitted its financial audit late, after December 1st. 	0

Total Points Available—Indicator 2: 100 points

Exhibit A

SECTION III: OPERATIONAL PERFORMANCE

FUNDAMENTAL QUESTION

Is the organization effective, compliant, and well-run?

INDICATORS

To answer the question above, the SCSC uses data from agency monitoring and other sources, as noted in the appendix of this document, to determine compliance with the indicators listed below.

- Educational Program Compliance
 - Governance, Ethics, and Transparency
 - Obligations to Students
 - Employer Obligations
 - School Environment
 - Additional and Continuing Obligations
-

MEETING GOALS

In any year of the charter term, a state charter school will be deemed operationally compliant if it adheres to the requirements of its charter contract, all applicable rules and laws as measured by the indicators listed above, thus earning a score of at least 80 in the Operations section of the CPF.

SECTION III: DETERMINATION OF COMPLIANCE

As measured by the indicators and measures set forth in this section, is the school meeting operational performance standards?

SCORING CATEGORIES:

Meets Standards	80-100 points
Approaches Standards	70-79 points
Does Not Meet Standards	0-69 points

Exhibit A

INDICATOR PERFORMANCE

SECTION III, INDICATOR 1: EDUCATIONAL PROGRAM COMPLIANCE

A charter school's overall purpose is to provide its students with a quality and innovative educational program. Schools must adhere to the educational program identified in its charter contract that was awarded on the basis of the program outlined in its petition.

Measure 1a, Essential or Innovative Features and Mission-Specific Goals	Points Available
Is the school implementing all essential or innovative features of its program as defined in its current charter contract, and is the school's curricular and educational program aligned with its stated mission as evidenced through the attainment of mission-specific goals?	
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> • The school has fully implemented all essential or innovative features of its education and operational program as defined in the charter contract in all material respects, and the school has met all mission-specific goals included in its charter contract (if applicable) 	4
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> • The school has at least fully implemented one essential or innovative features of its education and operational program as defined in the charter contract in all material respects or the school has met at least one mission-specific goal included in its charter contract (if applicable). 	2
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> • The school failed to fully implement any essential or innovative features of its education and operational program as defined in the charter contract in all material respects, and the school failed to meet any mission-specific goals included in its charter contract (if applicable). 	0
Measure 1b, State Education Requirements	Points Available
Is the school complying with applicable state education requirements?	
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> • The school complied with all applicable state laws, rules, regulations, provisions of its charter contract, and the school's own policies and procedures relating to state education requirements, including but not limited to: <ul style="list-style-type: none"> ○ Provided all state mandated programs; ○ Adhered to graduation requirements; ○ Implemented state-adopted content standards; and ○ Administered state assessments in the manner required by law and rule. 	4
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> • The school failed to comply with at least one applicable state law, rule, regulation, provision of the charter contract, or the school's own policies and procedures relating to state education requirements during its SCSC onsite or desk monitoring visit, but the school adequately remedied its finding(s) and regained compliance. 	2
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> • The school failed to comply with at least one applicable state law, rule, regulation, provision of the charter contract, or the school's own policies and procedures relating to state education requirements. 	0
Measure 1c, Federal Education Requirements	Points Available
Is the school complying with applicable federal education requirements?	
<i>Meets Standard:</i>	4

Exhibit A

<ul style="list-style-type: none"> • The school complied with all applicable federal laws, rules, regulations, and the school’s own policies and procedures relating to federal education requirements, including but not limited to: <ul style="list-style-type: none"> ○ Federal assessment security and reporting of accountability requirements; and ○ Charter School Program grant, Title I, IV, and V requirements. ○ McKinney-Vento Homeless Assistance Act, Charter School Program grant, Title I, IV, and V requirements. 	
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> • The school failed to comply with at least one applicable federal law, rule, regulation, provision of the charter contract, or the school’s own policies and procedures relating to federal education requirements. 	2
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> • The school failed to comply with two or more applicable federal laws, rules, regulations, provisions of the charter contract, or the school’s own policies and procedures relating to federal education requirements. 	0
<p>Measure 1d, Data Reporting Is the school complying with all data and financial reporting requirements?</p>	Points Available
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> • The school complied with all applicable laws, rules, regulations, and provisions of its charter contract relating to relevant reporting requirements, including timelines and deadlines, to the SCSC, GaDOE, and/or federal authorities, including but not limited to: <ul style="list-style-type: none"> ○ QBE/FTE Data Reporting; ○ Personnel Reporting; ○ Student Record Reporting; ○ CCRPI Data Reporting; ○ Consolidated LEA Implementation Plan (CLIP) for federal programs; ○ Special Education Data Reporting; ○ Required Data Surveys; ○ Complete and on-time submission of financial reports, such as its annual budgets, revised budgets, and/or DE 046, in the manner prescribed by GaDOE or the SCSC; ○ Timely periodic financial reports as required by the SCSC, GaDOE, or other state agencies; <p>On-time submission and completion of its annual independent audit by the deadline established by the SCSC.</p>	5
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> • The school failed to comply with one applicable law, rule, regulation, or provision of its charter contract relating to relevant reporting requirements, including timelines and deadlines, to the SCSC, GaDOE, and/or federal authorities. 	3
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> • The school failed to comply with two or more laws, rules, regulations, or provisions of its charter contract relating to relevant reporting requirements, including timelines and deadlines, to the SCSC, GaDOE, and/or federal authorities. 	0

Total Points Available—Section III, Indicator 1: 17 points

Exhibit A

SECTION III, INDICATOR 2: GOVERNANCE, ETHICS, AND TRANSPARENCY

A charter school's governing board must provide adequate oversight of school management and operations to ensure that the school is fulfilling its duties to students, employees, parents, and the general public.

<u>Measure 2a, General Governance</u> Is the governing board complying with all applicable general governance requirements?	Points Available
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> • The school complied with all applicable laws, rules, regulations, provisions of its charter contract, and its policies relating to governance by its board, including but not limited to: <ul style="list-style-type: none"> ○ Board policies; ○ Board bylaws; ○ Code of ethics; ○ Conflicts of interest; ○ Board composition and/or membership laws and rules; and ○ Restrictions on compensation. 	4
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> • The school failed to comply with at least one applicable law, rule, regulation, provision of the charter contract, or its policies relating to governance by its governing board during its SCSC onsite or desk monitoring visit, but the school adequately remedied its finding(s) and regained compliance. 	2
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> • The school failed to comply with at least one applicable law, rule, regulation, provision of the charter contract, or its policies relating to governance by its board. 	0
<u>Measure 2b, Open Governance</u> Is the governing board complying with all applicable open governance requirements?	Points Available
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> • The school complied with all applicable laws, rules, regulations, provision of its charter contract, and its policies relating to the Georgia Open Meetings Act and Open Records Act requirements. 	4
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> • The school failed to comply with all applicable laws, rules, regulations, provision of its charter contract, or its policies relating to the Georgia Open Meetings Act and Open Records Act requirements during its SCSC onsite or desk monitoring visit, but the school adequately remedied its finding(s) and regained compliance. 	2
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> • The school failed to comply with all applicable laws, rules, regulations, provision of its charter contract, or its policies relating to the Georgia Open Meetings Act and Open Records Act requirements. 	0
<u>Measure 2c, Governance Training</u> Is the governing board complying with all applicable governance training requirements?	Points Available
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> • The school took action to ensure that all governing board members comply with all applicable laws, rules, regulations, provision of its charter contract, and its policies relating to the participation of its governing board in required trainings, including, but not limited to, annual attendance by the entire governing board at SCSC provided or approved training pursuant to O.C.G.A. § 20-2-2084(f). 	4

Exhibit A

<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> • The school failed to take action to ensure that all governing board members comply with all applicable laws, rules, regulations, provision of its charter contract, and its policies relating to the participation of its governing board in required trainings, including, but not limited to, annual attendance by the entire governing board at SCSC provided or approved training pursuant to O.C.G.A. § 20-2-2084(f). 	0
<p><u>Measure 2d, Transparent Governance and Communication with Stakeholders</u> Is the governing board operating transparently and effectively communicating with stakeholders?</p>	Points Available
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> • The school complied with all applicable laws, rules, regulations, provisions of its charter contract, or its policies relating to operating transparently and effectively communicating with stakeholders, including but not limited to: <ul style="list-style-type: none"> ○ Following provisions in SCSC rule 691-2-.03 regarding providing the public easy access to informational items on the school’s website; ○ Communicating school leadership and other major school changes in a timely and transparent matter; and ○ Appropriately and promptly responding to stakeholder complaints, questions, and concerns. 	4
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> • The school failed to comply with all applicable laws, rules, regulations, provisions of its charter contract, or its policies relating to operating transparently and effectively communicating with stakeholders during its SCSC onsite or desk monitoring visit, but the school adequately remedied its finding(s) and regained compliance. 	2
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> • The school failed to comply with all applicable laws, rules, regulations, provisions of its charter contract, or its policies relating to operating transparently and effectively communicating with stakeholders. 	0
<p><u>Measure 2e, Budget Approved in Accordance with State Law</u> Did the school approve its budget in accordance with state law?</p>	Points Available
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> • The school’s budget was approved in accordance with state law, including but not limited to performing the following items from O.C.G.A. § 20-2-167.1 related to the school’s budget approval: <ul style="list-style-type: none"> ○ Conducting two public meetings to provide an opportunity for public input on the proposed budget; ○ Advertising the two public meetings in the school’s legal organ; and ○ Making a summary of the proposed annual operating budget a publicly available area of the school’s website. 	4
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> • The school failed to comply with at least one applicable state law requirement regarding the passage of the school’s annual budget. 	0

Total Points Available—Section III, Indicator 2: 20 points

Exhibit A

SECTION III, INDICATOR 3: OBLIGATIONS TO STUDENTS

Families entrust schools with the education and welfare of their children, and the school must afford those children the appropriate rights and care.

<u>Measure 3a, Rights of All Students</u>	Points Available
Is the school protecting the rights of all students?	
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> • The school complied with all applicable laws, rules, regulations, provisions of its charter contract, and its policies relating to the rights of students, including but not limited to: <ul style="list-style-type: none"> ○ Policies and practices related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment (including rights to enroll or maintain enrollment); ○ The collection and protection of student information (that could be used in discriminatory ways or otherwise contrary to law); ○ Due process protections, privacy, civil rights, and student liberties requirements, including First Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction; and ○ Conduct of discipline (discipline hearings and suspension and expulsion policies and practices). 	6
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> • The school failed to comply with at least one applicable law, rule, regulation, provision of its charter contract, or its policies relating to the rights of students during its SCSC onsite or desk monitoring visit, but the school adequately remedied its finding(s) and regained compliance. 	3
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> • The school failed to comply with at least one applicable law, rule, regulation, provision of its charter contract, or its policies relating to the rights of students. 	0
<u>Measure 3b, Rights of Students with Disabilities</u>	Points Available
Is the school protecting the rights of students with disabilities?	
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> • Consistent with the school’s status and responsibilities as a Local Education Agency (LEA), the school complied with all applicable laws, rules, regulations, and provisions of the charter contract (including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act) relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: <ul style="list-style-type: none"> ○ Identification and referral of students who may have a disability; ○ Operational compliance regarding the academic program, assessments, and all other aspects of the school's program and responsibilities; ○ Discipline, including due process protections, manifestation determinations, and behavioral intervention plans; ○ Appropriately implementing student Individualized Education Programs and Section 504 plans; ○ Ensuring appropriate access to the school's facilities and programs to students and parents. 	6
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> • The school failed to comply with at least one applicable law, rule, regulation, or provision of its charter contract relating to the treatment of students with identified disabilities and those suspected of having a disability during its SCSC onsite or desk monitoring visit but the school adequately remedied its finding(s) and regained compliance. 	3

Exhibit A

<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> The school failed to comply with at least one applicable law, rule, regulation, or provision of its charter contract relating to the treatment of students with identified disabilities and those suspected of having a disability. 	0
<p>Measure 3c, Rights of Students who are English Learners (ELs) Is the school protecting the rights of English Learners (ELs)?</p>	Points Available
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> The school complied with all applicable provisions of Title III of the Every Student Succeeds Act (ESSA) and all applicable state and federal laws, rules, regulations, and provisions of its charter contract relating to EL requirements, including but not limited to: <ul style="list-style-type: none"> Required policies related to the service of EL students; Proper steps for identification of students in need of EL services; Appropriate and equitable delivery of services to identified students; Appropriate accommodations on assessments; Exiting of students from EL services; and Ongoing monitoring of exited students. 	6
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> The school failed to comply with at least one applicable law, rule, regulation, or provision of its charter contract relating to EL requirements during its SCSC onsite or desk monitoring visit, but the school adequately remedied its finding(s) and regained compliance. 	3
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> The school failed to comply with at least one applicable law, rule, regulation, or provision of its charter contract relating to EL requirements. 	0

Total Points Available—Section III, Indicator 3: 18 points

Exhibit A

SECTION III, INDICATOR 4: EMPLOYER OBLIGATIONS

The school must respect its employees and ensure that they are duly qualified to further the education and welfare of students.

<u>Measure 4a, Employee Qualifications, Evaluations, and Criminal Records Checks</u> Is the school meeting teacher and other employee qualification and criminal background check requirements?	Points Available
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> • The school complied with all applicable laws, rules, regulations, and provisions of its charter contract relating to employee qualifications, employee evaluations, and criminal background checks, including but not limited to: <ul style="list-style-type: none"> ○ Title II, Part A requirements; ○ Implementation of the Teacher and Leader Keys Effectiveness Systems (TKES and LKES); ○ Ensuring staff have a proper background check or clearance certificate issued by the Georgia Professional Standards Commission. 	5
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> • The school failed to comply with at least one applicable law, rule, regulation, or provision of its charter contract relating to employee qualifications, employee evaluations, and criminal background checks requirements during its SCSC onsite or desk monitoring visit, but the school adequately remedied its finding(s) and regained compliance. 	2
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> • The school failed to comply with at least one applicable law, rule, regulation, or provision of its charter contract relating to employee qualifications, employee evaluations, and criminal background checks requirements. 	0
<u>Measure 4b, Employee Rights</u> Is the school respecting employee rights?	Points Available
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> • The school complied with all applicable laws, rules, regulations, provisions of its charter contract, and its governing policies relating to employment, including, but not limited to, professional qualifications, nepotism and conflict of interest policies, the Fair Labor Standards Act, the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts. 	5
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> • The school failed to comply with at least one applicable law, rule, regulation, provision of its charter contract, or its governing policies relating to employment, including, but not limited to, professional qualifications, nepotism and conflict of interest policies, the Fair Labor Standards Act, the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts.during its SCSC onsite or desk monitoring, but the school adequately remedied its finding(s) and regained compliance. 	2
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> • The school failed to comply with at least one applicable law, rule, regulation, provision of its charter contract, or its governing policies relating to employment, including, but not limited to, professional qualifications, nepotism and conflict of interest policies, the Fair Labor Standards Act, the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts. 	0
<u>Measure 4c, Employee Civil Rights</u> Does the school adhere to applicable requirements to ensure the protection of employee civil rights?	Points Available

Exhibit A

<i>Meets Standard:</i> <ul style="list-style-type: none">The school complied with applicable notice, grievance procedure, and substantive requirements of federal and state laws, rules, or regulations prohibiting employment discrimination.	5
<i>Approaches Standard:</i> <ul style="list-style-type: none">The school failed to comply with at least one applicable law, rule, or regulation prohibiting employment discrimination, but the school adequately remedied its findings (s) and regained compliance.	2
<i>Does Not Meet Standard:</i> <ul style="list-style-type: none">The school failed to comply with at least one applicable law, rule, or regulation prohibiting employment discrimination.	0

Total Points Available—Section III, Indicator 4: 15 points

Exhibit A

SECTION III, INDICATOR 5: SCHOOL ENVIRONMENT

A safe and healthy school environment is critical to creating a conducive learning environment and protecting the well-being of students and employees.

Measure 5a, Facility	Points Available
Is the school complying with facilities requirements?	
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> • The school complied with all applicable laws, rules, regulations, and provisions of its charter contract relating to the school's facilities including but not limited to: <ul style="list-style-type: none"> ○ Fire inspections and related records; ○ Viable certificate of occupancy; ○ Documentation of requisite insurance coverage; ○ Approval from GaDOE regarding initial site selection and facility requirements; and ○ Subsequent reports and approvals related to facility agreements, changes, maintenance, modifications, and expansion, as required by law, SCSC and GaDOE rules, regulations, and policies. 	6
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> • The school failed to comply with at least one applicable law, rule, regulation, or provision of its charter contract relating to facility safety and the protection of student and employee health during its SCSC facility visit or policy, procedure, and practice review, but the school adequately remedied its finding(s) and regained compliance. 	3
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> • The school failed to comply with at least one applicable law, rule, regulation, or provision of its charter contract relating to the school's facilities. 	0
Measure 5b, Health and Safety	Points Available
Is the school complying with health and safety requirements?	
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> • The school complied with all applicable laws, rules, regulations, and provisions of its charter contract relating to safety and the protection of student and employee health, including, but not limited to: <ul style="list-style-type: none"> ○ School Health Nurse Program; ○ Conducting child abuse and neglect training; ○ Annual health assessments of students; ○ Diabetes Medical Management Plans; ○ Access to auto-injectable epinephrine and automated external defibrillators as appropriate; ○ Scoliosis screening; and ○ A physically safe and secure environment. 	6
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> • The school failed to comply with at least one applicable law, rule, regulation, or provision of its charter contract relating to safety and the protection of student and employee health during its SCSC onsite or desk monitoring visit, but the school adequately remedied its finding(s) and regained compliance. 	3
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> • The school failed to comply with at least one applicable law, rule, regulation, or provision of its charter contract relating to safety and the protection of student and employee health. 	0

Exhibit A

Measure 5c, Information, Data, and Communication Is the school maintaining student and employee information and data securely and communicating with stakeholders appropriately?	Points Available
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> • The school complied with all applicable laws, rules, regulations, provisions of its charter contract, governing board policies, and SCSC directives relating to providing required federal notices and the handling of information and stakeholder communication, including but not limited to: <ul style="list-style-type: none"> ○ Giving appropriate notices and maintaining the security of providing access to student records under the Family Educational Rights and Privacy Act and other applicable authorities; ○ Transferring of student records; and ○ Confidentiality of personnel records not subject to open records requirements. 	6
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> • The school failed to comply with at least one applicable law, rule, regulation, provision of its charter contract, governing board policy, or SCSC directive relating to providing required federal notices and the handling of information and stakeholder communication during its SCSC onsite or desk monitoring visit, but the school adequately remedied its finding(s) and regained compliance. 	3
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> • The school failed to comply with at least one applicable law, rule, regulation, provision of its charter contract, governing board policy, or SCSC directive relating to providing required federal notices and the handling of information and stakeholder communication. 	0

Total Points Available—Section III, Indicator 5: 18 points

Exhibit A

SECTION III, INDICATOR 6: ADDITIONAL AND CONTINUING OBLIGATIONS

A charter school must faithfully fulfill all its obligations and quickly remedy any instance of noncompliance.

Measure 6a, Additional Obligations Is the school complying with all other obligations?	Points Available
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> • The school complied with all other legal, statutory, regulatory, or contractual requirements, including those contained in its charter contract, that are not otherwise explicitly addressed in these Operational Performance Standards, including but not limited to requirements from the following sources: <ul style="list-style-type: none"> ○ Revisions to state charter law; ○ Consent decrees; ○ Provisions of the National School Lunch Program, School Breakfast Program, and/or After-School Snack Program, including nutritional and reimbursement requirements thereof, if food service is provided; ○ School bus specifications, bus driver training and licensing requirements, and transportation survey deadlines, if transportation is provided; ○ Intervention requirements by the authorizer; and ○ Requirements by other entities to which the charter school is accountable (e.g., Georgia Department of Education, Professional Standards Commission, Department of Labor, etc.) 	6
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> • The school failed to comply with at least one other legal, statutory, regulatory, or contractual requirement, including those contained in its charter contract that is not otherwise explicitly addressed in these Operational Performance Standards during its SCSC onsite or desk monitoring visit, but the school adequately remedied its finding(s) and regained compliance. 	3
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> • The school failed to comply with at least one other legal, statutory, regulatory, or contractual requirement, including those contained in its charter contract that is not otherwise explicitly addressed in these Operational Performance Standards. 	0
Measure 6b, Continuing Obligations Is the school remedying noncompliance after proper notification?	Points Available
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> • The school fulfilled the terms of a corrective action plan required because of the school’s probationary status, and the SCSC determined that the conditions which precipitated the probation no longer exist and that no new conditions necessitate probationary status. 	6
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> • Failure to adhere to probation requirements, including but not limited to failure to implement a corrective action plan; failure to implement a required corrective action plan timely; failure to produce interim reports in the form and at the time required by the SCSC, or failure to remediate conditions that precipitated the probationary status. 	0

Total Points Available—Section III, Indicator 6: 12 points

Exhibit A

DATA SOURCES COMPILED

Academic Performance:

Indicator	Data Source
Grade Band Scores	GaDOE: CCRPI Scoring by Component data file, CCRPI Calculation Guides, Student Record data file SCSC: Value- Added Impact report, Student Record data file
Schoolwide Scores	GaDOE: CCRPI Scoring by Component data file, CCRPI Calculation Guides, Student Record data file SCSC: Value- Added Impact report, Student Record data file

Financial Performance:

Indicators	Measures	Data Source
Fiscal Viability	Near-Term Measures	School Audit Report: Governmental Funds-Balance Sheet School Audit Report: Statement of Revenues, Expenditures, and Changes in Fund Balance School Audit Report: Notes
	Sustainability Measures	School Audit Report: Statement of Activities/Change in Net Position and Audit Notes School Audit Report: Statement of Net Position
Fiscal Management	Management and Oversight	SCSC Annual Enrollment Projection Form GaDOE: Data Collections, Student Enrollment by Grade Level GaDOE: Charter School Annual Report, SEA Program Monitoring, Financial Reports SCSC: Monitoring Activities, Complaint Investigations Other: Reports of Noncompliance from a State or Federal Agency, Independent Audit Report

Operational Performance:

Indicator	Data Source
Educational Program Compliance	GaDOE: Charter School Annual Report, SEA Program Monitoring SCSC: Monitoring Activities, Complaint Investigations Other: Reports of Noncompliance from a State or Federal Agency, Independent Audit Report
Governance, Ethics and Transparency	GaDOE: Charter School Annual Report, SEA Program Monitoring SCSC: Monitoring Activities, Complaint Investigations, Training Rosters Other: Reports of Noncompliance from a State or Federal Agency, Independent Audit Report
Obligations to Students	GaDOE: Charter School Annual Report, SEA Program Monitoring, Data Reports SCSC: Monitoring Activities, Complaint Investigations, Other: Reports of Noncompliance from a State or Federal Agency, Independent Audit Report
Employer Obligations	GaDOE: Charter School Annual Report, SEA Program Monitoring, Data Reports SCSC: Monitoring Activities, Complaint Investigations, Other: Reports of Noncompliance from a State or Federal Agency, Independent Audit Report
School Environment	GaDOE: Charter School Annual Report, SEA Program Monitoring, Data Reports SCSC: Monitoring Activities, Complaint Investigations, Training Rosters Other: Reports of Noncompliance from a State or Federal Agency, Independent Audit Report

Exhibit A

Additional and Continuing Obligations	GaDOE: Charter School Annual Report, SEA Program Monitoring SCSC: Monitoring Activities, Complaint Investigations, Training Rosters Other: Reports of Noncompliance from a State or Federal Agency, Independent Audit Report
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Excelsior Charter Contract FY24

Final Audit Report

2023-09-06

Created:	2023-09-06
By:	Kiara Thompson ([REDACTED])
Status:	Signed
Transaction ID:	CBJCHBCAABAary1WwKXk1ztbIHTxxoRnxURZU8nstwA8

"Excelsior Charter Contract FY24" History

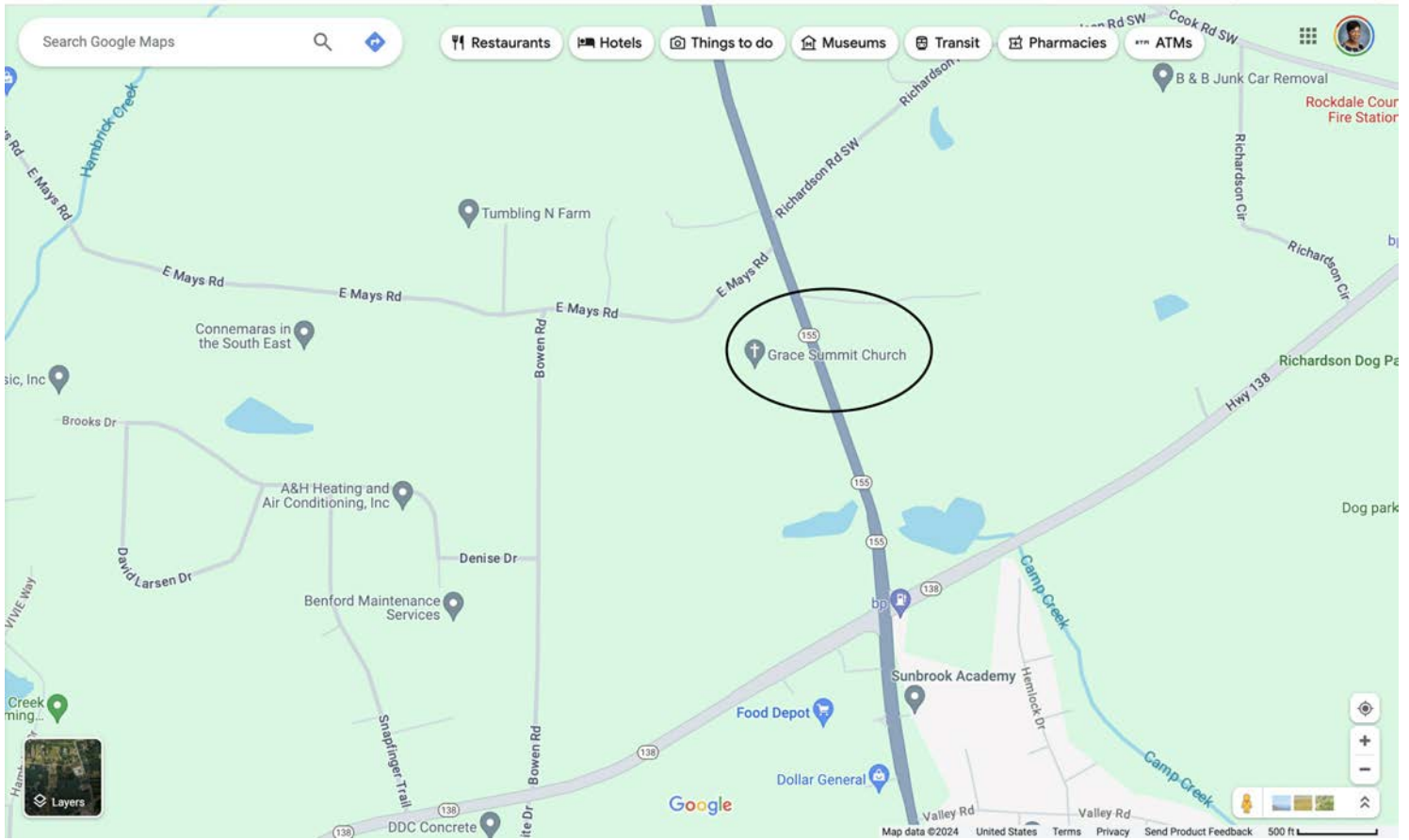
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2023-09-06 - 3:14:28 PM GMT
-  Email viewed by [REDACTED]
2023-09-06 - 3:39:24 PM GMT- [REDACTED]
-  Signer [REDACTED] entered name at signing as Nisah Brinson
2023-09-06 - 4:02:46 PM GMT- [REDACTED]
-  Document e-signed by Nisah Brinson ([REDACTED])
Signature Date: 2023-09-06 - 4:02:48 PM GMT - Time Source: server- [REDACTED]
-  Document emailed to [REDACTED] for signature
2023-09-06 - 4:02:49 PM GMT
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2023-09-06 - 4:10:55 PM GMT- [REDACTED]
-  Signer [REDACTED] entered name at signing as George S Brockway III
2023-09-06 - 5:32:08 PM GMT- [REDACTED]
-  Document e-signed by George S Brockway III ([REDACTED])
Signature Date: 2023-09-06 - 5:32:10 PM GMT - Time Source: server- [REDACTED]
-  Agreement completed.
2023-09-06 - 5:32:10 PM GMT



Transportation Narrative

EVA has a defined attendance zone. Our target facility in Henry County ensures increase accessibility for students and families to public transportation and ground transportation due to our proximity to an exit off a major highway. In all operating years, we will not utilize the State transportation grant as our financial resources even with the State transportation grant does not afford us with enough financial resources to afford transportation for all our students. For students who are economically disadvantaged, EVA has allocated \$20,000 to purchase bus passes, MARTA passes and even gas cards to support our families in getting their children to school. We plan to engage with the transit system to see if they would be open to picking up and dropping off children from a satellite location in Henry County to EVA. If we are unable to strike a partnership with the transit system of Henry County, we will continue to provide families with bus passes and gas cards to our school. In addition, we will build relationships with before and after care providers such as the local churches, YMCA, Boys and Girls Club, with transportation systems that can drop off children to EVA in the morning and pick them up in the afternoon. Although we do not plan to engage in formal partnerships with the before and after care providers, we will encourage our families to sign up with these providers to help alleviate transportation challenges. Should a special education student need transportation to access education or related services, EVA provides that transportation, regardless of whether transportation options are available to all students.

Attachment: EVA_Proposed_School_Location.jpg





CSP SE Subgrant Application Assurances

All CSP Subgrant Applicants must agree to the requirements and conditions the subgrant and CSP program. **The Board Chair should initial each statement below and sign and date at the conclusion of the document.** A final grant application will be considered incomplete and will not be accepted if it does not include the Statement of Assurances for the federal Charter School Program Grant.

1. Application grant contact (charter school authorized representative) possesses the legal authority to apply for this grant on behalf of the school. If the grant contact is not the chair of the governing body (due to conflict of interest), a resolution or motion has been adopted by the applicant's governing body directing and authorizing the grant contact the delegated responsibility to act on their behalf to submit this application, including all understanding and assurances of certifications contained herein, to execute the grant, if approved, to comply with certifications, budget, and fiscal requirements, and act as the governing body's authorized official for the grant program. The grant contact has no conflict of interest with any party (employee, management organization, contractor, vendor, etc.) that has a financial interest in the grant award.
2. The applicant school certifies that they understand an approved charter application and a signed charter contract are required to be eligible for an award.
3. Applicant school agrees to annually provide the U.S. Secretary of Education and the State Charter Schools Foundation of Georgia such information as may be required to determine if the charter school is making satisfactory progress toward achieving objectives described in this application (The Elementary and Secondary Education Act of 1965, as amended, Title V, Part B, Subpart 1 — Public Charter Schools Section 5203(b)(3)).
4. Applicant school agrees to participate in all CSP Subgrantee data reporting and evaluation activities as requested or required by the U.S. Department of Education, the State Charter Schools Foundation of Georgia, State Charter Schools Commission of Georgia, and Georgia Department of Education, including on-site and desktop monitoring conducted by the SCSF or SCSC, annual independent audits required by the state that are publicly reported and include financial statements prepared with generally accepted accounting principles, annual reports, and a final expenditure report for the use of subgrant funds. This section includes participation in any federal or state funded charter school research or evaluations. Failure to submit required information may result in a withholding of grant funds or a non-renewal of subsequent year funding within the project period. Audits must also be submitted to the authorizer for review.
5. The applicant school assures that they have provided their authorizer with "adequate and timely notice" of this grant application (as required by ESEA §4310 (6)(B)).
6. The applicant school per ESEA §4303 (f)(1)(C)(i)(II), certifies that the Charter Contract from the authorizer articulates that student achievement and growth, as measured by the state's School Performance Framework, is one of the most important factors for renewal or revocation of the school's charter contract, and that the authorizer reserves the right to

revoke or not renew a school's charter based on financial, structural, or operational factors involving the management of the school, or if not included agree to amend the Charter Contract accordingly to include these before award monies are distributed. The applicant school will provide a copy of the charter contract, and the State Charter Schools Foundation of Georgia will review the contract to ensure that student achievement is one of the most important factors for renewal or revocation of the charter.

7. ■ The applicant school certifies that it will maintain a high degree of autonomy, consistent with the charter contract and the requirements of ESEA § 4310 (2) and ESEA § 4303 (f)(2)(A), including the school's autonomy over budget, operations, and personnel decisions, and that they have sought, or will seek, all the appropriate automatic and non-automatic state waivers, and any necessary district waivers, to support the level of autonomy negotiated in their charter contract.

8. ■ The applicant school shall include important information on the website of the school, as required by ESEA § 4303 (f)(2)(G), to help parents and the community to make informed decisions about the education options available to their children, including information on the educational program, student support services, parent contract requirements (including any financial obligations or fees and information regarding textbook assistance), and enrollment criteria. This section requires the school to also provide annual performance, including the State Report card, and enrollment data for the student body and subgroups of students on its website.

Board Chair Signature: _____  _____ Date: 1/4/24

Name: Nisah Brinson

Charter School/Network: Excelsior Village Accademies

Profiles: Excelsior Village Academies

Applicant Information

Please provide the following information about the applicant charter school/network.

Name of Charter School/Network

Excelsior Village Academies

School Identifier (NCES ID), if known

Authorizer

State Charter School Commission

Authorization Date

07/26/2023

Eligibility for CSP Subgrant

New School

Proof of Approved Expansion (expansion applicants only)

School Opening Date/Date of Expansion

08/05/2024

Name of Nonprofit Entity

Excelsior Village Academies

Name of LEA

Excelsior Village Academies

LEA Identifier (NCES District ID), if known

Applicant Street Address

[REDACTED]

Applicant City

[REDACTED]

Applicant State

Georgia

Applicant Zip Code

[REDACTED]

Applicant County

Fulton

Proposed Location of New/Replicated School or Expansion Site

Proposed Street Address

5295 GA-155 N

Proposed Applicant City

Stockbridge

Proposed Applicant State

Georgia

Proposed Applicant Zip Code

30,281

Proposed Applicant County

Henry

School/Network Website

www.excelsiorvillageacademies.org

Management Organization Type

Freestanding

Virtual Status

Not virtual

Grant Contact

Michelle Flowers

Contact Title

CEO & Head of School

Contact Email Address

[REDACTED]

Contact Phone Number

[REDACTED]

What school year will the school first enroll students? For expansion, what school year did the school first enroll students?

2024-25

Grades Offered during Grant Term (36 months from date of application)

Kindergarten, 1st, 2nd, 3rd, 4th, 5th

Projected Number of Students for First Three Years of Operation/Expansion (by year)

For each year, note the projected number of students for this new school, replication, or as a result of the expansion (only the additional students from an expansion).

Year 1

180

Year 2

270

Year 3

360

Does/will the school use a weighted lottery?

Yes

Are current governing board members listed on the school's website? If no, provide an attachment with a list of board members.

No

Provide an attachment with a list of board members

EVA_Governing_Board_Of Directors_Bios.pdf

Has the applicant school notified the charter school authorizer of intent to apply for this CSP subgrant?

Yes

Please upload a copy of the letter of intent to authorizer that the applicant is applying for a CSP SE subgrant.

Excelsior.pdf

User Login



Profiles: File Attachments

Provide an attachment with a list of board members

EVA_Governing_Board_Of Directors_Bios.pdf

Please upload a copy of the letter of intent to authorizer that the applicant is applying for a CSP SE subgrant.

Excelsior.pdf

Nisah Brinson (Board Chair)- Nisah Brinson has been in the field of education for over 20 years. She is a graduate of Spelman College where she received her Bachelor of Arts in Child Development. She also attended Columbia Teachers College where she received her Master of Science in Curriculum and Teaching. Nisah has served as a Teacher, Curriculum Dean, Assistant Head of School, and an Elementary School Head of School. She currently serves as an Education Specialist/Consultant. During her time as a Head of School, she led her school into exponentially growing their Math and ELA State Exam Scores. Nisah also specializes in leading high quality professional development and creating and developing high performing teams with care and compassion at the center of her work. Nisah is passionate about “going back to the basics” and building the skills that are truly needed for children to succeed in the current world. She recently founded Voices for Action, a public speaking program which teaches children to speak with confidence to inspire change.

Dr. Myela Paige- Myela A. Paige, PhD was born and raised in Baltimore, Maryland. She earned her undergraduate degree in Mechanical Engineering from University of Maryland Baltimore County, where she was a Meyerhoff Scholar. She matriculated on to earn her PhD in Mechanical Engineering from Georgia Institute of Technology. At Georgia Tech, Dr. Paige’s work incorporated engineering education, active learning, and mechanical design into the classroom to help students understand core topics in the mechanical engineering curriculum. Although she is jump starting her time in the K-12 education field, Dr. Paige’s is passionate about community driven design and the best interest of the youth. Dr. Paige wants to make sure that school is equitable for all and is looking forward to seeing how her contributions to the education field will transcend into student growth. She enjoys mentoring young women to help them brainstorm their career paths and assist with their aspirations. She currently works as a Senior Consumer Insight Analyst for a consumer electronics company.

Reginald Hutchins (Board Secretary) - Reginald Hutchins is a Senior Manager on the consulting team at TNTP. Reginald worked as an instructional coach and a site director for a national non-profit prior to joining TNTP. He has spent a significant amount of his career focusing on revolutionizing what math education looks like, emphasizing black and brown students and finding ways to shift the focus from algorithms and procedural skills to highlighting the critical thinking and creativity in math. Early in his career, he realized that taking up this mantle would mean engaging other educators in this work and since working for TNTP, he has led tens of professional developments focused on math practices and curriculum and implicit and explicit bias in school practices. These trainings have led to meaningful learning for adults about making positive shifts in math instruction. Reginald is also a lifelong learner with a bachelor’s degree in Sociology from Morehouse College, a Master of Arts in Organizational Leadership from Columbia University and Master of Education in Education Policy from American University. Reginald is also a certified secondary math teacher and hold several ScrumMaster certifications, focusing on more agile practices for organizations.

Kelly Lee (Board Vice-Chair) - Kelly Lee leads on the Global Social Responsibility team McKinsey & Company, where she manages strategic global nonprofit and social impact investment partnerships. As a strategic thought leader for the Firm’s senior leadership, Kelly creates, executes, and manages innovative social impact initiatives and experiences for the Firm’s colleagues and communities. Prior to her current role, Kelly worked as the Manager of External Affairs for Marietta City Schools, where she created and sustained impactful community and corporate partnerships for the school district. Kelly began her career as an educator and teacher-coach with Teach For America, Fulton County Schools, DC Public Schools, and the Houston Independent School District. Kelly earned her B.A. in English from Spelman College and Master of Science in Education with a concentration in Educational Leadership from the Johns Hopkins University School of Education.

William Smith (Treasurer) - William Smith is the Economic Development Director for the City of Stonecrest, GA. He comes over 10 years' experience in policy and economic development from various cities throughout Georgia. Prior to joining the City of Stonecrest, William was the first Economic Development Manager for the City of Covington and was the Real Estate Analyst for Invest Atlanta. William received a Master of Public Policy from Georgia State University and attended the University of Northumbria in Newcastle, England, practicing small regional economic development and studying local governance. He has studied best practices for policy and economic growth across global markets, later touring several countries including the U.K., the Netherlands, and Hong Kong. Yet, he is foundational educational experience is Morehouse College. William completed his Economic Development Finance professional certification in 2018.

Isis Nelson- Graham- Isis Nelson-Graham is a University researcher at the Center of Excellence for Children's Behavioral Health at the Georgia Health Policy Center at Georgia State University. Through her work in technical assistance and program evaluation, she supports the success of the state's largest school-based mental health program and other related policy work. She has a BA in Psychology from Spelman College, an M.Ed. in Educational Psychology, and an Educational Specialist degree in School Psychology, both from Loyola University Chicago. Previously, Isis served as the Associate Director of Social-emotional Learning and Restorative Practices.

Afi Holmes - Afi Holmes has lived in Atlanta GA for over 20 years. She has a B.A. in arts from Spelman College. She is a brand specialist for AFSTHETiX, which is a Brand Design Company she founded in 2003. She has over 20 years of experience working as a brand specialist and web developer, building brands for growing businesses. This experience has allowed her to develop skills in executing different marketing strategies and a fine reputation for creative work and professionalism. As the CEO of AFSTHETiX, Afi is passionate about the use of technology to development and maintain high operational standards in a business environment.

Kristal Rutherford- Driven by a heartfelt dedication to positive change in the classroom and within communities, Kristal Rutherford has immersed herself in the education and nonprofit space for over 14 fulfilling years. Kristal's journey began in a different setting – the vibrant classroom, where she poured her heart and soul into molding the minds of Henry County's young learners as a dedicated kindergarten teacher. Now, her passion is firmly rooted in driving positive change within the education sector. She achieves this through ongoing educational pursuits, professional development, and active involvement in the community, all aimed at creating a brighter future for public education. Kristal earned an Associate of Science in Middle Grades Education from Georgia State University, followed by a Bachelor of Science in Liberal Studies with a minor in Sociology from Clayton State University.

Erin Wright

From: Michelle Flowers <[REDACTED]>
Sent: Tuesday, November 21, 2023 12:49 PM
To: Erin Wright
Cc: Nisah Brinson
Subject: Re: Letter of Intent re: CSP Subgrant Submission

Hi Erin,

The CSP application requires that we notify our authorizer of our intent to apply before moving forward. Thank you, have a great holiday.

With humility,



Michelle Flowers
Founder/Chief Executive Officer
Atlanta, Georgia
317.893.3694
New! Enrolling Grades K-3
www.excelSiorVillageAcademies.org

Learn more about our school! [Register Here](#)

From: Erin Wright <[REDACTED]>
Date: Tuesday, November 21, 2023 at 11:47 AM
To: Michelle Flowers <[REDACTED]@[REDACTED].org>
Cc: Nisah Brinson <[REDACTED]>
Subject: RE: Letter of Intent re: CSP Subgrant Submission

Hi Michelle,

Good luck on pursuing the CSP subgrant! Unfortunately, although we do work together on some things, Michele Neely and the State Charter Schools Foundation are solely managing the subgrant competition. Therefore, I recommend you reach out to her regarding your intent to apply and any question you may have on the process –

[REDACTED]

Thanks,
Erin

From: Michelle Flowers <[REDACTED]>
Sent: Tuesday, November 21, 2023 12:42 AM
To: Erin Wright <[REDACTED]>

Cc: Nisah Brinson <[REDACTED]>

Subject: Letter of Intent re: CSP Subgrant Submission

Hello Erin,

I trust this email finds you well. Please find attached a letter of intent on behalf of Excelsior Village Academies to submit an application for the CSP subgrant to the SCSF for consideration. Please reach out to me should you have any questions. Many thanks.

With humility,



EXCELSIOR
VILLAGE ACADEMIES

Michelle Flowers

Founder/Chief Executive Officer
Atlanta, Georgia

347.893.3694

New Enrollment Grades K-8
www.excelsiorvillageacademies.org

Learn more about our school! [Register Here](#)

External Evaluator Review: [REDACTED] | 2024-02-14

Name	Attachments
[REDACTED] 2024-02-14	No
[REDACTED] 2024-02-15	No
[REDACTED] 2024-02-07	No
[REDACTED] 2024-02-05	No

Review Completed Date

02/14/2024

Application

Excelsior Village Academies

Reviewer

[REDACTED]

Reviewer Assignment Tag

type:individual

Responsiveness to community need

On a scale of 1 to 30, where 1 is lowest and 30 is highest, how would you rate the applicant's responsiveness to community need? Applicants should provide evidence of community engagement and outreach. Applicants proposing to expand or replicate in an area of high charter school concentration must demonstrate community need for the unique model. All applicants must present a comprehensive needs analysis as a part of their application demonstrating local support, benefits to the community, evidence of the demand, and demographic projections (supporting a new charter school). Applicants will be rated based on the completeness of their analysis, benefit to the local community, and likelihood to achieve enrollment goals. Applicants should also describe ongoing effective parent, family, and community engagement strategies.

28

Comments - Responsiveness to community need (optional)

Growth mindset

On a scale of 1 to 10, where 1 is lowest and 10 is highest, how would you rate the applicant's growth mindset? Applicants should demonstrate their willingness to engage in open, transparent conversations with the SCSF and technical assistance providers and to welcome feedback with an open mind.

8

Comments - Growth mindset (optional)

Commitment

On a scale of 1 to 10, where 1 is lowest and 10 is highest, how would you rate the applicant's commitment? Applicants must demonstrate their willingness and capacity to adhere to the conditions of any subgrant awards and carry out the goals they set for the subgrant. Applicants must agree to attend all mandatory technical assistance opportunities, submit all required reports, and participate fully in monitoring activities.

8

Comments - Commitment (optional)

Readiness

On a scale of 1 to 10, where 1 is lowest and 10 is highest, how would you rate the applicant's readiness? Applicants must demonstrate their readiness to plan for and carry out the opening of a new charter school, replication of an existing charter school, or expansion of an existing charter school. For new schools, the evaluation team will seek evidence of adequate planning and qualified team members to carry out the academic model approved in the charter and sound operations. For replications and expansions, the evaluation team will review current and historical academic and operational performance, eligibility for expansion or replication, and mitigating factors.

7

Comments - Readiness (optional)

Racial and Socio-economic Diversity

On a scale of 1 to 10, where 1 is lowest and 10 is highest, how would you rate the applicant's racial and socio-economic diversity? All applicants must explain how they will establish and maintain a racially and socio-economically diverse student population and endeavor to recruit faculty and staff who are similarly diverse. If an applicant is proposing a location in a segregated/isolated community and/or offers a culturally responsive educational model, this requirement may be waived at the discretion of the Selection Committee.

8

Comments - Racial and Socio-economic Diversity (optional)

Budget Quality & Financial Sustainability

Please evaluate the budget on a scale of 1 to 30. Applicants should present a complete grant budget that adheres to the allowable cost guide and meets the objectives of the CSP SE Grant. Reviewers will look for adequate rationale in the budget narrative for each budget category and sufficient detail to demonstrate that the applicant has a realistic plan for utilizing subgrant funds within the grant period. Applicants should demonstrate a plan for maintaining financial sustainability after the end of the subgrant period.

28

Comments - Budget Quality & Financial Sustainability (optional)

Bonus Points

Does the applicant qualify for locating in a priority community?

Yes

Does the applicant propose offering high school?

No

Does the applicant propose a collaboration with a local public school or district to share resources and/or otherwise serve vulnerable populations?

No

Comments - Bonus Points (optional)

Score Before Bonus Points

87

Total Score

97

Comments - Overall (required)

N/A

External Evaluator Review: [REDACTED] | 2024-02-15

Review Completed Date

02/15/2024

Application

Excelsior Village Academies

Reviewer

[REDACTED]

Reviewer Assignment Tag

type:individual

Responsiveness to community need

On a scale of 1 to 30, where 1 is lowest and 30 is highest, how would you rate the applicant's responsiveness to community need? Applicants should provide evidence of community engagement and outreach. Applicants proposing to expand or replicate in an area of high charter school concentration must demonstrate community need for the unique model. All applicants must present a comprehensive needs analysis as a part of their application demonstrating local support, benefits to the community, evidence of the demand, and demographic projections (supporting a new charter school). Applicants will be rated based on the completeness of their analysis, benefit to the local community, and likelihood to achieve enrollment goals. Applicants should also describe ongoing effective parent, family, and community engagement strategies.

25

Comments - Responsiveness to community need (optional)

Growth mindset

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10

Comments - Growth mindset (optional)

Commitment

On a scale of 1 to 10, where 1 is lowest and 10 is highest, how would you rate the applicant's commitment? Applicants must demonstrate their willingness and capacity to adhere to the conditions of any subgrant awards and carry out the goals they set for the subgrant. Applicants must agree to attend all mandatory technical assistance opportunities, submit all required reports, and participate fully in monitoring activities.

9

Comments - Commitment (optional)

Readiness

On a scale of 1 to 10, where 1 is lowest and 10 is highest, how would you rate the applicant's readiness? Applicants must demonstrate their readiness to plan for and carry out the opening of a new charter school, replication of an existing charter school, or expansion of an existing charter school. For new schools, the evaluation team will seek evidence of adequate planning and qualified team members to carry out the academic model approved in the charter and sound operations. For replications and expansions, the evaluation team will review current and historical academic and operational performance, eligibility for expansion or replication, and mitigating factors.

8

Comments - Readiness (optional)

Racial and Socio-economic Diversity

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6

Comments - Racial and Socio-economic Diversity (optional)

Budget Quality & Financial Sustainability

Please evaluate the budget on a scale of 1 to 30. Applicants should present a complete grant budget that adheres to the allowable cost guide and meets the objectives of the CSP SE Grant. Reviewers will look for adequate rationale in the budget narrative for each budget category and sufficient detail to demonstrate that the applicant has a realistic plan for utilizing subgrant funds within the grant period. Applicants should demonstrate a plan for maintaining financial sustainability after the end of the subgrant period.

20

Comments - Budget Quality & Financial Sustainability (optional)

Bonus Points

Does the applicant qualify for locating in a priority community?

Yes

Does the applicant propose offering high school?

No

Does the applicant propose a collaboration with a local public school or district to share resources and/or otherwise serve vulnerable populations?

No

Comments - Bonus Points (optional)

Score Before Bonus Points

78

Total Score

88

Comments - Overall (required)

N/A

External Evaluator Review: [REDACTED] | 2024-02-07

Review Completed Date

02/07/2024

Application

Excelsior Village Academies

Reviewer

[REDACTED]

Reviewer Assignment Tag

type:individual

Responsiveness to community need

On a scale of 1 to 30, where 1 is lowest and 30 is highest, how would you rate the applicant's responsiveness to community need? Applicants should provide evidence of community engagement and outreach. Applicants proposing to expand or replicate in an area of high charter school concentration must demonstrate community need for the unique model. All applicants must present a comprehensive needs analysis as a part of their application demonstrating local support, benefits to the community, evidence of the demand, and demographic projections (supporting a new charter school). Applicants will be rated based on the completeness of their analysis, benefit to the local community, and likelihood to achieve enrollment goals. Applicants should also describe ongoing effective parent, family, and community engagement strategies.

25

Comments - Responsiveness to community need (optional)

Growth mindset

On a scale of 1 to 10, where 1 is lowest and 10 is highest, how would you rate the applicant's growth mindset? Applicants should demonstrate their willingness to engage in open, transparent conversations with the SCSF and technical assistance providers and to welcome feedback with an open mind.

10

Comments - Growth mindset (optional)

Commitment

On a scale of 1 to 10, where 1 is lowest and 10 is highest, how would you rate the applicant's commitment? Applicants must demonstrate their willingness and capacity to adhere to the conditions of any subgrant awards and carry out the goals they set for the subgrant. Applicants must agree to attend all mandatory technical assistance opportunities, submit all required reports, and participate fully in monitoring activities.

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Comments - Commitment (optional)

Readiness

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8

Comments - Readiness (optional)

Racial and Socio-economic Diversity

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9

Comments - Racial and Socio-economic Diversity (optional)

Budget Quality & Financial Sustainability

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28

Comments - Budget Quality & Financial Sustainability (optional)

Bonus Points

Does the applicant qualify for locating in a priority community?

Yes

Does the applicant propose offering high school?

No

Does the applicant propose a collaboration with a local public school or district to share resources and/or otherwise serve vulnerable populations?

Yes

Comments - Bonus Points (optional)

Score Before Bonus Points

90

Total Score

105

Comments - Overall (required)

N/A

External Evaluator Review: [REDACTED] | 2024-02-05

Review Completed Date

02/05/2024

Application

Excelsior Village Academies

Reviewer

[REDACTED]

Reviewer Assignment Tag

type:individual

Responsiveness to community need

On a scale of 1 to 30, where 1 is lowest and 30 is highest, how would you rate the applicant's responsiveness to community need? Applicants should provide evidence of community engagement and outreach. Applicants proposing to expand or replicate in an area of high charter school concentration must demonstrate community need for the unique model. All applicants must present a comprehensive needs analysis as a part of their application demonstrating local support, benefits to the community, evidence of the demand, and demographic projections (supporting a new charter school). Applicants will be rated based on the completeness of their analysis, benefit to the local community, and likelihood to achieve enrollment goals. Applicants should also describe ongoing effective parent, family, and community engagement strategies.

25

Comments - Responsiveness to community need (optional)

Growth mindset

On a scale of 1 to 10, where 1 is lowest and 10 is highest, how would you rate the applicant's growth mindset? Applicants should demonstrate their willingness to engage in open, transparent conversations with the SCSF and technical assistance providers and to welcome feedback with an open mind.

10

Comments - Growth mindset (optional)

Commitment

On a scale of 1 to 10, where 1 is lowest and 10 is highest, how would you rate the applicant's commitment? Applicants must demonstrate their willingness and capacity to adhere to the conditions of any subgrant awards and carry out the goals they set for the subgrant. Applicants must agree to attend all mandatory technical assistance opportunities, submit all required reports, and participate fully in monitoring activities.

10

Comments - Commitment (optional)

Readiness

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8

Comments - Readiness (optional)

Racial and Socio-economic Diversity

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10

Comments - Racial and Socio-economic Diversity (optional)

Budget Quality & Financial Sustainability

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30

Comments - Budget Quality & Financial Sustainability (optional)

Bonus Points

Does the applicant qualify for locating in a priority community?

No

Does the applicant propose offering high school?

No

Does the applicant propose a collaboration with a local public school or district to share resources and/or otherwise serve vulnerable populations?

No

Comments - Bonus Points (optional)

Score Before Bonus Points

93

Total Score

93

Comments - Overall (required)

N/A