

Applications: The Simple Vue Academy

Implementation Budget Requested

\$754,000.00

Planning Budget Requested

\$746,000.00

Total Budget Requested

\$1,500,000.00

Planning Reimbursements

\$0.00

Implementation Reimbursements

\$0.00

Total Reimbursements

Remaining Budget

\$1,500,000.00

Profile

The Simple Vue Academy

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?

Yes

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).

Simple Vue Academy (SVA) demonstrates clear alignment with ESEA § 4310(2)'s charter school definition through our innovative educational model that maximizes autonomy while maintaining accountability. Our approach leverages charter flexibility to better serve historically underserved communities while fully complying with all federal and state requirements.

Our trimester-based schedule exemplifies the exemption from traditional operational constraints described in § 4310(2)(a). This flexible structure allows students to accelerate through tailored enrichment or remediation content. This flexible pacing and targeted intervention increases achievement and narrows gaps. Three 12-week trimesters facilitate deeper inquiry through projects and themes, and mid-trimester assessments inform supportive interventions. While exercising this scheduling autonomy, we maintain close collaboration with the Georgia Department of Education to ensure all student and course data meets state reporting requirements, demonstrating our commitment to compliance with § 4310(2) (k, l).

After each module, students move to Mastery Week, a pivotal chance for both students and teachers to take purposeful stock of learning. This week enables teachers to circle back to foundational concepts, assess comprehension, and provide targeted support through one-on-one coaching, collaborative peer work, or small group instruction. Students focus on cementing their knowledge and producing creative applications that demonstrate the depth of their understanding.

Scenario 1: For example, Juan is an 8th grader who has failed his last three math tests on fractions and decimals. During Mastery Week, his teacher can utilize the dedicated time to thoroughly reassess Juan's gaps and provide targeted small group re-teaching on adding/subtracting fractions and decimals. Juan also gets tailored computer modules at his level to practice conversion and word problems, receives daily encouragement from his teacher on his progress, and ends the week creating a video solving sample problems to demonstrate his growth in understanding the concepts.

Scenario 2: Sarah who has an Individualized Education Program (IEP) specifying she receives read aloud testing accommodations. With dedicated time in Mastery Week, Sarah's case manager is able to conduct thorough running reading records to identify persistent phonics gaps. Working one-on-one, her case manager uses multisensory techniques and flashcards for Sarah to practice sounding out vowels, blends and digraphs. Sarah tracks her words per minute improvement daily, ending the week reading leveled texts aloud to showcase her improved decoding skills. Her case manager documents the effectiveness of these interventions to inform future IEP progress goals.

Scenario 3: Kasie, a gifted 6th grader who wants to create a literary analysis of activism stories while creating a conservation nonprofit using statistics and pitching policy solutions to panels of experts, uses mastery week to create presentation materials and meet with outside experts.

Our innovative STREAM integration showcases how charter flexibility enables reimagined educational delivery while pursuing specific educational objectives under § 4310(2)(c). Teachers specialize in core subjects while maintaining small advisory groups of 15 students, demonstrating our autonomous ability to restructure traditional teaching roles to enhance both relationship-building and academic rigor. This model integrates authentic community problem-solving through strategic partnerships, illustrating how charter flexibility enables stronger community connections while operating under public supervision per § 4310(2)(b). SVA's instructional model is centered on equity-oriented project-based learning spanning themed modules. These intensive 9-week investigations of real-world issues offer authentic contexts inspiring students towards deeper academic growth and community action. Projects fuse standards across math, social studies, English, and science while cultivating critical thinking and problem-solving skills. Our curriculum aligns with Georgia Standards of Excellence while innovating through research-validated approaches like project-based learning and two-generation support models (Chase-Lansdale, 2017).

Our entrepreneurial learning framework further demonstrates the innovative potential of charter autonomy while adhering to § 4310(2)'s requirements. This framework includes:

- Student-driven learning pathways where scholars co-create their educational experience
- Integration of business literacy and financial training throughout the core curriculum
- Flexible support structures including 400+ weekly collaboration minutes and personalized mentorship
- Progressive implementation of entrepreneurship education from 6th grade foundational courses through advanced venture incubation labs

This framework serves our diverse student population (50.4% economically disadvantaged, 10% English Learners, 13.7% students with disabilities) while maintaining compliance with all civil rights and education laws [§ 4310(2)(g)]. Through these elements, SVA demonstrates how charter school autonomy enables us to create an innovative educational model that serves our community's specific needs while maintaining all required compliance and accountability measures. This balance of flexibility and responsibility directly aligns with ESEA § 4310(2)'s vision for charter schools as independently operated yet publicly accountable institutions. Our model shows how charter autonomy can be leveraged to reimagine education while staying firmly grounded in research, equity, and accountability to all stakeholders.

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.

Simple Vue Academy's innovative approach to creating entrepreneurial pathways through STREAM education requires thoughtful deployment of CSP Subgrant funds across both planning and implementation phases.

The planning year personnel budget allocation breaks down as follows:

Executive Director Supplement: \$30,000

- This supplemental stipend supports the Executive Director's early work during the critical planning phase
- Enables focused attention on establishing school systems, developing partnerships, and overseeing the school's launch
- Covers the critical months leading up to school opening

Operations Manager: \$55,000

- Full-time position dedicated to establishing operational systems
- Manages vendor relationships, procurement processes, and facility preparation
- Coordinates student recruitment and enrollment processes
- Oversees setup of school information systems and operational procedures
- Ensures compliance with all regulatory requirements

Part-Time Office Manager: \$15,000

- Provides essential administrative support during the planning phase
- Assists with student enrollment documentation and record-keeping
- Supports family communication and engagement initiatives
- Manages office setup and supply procurement
- Helps coordinate recruitment events and community outreach

As Simple Vue Academy prepares for its inaugural year, the carefully designed staffing structure stands as a cornerstone of its success. During those crucial months before opening day, dedicated personnel will work tirelessly behind the scenes, tackling the intricate maze of pre-opening responsibilities. With multiple team members focused on different aspects of the launch, the school can simultaneously advance its operational framework, academic programming, and community relationships. Each staff member will step into clearly defined roles during this planning phase, eliminating confusion and ensuring no critical tasks fall through the cracks. The school's commitment to competitive compensation reflects its understanding that attracting and retaining top talent is essential for building a strong foundation. This investment in qualified personnel demonstrates Simple Vue Academy's unwavering dedication to establishing robust operational systems from the very beginning. Through this thoughtful allocation of personnel funding, Simple Vue Academy is laying the groundwork for a successful launch. The planning year represents a critical window of opportunity, and by investing in these key positions now, the school is ensuring thorough preparation across every aspect of its operations. From curriculum development to facility readiness, from staff recruitment to community outreach, each team member will play a vital role in transforming Simple Vue Academy from vision to reality.

Simple Vue Academy will strategically deploy the \$1.4M implementation grant to create a transformative learning environment that brings its STREAM and entrepreneurship mission to life. The funding plan addresses four critical areas: expert consultation for program development, comprehensive educational programming, cutting-edge technology infrastructure, and state-of-the-art learning spaces.

The foundation of successful implementation begins with expert guidance. The school will invest \$220,000 in specialized consultants who will develop the integrated STREAM curriculum, design maker spaces, establish operational systems, and build community partnerships. These consultants will ensure the school launches with research-based practices and sustainable systems that support its innovative model.

The largest portion of funding, \$775,000, will be dedicated to educational programming that directly impacts student learning. This includes robust instructional support systems for tracking student progress, comprehensive community engagement initiatives through student experiences, community events, the Family University Program, and extensive technology infrastructure featuring 1:1 student devices and interactive classroom displays. The school will invest significantly in STREAM curriculum materials, industry-standard software, and professional equipment that gives students hands-on experience with real-world tools. Professional development will be prioritized, with teachers receiving specialized training in project-based learning and STREAM integration. Extended learning opportunities will be supported through well-resourced before/after-school and summer programs.

The physical learning environment will be transformed through a \$405,000 investment in facilities and infrastructure. If granted the CSP grant SVA will be able to support some acquisition and construction cost to begin the phased scope of work while we work to secure funding for the entirety of the project. At the heart of this transformation will be the STREAM Lab, equipped with maker space tools, engineering equipment, and science materials that enable students to engage in authentic project-based learning. Classrooms will feature flexible furniture systems and collaborative learning spaces that support student-centered instruction. The school will ensure a safe learning environment through comprehensive security

systems and emergency communications infrastructure.

Throughout the implementation, Simple Vue Academy will maintain a strong focus on compliance and sustainability. Technical studies will ensure all spaces meet safety requirements, legal review will verify compliance with regulations, and project management will keep the implementation on track and within budget. This careful attention to both innovation and operations will create a strong foundation for the school's long-term success.

By thoughtfully allocating these implementation funds across program development, educational resources, technology, and learning spaces, Simple Vue Academy will create an environment where students can develop the entrepreneurial mindsets and STREAM skills needed for future success.

These investments are crucial for realizing Simple Vue Academy's vision. The innovative nature of the STREAM and entrepreneurship model requires substantial upfront investment in specialized resources and spaces that traditional operational funding cannot support. Moreover, the school's commitment to equity and expanded definitions of student success necessitates robust systems for personalized learning and assessment. The professional development and consulting support funded by the grant will build internal capacity, ensuring the model's sustainability beyond the grant period.

Through strategic deployment of these funds, Simple Vue Academy will build not just a school, but a comprehensive ecosystem that supports student innovation, entrepreneurship, and academic excellence within a STREAM framework. This investment will pay dividends for years to come as students develop the skills, mindsets, and experiences needed for success in the modern economy.

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.

Over the past two years, our team has been grounded in our commitment to first listen and learn. We hosted 12 focus groups, 9 community events, 4 small pilots, 250 community surveys, and 80 student surveys modeled after participatory action research best practices – to capture the stories and voices of our community. In speaking with 800+ stakeholders, we heard repeatedly that the region is growing and evolving, and that young people need access to the knowledge, skills, and confidence that will allow them, as the next generation, to thrive in their chosen communities. Including 8 parents/caregivers on the school's co-design team ensured direct representation of family voices in the school's development. We selected this attendance zone to bridge opportunity gaps and empower overlooked voices through choice. Our community surveys revealed families across metro Atlanta urgently require innovative schools focused on equity, identity development and accessibility. However, existing options rarely contend with systemic inequities limiting students. Specific changes have been made to our school model based on community input and our pilot programs including increasing family engagement touchpoints, expanding enrichment offerings in arts and technology, and centering positive mental health practices. We will continue to regularly collect stakeholder feedback and adapt accordingly. Centering these communities builds our pathway to inclusive excellence.

Specifically, our region hosts a dense ecosystem of corporate innovation hubs with access to high-quality colleges focused on serving minority populations aligned to our STREAM/entrepreneurship focus including Atlanta TechVillage, Lionsgate, Panasonic Automotive, Home Depot and Lockheed Martin. A tech-fluent talent pipeline benefits these anchors. Metropolitan Atlanta is a national center for finance, transportation, distribution, and communications. Through community engagement efforts, we are hearing that a qualified and educated labor force plays a critical role in the economic development and viability of our community. Businesses considering relocation or expansion must know an area has qualified and educated workforce to meet its business needs. We defined an attendance zone centered on diverse, growing communities whose needs and assets align strategically with the solutions-focused education model the Simple Vue Academy delivers. Serving this region allows maximal impact towards our vision of graduates equipped to open doors to abundance.

The board represents diverse professional backgrounds and skill sets important for overseeing a charter school, including legal compliance, finances, operations, education policy and leadership, and community engagement. To ensure the governing board is representative of the school community, at least one parent of a current student will serve on the board. A lottery will be used each year to randomly select one parent representative. This rotating position will serve a 1-year term. Defined clear roles, rights, responsibilities and the extent of decision-making authority for the various stakeholder groups involved in governance will be established before every school year commences.

Beyond direct board membership, parents and community stakeholders will provide input and feedback through the following channels:
Parent & Family Advisory Council - Composed of volunteer parents that meet monthly with school administrators to share ideas and concerns related to programs, policies, and activities.

Community Advisory Panel - Comprising representatives from businesses, nonprofits, public agencies, and civic organizations invested in the success of SVA and its students. Meets quarterly to provide guidance and support with community engagement, partnerships, resource development, and strategic planning.

Parent & Community Volunteers at The Simple Vue Academy - We deeply value our parents and community members, and we welcome their active involvement through our volunteer program. Volunteers make valuable contributions while also having the special opportunity to engage directly with

our amazing students. A Harvard Family Research analysis of over 50 studies found that parental engagement was significantly associated with higher student grades, enrollment in higher-level programs, higher graduation rates, and more.

By centering authentic community partnership throughout our design process and building enduring structures for collaboration, SVA ensures our model is not just responsive to, but truly co-created with the students and families we aim to serve. This bedrock of trust and co-ownership will fuel our collective journey towards educational equity and excellence.

Evidence of strong community interest and demand for the Simple Vue Academy is demonstrated through multiple indicators:

STREAM Camp Pilot Program:

In summer 2023, SVA piloted a STREAM Camp with 34, 8-14 year old students to test our interdisciplinary learning model integrating science, technology, reading/writing, engineering, arts and mathematics with entrepreneurship and financial literacy workshops. The camp aimed to build creativity, critical thinking and problem-solving through hands-on activities and interactive workshops.

SVA hosted its second annual STREAM camp in the summer of 2024. 40 students registered, 10 of those students being returning students from the previous summer. The pilot saw increased engagement and achievement, especially among minority students, who participated in math enrichment, goal-setting, coding, artistic expression and creative writing and storytelling throughout the immersive experience. The full impact report illustrates the success of SVA's innovative approach in practice and the potential benefits it can bring to students in our community.

Additional Evidence:

- Letters of support from community leaders, local organizations and families expressing enthusiasm for SVA model and intention to enroll
- Petitions signed by over 200 local residents affirming need and demand for SVA

Altogether, this body of evidence drawn from direct community input, pilot program outcomes, and partnership provides compelling proof of both interest in and need for the unique, student-centered education SVA will offer. We are confident in the strength of local demand and our ability to achieve and sustain our projected enrollment.

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

Simple Vue Academy will demonstrate a growth mindset throughout the CSP subgrant term through a comprehensive approach to continuous improvement that aligns with its core values of Voice, Ubuntu, and Empowerment.

In the planning phase, this growth mindset will be evident through:

Data-Driven Decision Making

- Regular collection and analysis of baseline data across multiple metrics
- Implementation of robust student information and assessment systems
- Development of equity audit frameworks to identify areas for improvement
- Creation of feedback loops with stakeholders to gather diverse perspectives

Professional Learning Culture

- Investment in comprehensive summer training for staff
- Establishment of professional learning communities
- Creation of personalized learning plans for teachers
- Regular coaching and mentoring systems

During implementation, the growth mindset will expand through:

Iterative Program Development

- Progressive rollout of STREAM integration, starting with math and science before expanding to all subjects
- Phased implementation of project-based learning, beginning with single projects and growing to full integration
- Regular assessment and refinement of curriculum and instructional approaches
- Continuous evolution of entrepreneurship pathways based on student and community needs

Responsive Support Systems

- Regular analysis of student performance data to adjust interventions
- Ongoing refinement of social-emotional learning supports
- Adaptation of family engagement strategies based on participation and feedback
- Development of increasingly sophisticated assessment tools and rubrics

Stakeholder Engagement

- Regular collection of feedback from students, families, and staff
- Expanding community partnerships based on program needs and opportunities

- Growing family leadership roles and engagement opportunities
- Development of student leadership and governance structures

This commitment to continuous improvement is reflected in the school's year-over-year planning:

Year 1: Focus on foundational systems and basic implementation

Year 2: Expansion of programs and refinement of existing practices

Year 3: Innovation and development of sustainable models

Years 4-5: Scale successful practices and document impact

By maintaining this growth mindset, Simple Vue Academy will create a culture of continuous improvement that supports its mission of creating sustainable pathways to entrepreneurship through STREAM education.

Simple Vue Academy also recognizes that feedback and technical assistance are vital resources for successful school launch and growth. Here's how we will actively engage with these supports throughout the grant period:

Structured Feedback Systems:

Monthly check-ins with CSP grant technical assistance providers to review progress and receive guidance

Regular participation in CSP cohort meetings to share experiences and learn from peer schools

Active engagement in professional development sessions offered through the program

Systematic documentation of feedback received and actions taken in response

Technical Assistance Utilization:

Early identification of areas where technical support would be most beneficial, particularly around:

STREAM curriculum integration

Financial management systems

Compliance requirements

Data tracking and reporting

Proactive scheduling of technical assistance sessions to align with key implementation milestones

Engagement of all relevant stakeholders in technical assistance opportunities

Implementation of learned strategies with fidelity

Continuous Improvement Cycle:

Regular self-assessment of progress toward goals

Documentation of challenges and barriers encountered

Active solicitation of guidance from technical assistance providers

Implementation of suggested improvements

Monitoring of results and adjusting as needed

By maintaining this open and proactive approach to feedback and technical assistance, Simple Vue Academy will maximize the benefit of these valuable resources while building a stronger foundation for long-term success.

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.

Simple Vue Academy demonstrates a strong commitment to managing the CSP subgrant through a strategically designed team structure and clear internal controls. As an independent LEA, Simple Vue Academy has total autonomy over its 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 with Purpose Capital Group for accounting and bookkeeping services. Purpose Capital and Charter ALIGN work directly with the Executive Director and Operations Manager, who are 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 Executive Director and other relevant stakeholders 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 Executive Director for any contracts over \$25,000.

The school has identified specific personnel and allocated dedicated funding to ensure successful grant implementation:

The Operations Manager (funded at \$55,000) will serve as the primary grant manager with support from the Executive Director, taking responsibility for day-to-day operations including procurement, vendor management, and maintaining comprehensive grant documentation. They will process purchases, prepare monthly financial reports, and ensure compliance with all procurement procedures.

The Executive Director will receive a \$30,000 supplement during the planning period to oversee grant alignment with the school's mission, approve expenditures within set thresholds, and provide monthly reports to the board. They will maintain ultimate responsibility for programmatic compliance and oversight of all grant-related activities.

A Part-Time Office Manager (allocated \$15,000) will handle initial processing of bills and invoices, maintain organized filing systems, and support procurement documentation. This role provides essential administrative support to ensure proper record-keeping.

The school will partner with Purpose Capital, a back-office provider for professional accounting and bookkeeping services. This provider will manage grant fund accounting, prepare financial statements, and support audit preparation.

Simple Vue Academy has established clear internal controls including separation of duties, multi-level approval processes for purchases, monthly account reconciliation, and regular internal audits. The reporting structure includes monthly financial reports to the board, quarterly grant progress reports, and annual comprehensive reviews.

This comprehensive approach, combining dedicated internal staffing with external expertise through Charter ALIGN's support program, ensures the school will meet all CSP requirements while maintaining strong accountability and proper grant fund management.\

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.

Simple Vue Academy demonstrates robust readiness for opening through a comprehensive five-year implementation plan centered on our mission to create sustainable pathways to entrepreneurship through STREAM education. Our readiness spans three critical areas:

Leadership and Systems Development

- Strategic establishment of a leadership team aligned with our expanded definition of student success (EDSS)
- Creation of data systems and protocols for tracking key metrics
- Development of comprehensive professional development calendar, beginning with a summer institute focused on core instructional practices, PBL basics, and data-driven instruction
- Early establishment of community partnerships and advisory board structure

Academic Program Preparation

Our "Launch Now" first-year priorities focus on foundational implementation:

1. Core Academic Program

- Initial STREAM integration starting with math and science
- Basic cross-curricular planning in core subjects
- Essential technology skills curriculum
- Limited but strategic integrated projects (1 per trimester)

2. Introduction to Entrepreneurship

- Basic financial literacy integrated into math
- Mini-enterprise projects and simple student-run school store/markets
- Introduction to design thinking principles

3. Assessment Systems

- NWEA MAP baseline testing implementation
- Basic portfolio system setup
- Core academic benchmarks establishment
- Simple rubrics for project evaluation
- Social-emotional learning surveys

Community and Infrastructure Building

1. Professional Development

- Summer Institute covering core practices
- Weekly grade-level team meetings
- Bi-weekly whole-staff professional development
- Instructional coaching and new teacher mentoring

2. School Culture & Community

- Advisory program implementation
- Trauma-informed and restorative behavior systems
- Core values integration
- Basic student leadership opportunities
- Monthly family nights and regular communication systems
- Parent advisory group establishment

This systematic approach ensures SVA builds strong foundations while maintaining flexibility for growth. By prioritizing essential elements in Year 1 while strategically deferring more complex programs (like advanced entrepreneurship pathways and complex STREAM integration), we demonstrate a realistic understanding of startup capacity while maintaining clear vision for future expansion.

Our measurable Year 1 success metrics focus on:

- Student academic growth through MAP assessments
- Project completion rates and portfolio development
- Core subject proficiency
- School culture indicators (attendance, behavior, student satisfaction)
- Family engagement metrics

This thoughtful, phased implementation approach, supported by clear systems and metrics, positions SVA for successful launch and sustainable growth in service of our mission.

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.

Simple Vue Academy is where diversity, equity, and inclusion aren't just buzzwords, but fundamental pillars of the school's identity. At the heart of SVA's mission lies a deep commitment to creating a learning environment that truly reflects and serves its community.

The academy's approach to building a diverse student body began well before the first day of school. SVA's recruitment team actively engages with local communities, reaching out through partnerships with businesses, local parent groups, neighborhood organizations and religious institutions. Understanding that careers should never be a barrier, we host information sessions at various times and locations to accommodate working families.

When it comes to enrollment, SVA has implemented a carefully designed system to ensure fairness and accessibility. A transparent lottery system forms the cornerstone of their admission process, complemented by practical support such as application and registration assistance. The school takes pride in being tuition-free and provides dedicated support to families throughout the application process, including language assistance when needed.

The commitment to diversity extends beyond the student body to the staff who will shape young minds daily. SVA has forged meaningful partnerships with teacher preparation programs, including historically black colleges and universities like Spelman. We actively seek out diverse educator talent through targeted job platforms and educational conferences. But recruitment is just the beginning – the academy invests in its teachers' growth through comprehensive professional development, mentorship programs, and support for advanced education, all while offering competitive compensation to retain top talent.

In the classroom, SVA's STREAM curriculum comes alive through culturally responsive teaching practices. Students engage in project-based learning that connects directly to their community experiences, ensuring that learning is both relevant and meaningful. The school's culture embraces restorative practices and culturally responsive discipline, while regular equity audits ensure that all programs and outcomes align with their commitment to inclusivity.

This approach is particularly vital given the academy's community context, where 50.4% of students are economically disadvantaged, 10% are English Learners, and 13.7% have disabilities. SVA's programming deliberately addresses the needs of historically underserved communities, with regular demographic assessments ensuring they maintain equitable representation and outcomes.

Success at SVA is measured through multiple lenses, from enrollment demographics to staff retention rates, from family satisfaction surveys to academic performance data – all analyzed through an equity lens. Annual equity audits of programs and practices ensure the school stays true to its mission of creating an educational environment where every student can thrive.

Through this comprehensive approach, Simple Vue Academy continues to build and nurture a school community that not only serves all students effectively but also celebrates the rich diversity that makes their community unique. Our commitment to equity and inclusion isn't just about meeting metrics – it's about creating a place where every student, family, and staff member feels valued, supported, and empowered to succeed.

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

We at Simple Vue Academy have developed a comprehensive strategy to ensure our school's long-term financial health. We're building on proven models while adapting them to our unique context, and we're unified in our approach to creating a sustainable future for our students and community.

At the core of our financial foundation lies our sophisticated understanding of both traditional public funding and innovative revenue streams. We'll optimize our public funding sources through careful enrollment management to maximize per-pupil funding. We're taking a strategic approach to federal funding streams, including Title I through IV, while maintaining meticulous tracking of special education services and funding. Beyond these core funds, we're developing an ambitious grant and partnership strategy that reaches beyond our initial CSP grant. We're particularly excited about leveraging our STREAM program to attract corporate partnerships and foundation support.

Our approach to fiscal management demonstrates both prudence and foresight. We've planned thoughtfully phased implementation of programs, ensuring our new initiatives align with available resources. Where it makes sense, we'll pursue shared services arrangements and maintain regular reviews of vendor contracts. This careful spending will be overseen through our robust financial planning and monitoring systems, including multi-year budgeting and monthly reviews with our board finance committee.

We've made operational efficiency another cornerstone of our financial strategy. We're prioritizing classroom-level resources while building reserves through conservative budgeting practices. While we recognize that strategic technology investments require upfront capital, we know they'll drive long-term efficiency gains. Our approach to staff development reflects this same long-term thinking – by investing in our teachers' development and creating clear career pathways, we'll not only enhance educational quality but also reduce costly turnover.

Our sustainable growth model is built on realistic enrollment projections and strong recruitment strategies. We've set clear targets for class sizes and student-teacher ratios, and we'll regularly analyze market demand to ensure sustainable growth. We're carefully managing program sustainability, with our core programs secured in the base budget and supplemental programs tied to specific funding sources.

Looking at our phased development approach, we've mapped out a clear timeline beginning with our planning year. During this crucial period, we're establishing our board development committee, creating our comprehensive donor database, and laying the groundwork for corporate partnerships. As we move into our first operational year, we'll implement our 12-month strategic fundraising plan, targeting 100% board financial participation and launching our community fundraising events.

Our commitment to strong fiscal oversight is reflected in our budget development process, which includes multiple layers of review and community input. We'll conduct monthly financial statement reviews, regular cash flow monitoring, and maintain clear internal controls to ensure transparency and accountability throughout our operations.

We believe this comprehensive financial strategy will allow us to maintain our innovative educational model well beyond the initial grant period. By balancing conservative fiscal management with strategic growth and development initiatives, we're building a foundation for lasting financial sustainability while ensuring we can continue to serve our community effectively for years to come.

Through this thoughtful approach to financial management, we're not just planning for the immediate future, but building an institution that can sustain its mission and impact over the long term. Our strategy combines the best practices of public education funding with innovative approaches to resource development, creating a robust financial framework that supports our educational vision while maintaining fiscal responsibility. Together, we're excited to guide SVA on this journey and confident in our collective ability to create a lasting positive impact in our community.

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.

SVA_Demographic Analysis.pdf

If necessary, please upload a second document.

SVA Enrollment and Lottery Policy and Procedures - December 2024.pdf

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

Code of Conduct and Discipline.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.

SPED & ELLs.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.

The Simple Vue Academy Charter Contract - signed.pdf

Please upload the applicant school's transportation plan.

Gmail - Prospective Routes for 2025-2026 School Year.pdf

Relationship with CMO/EMO

Does the school have a relationship with CMO/EMO?

No

Priorities

Priorities Claimed

Location, High School

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

The Simple Vue Academy selected Cobb County, Douglas County, Paulding County, and Fulton County for its attendance zone based on several key factors:

1. Demographic alignment: These counties have diverse, growing communities whose needs and assets strategically align with SVA's solutions-focused education model emphasizing equity, identity development, and accessibility.
2. Community demand: Extensive community outreach through focus groups, events, pilots, and surveys revealed a strong need and desire among families in these counties for innovative educational options like those offered by SVA. Although there are two schools, Brighten Academy (K-8) and Zest Preparatory(K-5), right at the edge of the 5-miles radius of this property, SVA in partnership with Brighten and Zest does not think this will hinder enrollment. SVA's academic offer is different from the other charter schools along with offering a high school addition to the community.
3. Regional growth: The selected counties are experiencing significant population growth (8-15% projected this decade), indicating a substantial demand for additional student capacity and programming options that SVA can help meet.
4. Economic development opportunities: The Metro Atlanta region, including the selected counties, hosts a dense ecosystem of corporate innovation hubs and colleges focused on serving minority populations. These align well with SVA's focus on STREAM and entrepreneurship, allowing the school to develop a tech-fluent talent pipeline that supports local workforce needs and economic development.
5. Accessibility and inclusion: SVA is committed to ensuring equitable access to its program for all motivated students in the region, particularly those from historically underserved communities. The selected counties provide an opportunity to center SVA's efforts on diverse, high-need neighborhoods and work towards inclusive excellence.

By focusing on Cobb, Douglas, Paulding, and Fulton counties, The Simple Vue Academy aims to maximize its impact in bridging opportunity gaps, empowering overlooked voices, and equipping graduates with the skills and confidence to thrive in their chosen communities. The alignment between the needs and assets of these counties and SVA's unique education model drove the decision to define this specific attendance zone.

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.

Screenshot 2025-01-07 223356.png

Indicate if the applicant school will offer high school during the term of this subgrant (up to 36 months).

For the CSP subgrant period (up to 36 months), Simple Vue Academy will begin serving middle school grades and expand to include high school grades within this timeframe. Our curriculum development, facility preparation, and staffing plans all account for this expansion to high school programming.

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

Complete_with_Docusign_Georgia_CSP_Subgrant_.pdf

Submission Date

01/07/2025

Applications: File Attachments

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.

SVA_Demographic Analysis.pdf

If necessary, please upload a second document.

SVA Enrollment and Lottery Policy and Procedures - December 2024.pdf

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

Code of Conduct and Discipline.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.

SPED & ELLs.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.

The Simple Vue Academy Charter Contract - signed.pdf

Please upload the applicant school's transportation plan.

Gmail - Prospective Routes for 2025-2026 School Year.pdf

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.

Screenshot 2025-01-07 223356.png

File Upload: CSP Subgrant Assurances

Complete_with_Docusign_Georgia_CSP_Subgrant_.pdf

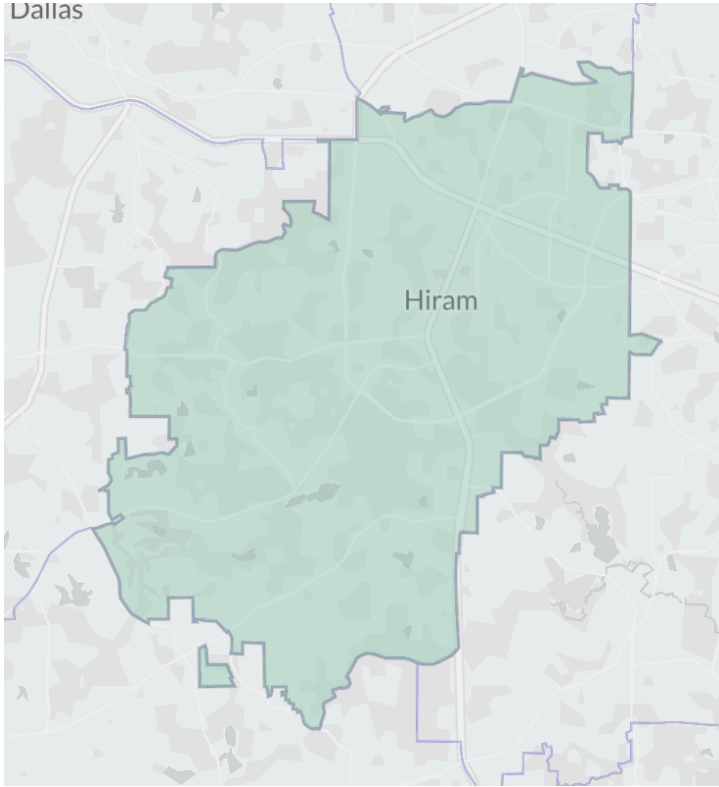
Simple VUE
September 2024

This analysis is organized into three parts:

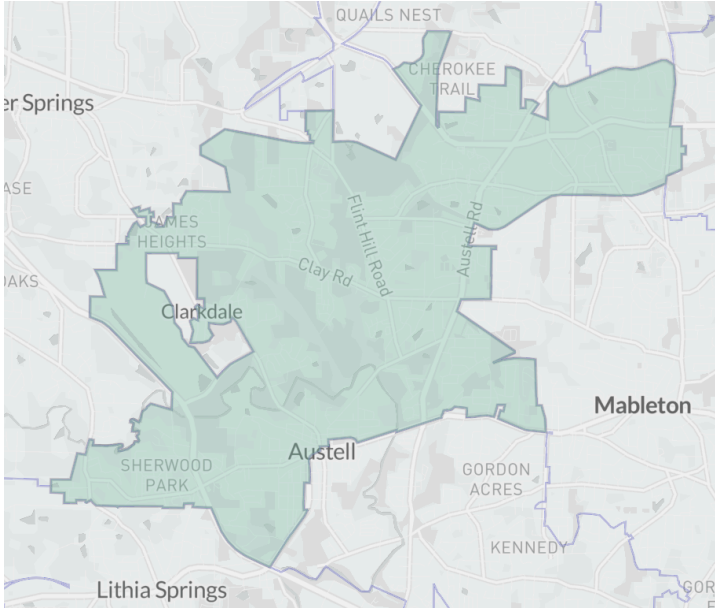
- [Immediately Surrounding Area Maps and Demographics](#)
- [Target Addressable Market Analysis](#)
- [Nearby School Overview](#)

Immediately Surrounding Area Demographics:

The following maps represent the zip codes addressed in this analysis, using this [source](#).

	30141
	<p>Total Population: 25,416</p> <p>Age Breakdown:</p> <ul style="list-style-type: none">• 11% 0-9 years old• 17% 10-19 years old <p>Race & Ethnicity:</p> <ul style="list-style-type: none">• 8% Hispanic• 55% White• 2% Asian• 29% Black <p>Household Income:</p> <ul style="list-style-type: none">• 20% Under \$50K• 42% Between \$50K and \$100K• 30% Between \$100K and \$200K <p>Poverty:</p> <ul style="list-style-type: none">• 7% of Children Under 18

30106



Total Population: 23,977

Age Breakdown:

- 12% 0-9 years old
- 14% 10-19 years old

Race & Ethnicity:

- 16% Hispanic
- 25% White
- 2% Asian
- 55% Black

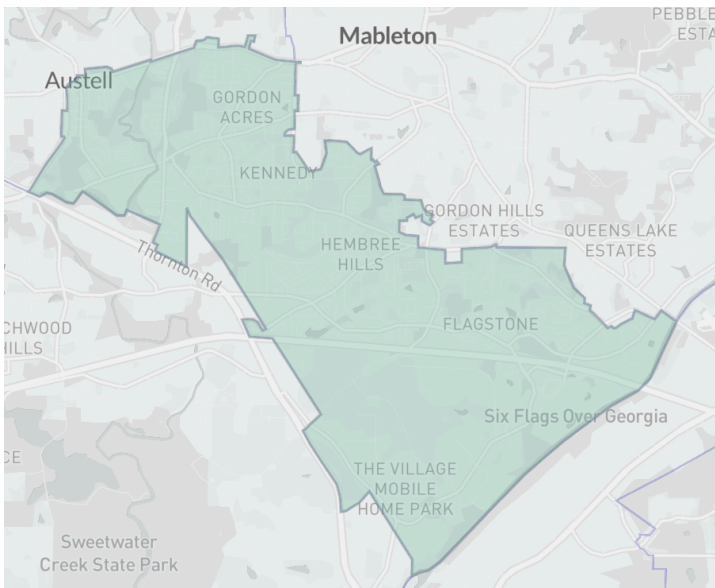
Household Income:

- 35% Under \$50K
- 44% Between \$50K and \$100K
- 18% Between \$100K and \$200K

Poverty:

- 18% of Children Under 18

30168



Total Population: 24,599

Age Breakdown:

- 15% 0-9 years old
- 12% 10-19 years old

Race & Ethnicity:

- 20% Hispanic
- 10% White
- 1% Asian
- 65% Black

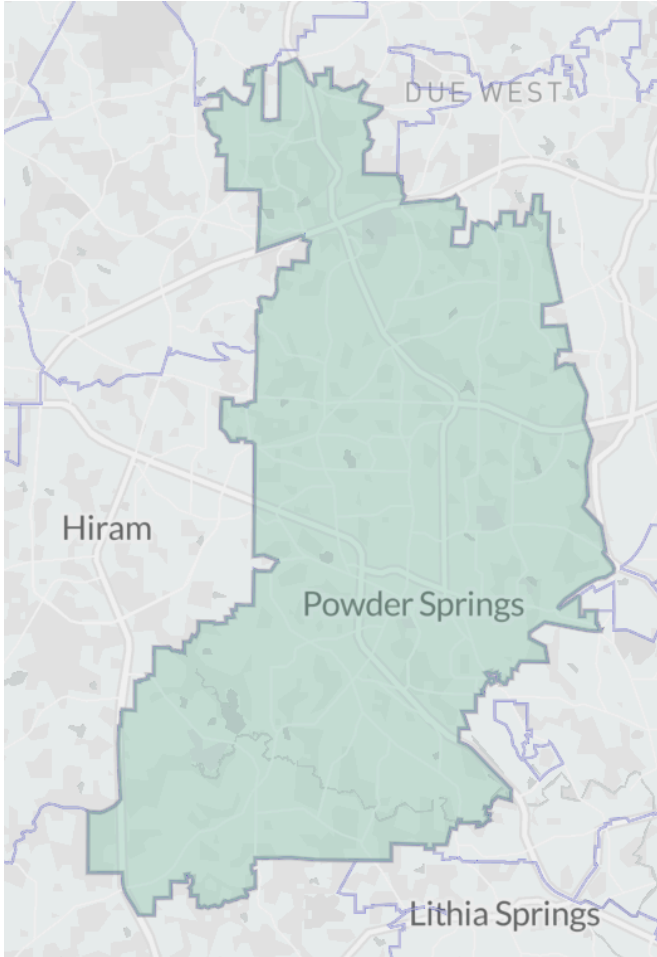
Household Income:

- 38% Under \$50K
- 34% Between \$50K and \$100K
- 23% Between \$100K and \$200K

Poverty:

- 20% of Children Under 18

30127



Total Population: 71,642

Age Breakdown:

- 10% 0-9 years old
- 15% 10-19 years old

Race & Ethnicity:

- 10% Hispanic
- 40% White
- 1% Asian
- 43% Black

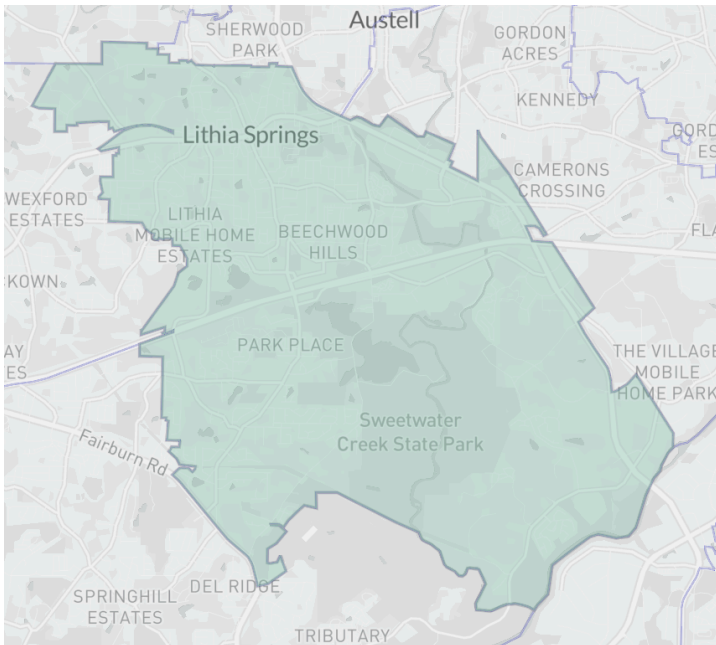
Household Income:

- 19% Under \$50K
- 33% Between \$50K and \$100K
- 36% Between \$100K and \$200K

Poverty:

- 10% of Children Under 18

30122



Total Population: 26,216

Age Breakdown:

- 11% 0-9 years old
- 18% 10-19 years old

Race & Ethnicity:

- 22% Hispanic
- 22% White
- 2% Asian
- 50% Black

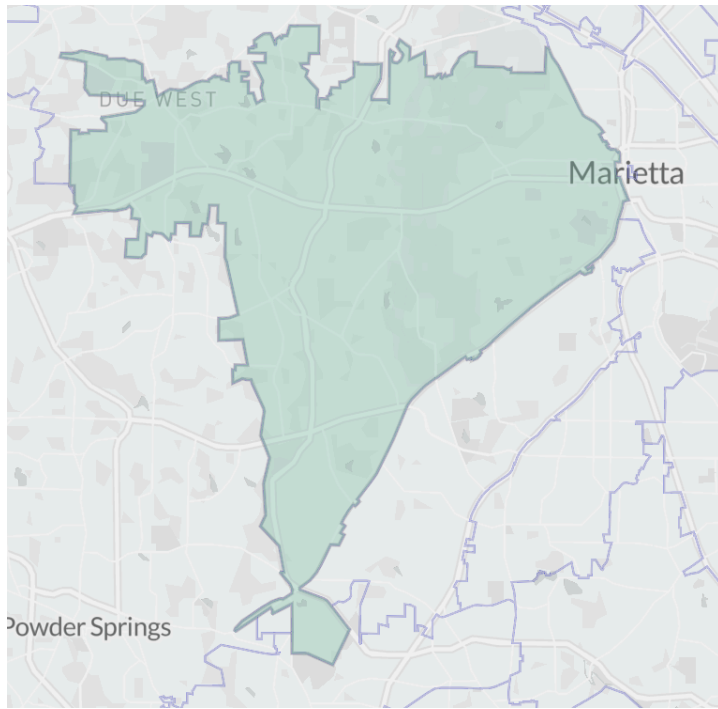
Household Income:

- 45% Under \$50K
- 33% Between \$50K and \$100K
- 19% Between \$100K and \$200K

Poverty:

- 16% of Children Under 18

30064



Total Population: 50,997

Age Breakdown:

- 13% 0-9 years old
- 13% 10-19 years old

Race & Ethnicity:

- 9% Hispanic
- 62% White
- 2% Asian
- 22% Black

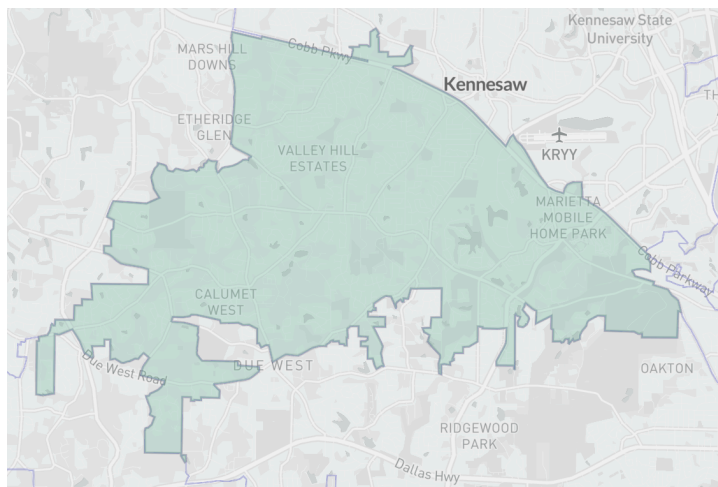
Household Income:

- 22% Under \$50K
- 21% Between \$50K and \$100K
- 34% Between \$100K and \$200K

Poverty:

- 4% of Children Under 18

30152



Total Population: 43,865

Age Breakdown:

- 10% 0-9 years old
- 16% 10-19 years old

Race & Ethnicity:

- 10% Hispanic
- 64% White
- 7% Asian
- 16% Black

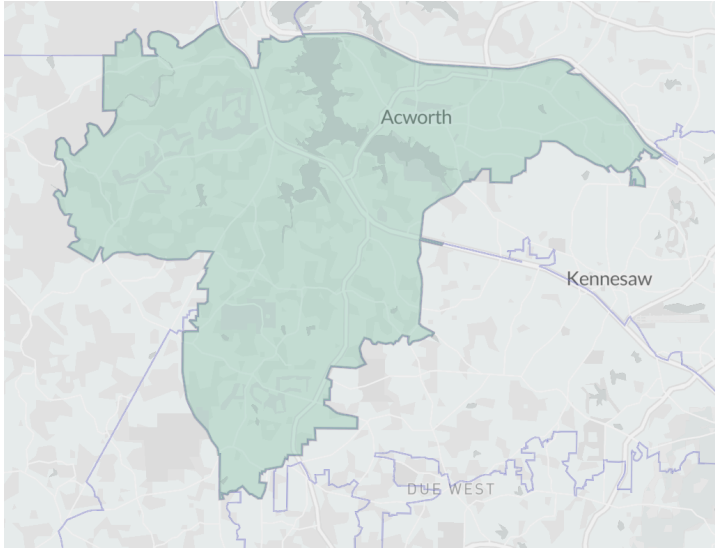
Household Income:

- 18% Under \$50K
- 25% Between \$50K and \$100K
- 35% Between \$100K and \$200K

Poverty:

- 9% of Children Under 18

30101



Total Population: 62,284

Age Breakdown:

- 13% 0-9 years old
- 17% 10-19 years old

Race & Ethnicity:

- 10% Hispanic
- 66% White
- 2% Asian
- 19% Black

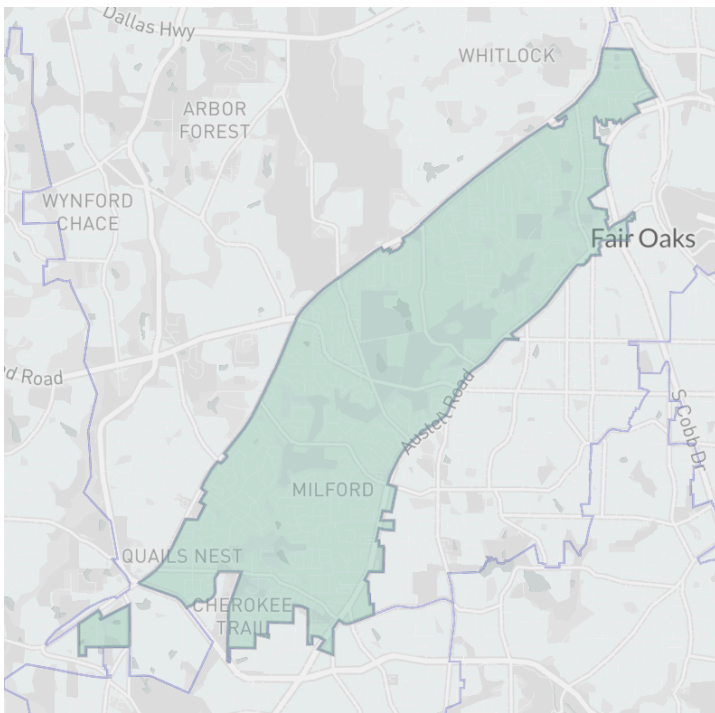
Household Income:

- 19% Under \$50K
- 28% Between \$50K and \$100K
- 36% Between \$100K and \$200K

Poverty:

- 4% of Children Under 18

30008



Total Population: 34,331

Age Breakdown:

- 12% 0-9 years old
- 14% 10-19 years old

Race & Ethnicity:

- 31% Hispanic
- 20% White
- 3% Asian
- 42% Black

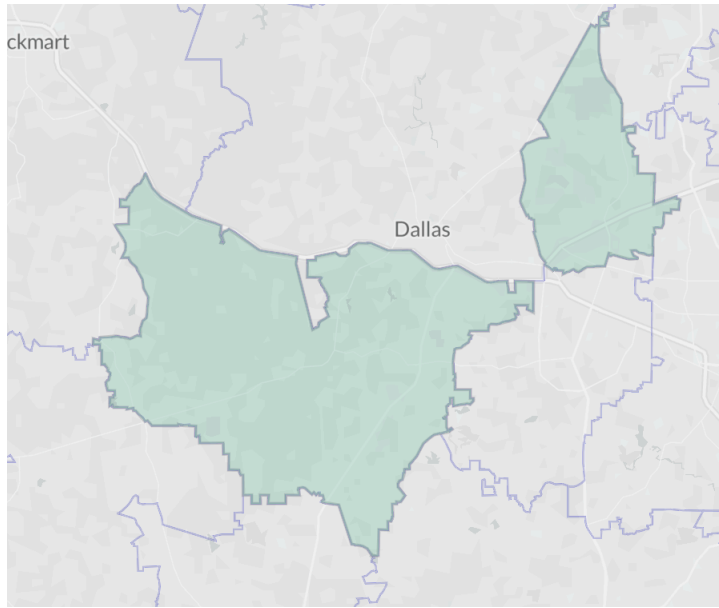
Household Income:

- 34% Under \$50K
- 34% Between \$50K and \$100K
- 28% Between \$100K and \$200K

Poverty:

- 23% of Children Under 18

30157



Total Population: 50,946

Age Breakdown:

- 14% 0-9 years old
- 15% 10-19 years old

Race & Ethnicity:

- 9% Hispanic
- 73% White
- 1% Asian
- 12% Black

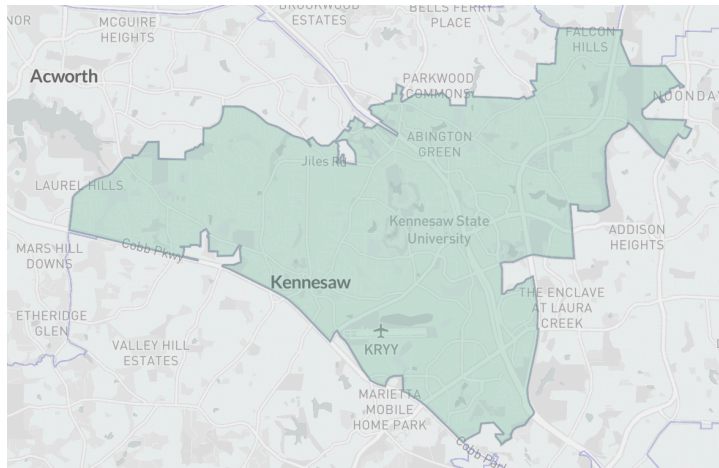
Household Income:

- 24% Under \$50K
- 38% Between \$50K and \$100K
- 33% Between \$100K and \$200K

Poverty:

- 8% of Children Under 18

30144



Total Population: 58,836

Age Breakdown:

- 12% 0-9 years old
- 14% 10-19 years old

Race & Ethnicity:

- 13% Hispanic
- 53% White
- 6% Asian
- 23% Black

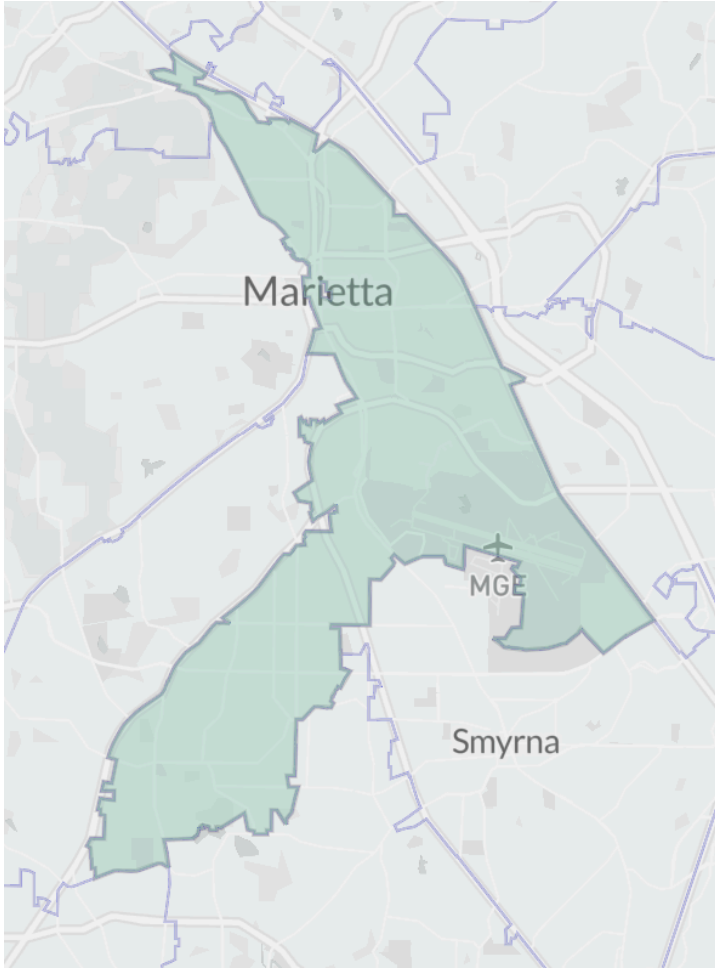
Household Income:

- 27% Under \$50K
- 30% Between \$50K and \$100K
- 32% Between \$100K and \$200K

Poverty:

- 11% of Children Under 18

30060



Total Population: 39,125

Age Breakdown:

- 14% 0-9 years old
- 18% 10-19 years old

Race & Ethnicity:

- 39% Hispanic
- 27% White
- 3% Asian
- 29% Black

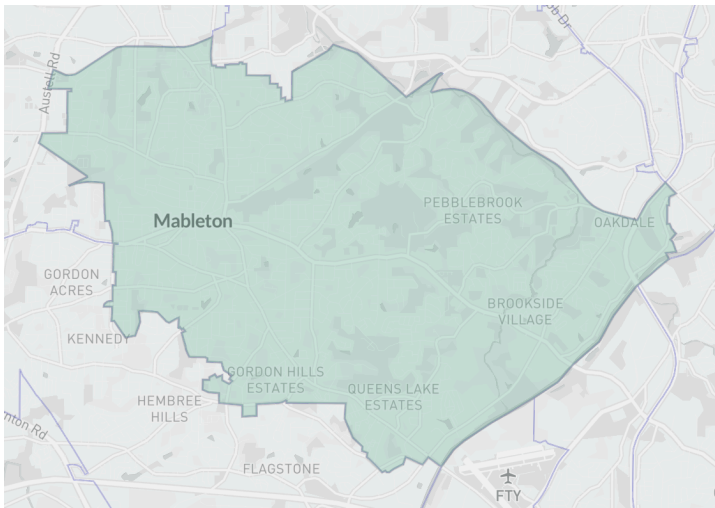
Household Income:

- 41% Under \$50K
- 33% Between \$50K and \$100K
- 19% Between \$100K and \$200K

Poverty:

- 18% of Children Under 18

30126



Total Population: 42,865

Age Breakdown:

- 14% 0-9 years old
- 12% 10-19 years old

Race & Ethnicity:

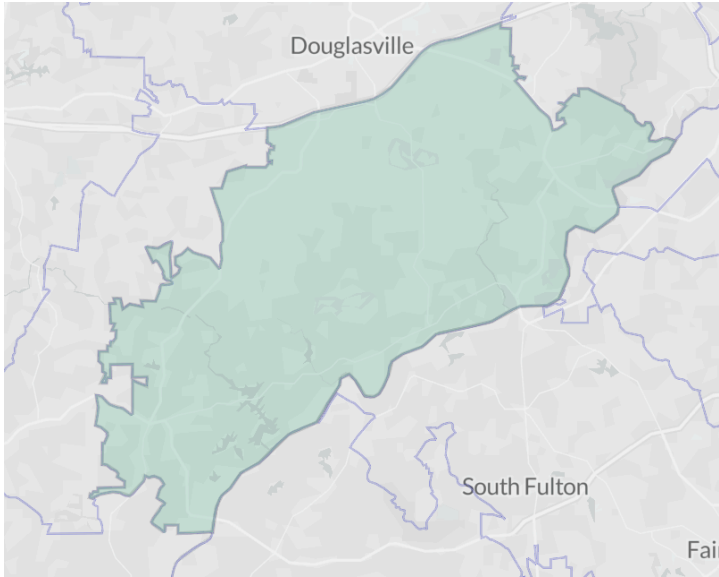
- 20% Hispanic
- 32% White
- 4% Asian
- 41% Black

Household Income:

- 23% Under \$50K
- 29% Between \$50K and \$100K
- 32% Between \$100K and \$200K

Poverty:

- 14% of Children Under 18

	30135
	<p>Total Population: 67,299</p> <p>Age Breakdown:</p> <ul style="list-style-type: none"> • 13% 0-9 years old • 16% 10-19 years old <p>Race & Ethnicity:</p> <ul style="list-style-type: none"> • 8% Hispanic • 38% White • 2% Asian • 47% Black <p>Household Income:</p> <ul style="list-style-type: none"> • 23% Under \$50K • 32% Between \$50K and \$100K • 35% Between \$100K and \$200K <p>Poverty:</p> <ul style="list-style-type: none"> • 18% of Children Under 18

Target Addressable Market Analysis: Determining addressable market (i.e. are there enough people who are within our target market for us to recruit) can be tricky. This section intends to demonstrate in broad strokes if our “home” zip codes have the population to support our open grade level needs. Specifically, we are looking at the core zip codes where the schools exist (although there are others surrounding that are eligible recruitment zones). ([Source: United States Zip Codes which sources USPS, US Census, Yahoo, and the IRS](#)).

Zip →	30141	30106	30168	30127	30122
Approximate School-Aged Population <small>Children by Age 11-18</small>	2,892	2,268	3,086	9,015	2,468
Approximate School-Aged Population By Race	Hispanic: 231 White: 1,591 Asian: 58 Black: 839	Hispanic: 363 White: 567 Asian: 45 Black: 1,247	Hispanic: 617 White: 309 Asian: 31 Black: 2,006	Hispanic: 902 White: 1,234 Asian: 31 Black: 1,327	Hispanic: 543 White: 679 Asian: 62 Black: 1,543
% Enrolled in Public School	(79%) 2,285	(81%) 1,837	(83%) 2,561	(82%) 7,392	(84%) 2,073
6-12 Grade FRL	(20%) 578	(35%) 794	(38%) 1,173	(19%) 1,713	(45%) 1,111
Assumed Public School	457	643	974	1,405	933
6th Grade Rising FRL Only <small>Children by Age 11-12</small>	138	205	280	430	286

Zip →	30064	30152	30101	30008	30157
Approximate School-Aged Population <i>Children by Age 11-18</i>	5,421	5,971	7,655	3,321	6,086
Approximate School-Aged Population By Race	Hispanic: 488 White: 3,361 Asian: 108 Black: 1,193	Hispanic: 597 White: 3,821 Asian: 418 Black: 955	Hispanic: 766 White: 3,941 Asian: 119 Black: 1,134	Hispanic: 1,030 White: 664 Asian: 100 Black: 1,395	Hispanic: 548 White: 4,443 Asian: 61 Black: 730
% Enrolled in Public School	(78%) 4,228	(78%) 4,657	(79%) 6,047	(82%) 2,723	(83%) 5,051
6-12 Grade FRL	(22%) 1,193	(18%) 1,075	(19%) 1,454	(34%) 1,129	(24%) 1,461
Assumed Public School	930	838	1,149	926	1,212
6th Grade Rising FRL Only <i>Children by Age 11-12</i>	277	263	380	288	370

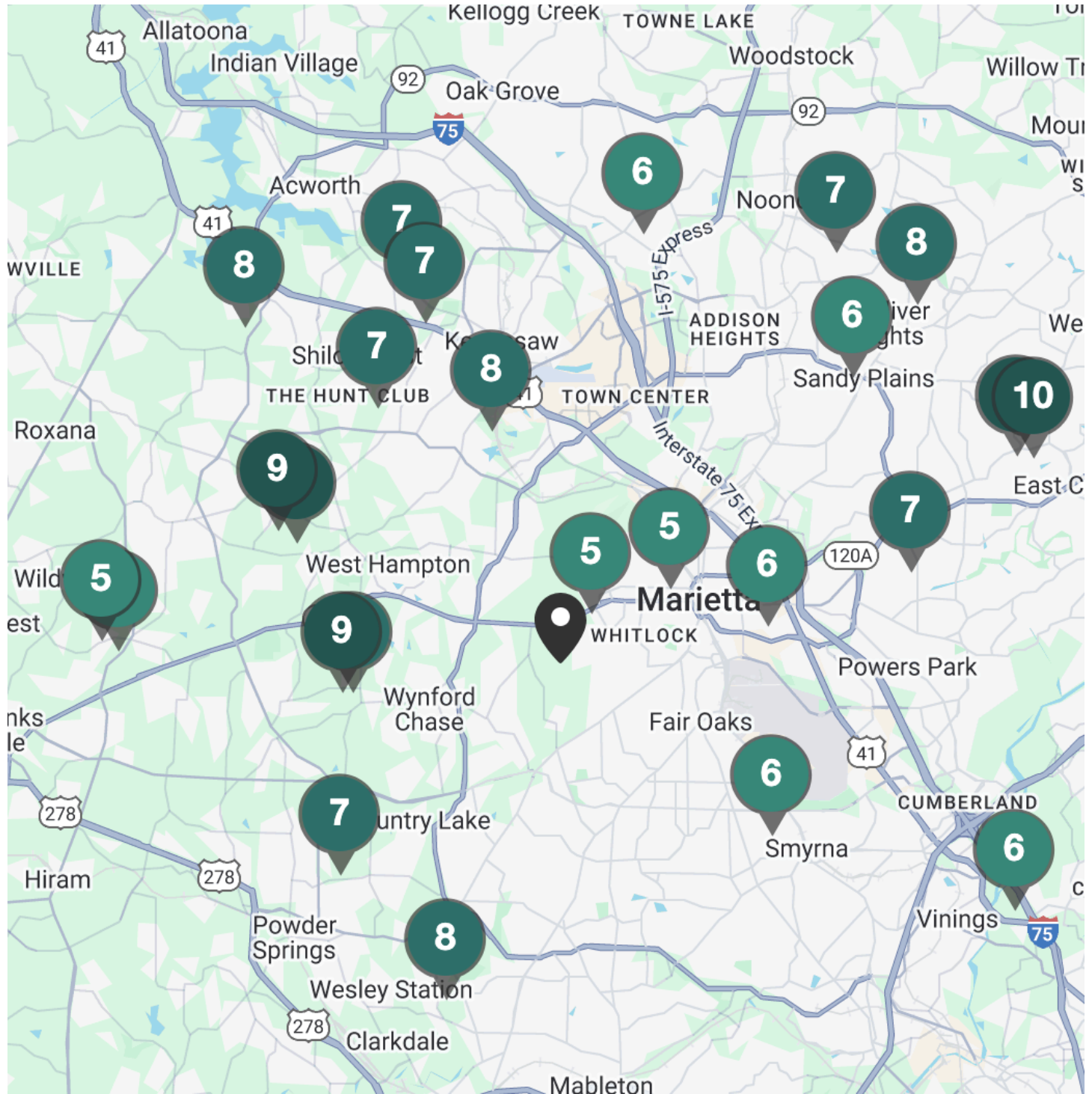
Zip →	30144	30060	30126	30135
Approximate School-Aged Population <i>Children by Age 11-18</i>	5,901	3,537	3,488	8,758
Approximate School-Aged Population By Race	Hispanic: 767 White: 3,127 Asian: 354 Black: 1,357	Hispanic: 1,379 White: 955 Asian: 106 Black: 1,026	Hispanic: 698 White: 1,116 Asian: 140 Black: 1,430	Hispanic: 701 White: 3,328 Asian: 175 Black: 4,116
% Enrolled in Public School	(77%) 4,544	(81%) 2,865	(87%) 3,035	(76%) 6,656
6-12 Grade FRL	(27%) 1,593	(41%) 1,450	(23%) 802	(23%) 2,014
Assumed Public School	1,227	1,175	698	1,531
6th Grade Rising FRL Only <i>Children by Age 11-12</i>	359	369	208	489

We aim for an application target between 8-10% of the total viable population. When using the sub-population that qualifies for Free and Reduced Lunch, the pool is about 25%. Therefore, within these zip codes, there is a viable target addressable market.

Nearby Schools:

The following maps show middle and high schools in a ten mile radius from our Simple Vue. The schools pinned are public, private, and charter.

Simple Vue





The Simple Vue Academy Enrollment and Lottery Policy and Procedures

Enrollment FAQs

Who is eligible to attend Simple Vue Academy?

Official Attendance Zone

Admission shall be open to any student who resides in Douglas County School System, Paulding County School District, Fulton County School System, or Cobb County School District

How do I apply?

- **Online-** You are welcome to apply online through our website

When are applications accepted?

Our Open Enrollment period begins October 1. The priority deadline is January 9 at 5PM EST.

Our open enrollment is designed to give all interested parents equal opportunity for their child to attend Simple Vue Academy by submitting a completed application. Following the close of open enrollment, if the number of applications exceeds the number of open seats, a random selection lottery determines acceptance. If the number of applications does not exceed the number of open seats, all applicants are accepted for their respective grade. Additional applicants will be accepted on a first come first served basis until all seats are filled.

Is anyone given preference in the enrollment process?

Yes. Potential students will be given enrollment priority in the following order: (1) siblings of current students, and then (2), children of full-time employees of Simple Vue Academy. If there are sufficient seats, students with these priorities will be admitted prior to any lottery, which shall then be held to fill remaining seats.

When is the lottery and do I have to attend?

If necessary, the lottery will be held January 10th at 2PM. Applicants and/or their representatives are not required to be present for the lottery to receive an enrollment offer. The lottery process will be recorded via Zoom.

Topic: Simple Vue Academy Lottery

Time: January 10, 2025 02:00 PM Eastern Time

All results are published online and emailed to applicants by January 17, 2025.

How will I learn the results of the lottery and know if my student has been granted a seat?

Results of the lottery, and wait lists by grade, will be available online on January 17, 2025. It is the parent's responsibility to ensure that Simple Vue Academy has the most updated contact information (phone, mailing address and email address) for the notification purposes.

What happens once I am notified that my child(ren) has been granted an available seat?

All students who have been granted an available seat must complete all registration requirements by the registration deadline or their seat will be forfeited.

Will my student have to participate in the lottery each year?

No. Once officially enrolled, all Simple Vue Academy students will remain enrolled for future years as long as re-enrollment is completed by the deadline.

Enrollment Procedures and Priority Policy

Admission applications for new SVA students will be available and submitted on the SVA website. SVA will accept new applications and enroll new students where space is available for the current school year.

There will be an open enrollment period each year during which time any interested students may submit an admission application. The dates and times for this open enrollment period shall be established by the school each year and shall end no later than the last day of April for the school year beginning the fall of the same year.

The enrollment criteria above notwithstanding, The Simple Vue Academy may restrict a student from enrolling under O.C.G.A. § 20-2-751.2 when SVA determines that:

- The student is currently subject to a disciplinary order in another school or school district, including a long-term suspension or expulsion; OR
- The action which led to the suspension or expulsion in the other school or school district was an offense for which suspension or expulsion could be imposed pursuant to The Simple Vue Academy's Discipline Policies;

Pursuant to the SVA charter agreement, (1) siblings of a current SVA student, and then (2) children of current full-time employees who submit complete admission application forms during the open

enrollment period will be registered for the following school year unless, among such students, there are not enough spaces available in any particular grade or program. In that case, if there are sufficient spaces for students with the first priority above (siblings), any such students will be admitted, and there shall be a lottery for students in the second priority above. If there are not sufficient spaces for all students with the first priority, then a lottery shall be held among all such students.

For purposes of this policy, full-time employee is defined as an employee who works more than 50% (at least 20 hours or more) AND qualifies for benefits.

Siblings are defined as “children who share at least one common biological or legal parent whether through natural or adoptive means.” This definition includes:

- a. Biological siblings that share parents;
- b. “Half” siblings that share a single parent;
- c. “Step” siblings that share a parent or parents through marriage; and
- d. Children who share a parent or parents through adoption or guardianship.

When a new employee signs a contract, their student is enrolled in SVA if space permits, if space does not permit, the student is placed on the waitlist, as described below.

If an employee contract is terminated, or not renewed, and their student meets the residency requirements, the student may remain enrolled at SVA. However, if the student does not meet the SVA residency requirements, they are no longer eligible for residency exemption and must be withdrawn from SVA, per state law.

Enrollment Checklist

To finalize your child's registration please submit the following documents by **May 1st:**

- **Birth Certificate (electronic and in person - must verify with original during registration)**
- **Residency documents (please see below - varies by household)**

Required Proof of Residency
What documents are required to prove residency?
<i>The person with whom the student(s) lives must attach proof of residency, dated within the last thirty (30) days and must show parent/guardian legal name and street address. Please note that a P.O. Box is not acceptable as a residence address. Please carefully read the scenarios listed below and provide the documentation that applies to your student's living situation.</i>

<p><u>Possible Living Situation #1</u> - If you own and live in the resident property, you will need to provide:</p>	<ul style="list-style-type: none"> ● Parent/guardian photo identification (<i>must be current</i>) ● One document in your name showing the residence property address: <ul style="list-style-type: none"> ○ Deed or a Mortgage Statement ○ Utility bill (e.g. Georgia Power) for the current month ○ If none of these are available, the family can complete a <u>Notarized Affidavit of Residency</u> (<i>top portion only</i>)
<p><u>Possible Living Situation #2</u> - If you rent and live in the rental property, you will need to provide:</p>	<ul style="list-style-type: none"> ● Parent/guardian photo identification (<i>must be current</i>) ● One document in your name showing the residence property address: <ul style="list-style-type: none"> ○ Copy of the lease/rental agreement (or current HUD Certificate of Compliance/Annual Renew Notice) ○ Utility bill (e.g. Georgia Power) for the current month ○ If none of these are available, the family can complete a <u>Notarized Affidavit of Residency</u> (<i>top portion only</i>)
<p><u>Possible Living Situation #3</u> - If you are living at a property with the owner or being rented by another person, you will need to provide:</p>	<ul style="list-style-type: none"> ● Parent/guardian photo identification (<i>must be current</i>) ● One document in the owner or primary renter's name showing the residence property address: <ul style="list-style-type: none"> ○ Deed, Mortgage Statement, Lease/Rental Agreement, or current HUD Certificate of Compliance/Annual Renewal Notice) ○ Current utility bill (e.g. Georgia Power) ● One supporting document in your name showing the residence property address. ● Notarized Affidavit of Residency (<i>*both* top and bottom portions</i>)
<p>What can I bring in as supporting documents?</p>	
<ul style="list-style-type: none"> ● Bank statement, loan documents, credit card statement, or voided check. ● Health Insurance record. ● Previously issued W-2 or Form 1099 or pay stub. ● Voters Registration Documentation. ● A current motor vehicle registration (tag receipt). ● Cable Bill, telephone or cell phone bill, gas bill. ● Receipt to have utilities connected. ● Mail delivered by the United States Postal Service. 	

Please use this checklist in preparation for your child's first day of attendance. While your child may begin attending classes, **these documents are required by state law for continued enrollment after August 8th:**

Additional Documents

- **Current/Complete Ear, Eye, and Dental Form 3300** (please note - many doctors/dentists can complete via email if your child has had a recent enough appointment)
- **Current Immunization Certificate or Waiver**

All children attending K-12 programs must have a Certificate of Immunization (DPH Form 3231). The Certificate of Immunization must be on file within 30 days of the start of the student's program.

Exemptions: All students, regardless of grade and including foreign exchange students, must have the Certificate of Immunization (DPH Form 3231) on file unless any of the following situations exist:

 - Medical exemption authorized by a medical doctor. This must be indicated on Form 3231, a letter is not sufficient. Medical exemptions must be kept on file, are valid for one year, and may be reissued from year to year until a physician determines immunizations can be completed.
 - Conflict with religious beliefs verified by parents/legal guardians' sworn affidavit. The only affidavit that may be used to register a religious objection to required vaccinations is DPH Form 2208. The affidavit does not expire.
- **Social Security Card or Objection Form** (application will ask you to enter number only - must verify with original during registration)

If applicable:

- Health Insurance Card
- Current IEP or 504 Plan (if applicable)
- Transcript (required for grades 7-12 only)
- Test Scores (required for grades 7-12 only)
- Grandparents Power of Attorney (if applicable)
- Kinship Caregiver Affidavit (if applicable)
- Medical Statement to Request Special Meals and/or Accommodations (If applicable)

Lottery and Waiting List

If a lottery is required after any admission enrollment period, that lottery will be held in an open forum at the time and place listed in the admission materials. All lotteries will be conducted in a manner that is consistent with Georgia law.

After students with the priorities above have been granted admission (as described above), if there are more applicants than remaining spaces available for a certain grade level, the names of students who submitted an application by the deadline will be placed in a lottery for that grade level. Students who are not selected for admission will be placed on a waiting list in the order in which their names were selected. Once all grades are filled or once the lottery, if necessary, is complete, any additional students

who submit an application shall be placed at the end of the waiting list on a first-come, first-served basis. Students with the priorities above will be placed at the top of the waiting list in the order of their priority, and then on a first-come, first-served basis.

All applicants selected from the lottery will need to complete residency verification materials by the enrollment deadline to become officially registered at SVA. Failure to do so will result in a forfeit of enrollment. Applicants unable to verify the address provided to determine their attendance zone by the deadline will be placed at the bottom of the waitlist.

As additional openings arise, enrollment will continue from the active waiting list in the order of applicants' lottery numbers.

Errors

If an error in the lottery is found to be the fault of the school, SVA will take the necessary steps to correct the error. If the school notices an error, the school's staff will take immediate steps to correct the error by applying the appropriate remedy identified below. Remedies appropriate to resolve errors that affect one student may include, but are not limited to, adding a student to the top of the waitlist or admitting a student even though the school is oversubscribed. If the error involves multiple students, depending on the severity of the error, the school may need to redo the grade-level lottery to ensure fairness for all stakeholders involved. If the school needs to redo one or more lotteries, it will make a concerted effort to provide all stakeholders clear and consistent information.

SVA STUDENT CODE OF CONDUCT

STUDENT CODE OF CONDUCT

SVA students are expected to adhere to a strict Code of Conduct. The Code of Conduct is effective during the following times and in the following places:

- At school or on school property at any time;
- Off school grounds at any school activity, functions, or events, and while traveling to and from such events;
- On vehicles provided for student transportation by the school system.

Items marked throughout this handbook with ** indicate violations that may result in immediate expulsion from SVA.

****A. Disruption and Interference with School**

No student shall:

- occupy any school building, gymnasium, school grounds, properties or part thereof with intent to deprive others of its use;
- block the entrance or exit of any school building, property, corridor or room thereof so as to deprive others access thereto;
- set fire to or otherwise damage any school building or property;
- discharge, display or otherwise threateningly use any firearms, explosives or other weapons on school premises;
- prevent the convening or continued functioning of any school, class, activity, lawful meeting or assembly on school campus;
- prevent students from attending a class or school activity;
- except under the direct instruction of the principal, block normal pedestrian or vehicular traffic on a school campus or adjacent grounds;
- continuously and intentionally make noise or act in any other manner so as to interfere seriously with the teacher's ability to conduct his/her class;
- in any other manner, by the use of violence, force, noise, coercion, threat, intimidation, fear, passive resistance, or any other conduct, intentionally cause the disruption of any lawful mission, process or function;
- refuse to identify himself/herself upon request of any teacher;
- activate a fire alarm under false pretense.

****B. Damage, Destruction or Theft of Property**

A student shall not damage, destroy, dispose of, or steal either school or private property, at any time, whether on the school grounds or during a school activity, function or event off school grounds.

Parents shall be responsible for the cost of any repairs or replacements. (See Parent's Liability).

****C. Assault, Battery, Fighting, and Bullying**

A student shall not cause physical injury to or behave in such a way as could reasonably be expected to cause physical injury to any person.

Assault: Any threat or attempt to physically harm another person or any act, which reasonably places another person in fear of physical harm. (Example: threatening language or swinging at someone in an attempt to strike.)

Battery: Intentionally making physical contact with another person in an insulting, offensive, or provoking manner or in a way that physically harms the other person. (An unprovoked attack on an Individual.)

Fighting: A violent action between two or more individuals in a way of physical harm.

Bullying: Any willful attempt or threat to inflict injury on another person, when accompanied by an apparent present ability to do so; or any intentional display of force that would give the victim reason to fear or expect immediate bodily harm. Bullying can be physical, verbal or written. Any cases of bullying must be immediately reported to the teacher, who will investigate students involved.

The discipline protocol for bullying and fighting may be altered depending on the severity of the offense.

Assault on any employee or volunteer at SVA will result in immediate expulsion from SVA.

****D. Weapons and Dangerous Instruments**

A student shall not possess, handle, or transmit any object that reasonably can be considered a dangerous weapon, or use any object in such a manner which reasonably might be expected to cause injury to another person. Ammunition is also not allowed.

****E. Narcotics, Alcoholic Beverages, Stimulant Drugs and Tobacco**

A student shall not possess, sell, use, transmit, or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind. The use of tobacco or “vaping” products is strictly forbidden. A student shall not possess any substance with the intent to imitate illegal drugs.

All prescriptions will be checked in and distributed from the front office. A violation of this rule is grounds for immediate expulsion.

Drug and Alcohol Testing Policy for Students Attending The Simple Vue Academy

The Governing Board of The Simple Vue Academy values students’ performance and promotes a safe, nurturing environment on our campus. To achieve our goals and to maximize the skills and talents of our students, it is important that each student understands the dangers of drug and alcohol use. SVA reserves the right to conduct full student body and random drug tests. This policy statement qualifies our position on student drug and alcohol use.

The Simple Vue Academy is a school of choice and a student’s enrollment is a privilege that can be taken away if a student fails to comply with the philosophy of the school’s mission statement and purpose.

The purpose of this drug policy is as follows:

- 1) To provide for the health and safety of all students;
- 2) To undermine the effects of peer pressure by providing legitimate reason for students to refuse use of illegal drugs and/or alcohol;
- 3) To identify students who use illegal drugs and/or alcohol; to encourage students who use illegal drugs and/or alcohol to participate in appropriate treatment programs.

Students who are under suspicion of drug use can and will be tested by their families. Students who are found positive for use of drugs will be placed on a discipline contract. Refusal to take a drug test will result in expulsion. A second positive drug test may result in immediate expulsion from SVA.

F. Disregard of Directions/Commands or Uncooperative Behavior

A student shall not fail to comply with lawful directions (verbal and written) or commands of any school leader, teacher, student teacher, substitute teacher, paraprofessional, school bus driver, volunteer, or other person in a position of authority within the school system.

G. Disrespect toward School Authorities

A student shall not behave with disrespect toward any school leader, teacher, student teacher, substitute teacher, paraprofessional, school bus driver, volunteer, or other person in a position of authority with the school system.

****H. Extortion**

A student shall not communicate a threat to another student with the intention of extorting anything of value or any advantage or benefit for himself/herself or another person.

I. Forgery

A student shall not sign the name of any person or any fictitious person to any document, which is to be submitted to any school official with the intention of gaining any benefit or advantage for the student signing the document or for any other student. (See Honor Code)

****J. Vulgar, Profane and/or Sexually Explicit Language**

A student shall not use vulgar, profane and/or sexually explicit language or material. This includes written, verbal or non-verbal expressions and possession of pornography in any form on school property or in the vicinity thereof.

K. Encouraging Others to Violate Rules

A student shall not encourage, urge or counsel others to violate any of the substantive rules contained herein.

L. Communication Devices

No electronic devices are allowed on campus unless approved by the administrators of SVA. This includes cell phones, cameras, game players, IPODS, MP3 players, or any such equipment. Student drivers who need a cell phone for safety must leave them in their cars. Students who must have a cell phone for after-school purposes will check these into the front office before school starts. These items will be confiscated and subject to the following protocol if found to be in the student's possession during the school day.

1st offense: Minor Discipline Referral. Electronic devices will be taken by the administration. Student can pick up the device at end of day.

2nd offense: Major Discipline Referral. Electronic devices will be taken by the administration. Parents must pick up the device at the end of the day.

M. Extracurricular Activities during Suspension/Withdrawal/Expulsion

Students who have been suspended from school will not be allowed to participate in any extracurricular activities or to attend any school-sponsored events during the period of suspension. Students who have been expelled may not attend any extracurricular activities without permission from administration.

Students who have withdrawn from SVA must obtain permission from the administration in order to attend school-sponsored events.

The Discipline Committee may also place on probation a student who is readmitted to school following suspension or expulsion. The terms of probation will be determined on an individual basis.

****N. Sexual Harassment & Misconduct**

Sexual harassment of one student to another or from a student to an adult is prohibited. It is a violation of state and federal law for any person to sexually harass any other person. Sexual harassment is defined as "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of sexual or sexually oriented nature by anyone, including students."

A student shall not engage in physical sexual activity on school property or at school sponsored events. A student shall not be in possession of any sexually oriented device or material. No public displays of affection are allowed.

Students also are prohibited from engaging in sexually explicit talk. Because SVA houses 6-12th grade students, we are particularly aware of the influence that words and actions of older students may have on younger students. Inappropriate behavior may result in expulsion.

****O. Gang Related Activity**

A student shall not participate in any gang-related activity.

****P. Terroristic Threats**

Any terroristic threat made to students or employees concerning SVA may result in expulsion.

****Q. Discriminatory Behavior**

Any behavior based on a student's race, national origin, sex or disability that is unwelcome, unwanted, and/or uninvited by the recipient is prohibited, including verbal or non-verbal taunting, or physical contact.

****R. School/Class Attendance**

Students are expected to attend school and each class daily. It is the intent of the faculty and the Board that available slots at SVA be filled by students who desire to learn each day. Perfect attendance is the goal for every SVA student. However, circumstances may arise which prevent this.

Students who have been absent must bring a note from a parent, legal guardian or physician on the day they return to school. This note will be given to the front office staff. Any absences not followed up with a note will be considered unexcused.

No make-up work will be granted until the school has received the note. Once the note has been received, all make-up work must be completed promptly.

Excused absences are those for personal illness or death in the family.

All other absences must be approved in advance by the Administrator; failure to do so will result in an unexcused absence.

Unexcused Absences: At the end of each quarter, one point will be deducted from the student's grade in each course for every unexcused absence. Students with unexcused absences during the year will be ineligible for attendance awards. More than two unexcused absences are grounds for dismissal from SVA.

Excessive Absences: The Charter attendance goal for SVA is 97.5% of the required days of school. The CCRPI Attendance indicator is fewer than 6 absences. Should a pattern of absenteeism develop, the student will be referred to the Discipline Committee and placed under a contract. Should attendance problems persist after being placed on a contract, the family will be referred to the SVA Board for further action.

Skipping Class: Skipping class is considered a serious infraction and results in an unexcused absence. Immediate referral will be made to the Discipline Committee and the student will be placed under a discipline contract. Should the contract be broken, recommendation for expulsion will be made to the Board.

Tardiness: To receive the maximum benefit from classroom and instructional participation, it is important that a student report to school on time each day. Students tardy for school are required to bring a written excuse the same morning.

After 5 tardies, a family will be referred to the Attendance Committee and placed under an attendance contract. After five tardies, every three tardies will be equal to one unexcused absence, and will result in the loss of one point per course on the trimester average. After three of these unexcused absences, a family will be referred to child protective services. Student drivers who appear before the Board for tardiness may lose their driving privileges if further tardies occur. It is the desire of both the faculty and the board that the available slots at SVA be filled with students who are at school on time, unless unavoidably detained. Students with 5 or more tardies will not be eligible for attendance awards.

Illness

If a student becomes ill during the day, the office will contact the parent. The parent, or designated adult, must sign for the student to leave the school.

Early Leave

If a student has to leave school for an appointment, a note should be sent for the teacher and the office to see. The parent, or designated adult, must sign in the office for the child to leave school. If the student returns to school, she/he must report to the office for the time to be recorded. Be aware that each class will take roll, and students have to receive the required number of hours in class to receive credit for the class (seat time). A maximum of 5 sign-outs will be allowed. Additional sign-outs will result in referral to the Discipline Committee and the student will be placed under an attendance contract. Should the contract be broken, recommendation will be made to the Board to dismiss the student permanently.

Activities

Participation in any non-SVA event during a school day must be approved in advance by the Administrator. Students must be in good standing with academics, attendance and behavior. Failure to receive advance approval will result in an unexcused absence.

SVA STUDENT DISCIPLINE POLICY AND PROCEDURES

Discipline Plan

I. Discipline Philosophy

Schools belong to the parents, community, students, and teachers. The Simple Vue Academy community serves as a common ground allowing students and teachers to form partnerships, which will foster learning in a positive and caring environment. The teacher serves as a guide to the student traveling along the path to knowledge and learning.

A successful learning atmosphere is created when students and teachers are able to interact in a positive and safe environment. Discipline and self-discipline are important tools, which help students, and teachers create an optimum learning environment.

The Simple Vue Academy Discipline Plan has been created to help students and teachers create an optimum learning environment. The content of the discipline plan is based on the right of the teacher and student to teach and learn in a safe and positive environment. Students, school staff, and parents share the responsibility of promoting and maintaining this environment.

Students are expected to be positive participants in relation to the school community. The same behavior that is expected of students at The Simple Vue Academy is also expected of them both before and after school hours on school grounds and at all school-sponsored activities. The student expectations that the The Simple Vue Academy community has of students today teach them the same expectations the community will have of them as responsible citizens.

Rules and guidelines for behavior are not designed to be traps to "catch" students doing something wrong so that a student can be punished. These rules and guidelines are established to provide structure to help students develop a sense of self-discipline.

A student's actions should be directed at improving The Simple Vue Academy and the school's learning environment. There may be times when a student has difficulty acting in a positive manner. When students create a problem for themselves or someone else, they will be guided with concern and respect through owning and solving the problem.

The staff has developed the following "Principles of Discipline" so students and parents know how the staff will relate with the students.

Principles of Discipline

When students create a problem for themselves or others, the staff will intervene to stop or change that behavior. The staff recognizes that everyone makes mistakes. How the staff reacts to these mistakes and how the staff intervenes can help the students learn from their mistakes. The staff believes in following these principles:

1. The student and the situation will be handled on an individual basis. At The Simple Vue Academy we believe that every situation is unique. Different strategies work for different students and different situations. Teachers are also unique, so different teachers may use different strategies.
2. The student will be encouraged to make decisions to solve problems and will live with the consequences of those decisions. The Simple Vue Academy staff will always advise or guide students to do what they believe is best for the student and the school. Now is the time for students to learn effective decision-making. The consequences are not as great now as when the student becomes an adult.

3. The student will solve the problem so it does not make a problem for others. The The Simple Vue Academy staff encourages problem-solving in the school. The staff teaches and models respect for each other and responsibility for our actions. The student will be guided through a problem-solving process where they will learn to recognize the rights of others and acquire appropriate decision-making skills.
4. The student will take ownership of actions and feelings and will be left with a feeling that he/she has some control. Students have alternatives or choices. With these choices, students have control of their consequences.
5. The student will learn from his/her problem. The student needs guidance for understanding the situation and time for reflection.
6. Students will be given the opportunity to maintain their respect and self-esteem. A student's self-concept can be enhanced even during situations in which students are being disciplined or required to meet firm expectations.
7. An equal balance of consequences and concern replaces punishment whenever possible. Students need to understand the relationship between their decisions and the consequences that result. Consequences will be given showing genuine concern for the student's problem. This alleviates some power struggles and encourages self-reflection.

II. Inappropriate Behaviors:

Sometimes students behave inappropriately. At The Simple Vue Academy two basic categories of inappropriate behaviors have been defined as (A) Minor Offenses and (B) Major Offenses.

Procedure for Determining Alleged Misconduct or Violations

The following steps will be utilized when appropriate:

1. The Executive Director (ED) shall investigate the alleged misconduct or violation.
2. If the alleged misconduct or violation is serious, the ED will give oral or written notice of the incident to the student and to the parents as soon as possible after the incident.
3. When appropriate, the notice shall state the policy allegedly violated and the time and place where a hearing will be conducted by the ED.
4. The ED shall render a decision as soon as possible after the hearing and inform the student and parents.

B. Minor Classroom and Building Offenses

Most classroom discipline problems involve people disturbing or distracting those attempting to learn or teach. Building discipline problems generally involve students needing to show respect for others and their environment. Interventions that the teacher implements to have the student choose a different behavior are based on the 'Principles of Discipline'. When a student creates a problem for himself or someone, there will be a consequence.

Consequences

The Simple Vue Academy is not in the business of punishment; rarely can the school make a punishment immediate or severe enough to significantly change behavior. The school is in the business of discipline; with an emphasis on self-discipline. When students' behavior is unacceptable for the educational process, the staff expects the students to make decisions concerning their behavior and live with the consequences. Students can choose a way to eliminate the problem for themselves and others or they may choose to have a double learning experience if their decision continues to create a problem. The staff will respond to inappropriate behaviors in a variety of ways, which may include student-teacher conferences, parent

notification, restorative circle, peer mediation, "time-out", referral to a mental health professional, Interventionist, detention, etc.

Expulsion

Expulsion is the denial of a student to participate in any instructional or school activity for a period of time as determined by the school board. Expulsion shall not extend beyond the end of the current school year. Exception: A weapons violation may result in expulsion into the next school year.

Causes for Expulsion

Causes for expulsion include, but are not limited to, the following:

- A. Criminal Acts
- B. Failure to comply with the stated conduct standards. (See Major Offenses)
- C. Open defiance of school authority
- D. Willful disobedience
- E. Use of profane or obscene language

The administration will make any recommendations for expulsion to the school board.

In-School Suspension (ISS)

The Simple Vue Academy staff is committed to helping students solve their problems. Every student at The Simple Vue Academy is unique so each problem requires different strategies for guidance. The in-school suspension provides flexibility for students to have time and guidance in solving a problem that they have created. The suspension may be for a few class periods or a few days, depending on what school officials believe is in the student's best interest. During the in-school suspension, the student will be tutored and receive full credit for the work completed. Additional work will also be completed for reinforcement. Parents will receive an official letter from the administration indicating the nature of the student's infraction, the suspension date, and the date the student will return to regular classes.

Out of School Suspension (OSS)

Students shall be responsive to the authority of the teacher and school administration and willful disobedience or defiance shall be grounds for suspension. If the Executive Director determines that a student's presence is seriously detrimental to the best interests of the school he/she may be suspended in accordance with administrative rules and procedures. Suspension temporarily removes the student from school and all school functions. In special situations, suspensions may be continued until specific pending action occurs, such as a court hearing, a medical or mental examination, or incarceration by court action. The Executive Director makes suspensions.

The following procedure shall be used in each case.

- A. The student is to be notified of the charge and the reason for suspension.
- B. If possible, the parent should be contacted and notified of the student's dismissal immediately. The school will make all attempts to contact the family. If not possible, a letter shall be sent to the parent.
- C. A parent conference may be necessary before the student is readmitted.
- D. Daily assignments missed during suspension may be made up for full credit.

Suspensions are at the discretion of the appropriate school authorities. (See Board Policy)

Major Offenses

These offenses include any behavior or actions that endanger health, harm self or others, or damage property. Participation in the following activities - or any activity prohibited by law is not tolerated on school property, at any school-sponsored activities, or in areas within the supervisory control of the school. Law enforcement officials may be contacted when a major offense occurs. Disciplinary action may be taken by school authorities regardless of whether or not criminal charges result.

- Arson: The intentional setting of a fire.
 - 1st Offense - Minimum of five (5) OSS recommendation for expulsion
 - 2nd Offense - Recommendation for expulsion.
- Assault on a student. A violent physical attack on another student whether they are injured or not. *Law enforcement may be contacted.*
 - 1st Offense - Minimum of two (2) days ISS.
 - 2nd Offense - Minimum of two (2) days OSS.
 - 3rd Offense - Recommendation for expulsion.
- Assault on a staff member or a volunteer. A violent physical attack on a school employee or volunteer whether they are injured or not. *Law enforcement may be contacted.*
 - 1st Offense - Recommendation for expulsion.
- Breaking and Entering school property or private property on school grounds.
 - 1st Offense - Minimum of one (1) day ISS.
 - 2nd Offense - Minimum of one (1) day OSS.
 - 3rd Offense - Minimum of three (3) days of OSS
- Bomb Threats: Telephone, written, or oral threats against the school community.
 - 1st Offense - Recommendation for expulsion.
- Harassment, Bullying, Hazing, Teasing, Hounding, Pestering, Plaguing, or Tormenting another. These imply systematic persecution by using annoyance, threats, or demands.
 - 1st Offense - Minimum of a referral to the social worker or dean of students and parent contact
 - 2nd Offense - Minimum of three (3) days ISS.
 - 3rd Offense - Minimum of five (5) days ISS.
 - 4th Offense - Minimum of three (3) days OSS.
- Cheating/Plagiarism: Acting in a dishonest or unfair manner, such as cheating on a test or assignment.
 - 1st Offense - The student will meet with the teacher and administration. The student may be required to complete an alternate assignment. Parents will be notified.
 - 2nd Offense - Minimum of two (2) days ISS
 - 3rd Offense - Minimum of three (3) days ISS.
- Extortion, Blackmail, or Unlawful Coercion: Obtaining money or property by violence, forcing persons to do something against their will, force or threat of force, or threatening to accuse another of a crime.
 - 1st Offense - Minimum of three (3) days ISS.
 - 2nd Offense - Minimum of five (5) days OSS.
 - 3rd Offense - Recommendation for expulsion.
- False Fire Alarms:
 - 1st Offense - Minimum two (2) days ISS.
 - 2nd Offense - Minimum two (2) days ISS
 - 3rd Offense - Recommendation for expulsion.
- Gross Teacher Disrespect: Directing vulgar or profane language to a school employee. This may include name-calling, defiance, or hostility directed toward a school employee.
 - 1st Offense - Minimum of three (3) days ISS.
 - 2nd Offense - Minimum of five (5) days OSS.
 - 3rd Offense - Recommendation for expulsion.
- Possession of a dangerous weapon: Intentionally bringing a firearm or dangerous weapon to any school or school premises, vehicle, or building used or leased for school functions. A dangerous weapon is defined as a firearm or air gun, knife or device, instrument, explosive material, or substance, whether animate or inanimate, which is calculated or designed to inflict death or serious bodily harm.

- 1st Offenses: Recommendation of Expulsion for 12 months.

Note: The Executive Director shall have the authority to recommend to the school board that the expulsion requirement be modified on a case-by-case basis but may not increase the length of the period of expulsion.

- Selling, supplying/distributing a mind-altering substance including, but not limited to glue or inhalants, prescription drugs, and alcoholic beverages:
 - 1st Offense - Recommendation for expulsion
- Selling, supplying/distributing illegal drugs or material represented to be a controlled substance, including but not limited to cocaine, methamphetamines, and marijuana:
 - 1st Offense - Recommendation of Expulsion
- Sexual Harassment: It is the district's policy that sexual harassment is illegal, unacceptable, and shall not be tolerated; that no employee or student of the district may sexually harass another. Any employee or student will be subject to disciplinary action including possible termination for violation of this policy. Below are discipline guidelines for students
 - 1st Offense - IF determined, Minimum of two (2) days ISS and meeting with family and mental health professional
 - 2nd Offense - Minimum of five (5) days ISS and contract
 - 3rd Offense - Minimum of five (5) days OSS.
- Threats of physical aggression against a student staff member or a volunteer. Threats are expressions of intentions to injure, punish, or inflict pain on another.
 - 1st Offense - Referral to Counselor and conference with Executive Director. Minimum of 1 to 3 days ISS/OSS or combination.
 - 2nd Offense - Minimum of five (5) days ISS/OSS or combination.
 - 3rd Offense - Ten (10) days OSS. Possible recommendation for expulsion.
- Use or possession of tobacco or facsimiles: Use and/or possession of any tobacco product or nicotine delivery device or product by a student on any school property whether the property is owned or is managed through a rental agreement is prohibited. When the student is a minor, referral to the proper authorities will be made.
 - First Offense - One (1) day of Out-of-School Suspension
 - Second Offense - Three (3) day Out-of-School-Suspension
- Use or possession of any controlled or mind-altering substance, including, but not limited to, glue or inhalants, narcotic drugs, and alcoholic beverages. Law enforcement officials will be notified of any suspected criminal offense.
 - 1st Offense - Minimum of three (3) days OSS. The student will complete a formal chemical dependency assessment by a state-certified chemical dependency counselor.
 - 2nd Offense - Minimum Five (5) days OSS. The student will complete a formal chemical dependency assessment by a state-certified chemical dependency counselor.
 - 3rd Offense - Recommendation for Expulsion

Students involved with the consumption/possession of controlled drugs, tobacco, or alcohol will also face restrictions in extracurricular participation.

It will be at the discretion of the Executive Director to administer consequences of any violation of The Simple Vue Academy's Discipline Plan, as the severity of the infraction warrants. Every situation is unique; therefore the administrator will have the discretion to develop different strategies for different students and different situations. The consequences may be more severe or less severe than indicated by the policy, including suspensions or recommending expulsion. It is the policy of The Simple Vue Academy to prohibit any actions or behavior that is disruptive and unreasonable and/or a violation of state or federal law.

IV. Busing

When a student is riding, boarding, or leaving the bus, the bus driver has supervisory control over the student and may exercise reasonable and necessary physical restraint to maintain that control.

In view of the fact that a bus is an extension of the classroom, the Board will require students to conduct themselves in the bus in a manner consistent with established standards for classroom behavior.

In cases where a student does not conduct himself/herself properly on a bus, the bus driver will bring such instances to the attention of the Executive Director or another school administrator and transportation supervisor. The Executive Director will inform the parents immediately of the misconduct and request their cooperation in checking the student's behavior.

Students who become a serious disciplinary problem on the school bus may have their riding privileges suspended by the Executive Director. In such cases, the parents of the students involved become responsible for seeing that their children get to and from school safely.

VI. Harassment/Bullying

The Simple Vue Academy Bullying Prevention Policy

SVA is committed to providing a safe, caring, and positive learning environment for all students. Bullying behaviors that are persistent, severe, or pervasive can create an intimidating, threatening, or abusive educational environment that deprives students of their right to learn and be safe.

Definition of Bullying

Bullying consists of repeated physical, verbal, written, or electronic conduct directed toward a student that is so objectively offensive and severe that it:

1. Creates an intimidating, threatening, hostile, or abusive educational environment; or
2. Substantially interferes with a student's educational opportunities or performance.

Scope of Policy

This policy applies to behavior on school property, in school vehicles, at designated school bus stops, at school sponsored activities, or when such behavior has a nexus to school or any school curricular or non-curricular activity or event.

Reporting Procedures

Students who believe they have been subjected to bullying and students/parents/guardians who witness bullying behaviors should promptly report the incident(s) to a teacher, counselor, administrator or other staff member. Complaints will be investigated promptly and corrective action will be taken when allegations are substantiated. Confidentiality will be maintained to the extent possible.

No Retaliation

Retaliation or false accusations against a victim, witness or anyone else who in good faith provides information about an act of suspected bullying is prohibited and may result in disciplinary action.

Consequences

Students who engage in bullying behaviors are in violation of this policy and are subject to disciplinary action consistent with school and board policies. Disciplinary action may include counselor intervention, parent conference, detention, suspension, expulsion or referral to law enforcement. The severity and

pattern, if any, of the bullying behavior shall be taken into consideration when disciplinary decisions are made.

Employee Reporting

School staff, faculty, coaches and advisors who witness bullying or receive student complaints of bullying must promptly notify designated administrators and complete standard incident reporting forms. Failure to comply with these reporting responsibilities may result in disciplinary action.

Publication and Training

This policy shall be disseminated to staff, students and parents through the school's policies and regulations, websites, handbooks and other appropriate channels of communication. Training shall be provided to staff and students to prevent, identify, report and respond to incidents of bullying and cyberbullying. The Executive Director shall establish procedures for referring victims and perpetrators of bullying or cyberbullying for counseling and shall integrate bully prevention education and training into professional development programs.

Sexual Harassment

The Simple Vue Academy is committed to providing a safe and secure learning environment free from discrimination, including sexual harassment. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature that creates an intimidating, hostile or offensive environment.

Examples of Sexual Harassment:

- Unwelcome sexual comments, jokes, or epithets
- Pressure for dates or sexual favors
- Deliberate touching, leaning over, cornering, or pinching
- Letters, texts, emails, or other communications of a sexual nature
- Displaying sexually suggestive objects, pictures, magazines, cartoons or screen savers
- Impeding or blocking movement in a sexually suggestive manner

Reporting Procedures:

Any student, employee, or visitor who believes they have experienced or witnessed sexual harassment should promptly report the incident to the Head of School or Assistant Head of School. Complaints will be investigated promptly and corrective action will be taken when allegations are substantiated. Confidentiality will be maintained to the extent possible. Retaliation against anyone who files complaints in good faith is prohibited.

Consequences:

Students or employees who engage in sexual harassment or retaliation will be disciplined appropriately based on the nature and severity of the offense. Consequences may include sexual harassment training, verbal warning, written warning, suspension, expulsion, termination, or referral to law enforcement officials.

The Simple Vue Academy will not tolerate sexual harassment in any form and will take all necessary steps to prevent harassment and retaliation, promptly investigate complaints, and administer appropriate discipline. All investigations will be handled promptly and taken seriously.

Hazing

The Simple Vue Academy is committed to maintaining a safe learning environment for students, free from hazing. Hazing activities of any type are prohibited at all times.

Definition of Hazing:

Hazing involves coercing, requiring, or forcing someone to perform an act that creates risk of harm to a person, in order to be initiated into or affiliated with any student group or organization. This includes acts that are humiliating, intimidating, demeaning, or endangers the health and safety of students.

Reporting Procedures:

Any student, employee, or visitor who believes they have experienced or witnessed hazing should promptly report the incident to the Head of School or Assistant Head of School. Reports may be made verbally or in writing. Complaints will be investigated promptly and corrective action will be taken when allegations are substantiated. Confidentiality will be maintained to the extent possible. Retaliation against anyone who files complaints in good faith is prohibited.

Consequences:

Students or employees who engage in hazing or retaliation will be disciplined appropriately based on the nature and severity of the offense. Consequences may include hazing training, verbal warning, written warning, suspension, expulsion, termination, or referral to law enforcement officials.

Prevention:

Students will be informed about the student code of conduct and school hazing policy during orientation. Staff and coaches will receive annual training in hazing prevention and awareness. Notice of this policy will be distributed and posted widely.

The Simple Vue Academy will not tolerate hazing activities or retaliation in any form and will take all necessary steps to prevent hazing, promptly investigate complaints, and administer appropriate discipline while protecting the confidentiality of victims.



We at SVA are deeply committed to meeting the educational needs of all students through comprehensive systems supporting both students with disabilities and English learners.

We will provide all state and federally-mandated services for students with disabilities under IDEA and Section 504 of the Rehabilitation Act. Following the Georgia Department of Education Services and Support Implementation Manual, we have developed a thorough plan to ensure our students with disabilities receive appropriate support in an inclusive environment. Our special education program includes:

- We will implement a multi-tiered system of support (MTSS) and Response to Intervention (RTI) for identification and evaluation
- We will employ certified and highly qualified special education staff, including teachers and related service providers
- We will provide diverse services including speech therapy, occupational therapy, and counseling
- We will develop and annually review Individualized Education Programs (IEPs) through dedicated teams
- We will create and implement 504 plans for eligible students
- We will integrate students into general education classrooms with appropriate accommodations
- We will regularly monitor and adjust services based on ongoing assessment
- We will maintain ADA-compliant facilities
- We will strictly adhere to FERPA and IDEA confidentiality requirements

For our English Learners (ELs), we have established a structured program anticipating service for approximately 10-15% EL students. Our approach includes:

- We will identify students through Home Language Survey and WIDA-ACCESS Placement Test (W-APT)
- We will have a dedicated ESOL Lead Teacher coordinating our ELL program
- We will implement a Structured English Immersion (SEI) program providing two types of support:
 1. Direct English as a Second Language (ESOL) instruction
 2. Sheltered Content Instruction
- We will offer flexible service delivery through both push-in and pull-out models based on student needs
- We will use research-based curricula aligned with WIDA standards
- We will regularly assess progress through ACCESS 2.0 and Georgia Milestones assessments
- We will conduct ongoing monitoring through Professional Learning Communities using WIDA Model Performance Indicators



- We will maintain clear communication with parents in their preferred language regarding services and progress

We emphasize professional development for all our staff members to ensure effective support for both students with disabilities and English learners. Our school will maintain open communication channels with parents and provide regular updates on student progress. We are committed to creating an inclusive educational environment that supports the success of all students, regardless of their learning needs or language background.

CHARTER FOR THE SIMPLE VUE ACADEMY

This charter for The Simple Vue Academy (“Charter”) is entered into by and between Simple Vue Academy Charter School, 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 The Simple Vue Academy (“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, 2025 and expiring on June 30, 2030.

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3. Grade Range. The Charter School shall serve grades 6-12. The Charter School's total enrollment shall be at least 117 students but shall not exceed 414 students at any point during the charter term.
4. Mission Statement. The Charter School's mission is to create a sustainable pathway to entrepreneurship by providing scholars grades 6-12 with a STREAM (Science, Technology, Reading/Writing, Engineering, Arts, and Mathematics) based education, guidance on business and financial management and a village of support.
5. School Educational Model and Instructional Days.
 - a. Essential or Innovative Features. The Charter School integrates academic rigor with real-world skills through an entrepreneurship model. The Charter School has five pillars: Trimester scheduling, project-based STREAM model, entrepreneurial mindset, trauma-informed practices, and family partnerships.
 - b. The Charter School shall deliver instruction to students at a brick-and-mortar location for the number of school days of education required by O.C.G.A. 20-2-168(c) and SBOE Rule 160-5-1-.02 unless the Charter School receives advanced written approval from the SCSC Executive Director to deliver instruction through an alternate model for a specified number of school days. The SCSC Executive Director has sole discretion to evaluate and determine whether to approve a request from the Charter School pursuant to this paragraph.
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 Douglas County School System, Paulding County School District, Fulton County School System, or Cobb 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.

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- 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; and
 - 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.
 - e. 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 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.
 - f. 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.
 - g. 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.
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.

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8. Accreditation. The Charter School shall ensure that it is accredited in accordance with, and meets other requirements of, an eligible high school as defined in O.C.G.A. 20-3-519(6)(A) prior to any student's high school graduation from the Charter School.
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 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, which may be amended through an administrative clarification:
 - i. **Entrepreneurship Skill Development:** By the end of each school year, at least 75% of students will demonstrate proficiency in key entrepreneurship skills as measured by a rubric-based assessment of their capstone project. The rubric will evaluate skills such as opportunity identification, market research, financial planning, and pitching ideas.
 - ii. **STREAM Academic Growth and Achievement:** At least 75% of students will meet or exceed their projected average growth targets on the NWEA MAP assessments in Reading and Math each year.
 - iii. **Family Empowerment and Engagement:**
 1. At least 80% of families will participate in the Charter School's family partnership program, attending a minimum of 2 workshops or classes per year on topics such as financial literacy, entrepreneurship, or supporting STREAM learning at home, attending at

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least two student-led conferences where their child presents their academic progress and entrepreneurial projects, or participating in at least one school improvement initiative or community service project alongside their child.

2. The Charter School will implement a student-led conference model, with 90% of students leading at least two conferences per year to discuss their progress with families and teachers.

- 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 provide additional information or documentation regarding its performance to the SCSC or make an annual, in-person report to the SCSC Board (“Performance Review Presentation”). At least one Charter School governing board member and one Charter School staff member must attend an Annual Performance Review Presentation. Additional information, documentation or presentations must be in the form and manner as 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.

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.

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- 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.
 - 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

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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.
- 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

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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.

- 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.
 - i. If the Charter School does not meet standards on the financial section of the CPF and/or circumstances at the Charter School indicate that its ability to manage funds may be compromised, 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 or designee.

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- ii. 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 or designee.
 - iii. This subsection shall not be construed to limit any other SCSC authority to require the Charter School to submit additional financial reports unrelated to financial at-risk monitoring or deficit reduction.
- 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.
- 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

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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, 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. 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. Inventory. The Charter School shall manage and maintain an inventory list of assets purchased with state funds as required by the SCSC.

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, 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.

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- 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.
 - 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.

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- 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.
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.

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- 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 except as permitted by O.C.G.A. § 20-2-2084(h). 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, and maintenance personnel, may be employed by entities other than the Governing Board; however, the Governing Board shall remain 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 free of charge or fee for immediate access by the school as well as the State Board, Department, SCSC, and State Auditor in accordance with this section.
22. Records. The Charter School shall adopt a records retention policy consistent with retention schedules published by Georgia Archives 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:

THE SIMPLE VUE ACADEMY

- a. Facility Location. During the Charter School's first operational year serving students, the Charter School shall locate its facility(ies) within a local board of education that denied the Charter School's concurrently submitted petition.
 - b. Approval of Site and/or Facility. The Charter School shall adhere to the Georgia Department of Education (GaDOE)'s requirements or guidelines for site and facility approval, including but not limited to the GaDOE Guideline for Educational Facility Site Selection. 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 to the requirements in this Charter. 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.
 - 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.
 - 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.

THE SIMPLE VUE ACADEMY

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 or by a third party on behalf of GaDOE each year of the Charter School's charter term.
- 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 State Board or SCSC, including, but not limited to:

THE SIMPLE VUE ACADEMY

- 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;
- 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 various 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

THE SIMPLE VUE ACADEMY

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 twelve (12) 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 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.
- 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.

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31. Pre-Opening Suspension and Deferral.

- 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 Executive Director 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 Executive Director.
- 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 requirements outlined in Section 21, or enrollment requirements outlined in Sections 3, 6, and 24, the SCSC Executive Director 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 Executive Director.
- c. Deferral. The Charter School may defer the opening of the Charter School upon submitting such decision in writing to the SCSC.
- d. Any pre-opening suspension imposed or deferral accepted under this Section shall not result in an automatic extension of the charter term set forth above in Section 2.

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

THE SIMPLE VUE ACADEMY

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.
 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 Indemnitee 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 Indemnitee.
 - 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 Indemnitee seeking indemnification; or (b) If the Indemnitee fails to (i)

THE SIMPLE VUE ACADEMY

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 Indemnitee 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.
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*

THE SIMPLE VUE ACADEMY

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. Survival. Charter School will continue to be subject to the following obligations after this Charter terminates or expires: Paragraphs 15 (“Fiscal Control”), 21 (“Record Inspection”), 27 (“Data Collections”), 30 (“School Closure”) and 36 (“Indemnification”).
- 47. 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.

 24 12:26 EDT) _____ 19/09/2024
Mike Dudgeon, Chairperson (Date)
STATE CHARTER SCHOOLS COMMISSION OF GEORGIA


 _____ 19/09/2024
Shane Orange, Governing Board President (Date)
SIMPLE VUE ACADEMY CHARTER SCHOOL, INC.

Exhibit A



COMPREHENSIVE PERFORMANCE FRAMEWORK
for State Charter School Evaluation

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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%																						
Progress	35%	35%	30%																						
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
<u>Measure 1f, Debt to Asset Ratio: (Total Liabilities-Deferred Pension Liability) divided by Total Assets</u> 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?	
<p><i>Meets Standard:</i></p>	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</p> <p>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>Measure 2d, Transparent Governance and Communication with Stakeholders Is the governing board operating transparently and effectively communicating with stakeholders?</p>	
<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>Measure 2e, Budget Approved in Accordance with State Law Did the school approve its budget in accordance with state law?</p>	
<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.

Measure 4a, Employee Qualifications, Evaluations, and Criminal Records Checks	Points Available
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
Measure 4b, Employee Rights	Points Available
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
Measure 4c, Employee Civil Rights	Points Available
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	Points Available
Is the school complying with all other obligations?	
<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	Points Available
Is the school remedying noncompliance after proper notification?	
<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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The Simple Vue Academy Charter Contract


Final Audit Report


2024-09-19


Created:	2024-09-11
By:	Kiara Thompson ([REDACTED])
Status:	Signed
Transaction ID:	CBJCHBCAABAAov9Eou8jpfwtQYtaosyssWaDEIO9csK


"The Simple Vue Academy Charter Contract" History


 Document created by Kiara Thompson ([REDACTED])
2024-09-11 - 7:45:58 PM GMT


 Document emailed to Shane Orange ([REDACTED]) for signature
2024-09-11 - 7:46:06 PM GMT


 Email viewed by Shane Orange ([REDACTED])
2024-09-19 - 2:35:02 PM GMT

 Document e-signed by Shane Orange ([REDACTED] .com)
Signature Date: 2024-09-19 - 2:37:00 PM GMT - Time Source: server

 Document emailed to Michael Dudgeon ([REDACTED]) for signature
2024-09-19 - 2:37:03 PM GMT

 Email viewed by Michael Dudgeon ([REDACTED])
2024-09-19 - 4:25:11 PM GMT

 Document e-signed by Michael Dudgeon ([REDACTED])
Signature Date: 2024-09-19 - 4:26:08 PM GMT - Time Source: server

 Agreement completed.
2024-09-19 - 4:26:08 PM GMT



Nandi Edouard <nandiedouard@gmail.com>

Prospective Routes for 2025-2026 School Year

smartkidstransports@yahoo.com <[REDACTED]>

Fri, Sep 13, 2024 at 12:09 PM

Reply-To: "[REDACTED]" <[REDACTED]>

To: Nandi Edouard <[REDACTED]>

Dear Nandi,

I hope this message finds you well.

Please find below the tentative routes for the requested cities and counties:

- **Paulding:** Publix, [3721 New Macland Rd, Powder Springs, GA](#)
- **Cobb:** East West Commons, [1825 East-West Connector, Austell, GA](#)
- **Douglas:** Home Depot, [1000 Thornton Rd, Lithia Springs, GA](#)
- **Fulton:** Publix, [5829 Campbellton Rd SW, South Fulton, GA](#)

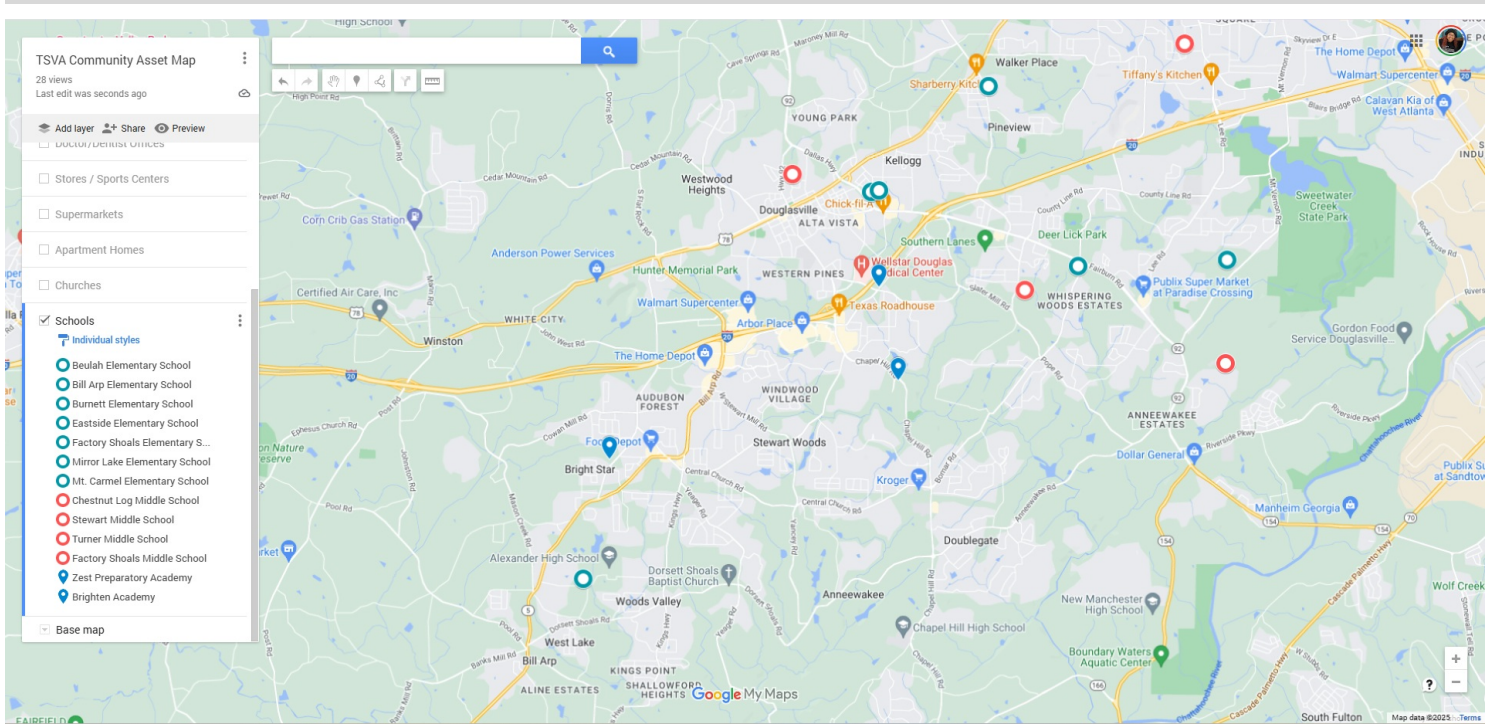
These locations have been selected based on route efficiency and the data provided to include each county. We are open to adjustments based on your feedback, with the primary aim being to optimize timing and traffic flow.

We are excited about supporting you in reaching your transportation objectives as a founding school leader with our affordable rates. Most importantly, we are dedicated to assist in facilitating the journey of your future scholar leaders and their families to and from school. I look forward to exploring this further during our meeting in January.

Best regards,

Crystal Walker
Smart Kids Transports

Attachment: Screenshot-2025-01-07-223356.png







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: 1/4/2025

Name: Dr. Bre Peeler

Charter School/Network: Simple Vue Academy

Profiles: The Simple Vue Academy

Applicant Information

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

Name of Charter School/Network

The Simple Vue Academy

School Identifier (NCES ID), if known

Authorizer

State Charter Schools Commission of Georgia

Authorization Date

07/31/2024

Eligibility for CSP Subgrant

New School

Proof of Approved Expansion (expansion applicants only)

School Opening Date/Date of Expansion

08/04/2025

Name of Nonprofit Entity

Simple Vue Academy Charter School, Inc

Name of LEA

The Simple Vue Academy

LEA Identifier (NCES District ID), if known

Applicant Street Address

[REDACTED]

Applicant City

[REDACTED]

Applicant State

Georgia

Applicant Zip Code

[REDACTED]

Applicant County

Douglas

Proposed Location of New/Replicated School or Expansion Site

Proposed Street Address

3715 Bright Star Rd

Proposed Applicant City

Douglasville

Proposed Applicant State

Georgia

Proposed Applicant Zip Code

30,135

Proposed Applicant County

Douglas

School/Network Website

<https://www.thesimplevueacademy.org/>

Management Organization Type

Freestanding

Virtual Status

Not virtual

Grant Contact

Nandi Edouard

Contact Title

Founder and Executive Director

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?

2025-2026

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

6th, 7th, 8th, 9th

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

138

Year 2

207

Year 3

276

Does/will the school use a weighted lottery?

No

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

Yes

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.

CSP Grant Application Notice - The Simple Vue Academy.pdf

User Login

[REDACTED]

Profiles: File Attachments

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

CSP Grant Application Notice - The Simple Vue Academy.pdf



Nandi Edouard <nandiedouard@thesimplevueacademy.org>

CSP Grant Application Notice - The Simple Vue Academy

1 message

Nandi Edouard <[REDACTED]>
To: [REDACTED]

Thu, Jan 2, 2025 at 10:58 AM

Dear State Charter Schools Commission of Georgia,

This email serves as notification that The Simple Vue Academy intends to apply for the Georgia CSP Subgrant in the upcoming application window. This notification is being provided in accordance with ESEA §4310 (6)(B) requiring "adequate and timely notice" to our authorizer.

We look forward to submitting our application before the January 8, 2025 deadline.

Ubuntu,



Nandi Edouard
Founder and Executive Director

[REDACTED]
thesimplevueacademy.org

Book some time with me [here](#)

Name	Attachments
[REDACTED] 2025-01-27	No
[REDACTED] 2025-01-28	No
[REDACTED] 2025-02-04	No

Review Completed Date

01/27/2025

Application

The Simple Vue Academy

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.

20

Comments - Responsiveness to community need (optional)

The applicant mentions the growth in the desired area and new community partnerships as well as piloted summer programs which exposed the student to the schools innovative approach. letter of support are mentioned as well as a petition with over 200 signatures.

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.

8

Comments - Commitment (optional)

The applicant has identified specific positions to manage the grant, which indicates a structured and organized approach to implementation. Their agreement to attend all meetings and technical assistance sessions underscores their commitment to accountability and collaboration with stakeholders. Additionally, the emphasis on using grant funds for initial startup costs to build the internal capacity of staff is a sustainable strategy. By equipping staff with the skills and resources to continue the work beyond the grant period, the applicant ensures long-term impact and effectiveness.

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.

5

Comments - Readiness (optional)

The plan does not mention the team members to carry out the academic model and the expertise of those persons. A basic plan of what the readiness is composed of is mentioned. There is no mention of the qualified person to oversee and carry out the plan.

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.

9

Comments - Racial and Socio-economic Diversity (optional)

The inclusion of annual equity audits is a commendable strategy to ensure diversity and inclusivity remain central to the program's mission. This demonstrates the applicant's dedication to identifying and addressing potential gaps in representation or resources. Additionally, the integration of restorative practices tailored to community contexts enhances the program's focus on creating equitable and supportive learning environments.

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.

26

Comments - Budget Quality & Financial Sustainability (optional)

The budget proposal aligns with the goals of the grant, as it focuses on initial startup costs that will provide lasting benefits for the school. This financial strategy reflects prudent planning and a clear understanding of the grant's intent to support sustainable initiatives. The applicant plans to use grants and partnerships to gain funding beyond the grant.

Bonus Points

Does the applicant qualify for locating in a priority community?

Yes

Does the applicant propose offering high school?

Yes

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

98

Comments - Overall (required)

The applicant has presented a well-rounded and thoughtful plan that prioritizes community engagement, equity, and sustainability. The integration of restorative practices and targeted programming for underserved communities, coupled with ongoing demographic assessments and equity audits, demonstrates a commitment to inclusivity and adaptability. Furthermore, their focus on capacity building ensures the grant's impact will extend beyond its initial funding period.

This application reflects a deep understanding of the community's needs.

Review Completed Date

01/28/2025

Application

The Simple Vue Academy

Reviewer

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)

This is a great plan of action to engage parents, families and community.

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.

9

Comments - Growth mindset (optional)

Professional learning culture that includes engagement of parent, caretaker educators would be next level.

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.

9

Comments - Readiness (optional)

I Love how this is embedded in school improvement best practices.

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.

10

Comments - Racial and Socio-economic Diversity (optional)

Where diversity, equity and inclusion aren't just buzzwords is powerful and evident throughout the plan without even having to say it.

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.

27

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?

Yes

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

92

Total Score

117

Comments - Overall (required)

I'm very impressed with the design and development of this plan . Although high schools can be costly, I am very confident in this school's design, family and community engagement for this entity.

External Evaluator Review: [REDACTED] | 2025-02-04

Review Completed Date

02/04/2025

Application

The Simple Vue Academy

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.

9

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

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.

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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?

Yes

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

107

Comments - Overall (required)

No indication of partnerships with local school districts.