# U.S. Department of Education
## Washington, D.C. 20202-5335

# APPLICATION FOR GRANTS
# UNDER THE

**CMO**

**CFDA # 84.282M**

**PR/Award # S282M200005**

**Gramts.gov Tracking#: GRANT12995667**

OMB No. , Expiration Date:

Closing Date: Jan 10, 2020

# **Table of Contents**

## Application for Federal Assistance SF-424

| * 1. Type of Submission: | * 2. Type of Application: | * If Revision, select appropriate letter(s): |
|---|---|---|
| ☐ Preapplication | ☒ New | |
| ☒ Application | ☐ Continuation | * Other (Specify): |
| ☐ Changed/Corrected Application | ☐ Revision | |

| * 3. Date Received: | 4. Applicant Identifier: |
|---|---|
| 01/08/2020 | Pataula Charter Academy, Inc. |

| 5a. Federal Entity Identifier: | 5b. Federal Award Identifier: |
|---|---|
| | |

**State Use Only:**

| 6. Date Received by State: | 7. State Application Identifier: |
|---|---|
| | |

**8. APPLICANT INFORMATION:**

* a. Legal Name: Pataula Charter Academy, Incorporated

| * b. Employer/Taxpayer Identification Number (EIN/TIN): | * c. Organizational DUNS: |
|---|---|
| ███████ | ███████ |

**d. Address:**

* Street1: 18637 Hartford St.

Street2:

* City: EDISON

County/Parish: Calhoun

* State: GA: Georgia

Province:

* Country: USA: UNITED STATES

* Zip / Postal Code: 39846-0322

**e. Organizational Unit:**

| Department Name: | Division Name: |
|---|---|
| | |

**f. Name and contact information of person to be contacted on matters involving this application:**

| Prefix: Mrs. | * First Name: KYLIE |
|---|---|
| Middle Name: | |
| * Last Name: HOLLEY | |
| Suffix: | |

Title: Superintendent

Organizational Affiliation:

PATAULA CHARTER ACADEMY

| * Telephone Number: ████████████ | Fax Number: ████████████ |
|---|---|

* Email: ████████████

## Application for Federal Assistance SF-424

**\* 9. Type of Applicant 1: Select Applicant Type:**

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

G: Independent School District

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**\* 10. Name of Federal Agency:**

Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.282

CFDA Title:

Charter Schools

**\* 12. Funding Opportunity Number:**

ED-GRANTS-112619-001

\* Title:

OESE: Expanding Opportunity Through Quality Charter Schools Program (CSP): Grants to Charter
Management Organizations for the replication and Expansion of High-quality Charter Schools (CMO
Grants) CFDA Number 84.282M

**13. Competition Identification Number:**

84-282M2020-1

Title:

CMO

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

| 1234-Areas Affected by Project.pdf | Add Attachment | Delete Attachment | View Attachment |

**\* 15. Descriptive Title of Applicant's Project:**

Replication and Expansion of Quality Charter Schools in Rural Southwest Georgia

Attach supporting documents as specified in agency instructions.

| Add Attachments | Delete Attachments | View Attachments |

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

* a. Applicant    GA-002                          * b. Program/Project    GA-002

Attach an additional list of Program/Project Congressional Districts if needed.

| | Add Attachment | Delete Attachment | View Attachment |

**17. Proposed Project:**

* a. Start Date:    07/01/2020                          * b. End Date:    06/30/2025

**18. Estimated Funding ($):**

* a. Federal

* b. Applicant

* c. State

* d. Local

* e. Other

* f. Program Income

* g. TOTAL

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

☐ a. This application was made available to the State under the Executive Order 12372 Process for review on [          ].

☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.

☒ c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt?  (If "Yes," provide explanation in attachment.)**

☐ Yes          ☒ No

If "Yes", provide explanation and attach

| | Add Attachment | Delete Attachment | View Attachment |

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims  may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:    Mrs.                          * First Name:    KYLIE

Middle Name:

* Last Name:    HOLLEY

Suffix:

* Title:    Superintendent

* Telephone Number: ▮▮▮▮▮▮▮▮▮▮▮▮    Fax Number: ▮▮▮▮▮▮▮▮▮▮

* Email: ▮▮▮▮▮▮▮▮▮▮

* Signature of Authorized Representative:    KYLIE A HOLLEY          * Date Signed:    01/08/2020

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# Areas Affected by Project

Pataula Charter Academy – Baker, Calhoun, Clay, Early, Miller, Randolph, and Terrell counties in GA

Spring Creek Charter Academy – Decatur, Miller, and Seminole counties in GA

# U.S. DEPARTMENT OF EDUCATION
# BUDGET INFORMATION
# NON-CONSTRUCTION PROGRAMS

Name of Institution/Organization

Pataula Charter Academy, Incorporated

Applicants requesting funding for only one year should complete the column under "Project Year 1."  Applicants requesting funding for multi-year grants should complete all applicable columns.  Please read all instructions before completing form.

## SECTION A - BUDGET SUMMARY
## U.S. DEPARTMENT OF EDUCATION FUNDS

| Budget Categories | Project Year 1 (a) | Project Year 2 (b) | Project Year 3 (c) | Project Year 4 (d) | Project Year 5 (e) | Total (f) |
|---|---|---|---|---|---|---|
| 1. Personnel | | | | | | |
| 2. Fringe Benefits | | | | | | |
| 3. Travel | | | | | | |
| 4. Equipment | | | | | | |
| 5. Supplies | | | | | | |
| 6. Contractual | 37,500.00 | 37,500.00 | | | | 75,000.00 |
| 7. Construction | | | | | | |
| 8. Other | | | | | | |
| 9. Total Direct Costs (lines 1-8) | 405,729.00 | 405,729.00 | 289,835.00 | 229,383.00 | 168,933.00 | 1,499,609.00 |
| 10. Indirect Costs* | | | | | | |
| 11. Training Stipends | | | | | | |
| 12. Total Costs (lines 9-11) | 405,729.00 | 405,729.00 | 289,835.00 | 229,383.00 | 168,933.00 | 1,499,609.00 |

**\*Indirect Cost Information *(To Be Completed by Your Business Office):***

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1)    Do you have an Indirect Cost Rate Agreement approved by the Federal government?          ☐ Yes    ☐ No

(2)    If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement:    From: _____    To: _____    (mm/dd/yyyy)

Approving Federal agency:    ☐ ED    ☐ Other (please specify): _____

The Indirect Cost Rate is _____ %.

(3)    If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC?    ☐ Yes    ☐ No    If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4)    If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?

☐ Yes    ☐ No  If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5)    For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement?  Or,  ☐ Complies with 34 CFR 76.564(c)(2)?    The Restricted Indirect Cost Rate is _____ %.

PR/Award # S282M200005

ED 524

| Name of Institution/Organization | Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form. | |
|---|---|---|
| Pataula Charter Academy, Incorporated | | |

## SECTION B - BUDGET SUMMARY
## NON-FEDERAL FUNDS

| Budget Categories | Project Year 1 (a) | Project Year 2 (b) | Project Year 3 (c) | Project Year 4 (d) | Project Year 5 (e) | Total (f) |
|---|---|---|---|---|---|---|
| 1. Personnel | | | | | | |
| 2. Fringe Benefits | | | | | | |
| 3. Travel | | | | | | |
| 4. Equipment | | | | | | |
| 5. Supplies | | | | | | |
| 6. Contractual | | | | | | |
| 7. Construction | | | | | | |
| 8. Other | | | | | | |
| 9. Total Direct Costs (lines 1-8) | | | | | | |
| 10. Indirect Costs | | | | | | |
| 11. Training Stipends | | | | | | |
| 12. Total Costs (lines 9-11) | | | | | | |

## SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

# DISCLOSURE OF LOBBYING ACTIVITIES

**Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352**

OMB Number: 4040-0013
Expiration Date: 02/28/2022

**1. * Type of Federal Action:**
- [ ] a. contract
- [x] b. grant
- [ ] c. cooperative agreement
- [ ] d. loan
- [ ] e. loan guarantee
- [ ] f. loan insurance

**2. * Status of Federal Action:**
- [ ] a. bid/offer/application
- [x] b. initial award
- [ ] c. post-award

**3. * Report Type:**
- [x] a. initial filing
- [ ] b. material change

**4. Name and Address of Reporting Entity:**

[x] Prime   [ ] SubAwardee

* Name: PATAULA CHARTER ACADEMY
* Street 1: 18637 Hartford St.    Street 2:
* City: EDISON    State: GA: Georgia    Zip: 39846
Congressional District, if known: GA-002

**5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:**

**6. * Federal Department/Agency:**

United States Department of Education

**7. * Federal Program Name/Description:**

Charter Schools

CFDA Number, if applicable: 84.282

**8. Federal Action Number, if known:**

**9. Award Amount, if known:**

$

**10. a. Name and Address of Lobbying Registrant:**

Prefix:    * First Name: NA    Middle Name:
* Last Name: NA    Suffix:
* Street 1: NA    Street 2:
* City: NA    State:    Zip:

**b. Individual Performing Services** (including address if different from No. 10a)

Prefix:    * First Name: NA    Middle Name:
* Last Name: NA    Suffix:
* Street 1: NA    Street 2:
* City: NA    State:    Zip:

**11.** Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

* Signature: KYLIE A HOLLEY

*Name:    Prefix:    * First Name: KYLIE    Middle Name:
* Last Name: HOLLEY    Suffix:

Title: Superintendent    Telephone No.: ███████████    Date: 01/08/2020

**Federal Use Only:**

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Standard Form - LLL (Rev. 7-97)

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# NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

## Optional - You may attach 1 file to this page.

| 1235-GEPA statement.pdf | Add Attachment | Delete Attachment | View Attachment |

PR/Award # S282M200005

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Tracking Number:GRANT12995667          Funding Opportunity Number:ED-GRANTS-112619-001 Received Date:Jan 08, 2020 03:41:07 PM EST

# Department of Education's General Education Provisions Act

## Pataula Charter Academy, Inc. Statement

Pataula Charter Academy, Inc. schools do not discriminate in employment or educational programs, services or activities based on race, color, religion, national origin, sex, age or disability in accordance with state and federal laws, as required by Title VI and VII of the 1964 Civil Rights Act, Title IX of the 1972 Education Amendments, Age Discrimination Act of 1975, and the Federal Occupational Rehabilitation Act of 1973.

All students receive education services for which they qualify. This project will assure equitable accesss to, and participation in, its Federally assisted programs for students, teachers, and other program beneficiaries with special needs. Ptential barriers that can impede access or participation and the strategies to overcome these barriers are as follows:

1. Gender – The CMO does not anticipate barriers in this area.

2. Race/Ethnicity – Pataula Charter Academy, Inc. has a robust Marketing and Outreach Plan to ensure families from all racial and socioeconomic backgrounds are aware of the enrollment process for our schools. No demographic information is requested in the pre-enrollment phase. Students are chosen by random lottery. So, there is no way for human bias to enter the enrollment selection process. It is also the policy of Pataula Charter Academy, Inc. to ensure that curriculum content and instructional materials used by our schools reflect the cultural and racial diversity found in our country, and to create an awareness of the rights, duties, and responsibilities of each individual as a member of a multi-cultural society.

3. National Origin – Pataula Charter Academy, Inc. has policies and procedures in place for the identification of students who qualify for English for Speakers of Other Languages (ESOL) services and Migrant Education services. Services for students who qualify are determined on the need of the individual student and individual service plans are adhered to.

4. Disability – Pataula Charter Academy, Inc has a comprehensive Special Education Handbook. Staff are trained on the identification of and services for students with disabilities. Students who qualify for Special Education services or accommodations are served in their Least Restrictive Environment and all IEP or 504 Plan services and accommodations are provided with fidelity. All facilities meet ADA guidelines.

5. Age – The CMO does not anticipate any barriers in this area.

# CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

---

* APPLICANT'S ORGANIZATION

Pataula Charter Academy, Incorporated

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mrs.       * First Name: KYLIE       Middle Name:

* Last Name: HOLLEY       Suffix:

* Title: Superintendent

* SIGNATURE: KYLIE A HOLLEY       * DATE: 01/08/2020

---

**U.S. DEPARTMENT OF EDUCATION**
**SUPPLEMENTAL INFORMATION**
**FOR THE SF-424**

## 1. Project Director:

| Prefix: | First Name: | Middle Name: | Last Name: | Suffix: |
|---|---|---|---|---|
| Mrs. | KYLIE | | HOLLEY | |

Address:

Street1: 18637 Hartford St.

Street2:

City: EDISON

County: GA

State: GA: Georgia

Zip Code: 39846-0332

Country: USA: UNITED STATES

Phone Number (give area code)    Fax Number (give area code)

████████████████████████    ██████████████████

Email Address:

████████████████████

## 2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes    ☐ No    ☒ Not applicable to this program

## 3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes    ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes    Provide Exemption(s) #:    ☐ 1  ☐ 2  ☐ 3  ☐ 4  ☐ 5  ☐ 6

☐ No    Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

| | Add Attachment | Delete Attachment | View Attachment |
|---|---|---|---|

## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)

- Research issues, hypotheses and questions being addressed

- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

---

## You may now Close the Form

**You have attached 1 file to this page, no more files may be added.  To add a different file, you must first delete the existing file.**

\* Attachment: | 1236-PCA Inc Abstract.pdf | [Add Attachment] [Delete Attachment] [View Attachment]

**Applicant:** Pataula Charter Academy, Incorporated, 18637 Hartford St., Edison, GA 39846

**Project Director:** Kylie Holley, Superintendent, ███████████████████

**Location of Replication/Expansion Site:** Spring Creek Charter Academy – Bainbridge, GA

**Number of Participants to be Served:** By the end of the grant period the total enrollment for both schools will be approximately 1200; students at both schools will reap the benefits of this project

**Absolute Priority Addressed:** Absolute Priority 1:  Pataula Charter Academy, Inc. Serves Students in Rural Communities

**Competitive Preference Priority Addressed:** Competitive Preference Priority – CMO Serves 2-5 Charter Schools

## Project Description/Activities

Pataula Charter Academy, Inc. was founded in 2009 by parents seeking a high-quality educational choice for their children in rural, underserved communities.  PCA, Inc. now operates one high-performing K-12 charter and one charter in its first year that serves students in grades K-6 and is expanding to K-12.  Across the network approximately 64% of students served are from low-income families.

PCA, Inc. will use CSP funds to continue the replication of its successful model at Spring Creek by expanding 5 grade levels and 300 seats over the life of the grant.  The grant will also better prepare the CMO for future replications by building the central support system for schools.  Grant funds will be used to hire much needed support personnel, provide professional development for personnel, and purchase instructional resources

## Project Short-Term Outputs and Outcomes

 Enrollment Growth:

- Continue to grow 2nd school through 12th grade, adding 300 additional seats by 2025
- Begin plan for 3rd replication by 2025 to add an additional K-12 school with 600 seats when fully grown

- Continue to diversify student population to meet enrollment demographic targets for each school
- Maintain full enrollment with waiting lists

Strong and Sustainable Organization:

- 90% teacher and staff retention (excluding relocations)
- Meet all measures on all 3 sections of CPF: Academic, Operational, and Financial Schools will operate on public funding without reliance on private funds

Student Achievement and Growth:

- CCRPI score of ≥80
- Content Master score on CCRPI of ≥90
- Progress score on CCRPI ≥90
- Maintain ≥90% Graduation Rate

School Culture:

- ≥90% of teachers and staff report satisfaction on surveys
- ≥90% of students report satisfaction on surveys
- Schools score at least 3 stars on the state's School Climate Star Rating

Family and Community Engagement:

- ≥90% of parents report satisfaction on surveys
- ≥80% of parents participate in parent-teacher conferences
- Schools implement school-wide and class community service projects each year
- Schools create partnerships with community businesses and organizations

**Project Long-Term Goals**
- Ensure students served by our schools develop the academic, leadership, and civic skills necessary to succeed in college and careers beyond their K-12 education
- Serve as a catalyst for high-quality K-12 educational options in rural communities (as a result of competitive pressure on local districts to improve)
- Improve the communities in which our students live by improving K-12 education, building strong family and community relationships, and service projects.

# Project Narrative File(s)

**\* Mandatory Project Narrative File Filename:** | 1237-CSP Grant Narrative - PCA Inc..pdf |

| Add Mandatory Project Narrative File | | Delete Mandatory Project Narrative File | | View Mandatory Project Narrative File |

To add more Project Narrative File attachments, please use the attachment buttons below.

| Add Optional Project Narrative File | | Delete Optional Project Narrative File | | View Optional Project Narrative File |

# PATAULA CHARTER ACADEMY, INC.

## CSP REPLICATION AND EXPANSION GRANT FOR SPRING CREEK CHARTER ACADEMY REPLICATION

## PROJECT NARRATIVE

## Table of Contents

# INTRODUCTION AND BACKGROUND

Pataula Charter Academy, Inc. is a non-profit Charter Management Organization, whose Board of Directors govern both Pataula Charter Academy (PCA) and Spring Creek Charter Academy (SCCA), two separate independent State Commission Charter Schools. The organization employs several District Administrative staff who support and oversee both schools; including a Superintendent, CFO/Business Director, Special Education Director, Federal Programs Director, Technology Director, and Data Collection Manager. The Board and District staff intend to open 1-2 more independent charters over the next 5-10 years.

Pataula Charter Academy, a K-12 charter with approximately 600 students from Baker, Calhoun, Clay, Early, and Randolph counties, began as a grass roots effort by a group of local community members, parents, and educators who were concerned about the lack of quality educational opportunities in their communities in 2010. Over the past 10 years, the Board and school leaders began to believe so strongly in quality school choices and in the success of PCA's model for rural communities, that they decided to expand the opportunities by beginning replication efforts in neighboring rural communities.

Initial community outreach efforts demonstrated the greatest interest and demand for a charter school in Decatur, Miller, and Seminole counties, just south of PCA's service area. Therefore, the Board and school leaders petitioned the State Charter School Commission for a charter to open Spring Creek Charter Academy to serve these communities. The school opened in fall of 2019 with approximately 290 students in grades K-6 and will grow one grade level each year until reaching 12th grade.

The mission of our schools is "to prepare students for life-long success by partnering with families and communities to create a safe, nurturing learning environment that engages and

challenges students, fosters creativity, and instills integrity and leadership skills that inspire students to reach their full potential".  Both schools use a whole-school educational model based on EL Education (formerly Expeditionary Learning).  The model focuses on four critical areas: curriculum, instruction, assessment, and school climate.  Students are active creators of their own knowledge.  They ask questions, explore, and assess what they know. Teachers facilitate student learning by assisting them in gaining a core of knowledge. Learning experiences are carefully designed to ensure students are provided many opportunities to master Georgia Standards of Excellence.  A few unique features of the model are the use of Case Studies and Expeditions, Field Work, Experts, Service Learning, and Standards Based Assessment and Reporting.  A few innovative school climate strategies are traditions such as daily "Crew" meetings, monthly "Community Circle" celebrations, and "Gallery Night".

The incorporation is in many ways still in the transitioning phase from a one-school Board to a CMO.  When the Board and school leaders first made the decision to replicate, they felt strongly that in order to truly replicate the successful model with fidelity the replication schools should be governed by and supported and evaluated by the same people as the original school (Pataula).  Therefore, they chose to transition to a CMO, rather than help assist a new Board and school leaders create a replication of Pataula.  While the Board already govern two stand-alone, independent charters, the Board has not yet decided on a new incorporation name that will represent all of the schools it will manage.  However, the Board does intend to change the Incorporation name to better represent all of its schools.  Currently, the replication school, Spring Creek Charter Academy, falls under the same non-profit incorporation and 501c3 status as Pataula Charter Academy.  The Board is working with their lawyer and accountants to determine

if there is a more suitable way to handle this with replication schools, due to logistical issues that have arisen over the last year.

## ABSOLUTE PRIORITY 1: PATAULA CHARTER ACADEMY, INC. SERVES STUDENTS IN RURAL COMMUNITIES

Pataula Charter Academy, the original school, originally served five rural, counties in southwest Georgia; Baker, Calhoun, Clay, Early, and Randolph. Two additional rural counties, Miller and Terrell counties, were added to the attendance zone in 2018. We believe that managing a charter school in rural communities has unique challenges and requires distinctive solutions in order to be successful. We believe that our team has navigated those challenges well, and has come up with solutions that can be replicated to offer high quality school options for other rural communities. Therefore, our replications efforts are solely committed to rural communities.

Spring Creek Charter Academy, the first replication for our CMO, serves three rural southwest Georgia communities; Decatur, Miller, and Seminole counties. These communities are very similar geographically, in population and demographic make-up, and economically to the communities that PCA serves. While these will certainly be challenges unique to these communities, we are confident that we are well prepared to handle the major challenges of serving rural communities.

*It was determined that all of these counties are rural based on the USDA definition of "rural".[1] Decatur County has the largest population of all of the counties served with an approximate

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[1] https://www.ers.usda.gov/topics/rural-economy-population/rural-classifications/what-is-rural.aspx

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population of 26,575.[2]  This is still less than the definition of an "urban" area, which is a population of over 50,000.  While the city of Bainbridge has a population of over 2,500, making the city itself a "urban cluster", the county overall has less than 500 residents per square mile (less than 50 per sq. mile).  This labels the county as a whole an "urban" county.  Both Seminole and Miller counties do not qualify as urban counties and do not have any cities that qualify as urban clusters.

The total of 10 rural southwest Georgia counties that our schools serve have no other charter schools besides the two that our CMO operates.  This is true of many surrounding counties, which we intend to replicate in over time.  In 2019, all 10 of the local districts in the attendance zone had a failing score (below 70) on CCRPI, the state's academic accountability system.  The families in these communities desperately need quality school choices such as we are offering.

While we are not applying under the Absolute Priority 2-Low Income Demographics, we feel is important to note that our schools do serve a large percentage of students who are economically disadvanaged.  Pataula's percentage of students qualifying for free-reduced lunch (FRL) over the past 10 years has maintained between 62-68%.  The FRL population of Spring Creek is currently 62%.  There is no way to accurately compare this number to the local districts due to the use of the Community Eligibility Provision (CEP).  CEP allows schools who have a student population of at least 40% qualifying for Free lunches through Direct Certification (SNAP or TANF) to use CEP, which means they do not have to collect FRL data on the full student population.  PCA historically has had 36-38% of students qualifying through Direct Certification, so is not yet eligible for CEP.  The state average of Economically Disadvantaged is 64.3%.  This number is

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[2] https://www.census.gov/quickfacts/decaturcountygeorgia

inflated because of the large number of schools that report 100% FRL due to the CEP option. Therefore, PCA and Spring Creek serve at least the state average, but likely much higher than the state average, of students who are Economically Disadvantaged.

# COMPETITIVE PREFERENCE PRIORITY 2

Pataula Charter Academy, Incorporated currently operates two separate, independent State Commission Charter Schools; Pataula Charter Academy and Spring Creek Charter Academy.

# PATAULA CHARTER ACADEMY, INC. – A HIGH QUALITY CSP APPLICANT

**Who We Are**

Pataula Charter Academy, Inc. is a non-profit Charter Management Organization that operates, supports, and oversees Pataula Charter Academy (PCA) and Spring Creek Charter Academy (SCCA), two separate independent State Commission Charter Schools. The organization employs several District Administrative staff who support and oversee both schools; including a Superintendent, CFO/Business Director, Special Education Director, Federal Programs Director, Technology Director, and Data Collection Manager. PCA is a K-12 State Commission Charter School in its tenth year of operation that serves seven rural, southwest Georgia counties. Spring Creek serves three rural southwest Georgia counties adjacent to PCA's attendance zone, including Decatur, Miller, and Seminole Counties. Spring Creek opened in August 2019 with Kindergarten through sixth grade and will add one grade level per year through 12th grade, eventually becoming a K-12 school.

The idea of Pataula Charter Academy started with a passionate group of parents and educators in fall of 2008 due to concerns about the performance of the local schools. PCA opened with grades K-6th in fall of 2010 with around 250 students. We continued to grow one grade level each year until reaching 12th grade.  PCA is now a Pre-K-12th grade school with over 600 students.  For the past five years, the school has met all charter goals, which consists of meeting standards in all three areas (academic, operations, and financial) of the State Charter Schools Commission (SCSC) Comprehensive Performance Framework (CPF).[3] (**Appendix 1 – Full CPF report for 2017-2018**)  Since opening the school has consistently and significantly outperformed the five local districts on CCRPI and in most cases also outperformed state averages.

PCA's model of a small school with a safe and nurturing environment and Expeditionary Learning strategies, especially project-based learning, has proven successful for under-served students in poor, rural communities in southwest Georgia.  Due to that success, over the past two years PCA's authorizer, Georgia Charter School Association, and parents from surrounding areas have requested that PCA replicate.  Therefore, the Governing Board and Administration of PCA chose to expand this model into other similar, nearby counties.  Due to interest from those communities and a lack of high quality educational choice, the counties of Decatur, Miller, and Seminole were chosen for the replication school.

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[3]

https://data.georgia.gov/dashboard/summary/metrics?school_name=Pataula%20Charter%20Academy&school_year=2017-18

**Educational Program of Pataula Charter Academy, Inc. Schools**

Founders of Pataula Charter Academy envisioned creating a school that is highly regarded for its academic excellence, creative approach to learning, and strong sense of community involvement, operating in an environment that is positive, safe, and diverse. The current Governing Board and school leaders still believe strongly in this vision and now envision this for surrounding communities. The schools' mission is to prepare students for life-long success by partnering with families and communities to create a safe, nurturing learning environment that engages and challenges students, fosters creativity, and instills integrity and leadership skills that inspire students to reach their full potential. Progress toward this vision/mission has been made at PCA in the past nine years as demonstrated by meeting charter goals, creating demand as demonstrated by waiting lists, and implementation of numerous student school-based and community-based partnerships and projects. Spring Creek will have the same mission and core beliefs and implement the same strategies for meeting them that have proven successful for PCA.

The founders of Pataula Charter Academy desired a school that provides students opportunities to be actively involved in the learning process. The constructivist theory of learning provides learners opportunities to construct knowledge through experiencing things and reflecting on these experiences. This is a more student-centered approach than the more common lecture-style instruction. Research supports that active learning and student-centered instruction results in increased academic achievement. [4]

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[4] *Evidence for Student Centered Learning* by Krista Kaput; https://files.eric.ed.gov/fulltext/ED581111.pdf

Based on their beliefs, research of effective instructional models, and visits to other successful charter schools, founders selected Expeditionary Learning (EL) as the model for the school. The Expeditionary Learning model is a comprehensive school reform model that focuses on five critical areas:

1) real-world, authentic, project-based curriculum;

2) invigorating instruction that focuses on collaboration, critical thinking, and high expectations;

3) high quality work and student-engaged, standards-based assessment;

4) a respectful culture that promotes family, community, and service; and

5) strong, shared leadership with a cohesive school vision. This model has proven very successful for PCA and will therefore, be the same model used at Spring Creek and future replication schools.

In keeping with PCA's model, Spring Creek's educational program combines teacher-developed and commercial resources. Expeditionary Learning is the core curriculum design. It is a curriculum design that promotes high expectations for academic achievement, critical thinking, and interdisciplinary approaches. It incorporates teacher-developed, inter-disciplinary learning expeditions aligned with state performance standards.

Expeditionary Learning uses in-depth investigations, called expeditions, which immerse students in a real world topics through interdisciplinary learning units. An expedition takes students into the community for field work, involves bringing experts into the classroom, and engages students in real world learning experiences. Expeditions also engage students in community projects and services. EL also builds a school culture that fosters character and high expectations.

The following set of key dimensions of student achievement delineates the overall design of the school's curriculum and provides a guide for designing and implementing the expeditionary approach to learning. The key dimensions also provide a structure for evaluating the implementation of the curriculum design:

- Real World Curriculum - The EL approach to curriculum makes standards come alive for students by connecting learning to real-world issues and needs. Academically rigorous, project-based learning expeditions, case studies, projects, fieldwork, and service learning inspire students to think and work as professionals, contributing high-quality work to authentic audiences beyond the classroom. EL schools ensure that all students have access to a rigorous college preparatory curriculum, and regularly analyze that curriculum to align with those standards.

- Invigorating Instruction - EL classrooms are alive with discovery, inquiry, critical thinking, problem solving, and collaboration. Teachers talk less. Students talk (and think) more. Lessons have explicit purpose, guided by learning targets for which students take ownership and responsibility. Student engagement strategies and activities serve to differentiate instruction and maintain high expectations to bring out the best in all students, cultivating a culture of high achievement.

- Assessing Student Learning - EL leaders, teachers, and students embrace the concept of student-engaged assessment in education. Student-engaged assessment builds student ownership of learning, drives achievement, and focuses students on reaching standards-based learning targets. Students continually conduct learning assessments and improve the quality of their work through models, reflection, critique, rubrics, and expert assistance. And staff members conduct ongoing data inquiry and analysis, examining

factors including student work and results of formal educational assessments. Using this approach, we promote educational equity across all schools.

- Respectful Culture - EL schools build cultures of respect, responsibility, courage, and kindness, where students and adults are committed to quality work and citizenship. School structures and traditions—such as crew, community meetings, exhibitions of student work, and service learning—ensure that every student is known and cared for, student leadership is nurtured, and contributions to the school and world are celebrated. Students and staff are supported to do better work and be better people than they thought possible.

- Leadership - EL school leaders build a cohesive school vision focused on student achievement and continuous improvement, and they align all school activities with that vision. Leaders use data wisely, boldly shape school structures to best meet student needs, celebrate joy in learning, and build a school-wide culture of trust and collaboration. Leadership in EL schools go beyond a single person or team; it's a role and expectation for all.[5]

One core practice of Expeditionary Learning is establishing a strong positive school culture. There are many structures and strategies used to do this, such as daily Crew meetings and periodic Community Circles.  Teachers and staff knowing students well, building a sense of community, and promoting shared understandings are central to the Expeditionary Learning concept. Crew is a structure that is vital to meeting those goals and helping to create and maintain a positive school culture.  Crew allows for relationship building, academic progress

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[5] https://eleducation.org/who-we-are/our-approach

monitoring, and character development. Crew meets every day for 30 minutes and is similar to morning meeting or advisory in some schools.  Crew is not homeroom.  It is a time when a group of students and their adult leader are involved in team building activities, sharing time, character building, and advisory activities that include monitoring student progress.  This has created a school culture that fosters relationships of collaboration and trust between both staff and students and peer to peer, allowing students to take learning risks and to engage more deeply with the curriculum. Community Circles are school-wide assemblies held each grading period to highlight and celebrate learning, recognize accomplishments and good character, and build a sense of family with the entire school.

## Educational Theory and Research on Instructional Model

Adequately addressing the curriculum plays an important role in ensuring that the school succeeds according to the accountability measures set forth by the state of Georgia. Therefore, our schools implement all components of the Georgia Standards of Excellence.  Schools implement the standards to their fullest extent, but are not be limited to them.  Students receive rigorous instruction in the state standards at his/her grade level, but teachers also remediate and accelerate students with standards from other grade levels or introduce other curriculum that adds rigor to the instructional program and meets the needs of the students.

Pataula Charter Academy, Inc. is committed to providing an enriching educational experience, not just through what is taught, but through how it is taught. Our schools value student-centered instruction supported by research.  Below are theories and instructional practices adopted by our organization.  Application of these instructional theories and practices will ensure that students

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master the Georgia Standards of Excellence and are able to apply skills and knowledge in a meaningful manner.

*Constructivism*

The school founders strongly believe in the constructivist theory of learning. Constructivism is a theory about how people learn. It suggests that learners construct knowledge through experiencing things and reflecting on those experiences. Students are active creators of their own knowledge. They must ask questions, explore, and assess what they know. Students are encouraged to use active techniques to create more knowledge and then to reflect on and talk about what they are doing and how their understanding is changing.

The teacher must facilitate this process by making sure she understands the students' preexisting conceptions, and then guide activities to address and build upon them. In addition, constructivist teachers encourage students to constantly assess how the activity is helping them gain understanding. The result of this constant questioning is that the students *learn how to learn*. The end result is that students develop the ability to assimilate new information and master content prescribed by the Georgia Standards of Excellence.

The constructivist theory differs from traditional ideas about teaching and learning in many ways. Perhaps the biggest difference is that the focus tends to shift from the teacher to the students. The teacher functions as a facilitator who coaches, mediates, prompts, and helps students develop and assess their understanding, and thereby their learning. Thus, one of the teacher's biggest jobs becomes asking good questions. In addition, the students are not passive, simply waiting to absorb information from the teacher. They are not expected to think of

knowledge as facts to be memorized and regurgitated, but as a dynamic, ever-changing view of the world in which they live.[6]

Some other major differences between the constructivist theory and traditional ideas are as follows:

- In the constructivist classroom the curriculum emphasizes big concepts, beginning with the whole and expanding to include the parts, whereas the traditional classroom curriculum begins with the parts of the whole and emphasizes basic skills.

- In the constructivist classroom students build on and apply knowledge in new and different contexts.

- Materials in a constructivist classroom include primary sources of material and manipulative materials, whereas materials are primarily textbooks and workbooks in a traditional classroom.

- In a constructivist classroom, teachers have a dialogue with students in order to help students construct their own knowledge.  In a traditional classroom, teachers disseminate information to students, and students are the recipients of that knowledge.

- The teacher's role in a constructivist classroom is interactive, verses directive in a traditional classroom.

- Assessment in a constructivist classroom includes student works, observations, points of view, portfolios, demonstrations, discussions, debates, and tests.  The constructivist classroom utilizes these formative assessment instruments to help facilitate deeper understanding and levels of mastery that become evident on summative tests.  These types of assessments add rigor because students are responsible for demonstrating complete understanding through application rather than rote memorization and recall on

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[6] Bruner, J. Constructivist Theory.  Retrieved on April 12, 2009 from
http://tip.psychology.org/bruner

tests.  Summative test, then, objectively validate levels of mastery.

- In a traditional classroom, assessment is done primarily through summative testing and identifying numbers of correct answers.

- In a constructivist classroom students work primarily in groups as opposed to a traditional classroom where students work primarily alone.[7]

There are many benefits to the constructivist theory of learning which is why it has proven effective at Pataula Charter Academy.  First of all, children retain more, and enjoy learning more when they are actively involved, rather than passive listeners.  Secondly, education works best when it focuses on thinking and understanding, rather than on mere memorization.  This enables students to transfer their learning, because they have learned how to think and understand principles that they can take with them to other situations.  In addition, constructivism stimulates and engages students due to the fact that learning activities are grounded in authentic, real-world contexts.  Students have ownership of what they learn, since learning is based on their questions and explorations.  Finally, constructivism promotes social and communication skills.  Students must learn to vocalize their ideas to work in groups.  They must also learn to have discussions in a socially acceptable manner.  This is a skill that students will need wherever they go for their whole life.  This fits our mission of preparing students for life-long success.

Mastery of the standards is our ultimate goal.  We implement project-based learning, a constructivist approach, as a means for facilitating mastery of the standards through projects that are inquiry-based, enabling students to learn across the curriculum in a meaningful way.  Project-

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[7] Educational Broadcasting Corporation. (2004). Constructivism as a Paradigm for Teaching and Learning. Retrieved on April 12, 2009 from http://www.thirteen.org/edonline/concept2class

based learning facilitates the success of this goal because it fits well with the Georgia Standards

of Excellence  As with the standards, project-based learning first focuses on the "Big Idea".

Students also become accountable for what they KNOW, UNDERSTAND, and are ABLE TO

DO, along with the teachers.

*Project-Based Learning*

Aligned with the Constructivist Theory, our model implements project-based instruction

supplemented as appropriate with direct skill-based practice of core skills (i.e. algorithms,

spellings, etc.).  Project-based learning (PBL) is a model that organizes learning around projects.

According to the definitions found in PBL Handbooks for Teachers, projects are complex tasks,

based on challenging questions or problems, that involve students in design, problem-solving,

decision making, or investigative activities; give students the opportunity to work relatively

autonomously over extended periods of time; and culminate in realistic products or presentations

(Jones, Rasmussen, & Moffitt, 1997; Thomas, Mergendoller, & Michaelson, 1999).[8] Other

defining features found in the literature include authentic content, authentic assessment, teacher

facilitation but not direction, explicit educational goals, (Moursund, 1999)[9], cooperative learning,

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[8] Jones, B. F., Rasmussen, C. M., & Moffitt, M. C. (1997). Real-life problem solving: A collaborative approach to interdisciplinary learning. Washington, DC: American Psychological Association.

[9] Moursund, D. G. (1999). Project-based learning using information technology. Eugene, OR: ISTE. Retrieved April 15, 2009 from http://darkwing.uoregon.edu/~moursund/Books/PBL1999/index.htm

reflection, and incorporation of adult skills (Diehl, Grobe, Lopez, & Cabral, 1999)[10]. To these features, particular models of PBL add a number of unique features. Definitions of "project-based instruction" include features relating to the use of an authentic ("driving") question, a community of inquiry, and the use of cognitive (technology-based) tools (Krajcik, Blumenfeld, Marx, & Soloway, 1994).[11]

There are many benefits to using project-based instruction.  Project-based instruction is a way of integrating instruction, allows for differentiated instruction, motivates learners, and increases social and cooperation skills.

- There is a growing need to integrate the curriculum for several reasons, as Heidi Hayes Jacobs outlines in her book, *Interdisciplinary Curriculum* (p. 3-7, 10, 17)[12]:

  - The number of objectives that students are expected to master and apply are too numerous to be done in isolation in the time available in a school day.

  - The school day is often fragmented because of necessary scheduling requirements.

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[10] Diehl, W., Grobe, T., Lopez, H., & Cabral, C. (1999). Project-based learning: A strategy for teaching and learning. Boston, MA: Center for Youth Development and Education, Corporation for Business, Work, and Learning.

[11] Krajcik, J. S., Blumenfeld, P. C., Marx, R. W., & Soloway, E. (1994). A collaborative model for helping middle-grade science teachers learn project-based instruction. The Elementary School Journal, 94, 483-497.;

[12] Jacobs, H. H. (1989). *Interdisciplinary Curriculum.* Alexandria, Virginia: Association for Supervision and Curriculum Development.

- Students are becoming less interested in school because they can't see the relevance of what they are learning.

- Interdisciplinary curriculum experiences provide opportunity to add relevance, limit fragmentation, and provide stimulation to students, and, thus, increase achievement.

- According to Robert Marzano, one of the main ways to ensure student achieve is through ensuring a viable curriculum. Integration of curriculum in meaningful ways ensures students have the time and opportunity to learn all standards. Project-based instruction is way of ensuring this since projects are designed to naturally integrate across the curriculum.[13]

- Intelligence has been defined by Howard Gardner into seven distinct constructs: verbal/linguistic, mathematical, musical, spatial, kinesthetic, interpersonal and intrapersonal. Two additional intelligences have been added since this book was published, naturalistic and existentialist. Student projects are considered an effective tool for learning, drawing on a student's individual intelligence construct(s) (Anderson & Pavan, p. 36)[14].

- Anderson and Pavan (p. 112, 115) cite brain-based research that supports the need for an integrated curriculum and lends itself to the project-based approach. Some key points include:

- Learning engages the entire physiology (this is consistent with Gardner's theory of multiple intelligences).

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[13] Marzano, R. J. (2003). *What Works in Schools: Translating Research into Action.* Alexandria, Virginia: Association for Supervision and Curriculum Development.

[14] Anderson, R. H. & Pavan, B. N. (1993). *NonGradedness: Helping It to Happen.* Lancaster, Pennsylvania: Technomic Publishing Company, Inc.

- The search for meaning is automatic and acquired through patterning.

- Emotions and cognition cannot be separated, thus meaningful activities have an emotional impact, and a cognitive one as well.

- Isolated facts require more effort to learn since they are unrelated.

- Integrated thematic studies, particularly those initiated by children, lead to high involvement and high effort.

- John Dewey, a notable educator and founder of The Dewey School, believed that children should be active in their learning, using the holistic approach for natural division of labor, natural leadership, cooperation in task completion, and social interaction (Anderson & Pavan, p. 120).

- The integrated, project-based approach allows for more differentiation of instruction, which is loosely defined by Tomlinson (p. 1, 25) as "shaking up" a classroom so that students have a variety of options for taking in information, making sense of ideas, and expressing what they learn."[15]

- According to Forester and Reinhard (p. 230), the integrated curriculum extends to the home, completing the circle for learning communities.[16]

*Cooperation and Collaboration*

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[15] Tomlinson, C. A. (2001). *How to Differentiate Instruction in Mixed Ability Classrooms.* Alexandria, Virginia: Association for Supervision and Curriculum Development

[16] Forester, A. D. & Reinhard, M., (1989). *The Learners' Way*. Winipeg, Canada: Penguis Publishers.

The school founders believe that cooperation and collaboration are vital to the type of instructional model and culture we want for our school. Therefore, opportunities for cooperation and collaboration between students and teachers will be daily activities at our schools.

Students will participate in cooperative learning through project-based activities and performance tasks. Cooperative learning is an instructional method using small groups of students who work together to enrich their understanding of a concept.

The numerous benefits of cooperative learning include:

- Students that take part in cooperative learning retain information more and need less remediation. This allows teachers to move further in the curriculum.

- Research proves that students are more positive about school, subject matter, and their instructors when cooperative learning is taking place.

- Students become less critical of one another when they feel as if they rely on their classmates for understanding.

- Students with cooperative learning opportunities are better able to accept others' ideas as well as demonstrate better interaction skills.

- Students in cooperative learning groups obtain more oral communication skills than those that work individually.[17]

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[17] Johnson, R. and Johnson, D. (2009). The Cooperative Learning Center at the University of Minnesota. Retrieved on April 4, 2009 from www.co-operation.org.;   Jones, B. F., Rasmussen, C. M., & Moffitt, M. C. (1997). Real-life problem solving: A collaborative approach to interdisciplinary learning. Washington, DC: American Psychological Association.

To achieve success with cooperative learning, educators must be certain to not simply group students together with the expectation that they will work in cooperation. Students must have training on how to work cooperatively and lessons must be structured in a way that requires each student in the group to make a contribution, which is part of a common goal. An important element of cooperative learning is individual, as well as group accountability. The groups need to know that their main purpose is to make each member a stronger individual and that, while learning together, they will gain greater individual competency.

Teachers also use cooperative learning and collaboration. Teachers of the same grade level will have a common planning time so they can collaboratively plan lessons and projects. In *The 90/90/90 Schools: A Case Study*, researchers found that one of the common factors in high achieving schools was collaborative scoring of student work. (Reeves, p.187)[18] Therefore, all teachers receive training on collaboratively assessing student work. These two types of collaboration are required for all teachers.

Another collaboration option teachers have is cooperative teaching. Cooperative teaching allows two or more teachers to work together in the same classroom and share the common goal of planning, implementing, and assessing instruction. Cooperative teaching is an innovative way to make sure that the learning environment is as enriching as possible.

In a co-teaching classroom, teachers will:

- Share responsibility in planning, instruction, and grading

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[18] Reeves, D.B. (2000). Ch.19. The 90/90/90 Schools: A Case Study from *Accountability in Action: A Blueprint for Learning Organizations, 2nd Edition.* Advanced Learning Press.

- Ensure equitable instructional time with each child

- Collaborate and agree upon all learning objectives

- Find ways to enrich all activities with equal input

- Monitor progress cooperatively and differentiate learning for all students

- Demonstrate a strong work ethic and problem-solving skills

At each grade level, our schools have two classes that serve classroom sizes commensurate with state recommendations and funding allowances. We strongly encourage, but do not require all grades to co-teach. The level of co-teaching is up to the two teachers in that grade level. Some teachers have a true, authentic co-teaching model, while others choose to use a modified co-teaching model. Some teachers choose to departmentalize but collaborate in planning and assessing. Accommodations in scheduling and staff assignments are made in order to make co-teaching as effective as possible.

*School Culture*

School culture is very important to academic achievement. Discipline, parental and community involvement, character education, expectations and recognition for hard work are all important to a child's success as a student. School leaders work to create a school culture that is most conducive to learning. Visitors to our schools, including the SACS Review Team, say that there is a culture that you can "feel" when you walk into our buildings that is unlike any school they have visited. There is a warm, inviting feeling that makes you want to be a part of what is happening there. School pride is evident everywhere you look in our schools. This school pride

comes from a love for one's school because it is a safe, nurturing, and fun place to be. To create this type of environment we implement several different strategies including:

*Student Behavior and Discipline*

Classroom management and discipline are integral to the culture of the school. To have a positive school culture you need a research-based plan of action for your classroom management techniques and school-wide discipline. The best way to handle discipline problems is to avoid them altogether. Therefore, we will be implementing several strategies to create a responsibility-based approach rather than a consequence-based approach to discipline. Some strategies that will be implemented are:

- Classroom management training for all teachers and a consistent school-wide classroom management system that uses intrinsic and extrinsic rewards
- Explicit character education instruction during Crew teaches children the types of behaviors that will instill good character, reducing discipline problems.
- Esther Wright, author of books such as *Good Morning Class – I Love You!* and *Loving Discipline A-Z*, addresses behavioral factors, fostering a supportive environment to reduce negative behaviors, and developing teachers to be responsive rather than reactive. Our teachers are trained in such methods as positive reinforcement, recognizing different learning styles, recognizing unmet needs, etc.
- Research shows that when students take an active role in the classroom they become more motivated. A motivated and involved student creates less discipline problems. Our constructivist, project-based instructional model ensures that students do indeed have an active role in their own education.
- Staff developments that focus on best practices classroom management strategies and root causes of negative behaviors will be provided to teachers.
- Family and community engagement will ensure the educational experience will be a partnership between student, teacher, parent, and community. When a child knows that they have support and others are invested in him/her, the child will be more motivated to succeed and less likely to create discipline problems.

Very clear behavioral expectations and consistent enforcement through classroom

management and school-wide discipline practices ensure a safe and nurturing

environment. Discipline problems are not only a safety risk but also can hinder learning.

Constant distractions and disruptions make for less time-on task and interrupt the flow of

learning. In *What Works in Schools: Translating Research into Action*, Marzano writes

that instituting a school-wide approach to discipline helps expectations to be

communicated with one voice (p. 98).[19] Therefore, our schools use a school–wide Code

of Conduct. The Code of Conduct lists specific school-wide rules and the consequences

of breaking these rules. It is arranged so that violations are tiered according to the

seriousness of the offense. Likewise, the consequences are tiered as well according to the

seriousness of the violation and the number of times the offense has occurred. The Code

of Conduct will also address how situations where the code is repeatedly violated will be

handled. It addresses support mechanisms and due process for such situations.

Each family, student and parent or guardian, is asked to sign a statement stating that they

have read, understand, and will abide by the Code of Conduct. This will ensure that all

students and parents are very clear about expectations. All staff are required to sign a

contract stating that they too have read, understand, and will uphold the Code of Conduct.

That will ensure that all staff members are vigilant and consistent when dealing with

discipline issues. Marzano provides research based action steps for establishing an

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[19] Marzano, R. J. (2003). *What Works in Schools: Translating Research into Action.* Alexandria, Virginia: Association for Supervision and Curriculum Development.

effective school-wide behavior management plan. Some of his recommendations that our schools employ include:

- Review school wide rules and procedures at the beginning of every year and modify as appropriate.
- Provide parents and students with a written copy of the rules and procedures.
- Allow for parents to ask questions and provide input about rules and procedures.
- Establish a system that allows for the early detection of students who have high potentials for violence and extreme behaviors.
- Establish and enforce appropriate consequences for specific types of behavior, which includes due process
- Provide timely communication to students and parents related to behavior infractions, interventions, and consequences.
- Provide an appeals process for parents and students related to disciplinary decisions

*Parental and Community Involvement*

Parental and community involvement are integral to the culture of PCA, Inc schools and the ultimate success of the students. The old saying "it takes a village to raise a child" is very true. Children need to feel that there are people invested in them in order to have the motivation to excel. The schools' Family Engagement Policies (**Appendix 2**) outlines the steps we will take to involve parents and community members in all aspects of the educational experience. The framework is reviewed and revised with parents each year to ensure parent input and to stay current on issues. The framework not only assists in creating the type of culture we want at our schools, but will ultimately increase academic achievement as well.

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Some examples of community involvement are business partners used for monetary reasons as well as a volunteer base for reading, tutoring, mentoring, etc. Community members are used as "Experts" to help show students how what they are learning now can affect them in the real world later in life. Some examples of involvement for parents will include help at home with homework and projects, participating in parent-teacher conferences, attending school functions such as PTO meetings, Open Houses Community Circles, Gallery Night, and other family events and student performances, and various volunteer opportunities. Our goal is not to burden the parents, but keep an on-going involvement in their children's education. We also engage parents by offering leadership opportunities; such as Parent Advisory Boards, PTO Boards, Athletic Booster Boards, Governing Board membership, and various committee memberships.

*Character Education*

In addition to focusing on academic skills, our schools also place a strong emphasis on character building. Teachers and staff encourage the development of shared values such as honesty, integrity, self-discipline, respect, responsibility, citizenship, trustworthiness, tolerance, confidence, and pride. These things are taught directly and indirectly, as well as modeled on a daily basis.

Student motivation, engagement, and achievement are predicated on their feelings of support, belonging, and success. The school culture developed must ensure that the faculty, staff, and administration all support the needs of the students to ensure student learning and character development. Teachers act as facilitators providing encouragement and support for each child. The creation of traditions will promote school pride and a sense of belonging. Showcasing work, project, and art products reflect the values of PCA, Inc. and the child-centered atmosphere.

Students ave more opportunities outside of school for character building through participation in community service projects and enrichment activities.  Students have the opportunity to help their community through volunteer programs and activities.

Modeling good character is one of the best ways to teach desirable character traits.  Teachers and other staff members act as models and demonstrate the highest level of integrity and appropriate behavior at all times.

We recognize that family and community play a big role in character development.  Parents and other family and community members in a child's life are that child's first teachers.  Therefore, we incorporate information for parents on assisting their children with character development through various school events as well.

*High Expectations/Goal Setting/Celebrating Success*

Goals help provide students with steps that need to be taken in order to achieve success.  Our schools work to instill very high expectations in all students that they can achieve success.  Our first goal is to provide a safe, enjoyable, and rigorous educational experience.  The second goal is to help students carry this sense of commitment and accomplishment with them throughout elementary and middle school, and into high school.  The final and ultimate goal is to instill in our students that all things are possible and that they will be able to attend college or technical school.

All teachers and staff are expected to have high expectations for each student.  Through differentiated instruction, each child has the same opportunity to reach success. Through

constructivism and differentiated instruction, we offer a safe and comfortable atmosphere and ensure that all students have the same opportunity to reach their full potential.

Goal-setting is a regular practice at our schools. School Leadership Teams set school-wide goals, teachers set classroom goals in data meetings, and students set individual academic and Habits of Work goals (with guidance from teachers depending on the age of students). As students reach goals, we feel that it is important to recognize those accomplishments. Some examples of how we recognize accomplishments include:

- School-wide recognition at Community Circle or other events that recognize students that have achieved or made progress towards their goals.

- Have students and teachers write words of encouragement to other students that need extra support or highlighting a talent or area of strength to post in classrooms or around the school.

- Have students create a list of collective accomplishments and reflect on how far they have come and where they want to go next year.

- Displaying student work and projects throughout the school and community

- Open exhibits to "show off" student work to parents and community

- Performances that exhibit student talent and accomplishments

- A school-wide positive reinforcement reward program for outstanding behavior, citizenship, academics, and accomplishments

## Assessment Program of Pataula Charter Academy, Inc. Schools

Pataula Charter Academy, Inc. Schools are committed to implementing a balanced assessment program. Therefore, schools use formative and summative, performance-based and standardized assessments.

### *Assessment Baseline Data and Monitoring Growth*

At the end of each school year (or upon enrolling) every student is given a variety of universal screeners (depending on grade level) to determine the needs of the child. Past classroom grades and state assessment scores (if any) are also considered. We use this data to determine if students are at risk and if so what supports for the child will be put in place the next year. We also use benchmarks throughout the year to identify students that may not be making adequate progress, so they are identified for supports early.

A few of the tools we use to assist with determining baseline and growth data, as well as diagnostic data, are standards-based report cards, NWEA MAP Growth, MAPs Skills, and USA TestPrep data. State assessment scores, such as Milestones, GKIDS, ACCESS, etc., are also disaggregated and analyzed at the school level, grade level, teacher level, and individual student level to determine areas for growth during the school improvement planning process.

### *Assessment Research and Assessment Plan at Pataula Charter Academy, Inc. Schools*

Measurement experts define five major reasons for the use of grades: for administrative purposes (matriculation and retention, placement for transfer students, and college entrance decisions), feedback about student achievement, and guidance for counselors to assist students in recommendation of courses, instructional planning, and motivation according to Marzano. He

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states that the most important purpose for grades is to provide information or feedback to students. He further states that the best referencing system for grading is content-specific learning goals, although he also states that reporting on effort, behavior, and attendance are also important.[20]

Robert J. Marzano, in his book *Transforming Classroom Grading[21]*, provides rationale for changing the grading structure, as well as practical suggestions for making the change. He believes grading systems must be transformed because the current system is imprecise and meaningless (p.1). He enumerates three main research-supported reasons why the current system is ineffective:

1. The first factor is that teachers consider factors other than academic achievement. In a study at the Mid-continent Regional Educational Laboratory (McREL), researchers reported a number of non-academic factors often employed, including effort, behavior, cooperation, and attendance (p.3-4). Therefore, our teachers do not use these factors when assessing performance against the standards and calculating grades for reporting. These factors are assessed separately as Habits of Work.

2. Second, teachers are not consistent in how they weigh assignments. Marzano references another study by McREL that determined that subjectivity plays a major role in how grades are assigned (p.5). This is the reason that teachers are required to grade cooperatively. This is most important with our model due to many assessments being

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[20] Marzano, R. J., Pickering, & D. J., McTighe, J. (1993). *Assessing Student Outcomes: Performance Assessment Using the Dimensions of Learning Model*. Alexandria, Virginia: Association for Supervision and Curriculum Development.

[21] Marzano, R. J. (2000). *Transforming Classroom Grading.* Alexandria, Virginia: Association for Supervision and Curriculum Development.

non-traditional. For instance, portfolios and projects must be graded and on rubrics. They are not a right or wrong answer type of assessment like traditional tests. Teachers must work cooperatively to ensure that grading is fair and consistent.

3. Finally, Marzano states that teachers often use single scores to represent and report student performance on a wide range of skills and abilities. This is our rationale for using standards-based report cards. On traditional report cards a number grade for a particular subject may actually represent the average of grades on many different skills. This does not actually let a child or a parent know which skills have been mastered and which have not. A standards-based report card will ensure that it is clear which skills students have mastered and which skills need more work.

Marzano provides a number of techniques for keeping track of multiple achievement and non-achievement factors, and supports the use of rubrics to provide more precision in assessment and reporting. He substantiates this stance from findings of a number of educational research studies which indicate that the use of rubrics enhances student achievement and more accurately reports achievement when compared to standardized tests (p.47-52, 60-66). Marzano, using evidence from a number of educational studies and resources, also explains the importance of using essays for assessing thinking and reasoning skills. Writing across the curriculum as an assessment tool is widely accepted and employed in classroom practice. Performance tasks, portfolio samples, teacher observation, and student assessment are other assessment tools which paint a more accurate and holistic picture of student learning (p.92-96). All of these types of assessments are utilized at our schools to facilitate a deeper understanding of the standards and tap into the higher-level thinking skills of students.

Anderson and Pavan[22] concur with Marzano's opinion about the current grading system in that it is neither valid nor reliable. They add that the current grading system can cause dysfunctional behaviors in children who are not successful, while students who are highly successful attain a higher position on the academic totem pole (p. 146). With respect to reporting, Anderson and Pavan emphasize the most important and effective means for reporting student progress should be the parent-teacher conference. Anderson and Pavan provide a list of information that parents need, two of the points are relevant to the philosophy of Pataula Charter Academy, Inc. schools (p. 149). An assessment system should include:

- A complete and accurate picture of the child's potential, particularly in the cognitive/academic and the social/personal domains

- The extent that the child's growth and performance measures up to that potential

This research is part of our rationale for devising our own assessment and reporting program. Not only will parents get a better understanding of the standards at each grade level and of our grading system and how their child is progressing according to state standard proficiency levels, but they will also learn how to help their child increase academic achievement or other areas of concern.

In order to achieve our goal of a balanced assessment plan, schools use performance-based assessment as well as state-mandated standardized tests. The goal of performance-based assessment will be to help students achieve higher order thinking skills that involve deep

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[22] Anderson, R. H. & Pavan, B. N. (1993). *NonGradedness: Helping It to Happen.* Lancaster, Pennsylvania: Technomic Publishing Company, Inc.

understanding and active use of knowledge in complex, realistic contexts. The three approaches most commonly used in constructivist learning environments are authentic assessment, performance assessment, and portfolio assessment:

- An example of an authentic constructivist learning assessment would be for a math teacher to ask students to survey their peers concerning school dress code policies and report the data back to the class using appropriate graphs and figures with a persuasive essay. Giving students the opportunity to decide upon the content of a survey will increase student motivation and acceptance of the assessment. In addition, the ownership of the task will strengthen the authenticity of the assessment.

- The second kind of assessment that is used in the constructivist classroom is the performance assessment. The performance assessment requires learners to demonstrate their skills by creating a product or performing in an activity. This kind of assessment is highly valued because it focuses on complex learning, engages higher order thinking and problem-solving skills, stimulates a wide range of active responses, involves challenging tasks that require multiple steps, and requires significant commitments of student time and effort.

- The last kind of assessment that is used in the constructivist classroom is the portfolio assessment. Portfolio assessment is focused on process as well as product. Portfolios are collections of a student's work over time. Judges of portfolios consider the steps the students took in the completion of a task. In addition, the student will evaluate his/her own work. By having students evaluate their own work, students are required to reflect on what they have learned thereby enhancing the learning process.

We also recognize that there are some lower-level thinking basic skills, such as math facts, that cannot be assessed through creating a product or performing a task. Most state and national assessments are also traditional style tests. It is important to prepare students for this type of

assessment as well.  Therefore, teachers will supplement authentic instruction with some traditional basic skill testing.

In summary, since constructivist learning environments are concerned with both what and how one learns, it makes senses that the assessment is also focused on what and how skills are learned. As a result, traditional assessment instruments such as achievement tests will not suffice in assessing student learning.  Instead, assessments which include student work, student performance, and student process, will be used to identify growth and achievement.  When done correctly, this will yield accurate results in students' achievement and will also motivate the students to continue to think and apply their skills to everyday situations.

The greatest asset to these types of assessments is that they can be used in a formative nature to guide teachers in the development of instruction and also as a summative assessment to determine whether or not a specific standard has been met.

Students will also take all state-mandated tests according to state law and/or state board rules. The previous year's test scores will serve as baseline data for purposes of the measurable objectives for performance-based goals.  The data will be disaggregated and used to set instructional priorities and drive instructional decisions.  The data will also be used to track growth within cohorts.

### *Use of Assessment Data at Pataula Charter Academy, Inc. Schools*

The Expeditionary Learning model provides a comprehensive curriculum that addresses the required content areas: reading, English/language arts, mathematics, science, social studies, art, music, physical education, and character education.  The Georgia Standards of Excellence (GSE) are the basis for the curriculum in each content area. Many of the resources purchased such as

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books, printed materials, software, and manipulatives are correlated to GSE. Teachers and principal will participate in extensive professional development that ensures the program supports state and local academic content standards.

Our schools use standards-based assessing and reporting, which research suggests to be a more effective way of assessing and reporting than traditional averaged grades on a 100 point scale.[23] Also, from our experience at PCA, this approach gives students more ownership in their learning and engages parents more in the learning process. Schools use the grade book feature of Infinite Campus as its Student Information System for standards based grading and reporting and the Georgia State Longitudinal Data System (SLDS) that links with Infninite Campus for state test data transferal. SLDS, including Student Growth Percentiles (SGPs), are used to disaggregate the state test data. Additionally, the state sends a variety of reports with data disaggregation of Milestones scores. Data analysis of these reports are used by administrators as one measure to evaluate effectiveness of curriculum, instruction, and teachers.

NWEA MAP Growth is used for benchmarking in Reading and Math in 1st grade through 11th three times a year to measure growth of students throughout the year. Kindergarten will begin with these benchmarks mid-year and only take them two times per year. Teachers in grades 3 and up also give cumulative benchmarks in Science and Social Studies using USA Test Prep. MAP has features that will analyze and disaggregate benchmarks based for teachers. Teachers and the principal will disaggregate USA Test Prep benchmark scores using Excel spreadsheets. Infinite Campus, state data analysis reports, and Benchmark data analysis allow the school to

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[23] Marzano, R. J. (2000). *Transforming Classroom Grading.* Alexandria, Virginia: Association for Supervision and Curriculum Development.

track individual student progress from year-to-year. Data analysis results are used to evaluate individual student and course progress essential to understanding how improvements can be made to curriculum and instruction so educators can provide students with the instruction they need.

Following each benchmark testing period, teachers use reports, including item analysis when possible, to analyze individual student performance and overall performance by domain or standard. They will use the analysis of the data to identify topics and concepts for re-teaching and for instructional modifications.

It is our belief that one snapshot of a student's performance is not a good predictor of future achievement, nor a good tool for informing instruction. Therefore, we use all of the data listed above (state assessment data, MAP data, USA Testprep data, standards-based grades, RTI data, etc.) for comprehensive data analysis. All of the data is entered into an Excel spreadsheet by individual student and cohorts. The comprehensive spreadsheets are used to identify growth and problem areas for specific students. These also provide individual student, teacher, and course specific formative and summative evaluations. Teachers and administrators will evaluate the data to determine changes and modifications in course instruction, scheduling, benchmarks, and testing environments. It will also be used to measure performance towards progress on academic goals set in school improvement plans. Administration report data, as well as the data analysis process, to Senior Leadership and the Board after each benchmarking period. Senior Leadership and the Board use the data to predict performance on state assessments and as part of the Superintendent's evaluation. The Superintendent, other instructional administration, and the Board also review the data analysis process to determine effectiveness and comprehensiveness of the process at least annually.

**Pataula Charter Academy, Inc. Schools demonstrates excellent academic achievement results**

Pataula Charter Academy, Inc. is a fledgling Charter Management Organization (CMO), currently serving approximately 900 K-12 students across two campuses. When its second campus, Spring Creek Charter Academy, has completed its growth plan, the CMO will serve over 1200 total students. The CMO also intends to replicate at least one to two more schools within the next 5 years. The organization has achieved demonstrated academic results since the opening of its first campus in 2010, with higher scores on the state academic accountability system than found in the local districts, as well as a higher percentage of Economically Disadvantaged and Special Education students meeting or exceeding standards than found at the local and state level. As such, Pataula Charter Academy, Inc. is a high-quality applicant well poised to expand upon its success to serve more educationally disadvantaged students.

*CCRPI - State Accountability Scores*

Spring Creek Charter Academy is in its first year of operation, so there are not yet any academic results for the replication school. However, Pataula Charter Academy has had great academic results over the last 9 years. Every year of the charter, PCA has outperformed the local districts in its attendance zone on CCRPI, the state academic accountability system. Many years the school has also outperformed the state CCRPI average. The CCRPI includes five main components each scored on a scale of 0 to 100: Achievement, Progress, Closing Gaps, Readiness, and Graduation Rate (high school only). These components, encompassing multiple indicators, are combined for a total CCRPI score on a scale of 0 to 100. Achievement, Progress,

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and Closing Gap scores are calculated using students' scores on the state assessment, Milestones, which students in grades 3 through high school take each year. Readiness scores are comprised of Lexile scores, attendance rates, and the percentage of students passing accelerated or "beyond the core" classes.

CCRPI is complex system that takes into account many factors: Content Mastery, Growth, Closing Gaps, Readiness (which encompasses several factors on its own), and Graduation Rate. The process has received much criticism throughout the state, even among top leaders such as the Governor and State School Superintendent.[24] [25] Despite the fact that factors are added into the score that put rural and underfunded schools such as PCA at a disadvantage (ie. percentage of students enrolled in AP or IB classes, which small schools have difficulty funding), PCA has significantly outperformed the local districts and matched or outperformed the state in most years. Below are CCRPI results from the past 5 years[26]:

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[24] Tagami, Ty. "Why Georgia is looking into another overhaul of report card for schools." Atlanta Journal Constitution, Nov. 1, 2019, https://www.ajc.com/news/local-education/why-georgia-looking-another-overhaul-report-card-for-schools/mJzoyJJv8KzhUtS6MschVN/

[25] Downey, Maureen. "Does Georgia's CCRPI rating system need CPR?" Atlanta Journal Constitution, Oct. 25, 2019, https://www.ajc.com/blog/get-schooled/does-georgia-ccrpi-rating-system-need-cpr/nHsk29I6H1rKgpP9wnI3MI/

[26] https://www.gadoe.org/CCRPI/Pages/default.aspx

**2014-2015 CCRPI Comarisons**

| | Elementary | Middle | High | Overall District |
|---|---|---|---|---|
| 5 Co. Avg | 58.3 | 55.4 | 62.5 | 59.2 |
| PCA | 73.8 | 78.3 | 83.4 | 76.7 |
| STATE | 76 | 71.2 | 75.8 | 75.5 |
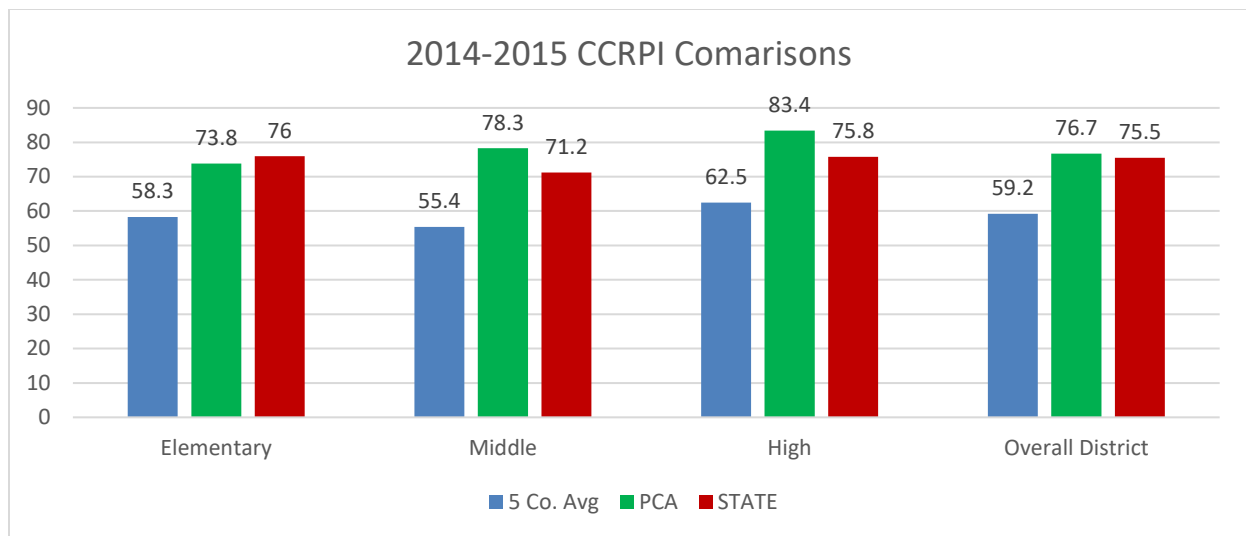
*2014-2015 – PCA significantly outperformed the 5-county CCRPI average at all levels. PCA also outperformed the state average all all levels except Elementary. It should be noted here that PCA only went up to grade 10 this year. Therefore, our high school CCPRI score was missing several components, including Graduation Rate.



**2015-2016 CCRPI Comparisons**

| | Elementary | Middle | High | Overall District |
|---|---|---|---|---|
| 5 Co. Avg | 59.3 | 61.5 | 71.1 | 63.1 |
| PCA | 84.4 | 69.3 | 67.7 | 77.1 |
| STATE | 71.7 | 71.5 | 75.7 | 73.6 |
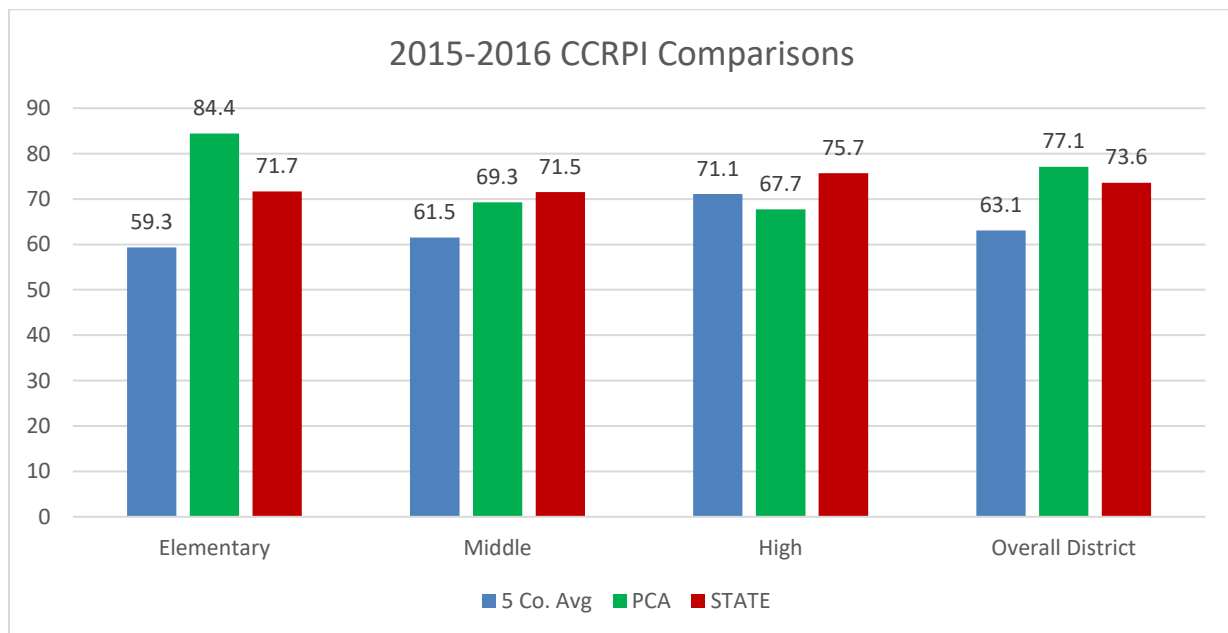
*2015-2016 – PCA significantly outperformed the 5-county CCRPI average at all levels except High. It should be noted here that PCA only went up to grade 11 this year. Therefore, our high school CCPRI score was missing several components, including Graduation Rate. PCA also outperformed the state average at the Elementary level and for Overall District Score.

**2016-2017 CCRPI Comparisons**

| | 5 Co. Avg | PCA | STATE |
|---|---|---|---|
| Elementary | 56.4 | 79.4 | 72.9 |
| Middle | 58.4 | 70 | 73 |
| High | 63.9 | 79.2 | 77 |
| Overall District | 58.44 | 77 | 75 |

*2016-2017 – PCA significantly outperformed the 5-county CCRPI average at all levels. PCA also outperformed the state average at all levels except Middle.

**2017-2018 CCRPI Comparisons**

| | 5 Co. Avg | PCA | STATE |
|---|---|---|---|
| Elementary | 57.36 | 80.1 | 77.8 |
| Middle | 60.52 | 68.8 | 76.2 |
| High | 61.9 | 83.6 | 75.3 |
| Overall District | 59.14 | 78.4 | 76.6 |

*2017-2018 – PCA significantly outperformed the 5-county CCRPI average at all levels. PCA also outperformed the state average at all levels except Middle.

## 2018-2019 CCRPI Comparisons

| Category | 7 Co. Avg | PCA | STATE |
|---|---|---|---|
| Elementary | 63.6 | 66.7 | 77.1 |
| Middle | 62.4 | 71.7 | 72.1 |
| High | 66.6 | 75.3 | 77 |
| Overall District | 64.3 | 70.6 | 75.9 |

Legend: ■ 7 Co. Avg ■ PCA ■ STATE
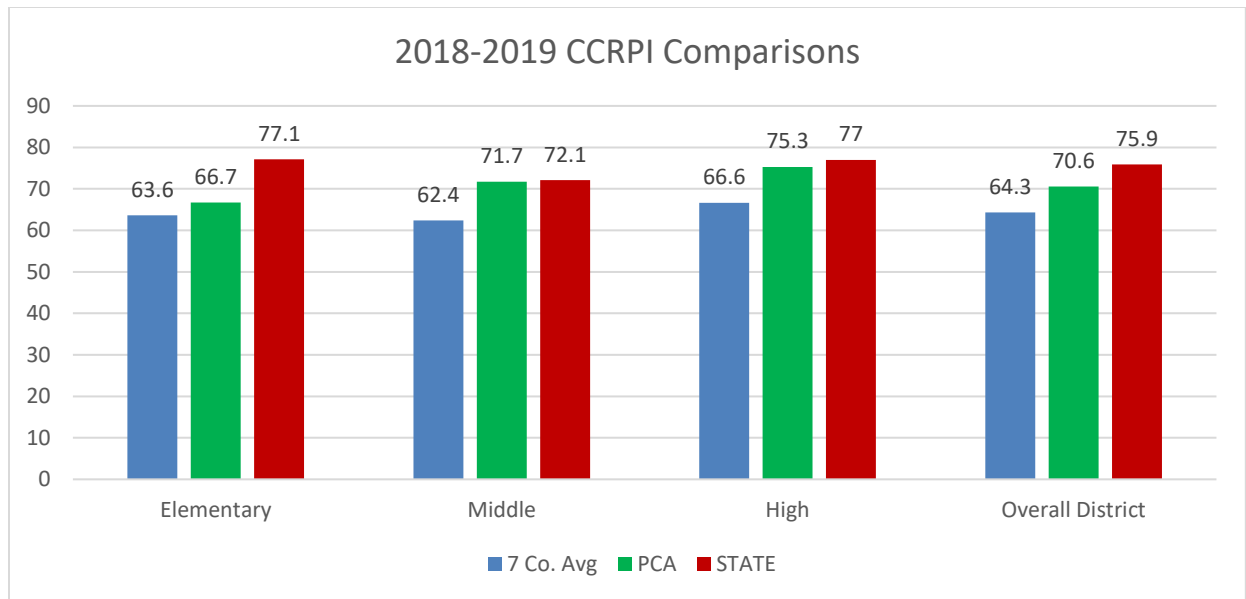
*2018-2019 –PCA outperformed the 7-county CCRPI average at all levels.  PCA did not outperform the state average at any level, but Middle had an equal score.  *Note: This was the first year that Miller and Terrell Counties were added to the attendance zone.*

*CCRPI Broken Down*

As mentioned earlier, the CCRPI process has received much criticism throughout the state, even among top leaders such as the Governor and State School Superintendent.  The criticism comes mainly from how the state calculated Progress and Closing Gaps scores.  In several articles in the AJC both the Governor and the State School Superintendent criticize the CCRI measures.  Governor Kemp is quoted, "I am a strong supporter of holding schools accountable for increased student achievement, but in a year when we've seen nearly across-the-board increases in national test scores and graduation rates as well as Georgia Milestones scores, seeing the CCRPI show a decrease instead raises concerns about the measurement used to determine school and district

achievement."[27]  In this article Superintendent Woods further explains the issues by stating, "While the state averages for Content Mastery, Readiness, and Graduation Rate increased for elementary, middle, and high school, there were slight decreases in Progress scores, and larger decreases in the Closing Gaps component – which requires schools to meet elevated achievement targets for all subgroups".  We have found this to be true for PCA, as well.  While Content Mastery Scores remain steady or have increased in many areas, the Progress and Closing Gaps scores decreased.  We believe this is due to flaws in the system.

Progress is measured by comparing individual student scores from the previous year to current year scores of peers who scores similarly the prior year.  We believe this is a flawed measure because the state uses a criterion-referenced assessment that is not normed.  When data is analyzed we have students who actually increase their score on Milestones from the previous year, but have a "low growth" score.  Our analysis of data shows that this creates a cycle for students whereby every other year they appear to show growth.  This can be seen in the data below.  Content Mastery remained steady for the past two years, while Progress scores dropped.  However, it is evident that Progress is occurring based on the high Progress rates from 2018 and the Content Mastery scores.

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[27] Downey, Maureen. "Does Georgia's CCRPI rating system need CPR?" Atlanta Journal Constitution, Oct. 25, 2019, https://www.ajc.com/blog/get-schooled/does-georgia-ccrpi-rating-system-need-cpr/nHsk29I6H1rKgpP9wnI3MI/
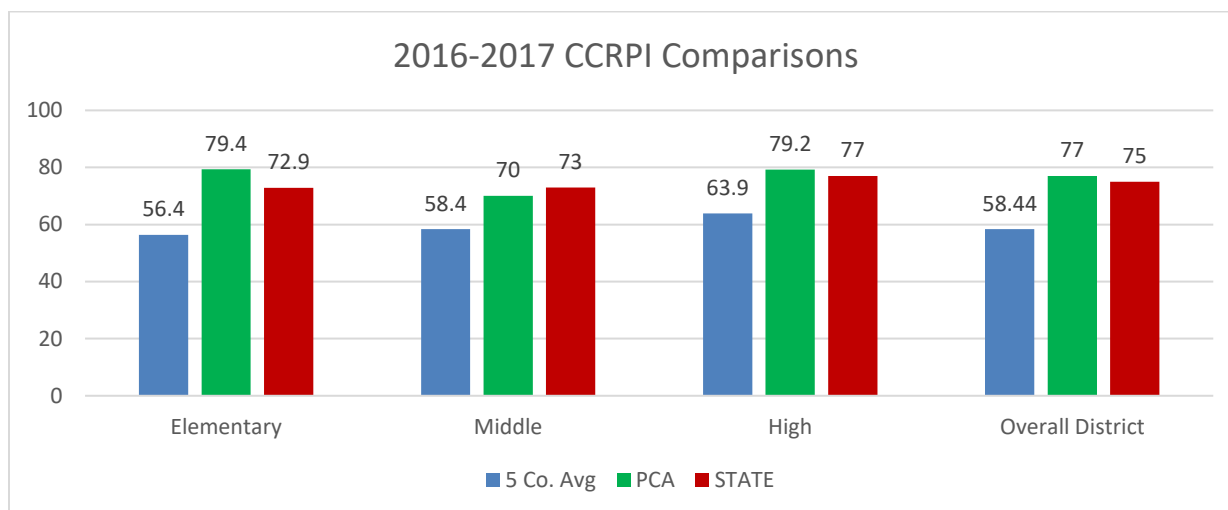
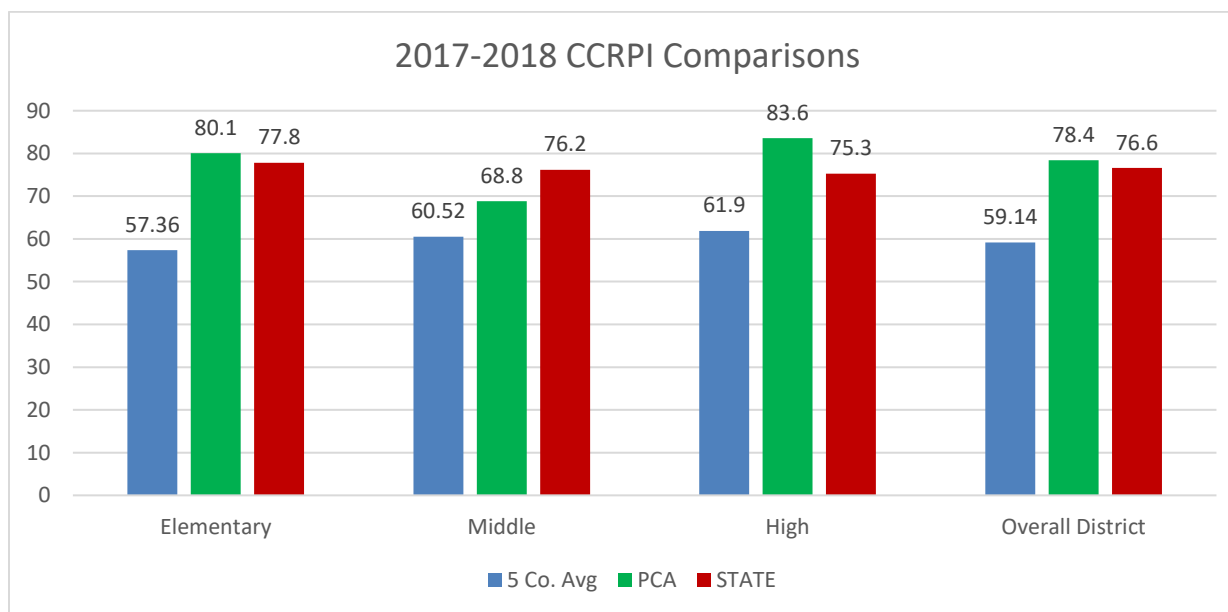## 2018 and 2019 Comparison of CCRPI Content Mastery Scores "All Students"

| | 2018 ELA | 2019 ELA | 2018 Math | 2019 Math | 2018 Science | 2019 Science | 2018 Social Studies | 2019 Social Studies |
|---|---|---|---|---|---|---|---|---|
| Local Avg. | 38.69 | 43.27 | 41.89 | 42.85 | 31.99 | 31.85 | 38.89 | 32.51 |
| PCA | 68.26 | 70.16 | 62.60 | 61.75 | 60.07 | 61.81 | 59.64 | 58.66 |
| State | 65.74 | 69.58 | 66.82 | 67.68 | 62.71 | 63.66 | 65.79 | 66.62 |
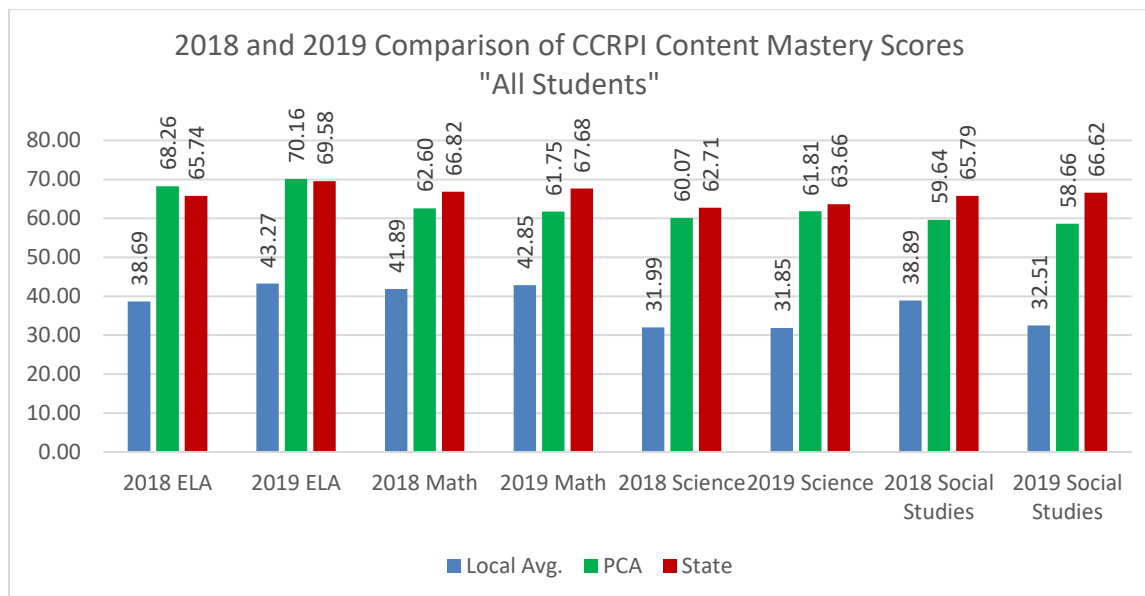
\*As the chart above demonstrates, Content Mastery remained steady or even went up slightly (ELA and Science) from 2018 to 2019 despite a drop in Progress.

## 2018 vs. 2019 Comparison of Milestones Progress Scores "All Students"

| | 2018 ELA | 2019 ELA | 2018 Math | 2019 Math |
|---|---|---|---|---|
| Local Avg. | 69.17 | 81.52 | 77.33 | 73.95 |
| PCA | 85.16 | 80.52 | 90.07 | 74.76 |
| State | 82.99 | 82.98 | 83.00 | 82.89 |
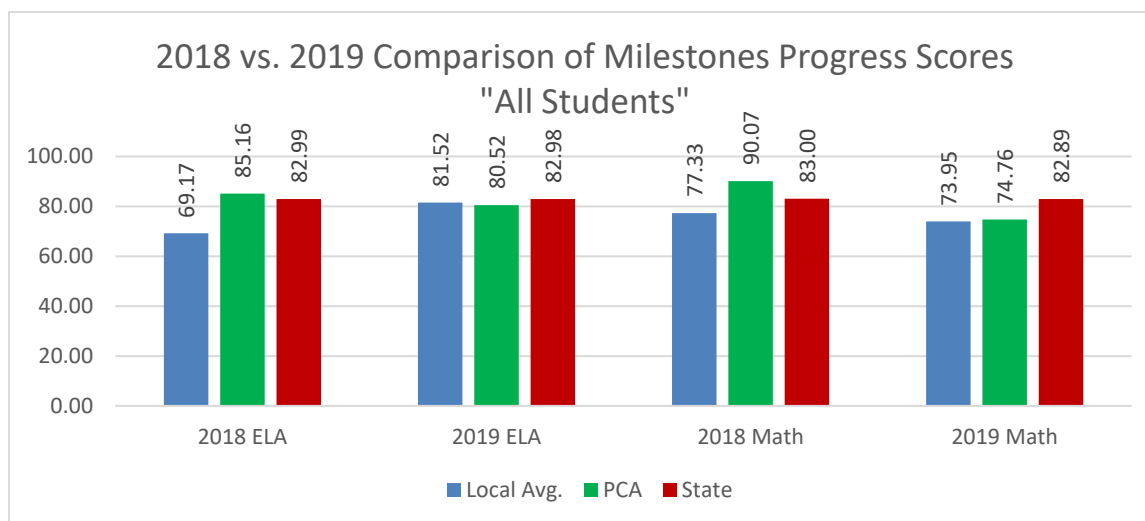
\*In 2018 PCA's Growth scores were higher than the local districts and state average in both ELA and Math.  In 2019 the scores dropped below the state average.  It is our belief that since PCA had such high Content Mastery and Progress Scores in 2018, the cycle due to the flawed system discussed above created a downward shift in progress scores.  2019 was also the first year of data with the two additional local districts in the attendance zone.

PCA has maintained an outstanding Graduation Rate since its first graduating class in 2017.

Graduation rates of all students have exceeded the district and state averages each year.



Graduation Rates "All Students"

| Year | PCA | State |
|------|------|-------|
| 2017 | 92.5 | 80.6 |
| 2018 | 90.6 | 81.6 |
| 2019 | 95.35 | 82.02 |
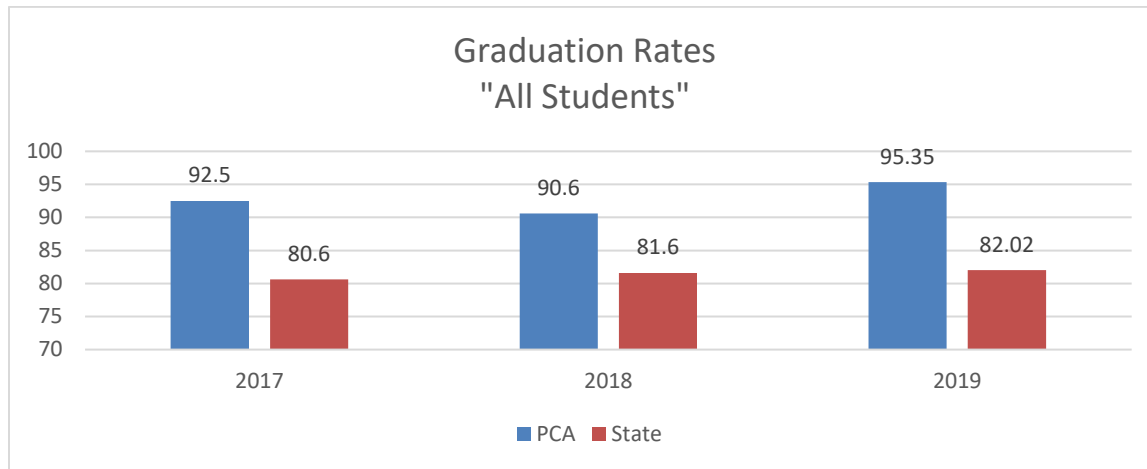
PCA's Attendance Rate has historically been higher than the state average.



Attendance Data

| Year | PCA | State |
|------|------|-------|
| 2019 | 89.67 | 87.81 |
| 2018 | 90.77 | 87.88 |
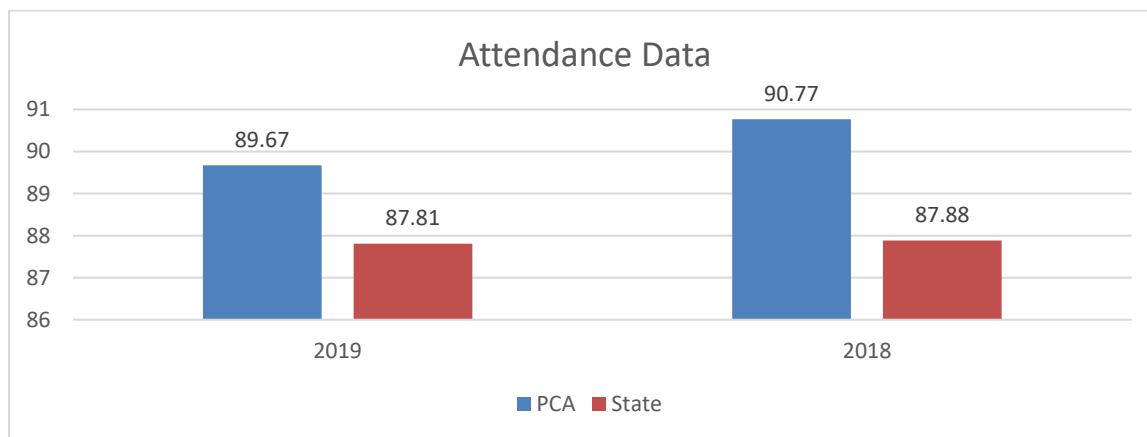
*Economically Disadvantaged*

Pataula's percentage of students qualifying for free-reduced lunch (FRL) over the past 10 years

has maintained between 62-68%. The FRL population of Spring Creek is currently 62%. There

is no way to accurately compare these demographics to the local districts due to the use of the

Community Eligibility Provision (CEP)[28]. CEP allows schools who have a student population of at least 40% qualifying for Free lunches through Direct Certification (SNAP or TANF) to use CEP. Schools that choose to use the CEP method report 100% FRL, and do not have to collect FRL data on the full student population. PCA historically has had 36-40% of students qualifying through Direct Certification. We were eligible to choose CEP one year, with slightly over 40% Direct Certified. However, based on the funding formula for reimbursements for the School Nutrition Program, our budget would not allow for this option. The state average of Economically Disadvantaged is 64.3%. This number is inflated because of the large number of schools that report 100% FRL due to the CEP option. Therefore, PCA and Spring Creek serve at least the state average, but likely much higher than the state average, of students who are Economically Disadvantaged.

PCA has a proven track record of academic success with Economically Disadvantaged students. The first area that demonstrates this is the CCRPI Content Mastery Score. Schools are given a score on a 100 point scale based on the numbers of students that who score Developing, Proficient, and Distinguished on Milestones, the state-mandated annual summative assessment. In 2019, economically disadvantages students at PCA performed significantly better on Milestones in all subject areas than students in the local districts and the state average, as can be seen in the chart below.[29]

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[28] https://www.gadoe.org/School-Improvement/Federal-Programs/title-i/Pages/Community-Eligibility-Provision(CEP).aspx
[29] https://www.gadoe.org/CCRPI/Pages/default.aspx

2019 Milestones Content Mastery Scores "Economically Disadvantaged Students"
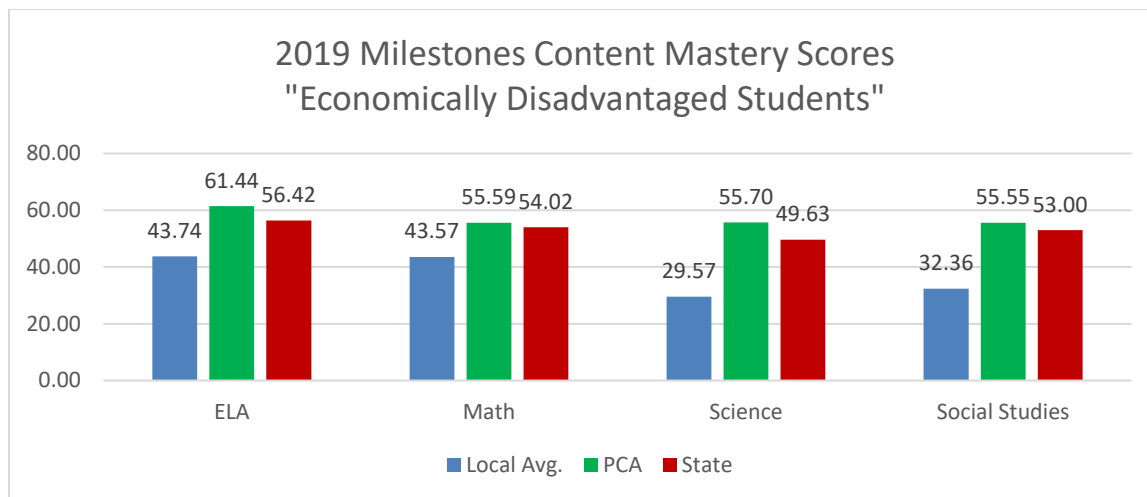
When Progress scores for Economically Disadvantaged (ED) students are compared from 2018 to 2019 you can see the same issue as discussed earlier with Progress scores. The fact that the chart above shows our ED students are performing at a higher rate than most students across the state contradicts the fact that Progress scores dropped (as seen below). While we do believe that this score is not accurate due to using a flawed method of comparing annual results on a criterion-referenced assessment that has not been normed, we also do not discredit the data completely. Therefore, we have been focusing more on supports for students who showed "low growth".



2018 vs. 2019 Comparison of Milestones Progress Scores "Economically Disadvantaged Students"
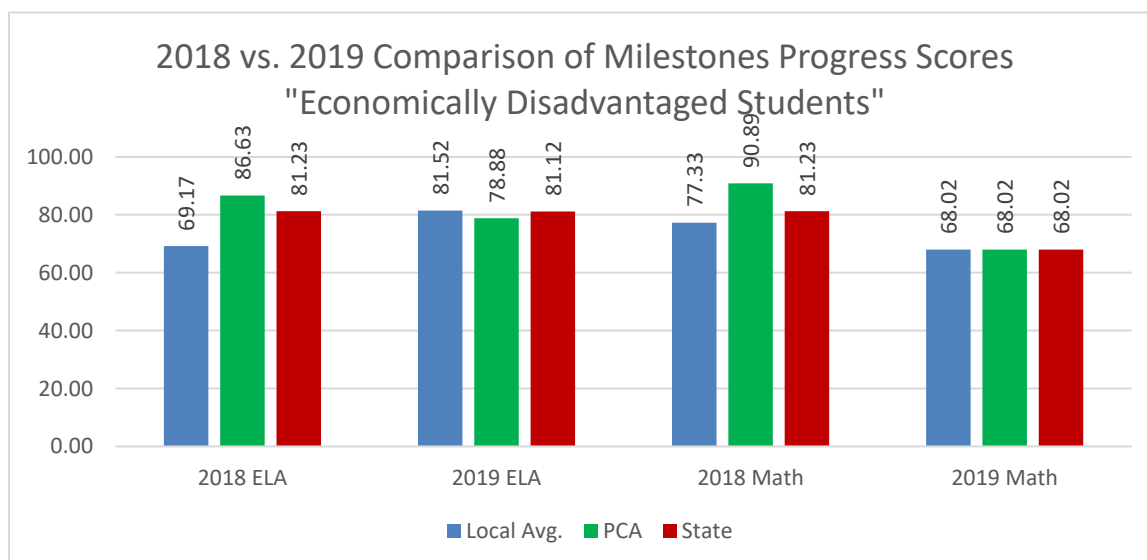
PCA has a proven record of graduating more economically disadvantaged students than the state average.

## Graduation Rates
### "Economically Disadvantaged"

| Year | PCA | State |
|------|------|-------|
| 2017 | 87.5 | 76.4 |
| 2018 | 81.3 | 77.1 |
| 2019 | 91.67 | 77.24 |
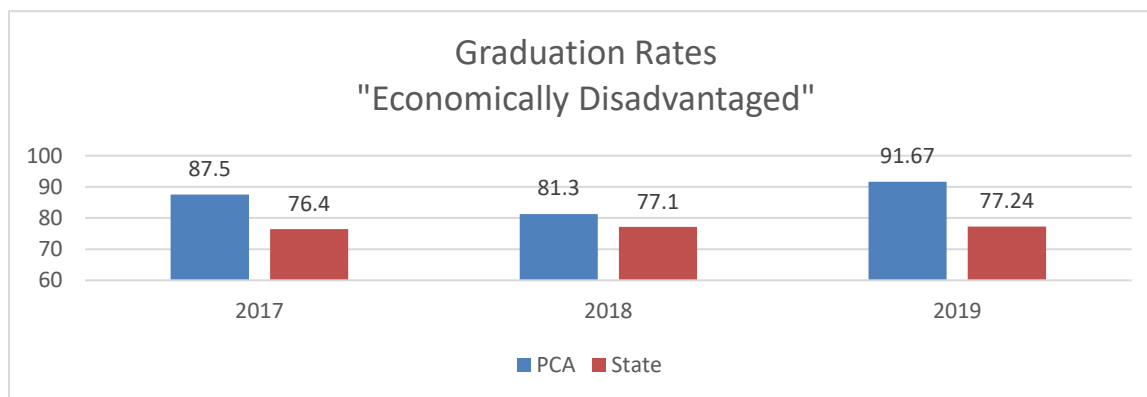
*Students with Disabilities*

PCA has a history of outstanding student achievement with Students with disabilities. As you can see in the chart below students with disabilities that attend PCA perform at much higher rate than their peers at the local districts and across the state. *Note: PCA has too few students with disabilities to compare in Science and Social Studies or on Progress due to the fact that not all grades are tested in these subjects or receive a Progress score.

## 2019 Milestones Content Mastery Scores
### "Students with Disabilities"

| Subject | Local Avg. | PCA | State |
|---------|-----------|-------|-------|
| ELA | 28.27 | 66.67 | 28.74 |
| Math | 43.62 | 70.01 | 34.84 |
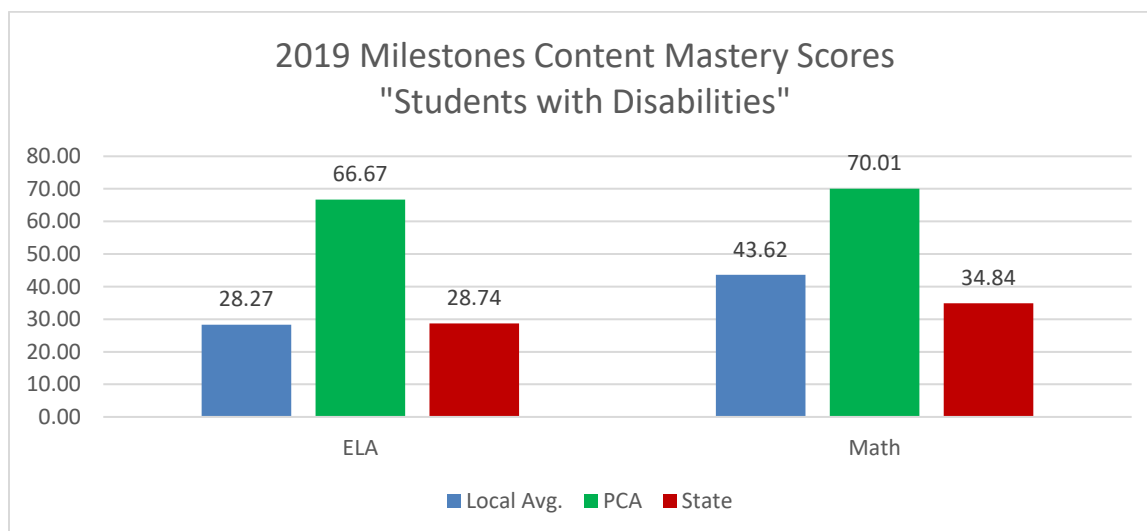
*English Learners*

Pataula Charter Academy has too few students who qualify as English Learners to create a subgroup. Therefore, we do not have comparisons on state assessments for this category. This is not uncommon, as we do not serve an area where there are many school-age children who lack English acquisition. Five of the ten local districts we serve have 0% EL students. The remaining 5 have an average of less than 2%. Therefore, PCA is serving more than a proportionate share of EL students. PCA also has a strong record of success with EL students reaching English acquisition proficiency, thereby, exiting from the EL program, based on ACCESS scores. Over the past 5 years, 8 of the 13 students (62%) who originally qualified for EL services have shown enough growth on ACCESS to exit the program and no longer be eligible for services.

**Pataula Charter Academy, Inc. is a high-quality charter management organization**

Pataula Charter Academy, Inc. has been granted approval for two separate charter schools by the Georgia State Charter Schools Commission. The first charter, Pataula Charter Academy, was approved in 2009 to open with grades K-6th in fall of 2010. One grade level was added each year until the school had its first graduating class in 2017. The school has been through two successful renewals, and its current charter contract goes through 2024. The school has met all charter contract "goals" on all areas of the SCSC Comprehensive Performance Framework; Academic, Organizational, and Financial.[30] (**Appendix 1 – Full CPF Report for 2017-2018**)

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[30]
https://data.georgia.gov/dashboard/summary/metrics?school_name=Pataula%20Charter%20Academy&school_year=2017-18

The school has never had any deficiencies that would put the charter contract in danger of being revoked.

The second school in which Pataula Charter Academy, Inc. was granted approval and opened was Spring Creek Charter Academy. This separate charter was approved in 2018 and opened in Fall of 2019. This school also has had no deficiencies that would put the charter contract in danger of being revoked.

In its 10-year history, Pataula Charter Academy, Inc. schools have had no school closures, no charter revocations for any reason, including noncompliance with statutory or regulatory requirements, and no affiliations revoked or terminated, including voluntarily. Although highly unlikely given our sound operational history and academic results, should an Alpha school face closure in the future, leaders will assist students in enrolling in the school of their choice.

**Pataula Charter Academy, Inc. manages its finances and operations with integrity**
Pataula Charter Academy, Incorporated has been operating fiscally responsible and sustainable schools for over 10 years. During that time, the incorporation has been awarded the Federal Charter School Program Planning and Implementation grants through the state of Georgia three separate times for a total of almost two million dollars. PCA, INC has also been awarded a federal DOE grant for Small Rural School Achievement for the past 6 years for a total of approximately $250,000 total. We have been able to administer all of these dollars in federal grant money, as well as approximately $250,000 in Title I, II, and IV funds annually, and stay in compliance with all federal guidelines. We have never had any substantial findings in compliance reviews or financial audits for the administration of these grants.

We have also received close to a million dollars in private donations from the Walton Family Foundation in 3 separate grants over the past ten years. Charter School Growth Fund has recently committed $600,000 over three years in grant funds to our CMO as part of their Seed Grant.  In PCA's 6th year of operation we were also able to secure a 14 million dollar low-interest loan from USDA to construct a new campus.

An independent CPA firm audits PCA, Inc. financial statements annually.  For the past three years, this audit has not yielded any findings in material weaknesses or significant deficiencies. **(Appendix 3 – 2019 Audit Report)**  In addition to an outside annual review of our finances, our authorizer, the State Charter Schools Commission, analyzes both of our schools using a Comprehensive Performance Framework (CPF). The CPF is a rubric that reviews three main areas of the schools to include; Academic, Financial, and Operational.  Spring Creek will receive its first score after completion of their first school year. However, Pataula Charter Academy has been scored using this tool since it was adopted by our authorizer in fiscal year 2014. PCA has met or exceeded on the financial section of the CPF every year.  PCA, Inc's finance committee uses this tool to monitor finances monthly. Both schools are projected to meet financial standards for the current school year as well.  Please see below for actual CPF evaluations of our finances for the 2017-2018 school year. (**Appendix 1 – Full CPF report for 2017-2018**) *Fiscal year 2019 scores are not yet available. CPF scores are also posted on the SCSC website.[31]

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[31]

https://data.georgia.gov/dashboard/summary/metrics?school_name=Pataula%20Charter%20Academy&school_year=2017-18

# Pataula Charter Academy
## Comprehensive Performance Framework
## Financial Summary 2017-2018

**Indicator 1- Near-Term Measures**

Near-term financial measures are used to calculate a charter school's ability to cover its short-

term (less then 1 year) financial obligations.

| Measure | Points Available | Points Earned | Explanation |
|---|---|---|---|
| Measure 1(a), Current Ratio (Working Capital Ratio): Current assets divided by current liabilities | 20 | 20 | The school received all possible points because its current ratio was greater than 3.0 |
| Measure 1(b), Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses/365) | 20 | 15 | The school received partial points because it had between 45 and 75 days of unrestricted cash |
| Measure 1(c), Enrollment Variance: [Actual Enrollment during the October FTE Count(fiscal year x) – school enrollment projection(fiscal year X)] / school enrollment projection(fiscal year X) | 10 | 10 | The school received all possible points because its enrollment variance equaled less than 2 percent |
| Measure 1(d), Default | 10 | 10 | The school received all possible points because it was not in default of any loan/bond covenants or delinquent with debt service payments |

**Indicator 2 - Sustainability Measures**

Sustainability Measures are used to determine a charter school's ability to cover long term

obligations as well as their ability to effectively control cost.

| Measure | Points Available | Points Earned | Explanation |
|---|---|---|---|
| Measure 2(a), Efficiency Margin: (Change in Net Assets+Change in Pension Related Accts) divided by Total Revenues | 20 | 15 | The school received partial points because its aggregated three-year efficiency margin was between 0 and 10 percent |
| Measure 2(b), Debt to Asset Ratio: (Total Liabilities-Deferred Pension Liability) divided by Total Assets | 20 | 15 | The school received partial points because its debt to asset ratio was between 25 and 94.99 percent |

*Budgeting for Sustainability*

In the state of Georgia, petitioners are required to create a 5-year budget based solely on public funds or already committed private funds.  At the time that PCA and SCCA were in the petition phase, there were no committed private funds.  Therefore, the 5 year projected budgets was created on public funding alone. **(Appendix 4 - SCCA 5 year budget submitted with petition application)**  We have been fortunate enough to receive grants for implementation for start-up costs at both schools.  This has allowed us to create a surplus in our first few years, giving us greater flexibility as enrollment growth occurs.  Before adding additional positions or committing to large expenses that are not critical, we ensure that we are able to fund those through private funds until our enrollment growth allows public funds to cover the expenses. PCA's balanced budgets and surplus of over two million dollars created over the past 10 years demonstrate the organizations ability to remain fiscally sustainable even without private funds. (Surplus can be seen in the 2019 Audit Report – **Appendix 3**)

# PATAULA CHARTER ACADEMY, INC. SERVES EDUCATIONALLY DISADVANTAGED STUDENTS

**Pataula Charter Academy, Inc. serves educationally disadvantaged students at comparable or higher rates than surrounding districts**

*Serving Students at Risk of Academic Failure*

Academic success is the ultimate goal for our school leaders.  Therefore, over the years PCA has put many processes in place to ensure that children do not fall through the cracks and get every support we can possible give for them to be successful.  We have (or will as funds allow) replicated these same processes, strategies, and programs at SCCA.

At the end of each school year (or upon enrolling) every student is given a variety of universal screeners (depending on grade level) to determine the needs of the child.  Past classroom grades and state assessment scores (if any) are also considered.  We use this data to determine if students are at risk and if so what supports for the child will be put in place the next year.  We also use benchmarks throughout the year to identify students that may not be making adequate progress, so they are identified early.

Differentiation in the regular classroom is important to us.  We believe that if a teacher is a master at differentiating in the classroom that in most cases achievement gaps will not grow to the point of needing intensive intervention.  Therefore, we offer annual training on this and have had experts come in to do extensive training.  We also use Instructional Coaches to assist teachers who need help in this area.  The Gifted endorsement courses are another great way to train teachers in differentiation methods, not just for gifted students, but all students.  Therefore,

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we give hiring preference to gifted teachers and have used Title IIA funds for teachers to receive this endorsement.

Our school day is longer than most schools, with approximately 400 instructional minutes in the day.  We use this extended time to have a block in the day for remediation for struggling students and acceleration for other students.  We utilize our paraprofessionals and other support staff to help with the scheduling logistics of this.

We also use Title I funds to provide intensive supports for students with large gaps.  Students significantly at risk receive pull-out intervention in reading and/or math for 30-45 a day by highly qualified teachers.  A few of the programs we use to assist with identification of and diagnostic data for at risk students are Dibels, MAPs Growth, MAPs Skills, and USA TestPrep benchmarks.  We also use MAP Skills and USA TestPrep as supplements for extra practice in skills to help at risk students.

Of course, we also use a Multi-Tiered System of Supports (Response to Intervention process and Student Support Teams) to provide remediation for at risk students. This is discussed in more detail below in the IDEA Requirements section.

PCA has a proven track record of academic success with Economically Disadvantaged students. The first area that demonstrates this is the CCRPI Content Mastery Score.  Schools are given a score on a 100 point scale based on the numbers of students that who score Developing, Proficient, and Distinguished on Milestones, the state-mandated annual summative assessment. In 2019, economically disadvantages students at PCA performed significantly better on

Milestones in all subject areas than students in the local districts and the state average, as can be seen in the chart below.[32]

### 2019 Milestones Content Mastery Scores "Economically Disadvantaged Students"

| Subject | Local Avg. | PCA | State |
|---|---|---|---|
| ELA | 43.74 | 61.44 | 56.42 |
| Math | 43.57 | 55.59 | 54.02 |
| Science | 29.57 | 55.70 | 49.63 |
| Social Studies | 32.36 | 55.55 | 53.00 |
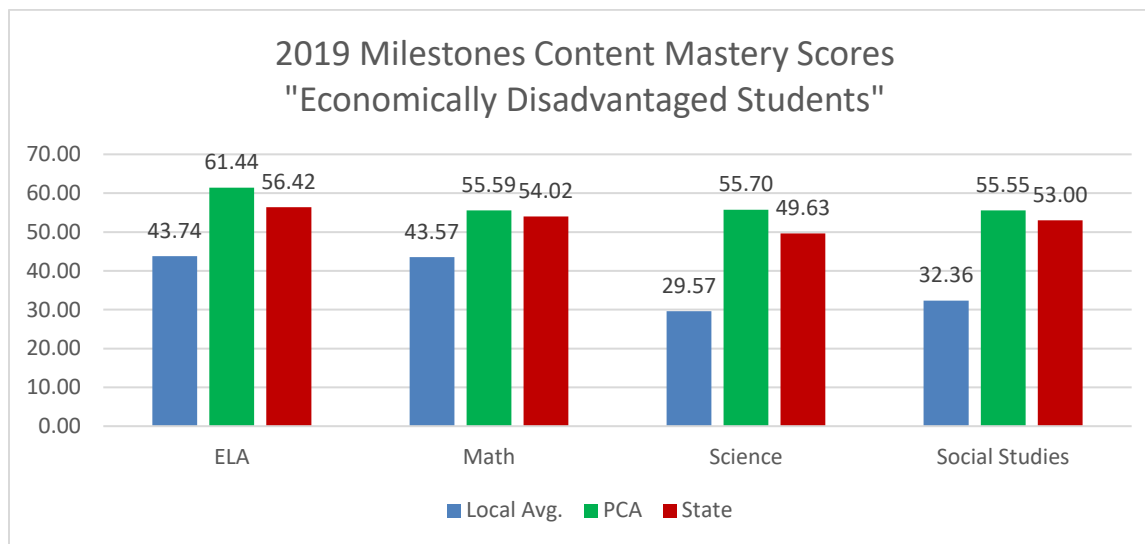
*Students with Disabilities and IDEA Requirements*

Spring Creek Charter Academy is designed to support and enhance the social and emotional development of ALL its students, as well as their academic growth. We acknowledge that we are responsible for serving all Special Education students according to requirements of other LEAs, and in accordance with Section 504, IDEA, and other laws related to educating special needs students. The CMO has thorough Special Education, MTSS (formerly RTI/SST), and 504 Manuals. These manuals describe the policies and procedures for all aspects of identifying and serving students with disabilities at our schools. The Special Education Director oversees and ensures compliance with these policies and procedures at all schools. We also ensure that

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[32] https://www.gadoe.org/CCRPI/Pages/default.aspx

appropriate staff and instructional resources are provided to identify, instruct, monitor, evaluate, and report at the school level.

The school will implement a Multi-Tiered System of Supports (MTSS) for students through Response to Intervention and Student Support Teams (SST) in accordance with SBOE Rule 160-4-2-.32. Student Support Teams (SST) will be responsible for:

1. Identification of learning and/or behavior problems.
2. Assessment, if necessary.
3. Educational plan.
4. Implementation.
5. Follow-up and support.
6. Continuous monitoring and evaluation.

In meeting the needs of these students, have designed and implemented a comprehensive strategy that incorporates the following:

- A focus on early intervention and identification of needs through screeners and diagnostic and benchmark assessments

- A process that is efficient and closely monitored, benefitting the student by ensuring delays in addressing needs are avoided

- A strict adherence to the Response to Intervention process

- Professional development for "regular" education teachers that supports accommodating various student needs through instructional modifications

- Opportunities for each student to remain in the regular classroom as the least restrictive environment when it is developmentally, socially, and academically appropriate

- Allocation of appropriate resources and support for Special Education teachers and staff to do their jobs well

- Extensive training for teachers in research-supported teaching strategies to provide students with clear, consistent delivery of information in all content areas

- A belief that traditional classroom teachers are vital in the education process of students with special needs, and they will serve as active participants in all aspects of meeting the instructional needs of these students

Our schools focus on early identification and intervention of children with learning, physical, and emotional difficulties as required by Child Find rules. Staff are fully trained on implementing the Response to Intervention process. Students that have been through the RTI process and qualify for further screening and testing will be tested by a qualified school psychologist in a timely manner to assure proper placement. Our schools contract with a qualified school psychologist to administer, score and interpret tests, and ensure that all students qualified for Special Education services have a collaboratively developed IEP, Students are placed in his/her Least Restrictive Environment according to SBOE Rule 160-4-7-.07. The following models of instruction for students with disabilities used at our schools are ; full and modified inclusion, resource services, pull-out models, push-in models, and self-contained models. IEP teams ensure the placement meets the needs of the individual student. IEPs are reviewed annually and re-evaluations are considered every three years. The schools hire highly qualified/certified Special Education teachers and contract for therapy services (i.e., speech language pathologist, physical and occupational therapist, etc.) through Southwest Georgia RESA to meet the specialized therapy needs of our Special Education population.

In accordance with federal regulations, our schools comply with all applicable requirements of Part B of the Individuals with Disabilities Act (IDEA). Children with disabilities who attend SCCA and their parents will retain all rights under Part B of the IDEA. For example, all students with disabilities attending one of the charter schools receive services in accordance with a properly developed Individualized Education Program (IEP) as specified in SBOE Rule 160-4-7-.06, and all procedural safeguards are met in terms of provisions such as parental consent and written notice of meetings and confidentiality of records. Educational goals, accommodations, and discipline procedures are clearly stated in the IEP and reviewed and revised annually. Qualified and appropriately certified personnel provide all special education services and develop, review, and revise IEPs for special needs students. All identified Special Education students will have a current eligibility report developed according to state and federal regulations.

To the extent appropriate for a student's Least Restrictive Environment, inclusion will be the model preferred. Students with special needs will uniquely benefit from the project-based approach with an emphasis on students' individual gifts and from being taught by teachers trained to differentiate instruction for a complete range of diverse students. Students will benefit from greater interaction with regular classroom teachers and peers in a supportive, differentiated environment valuing all students' unique gifts. Students with special needs will find that the emphasis on training for positive, respectful classroom management will result in classroom environments that are peaceful, nourishing and welcoming places that allow the students to flourish in all areas of their development.

Our Special Education and 504 manuals include policies and procedures for handling discipline situations for students with disabilities. Our Special Education Director and school leaders are

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knowledgeable on federal and state laws and rules, as well as local procedures concerning student discipline with special education students; such as Manifestation Hearings, 10 Day Rule, Continuation of Services, Dispute Resolution, etc.

PCA has a history of outstanding student achievement with Students with disabilities. As you can see in the chart below students with disabilities that attend PCA perform at much higher rate than their peers at the local districts and across the state.

**2019 Milestones Content Mastery Scores**
**"Students with Disabilities"**

| | ELA | | | Math | | |
|---|---|---|---|---|---|---|
| Local Avg. | 28.27 | | | 43.62 | | |
| PCA | | 66.67 | | | 70.01 | |
| State | | | 28.74 | | | 34.84 |

Legend: Local Avg. ■ PCA ■ State ■
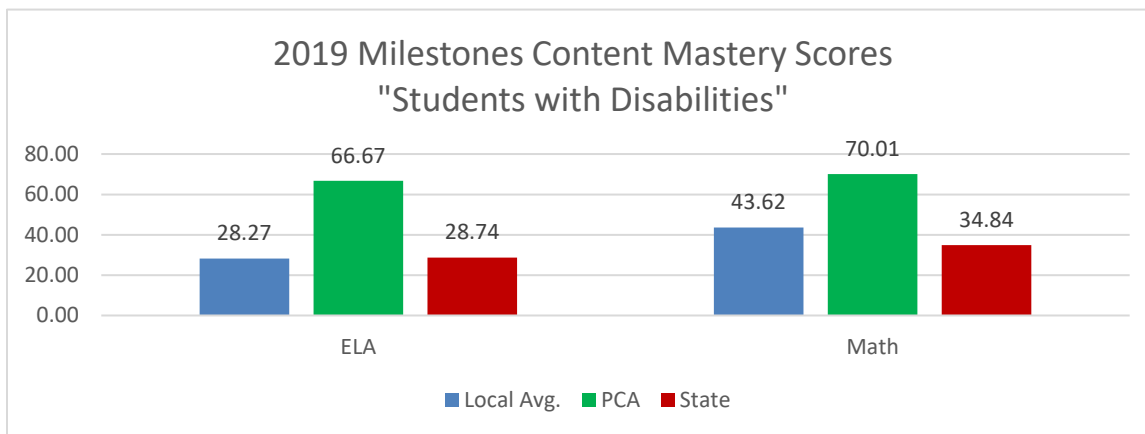
*English Learners*

Pataula Charter Academy, Inc CMO is committed to meeting each child's individual educational needs; therefore, the schools implement an English Speakers of Other Languages (ESOL) program in accordance with Georgia Department of Education guidelines to meet the needs of qualifying students. Schools adhere to SBOE Rule 160-4-5-.02 and all federal laws pertaining to EL students. Every family at each school completes a Home Language Survey upon enrollment. The Home Language Surveys is analyzed by a trained person to determine if further assessment is necessary. If the survey indicates the student may qualify for EL the student will be evaluated using the state-adopted English proficiency measure, currently the W-APT and WIDA screeners.

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All qualified students will receive language assistance using one of the delivery models suggested in SBOE Rule 160-4-5-.02. Students in the program will be evaluated annually through the state-adopted language assessment, currently ACCESS for ELLs 2.0, to determine continued eligibility or exit criteria.

Our schools have used both the pull-out and push-in model as part of its ESOL program. Schools will use one of these models or another state approved model that best meets the needs of EL students.  PCA's Federal Programs Director has an ESOL Endorsement and will ensure that ESOL and Title III requirements are met for both schools.  She will also provide or arrange for professional development opportunities for teachers to support the needs of these students. During the hiring process, our organization seeks out teachers with ESOL endorsements and/or bilingual teachers, and contract out ESOL services when needed.

PCA also has a strong record of success with EL students reaching English acquisition proficiency, thereby, exiting from the EL program, based on ACCESS scores.   Over the past 5 years, 8 of the 13 students (62%) who originally qualified for EL services have shown enough growth on ACCESS to exit the program and no longer be eligible for services.

**Pataula Charter Academy, Inc. recruits, enrolls, and effectively serves educationally disadvantaged students**

The Board and school leaders believe that diversity is vital to the success of a school.  It is the desire of our schools to have a diverse student population that is representative of the communities we serve.  We have put many things in place such as a robust Marketing and Outreach Plan and providing transportation to ensure that.  In order to set enrollment targets we

looked at the racial demographics of school-age children in the attendance zones according to the July 2016 projection data on the Georgia Census Bureau website[33] and demographics of the local schools based on the GA State Report Card[34].  The charts below display that data:

| **Pataula Charter Academy** | | | | | | |
|---|---|---|---|---|---|---|
| | African American | Caucasian | Hispanic | Econ Disadv | SPED | English Learners |
| Baker County *census | 44.9% | 52.3% | 6% | 27.8% | NA | NA |
| Baker County *schools | 60% | 23% | 12% | NA* | 18.8% | 0% |
| Calhoun County *census | 61% | 36.3% | 5% | 30.8% | NA | NA |
| Calhoun County *schools | 94% | 2% | 3% | NA* | 7.7% | 0% |
| Clay County *census | 60.5% | 37.7% | 1.7% | 26.5% | NA | NA |
| Clay County *schools | 97% | 2% | 0% | NA* | 13% | 0% |
| Early County *census | 51.4% | 46.3% | 2.3% | 29.8% | NA | NA |
| Early County *schools | 70% | 25% | 2% | NA* | 13.1% | 0% |
| Miller County *census | 28% | 70% | 3% | 23% | NA | NA |
| Miller County *schools | 37% | 55% | 3% | NA* | 15% | 2% |
| Randolph County *census | 61.5% | 36.9% | 2.3% | 37.2% | NA | NA |
| Randloph County *schools | 96% | 1% | 1% | NA* | 14.4% | 0% |
| Terrell County *census | 60.4% | 37.1% | 2.7% | 22.9% | NA | NA |
| Terrell County *schools | 92% | 5% | 2% | NA* | 12.9% | 1% |
| **Spring Creek Charter Academy** | | | | | | |
| | African American | Caucasian | Hispanic | Econ Disadv | SPED | English Learners |
| Decatur County | 42% | 55% | 6% | 30% | NA | NA |

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[33] https://census.georgia.gov/census-data/population-estimates
[34] https://gosa.georgia.gov/report-card-dashboards-data/report-card

| | | | | | | |
|---|---|---|---|---|---|---|
| *census | | | | | | |
| Decatur County *schools | 49% | 50% | 11% | NA* | 10% | 6% |
| Miller County *census | 28% | 70% | 3% | 23% | NA | NA |
| Miller County *schools | 37% | 55% | 3% | NA* | 15% | 2% |
| Seminole County *census | 33% | 64% | 3% | 23% | NA | NA |
| Seminole County *schools | 41% | 50% | 2% | NA* | 8% | 1% |

\* All of the schools report 100% FRL because they use CEP for SNP; no real data available. However, we do know that to be eligible for CEP, they must have over 40% of students Direct Certified because of SNAP or TANF>

\*\* All other racial backgrounds were less than 2%

Therefore, we have set the following enrollment targets based on this data:

| Pataula Charter Academy | | | | | | |
|---|---|---|---|---|---|---|
| | African American | Caucasian | Hispanic | Econ Disadv | SPED | English Learners |
| Targets | 60% | 37% | ≥3% | ≥ 60 | ≥10 | ≥1 |
| Actual Demographics – 2019-2020 | 27% | 63% | 6% | 64% | 9% | 3% |
| Actual Demographics – 2018-2019 | 26% | 65% | 5% | 65% | 9.3% | 2% |
| Actual Demographics – 2017-2018 | 21% | 70% | 5% | 64% | | 1.4% |
| Spring Creek Charter Academy | | | | | | |
| | African American | Caucasian | Hispanic | Econ Disadv | SPED | English Learners |
| Targets | 40% | 55% | ≥4% | ≥60% | ≥10% | ≥3% |
| Actual demographics for 2019 | 25% | 72% | 3% | 62% | 8% | 2% |

*Pre-enrollment and Lottery Procedures*

Pataula Charter Academy and Spring Creek Charter Academy do not discriminate on the basis of intellectual or athletic ability, measures of achievement or aptitude, disability, proficiency in English, race, sex, national origin or any other basis prohibited by law. Students are not be required to complete any tests in order to be admitted to the schools. However, assessments may be administered upon formal enrollment in order to determine placement and instructional plan.

SCCA establishes its enrollment period annually when the academic calendar is established. The application period is published on the school's website, as well as the local organ, and clearly communicated to parents of existing and prospective students well in advance of the registration deadline through a Marketing and Outreach Plan. The application period is typically from November to early January, with the lotter in mid-January. Any applications received beyond the lottery deadline will not be considered to be part of the lottery process, but may be enrolled space permitting, or added to the waiting list if space is not available.

During the application period, SCCA only requires interested registrants to supply basic information such as contact information, grade levels, and proof of residency in order to be included in the enrollment and/or lottery process. The pre-enrollment application does not ask for demographic or academic information.

In the event there are more applicants than available positions, a lottery process will be used to select applicants for enrollment. Applicants will be grouped and drawn according to enrollment priority. If there are fewer positions than students within Priority Group, applicants in that group will be randomly selected until all spots are filled. If there are more available positions than students within that particular Priority Group, all students within that group will be selected for

enrollment, and the next Priority Group will be considered according to the same procedure.

Priority for enrollment is given in the following order:

1. Children of full time faculty, full time staff, and current Governing Board Members.

2. Siblings of students enrolled on the date of the lottery for the upcoming school year.

3. All other students living within the attendance zone.

All applicants not selected due to lack of available positions are placed on a waiting list.

Positions on the waiting list are determined first by Priority Group and then by selection order in

the lottery.

Following the registration process, students filling open positions at the school will formally

enroll and be required to submit general public school enrollment documentation and

assessments to determine placement and instructional plan.

*Marketing and Outreach*

The Governing Board of Spring Creek Charter Academy values diversity and has sought, and

will continue to seek, to include all racial, ethnic and socioeconomic groups represented within

the attendance zone in the application and enrollment process.  SCCA has created a robust

marking plan to ensure that parents of all racial and socioeconomic backgrounds are aware of the

opportunity to enroll in SCCA.  PCA/SCCA created an Outreach and Marketing Committee that

helped develop and implement the Outreach and Marketing Plan for our schools.  Each school

also has a Parent Advisory Committee.  The Parent Advisory Committee for SCCA was created

prior to the school opening to get parental input into the implementation and operations of the

proposed school.  This committee also assists with implementing the Outreach and Marketing

Plan for SCCA.

A variety of communication methods are used to advertise community informational meetings, as well as the open-enrollment and application process. Notices are posted on the school website and social media pages, local newspapers, local radio station, and flyers posted in community businesses. Informational meetings are held in a variety of venues, strategically choosing locations to ensure that all racial and socioeconomic backgrounds had access and would feel comfortable attending. Information about the school and enrollment process is shared with local Head Start programs and daycares. Key leaders within minority communities were identified and contacted through a pro-active public relations effort, in hopes of encouraging prospective students of all backgrounds to seek enrollment in the school. **(For the complete Marketing and Outreach Plan see Appendix 5.)**

*Transportation*

The Pataula Charter Academy, Inc. CMO believes that offering transportation is vital to achieve full enrollment and to ensure that the school has a diverse student population. Therefore, despite the fact that the state does not fund charter schools for transportation, we make budgeting for this service a priority. Our schools offers transportation to students through centrally located drop-off and pick-up points throughout the attendance zone. The Parent Advisory members assist in helping find these locations to ensure that they are convenient for parents. If parents are unable to get students to the pick-up location, school leaders work with parents for a solution. We have added stops along the route if students live on the route or are able to easily/safely walk to a point on the route. The CMO has several people trained in the DOE and DOT requirements for offering school transportation. We also have a certified bus mechanic and driver trainer employed that serves both schools.

# PROJECT DESIGN AND EVALUATION PLAN

Pataula Charter Academy, Inc. will complete an internal evaluation of replication and expansion strategies with assistance from outside agencies using the Logic Model and evaluation plan below. Our CMO has received grants from Georgia Charter School Association for replication and expansion that include in-kind services to assist with implementation and evaluation of the implementation. We have also received grant funding from Charter School Growth Fund for this purpose. Our Superintendent, Kylie Holley, is a part of the of their Emerging CMO Seed Grant cohort, which offers supports in the replication and expansion process. These two organizations will add outside, impartial input to the evaluation process. If awarded this grant, we will also contract with a research company to assist with a comprehensive evaluation. The evaluation will 1) describe the implementation of the school model (the "inputs and activities" in the logic model) in the replication/expansion sites; 2) collect and analyze data in the outputs and outcomes from the logic model; and 3) identify the elements of strength and weakness in the replication, expansion, and sustainability processes towards meeting the long-term goals.

**Logic Model**

| Inputs and Activities | Outputs | Outcomes | Long-Term Goals |
|---|---|---|---|
| Centralized support and oversight for consistent implementation of program models across schools<br><br>Performance Management to ensure individual | Enrollment Growth:<br><br>• Continue to grow 2<sup>nd</sup> school through 12<sup>th</sup> grade, adding 300 additional seats by 2025<br>• Begin plan for 3<sup>rd</sup> replication by | Student Achievement and Growth:<br><br>• CCRPI score of ≥80<br>• Content Master score on CCRPI of ≥90 | Ensure students served by our schools develop the academic, leadership, and civic skills necessary to succeed in college and careers |

| | | | |
|---|---|---|---|
| school goals are aligned with organizational goals<br><br>Strong operational and financial management, support, and oversight<br><br>Fidelity to organization mission and core beliefs including:<br>• A culture of high academic expectations through the use of project-based instruction and standards-based grading<br>• A positive school climate through high behavior expectations, daily Crew, and other school-wide activities<br>• A focus on relationships, engagement, service, and empowerment of families and communities<br><br>School Leaders/Teachers:<br>• Hire highly qualified leaders and teachers with proven track records of academic growth | 2025 to add an additional K-12 school with 600 seats when fully grown<br>• Continue to diversify student population to meet enrollment demographic targets for each school<br>• Maintain full enrollment with waiting lists<br><br><br>Strong and Sustainable Organization:<br><br>• 90% teacher and staff retention (excluding relocations)<br>• Meet all measures on all 3 sections of CPF: Academic, Operational, and Financial<br>• Schools will operate on public funding without reliance on private funds | • Progress score on CCRPI ≥90<br>• Maintain ≥90% Graduation Rate<br><br><br>School Culture:<br><br>• ≥90% of teachers and staff report satisfaction on surveys<br>• ≥90% of students report satisfaction on surveys<br>• Schools score at least 3 stars on the state's School Climate Star Rating<br><br><br>Family and Community Engagement:<br><br>• ≥90% of parents report satisfaction on surveys<br>• ≥80% of parents participate in parent-teacher conferences<br>• Schools implement school-wide and class community service projects each year<br>• Schools create partnerships with community | beyond their K-12 education<br><br>Serve as a catalyst for high-quality K-12 educational options in rural communities (as a result of competitive pressure on local districts to improve)<br><br>Improve the communities in which our students live by improving K-12 education, building strong family and community relationships, and service projects. |

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|---|---|---|---|
| • Thorough on-boarding of school model with continued support<br>• Whole-staff and individual high-quality Professional Development through Expeditionary Learning offerings, RESA offerings, and job-embedded coaching with District Instructional Coaches. | | businesses and organizations | |

**Project Evaluation for Continuous Improvement Cycles to Guide Replications**

Pataula Charter Academy, Inc. is devoted to continuous improvement in its individual schools, as well as its effectiveness as an organization, particularly related to replication and expansion. In this section is an outline of the goals and objectives and the data collection process to be used for evaluation and to guide improvement.

*Goals and Objectives*

Pataula Charter Academy, Inc. commits to meeting or exceeding the following performance-based goals and measurable objectives that are designed to result in improvement of student achievement. The CMO agrees to meet or exceed state improvement targets. State targets are individualized by school based on baseline data. Since each school has different data, we did not

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include the actual targets here.  Actual targets for each school can be found on the Georgia Department of Education website.[35]

To achieve the organization's mission and long-term goals, replication and expansion efforts must be executed with fidelity to the proven school model implemented at the flagship school and with an intentional focus on key organizational priorities. The Senior Leadership Team will track the following goals and objectives over the period of the grant.

| Academic Goals | Objectives |
| --- | --- |
| **Goal 1:** Schools will meet or exceed all State Achievement Improvement Targets on CCRPI; thereby closing achievement gaps. | Objective 1.1: Schools will meet state improvement targets by increasing achievement scores on Milestones for all subgroups in all subjects. Improvement Targets are defined as 3% of the difference between the baseline (Year 1) and 100, until a performance rate of at least 90% is achieved. |
| **Goal 2:** Each year, schools will perform above the level of the combined average of the local school districts on CCRPI; either on content mastery score OR progress score OR overall grade band score. | Objective 2.1:  Each year the schools' content achievement score on CCRPI will exceed the combined average of the local school districts' content achievement score at all grade band levels.<br><br>Objective 2.2:  Each year the schools' progress score on CCRPI will exceed the combined average of the local school districts' progress score at all grade band levels.<br><br>Objective 2.3:  Each year the schools' overall grade band score on CCRPI will exceed the combined |

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[35] https://www.gadoe.org/CCRPI/Pages/default.aspx

| | average of the local school districts' overall grade band score at all grade band levels. |
|---|---|
| **Goal 3**: Students will be reading on grade level by 3rd grade.<br><br><br><br>*2019 state average of students reading on grade level in grade 3 was 73%.<br><br>*2019 PCA average was 76.9%. | Objective 3.1:   Year 1, at least 70% of 3rd grade students taking the ELA Milestones will score on grade level as based on Lexile level.<br><br>Objective 3.2:   Year 2, at least 75% of 3rd grade students taking the ELA Milestones will score on grade level as based on Lexile level.<br><br>Objective 3.3:   Year 3, at least 80% of 3rd grade students taking the ELA Milestones will score on grade level as based on Lexile level.<br><br>Objective 3.4:   Year 4, at least 85% of 3rd grade students taking the ELA Milestones will score on grade level as based on Lexile level.<br><br>Objective 3.5: Year 5, at least 90% of 3rd grade students taking the ELA Milestones will score on grade level as based on Lexile level. |
| **Goal 4:** Schools shall ensure all teaching and support staff receive effective training on the school model and professional development in instructional and assessment best practices. | Objective 4.1: 100% of classroom teachers and instructional support staff will participate in two weeks of orientation and professional development on the school's model upon hiring.<br><br>Objective 4.2:  100% of classroom teachers will participate in weekly PLCs and at least monthly coaching sessions on the school's model and/or instructional/assessment best practices with Instructional Coaches. |

| School Culture Goals | Objectives |
|---|---|
| **Goal 5**: Schools shall promote a positive school experience that engages students, parents, and teachers. | Objective 5.1:  Schools shall earn no less than 3 stars on the state's School Climate rating.

Objective 5.2:   100% of K-8 students and teachers will be engaged in 30 minutes of "Crew" daily, and 100% of High School students will be engaged in "Crew" once a week for 1 ½ hours.

Objective 5.3:  SCCA will promote community engagement by adding at least one community partnership per year until at least 5 community partnerships have been established and conducting at least 3 community service projects per year.

Objective 5.4:   SCCA will promote parent engagement by holding Community Circle at least once every 6 weeks of the school year, one Gallery Night each year, at least 4 Open Houses and/or PTO meetings per year, and at least two parent-teacher conference times per year. |
| **Financial and Operational Goals** | **Objectives** |
| **Goal 6:** Schools will be economically sustainable and employ compliant and effective financial processes. | Objective 6.1:   Each year, schools will operate in a fiscally sound manner and will meet all Generally Accepted Accounting Practices (GAAP) as demonstrated by an unqualified, external audit that is submitted on time to the Department of Education.

Objective 6.2:   Each year, schools will receive a score that "meets expectations" on the financial section of the SCSC CPF. |

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| | Objective 6.3:  Yearly balance sheets will demonstrate that schools maintains a cash reserve of no less than 75 days. |
| | Objective 6.4:  Schools' debt to asset ratio is less than 25% as measured by an external, annual audit. |
| | Objective 6.5:  The schools will meet all financial reporting deadlines set by the state DOE and authorizer. |
| | Objective 6.6: Schools will maintain a balanced budget on public funds alone by Year 5. |
| **Goal 7:** Schools will employ compliant and effective operational practices. | Objective 7.1: Schools will have no "findings" on the SCSC annual monitoring reviews, or be able to correct such findings within the 30 day window allowed. |
| | Objective 7.2: Schools will have no significant findings on other state or federal monitoring reviews, such as Federal Programs Cross Functional Monitoring. |
| | Objective 7.3: Each year, schools will receive a score that "meets expectations" on the operational section of the SCSC CPF. |
| **Goal 8**: Schools shall ensure all Operational/Financial staff and Governing Board members receive effective training and are evaluated on performance/effectiveness. | Objective 8.1:  All Governing Board members shall participate at a minimum in the legally required number of hours of governance training annually. |
| | Objective 8.2: The Governing Board will participate in a self-evaluation of Board functionality and effectiveness annually, and have an external evaluation at least once every 5 years. |

| | Objective 8.3: All Operational and Financial staff members will participate in on-boarding and professional development that pertain to their specific job description prior to opening and annually and will be evaluated on performance twice annually. |
|---|---|
| | |

## *Data Collection Process*

Each year, appropriate data will be collected and analyzed to determine progress toward meeting the goals above.  Programmatic and strategy inputs and activities will be documented each year in a narrative form to be used as part of the annual evaluation. Appropriate staff will collect the data listed below and the Senior Leadership Team will analyze the data as part of the overall program and replication evaluation process.  The inputs/activities narrative and the data will be used to inform the effectiveness of the replication/expansion efforts as well as the fidelity of implementation of the model at each school.  Based on this information the team will record lessons learned and make adjustments for improvement for program implementation and future replication/expansion.

| Goals/Indicators | Data Collected | Timeline | Person(s) Responsible |
|---|---|---|---|
| **Academic Goals** | | | |
| Goal 1/1.1 | Milestones EOG/EOC scores | Annually | Teachers/Principals/ICs |
| Goal 1/1.1 | MAP Benchmark scores | 3 times per year | Teachers/Principals/ICs |
| Goal 1/1.1 | Standards-Based Report Cards | Ongoing; Reported Quarterly | Teachers/Principals/ICs |

| | | | |
|---|---|---|---|
| Goal 2/2.1 | Milestones EOG/EOC scores | Annually | Teachers/Principals/ICs |
| Goal 2/2.1 | MAP Benchmark scores | 3 times per year | Teachers/Principals/ICs |
| Goal 2/2.1 | Standards-Based Report Cards | Ongoing; Reported Quarterly | Teachers/Principals/ICs |
| Goal 2/2.2 | Milestones EOG/EOC Student Growth Percentile scores | Annually | Teachers/Principals/ICs |
| Goal 2/2.2 | MAP Benchmark scores | 3 times per year | Teachers/Principals/ICs |
| Goal 2/2.3 | CCRPI Scores | Annually | Teachers/Principals/ICs |
| Goal 2/2.3 | Milestones EOG/EOC scores | Annually | Teachers/Principals/ICs |
| Goal 2/2.3 | Milestones EOG/EOC Student Growth Percentile scores | Annually | Teachers/Principals/ICs |
| Goal 2/2.3 | MAP Benchmark scores | 3 times per year | Teachers/Principals/ICs |
| Goal 3 | 3rd Grade ELA Milestones scores | Annually | Teachers/Principals/ICs |
| Goal 3 | MAP Benchmark scores | 3 times per year | Teachers/Principals/ICs |
| Goal 4 | Agendas, PD materials, sign-in sheets, and coaching logs | Ongoing; reviewed quarterly | Admin/ICs |
| **School Culture Goals** | | | |
| Goal 5/5.1 | School Climate Star Rating and supporting data | Annually | Principals/ Superintendent |
| Goal 5/5.1 | Attendance Data (Students and Staff) | Quarterly | Principals |
| Goal 5/5.1 | Discipline Data | Quarterly | Principals |
| Goal 5/5.1 | School Climate Surveys (Staff, Student, Parent surveys) | Annually | Principals |
| Goal 5/5.2 | Crew lesson plans and observations | Ongoing; reviewed quarterly | Principals/ICs |
| Goal 5/5.3 | List of Community Partners and explanation of partnership; list of service projects and impact | Ongoing; Reported Quarterly | Principals |

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|---|---|---|---|
| Goal 5/5.4 | Calendar of Parent Engagement Activities; sign in sheets, agendas, handouts, evaluations of activities, etc. | Ongoing | Principals |
| **Financial and Operational Goals** | | | |
| Goal 6/6.1 | External audit report | Annually | Chief Financial Officer |
| Goal 6/6.2 | CPF Financial Section results | Annually | Chief Financial Officer |
| Goal 6/6.2 | External audit report | Annually | Chief Financial Officer |
| Goal 6/6.2 | School profit/loss, balance sheets, budget vs. actuals, and predicted CPF scores | Monthly | Chief Financial Officer/Avolon |
| Goal 6/6.3 | School balance sheets and budgets vs. actuals | Monthly | Chief Financial Officer/Avolon |
| Goal 6/6.4 | External audit report | Annually | Chief Financial Officer |
| Goal 6/6.4 | School debt to asset ratio on CPF predictor | Monthly | Chief Financial Officer/Avolon |
| Goal 6/6.5 | Monthly Operational Checklists (includes all reporting deadlines and sign-offs) | Monthly | Chief Financial Officer |
| Goal 6/6.6 | 5 year projected budgets | Annually | Chief Financial Officer |
| Goal 6/6.6 | Budgets vs. actuals reports | Monthly | Chief Financial Officer |
| Goal 7/7.1 | Annual SCSC Monitoring report | Annually | Superintendent/CFO |
| Goal 7/7.2 | State and/or Federal Monitoring Reports | As required (usually 5 year cylcles) | Superintendent/CFO/ Federal Programs Director |
| Goal 7/7.3 | CPF Operational Section results | Annually | Superintendent |
| Goal 7/7.3 | Monthly Operational Checklists (includes all reporting deadlines and sign-offs) | Monthly | Superintendent |
| Goal 8/8.1 | Agendas, training materials, sign-in sheets, affidavits | Annually | Board Secretary |
| Goal 8/8.2 | Self-evaluations and/or external evaluation reports | Annually | Board Secretary |
| Goal 8/8.3 | Agendas, training materials, sign-in sheets, job descriptions, | Bi-annually | Superintendent/CFO |

| | and performance evaluation, improvement plans (if necessary) | | |
|---|---|---|---|

It is our belief that the use of data for needs assessment and continuous improvement is the responsibility of all stakeholders. We also believe that improvement plans are more effective if all stakeholders have seen and understand the data and have input into identifying root cause and the strategies to implement for improvement.  Therefore, analysis of data, root cause identification, and improvement planning is utilized in a variety of settings with a variety of stakeholders.

*Academic and School Culture Goals Data Collection and Evaluation Process*

Evaluation for the academic goals begins at the individual classroom level.  Teachers work with peers, administrators, and/or Instructional Coaches in Data Meetings to analyze individual assessment results, classroom standards-based report card data, and benchmark data.  Annually Instructional Coaches and school administrators guide teachers and instructional staff in analysis of Milestones data to inform instructional and assessment improvement plans.  These plans become part of an on-going process of improvement throughout the year in coaching sessions and to guide Leadership Team meetings.

Leadership teams consist of school administrators, instructional coaches, and a cross-section of teachers and instructional support staff.  The Leadership teams meets monthly to review data (academic, attendance, behavior, observational, surveys, etc. listed in the data collection table above) and progress towards meeting the Academic and School Culture goals.

The District Leadership Team (DLT) meets quarterly. This team us made up of district administrators (Superintendent, CFO, Federal Programs Director, Special Education Director), school Principals and Instructional Coaches. The DLT reviews reports from school Leadership Teams to evaluate how schools are progressing toward meeting goals. The reports and supporting data (academic, attendance, behavior, observational, surveys, etc. listed in the data collection table above) are used to evaluate the implementation of the inputs and activities in regard to progress toward meeting goals. The team then determines if and what supports need to be offered or if adjustments to the inputs/activities need to be made.

Other important stakeholder groups that we believe should be a part of the overall evaluation process for our schools and programs are students and parents. Students take part in reviewing their own data and goal-setting, but also are involved in some school-wide data review and improvement planning. Students have several ways to be involved in this process through Middle-School and High School Government Teams and a student-advisory committee, called PCA Ambassadors. As Spring Creek grows its middle and high school, they will also offer these opportunities. These students review academic, attendance, and behavior data, as well as student surveys and interviews, to offer input into the overall evaluation process. Parents are similarly engaged through the Parent Advisory Board and the School Improvement Planning committee. All parents and students also have the opportunity each year to give feedback and input through surveys.

*Financial and Operational Goals Data Collection and Evaluation Process*

Operational goals and supporting data (Goals 7 and 8) are handled much in the same manner as Academic goals, whereas monitoring and evaluation trickle up from staff to school admin to

district admin.  School staff use tools such as monthly operational checklists, school safety plans, and program (Title I, Special Ed, etc.) handbooks to guide the compliance monitoring and evaluation of school operations.  Data and anecdotal commentary on operational matters are discussed in the school Leadership Teams.  The Principals then report this data and commentary from the teams at the District Leadership Team meetings.  The reports and supporting data are used to evaluate the implementation of the inputs and activities in regard to progress toward meeting goals. The team then determines if and what supports need to be offered or if adjustments to the inputs/activities need to be made.

The data collection and evaluation of Financial goals are handled somewhat differently due the need for specific expertise and checks and balances in financial proceses.  Much of the financial data collection is handled by school level finance staff and the CFO.  However, Pataula Charter Academy, Inc. contracts with an independent financial management firm, Avolon Accounting & Charter CFO Services, to help create financial evaluation reports.  The monthly financial evaluation reports and the annual audit are reviewed by the Board's Finance Committee, chaired by the Board Treasurer who is a Certified Public Accountant.  The Finance Committee uses this data to evaluate financial processes and outputs to determine if financial goals are being met.  If necessary, they then make suggestions to the CFO and/or Board for policy or procedure changes that can be made to improve the financial standings of the organization.

**Qualifications of Key Project Personnel**

As discussed in the previous section of this grant, it is our belief that all stakeholders play a role in the evaluation of our schools and programs.  This includes parents, students, teachers, and other school level instructional support staff.  We will not list qualifications for all of these

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personel, but highlight the qualifications of the Senior Leadership at the district and school level. The Senior Leadership Team consists of the following positions/staff members:

- Superintendent, Kylie Holley
- Chief Financial Officer, Cheryl Weathersby
- Special Education Director, Amy Peel
- Federal Programs Director, Kathy Martin
- School Principals:
  - Reagen Beamon – Pataula Charter Academy
  - Linda Miller – Spring Creek Charter Academy
- Instructional Coaches:
  - Kathy Bantz – Pataula Charter Academy
  - Heather Worsley – Spring Creek Charter Academy

Additional key project personnel will include:

- Avolon Accounting & Charter CFO Services
- CSP Grant Program Manager, TBD  (temporary part-time position to be added)

**Kylie Holley – Superintendent** – Mrs. Holley is the chair of the District Leadership Team and the lead for the evaluation. She holds a Bachelor's Degree in Early Childhood Education from Georgia Southwestern University, a Master's Degree in School Counseling from Albany State University, and a Specialist's Degree in Educational Leadership from Valdosta State University and has almost 20 years of experience in the field of education. Mrs. Holley served on the original Founding board of Pataula Charter Academy and helped write the petition application for the school. She opened PCA as Principal in 2010 and was promoted to Superintendent in 2014. She also wrote the petition for Spring Creek Charter Academy, which was approved by the SCSC to open fall of 2019, where she also serves as Superintendent.  Mrs. Holley has served

on several boards and committees to help further education and chartering in Georgia, including the Governor's Principal Advisory Board in 2011, member of the Georgia Charter School Association Board of Directors in 2015, and the Governor's Education Reform Commission in 2015.

If awarded, Mrs. Holley will be responsible for the overall coordination of managing and evaluating all aspects of the grant, except financial. She has successfully written and managed three previous Charter School Program grants for planning and implementation through the state of Georgia. Evaluating programs through the analysis of data, identifying root causes, and determining research-based improvement strategies is one of Mrs. Holley's strong points in her position. Her leadership has led Pataula Charter Academy to be one of the most respected charter schools of the Georgia State Charter Schools Commission, and helped ensure the CMO's first replication school had a strong start.

**Cheryl Weathersby - Chief Financial Officer and Business Manager** – Mrs. Weathersby has an Associate's Degree in Business Administration and over 18 years of experience in finance and business management in state government offices. She has been the CFO of Pataula Charter Academy, Inc. since its inception in 2010. In her time there, she has handled the financial management of three CSP grants through the state of Georgia equaling over two million dollars with no compliance issues. Her attention to detail, acuity, and integrity have ensured that the organization remains compliant, fiscally sound, and sustainable through balanced budgets, low debt to asset ratios, and an ample surplus. Mrs. Weathersby also helped secure and managed compliance and reporting for a 14.6 million dollar USDA loan for construction of PCA's permanent facility in 2016.

If awarded, Mrs. Weathersby will be responsible for the overall coordination of managing and evaluating the financial aspects and goals of the grant. School Office Clerks will assist in collecting school level financial data and Avolon will assist in creating and analyzing financial data reports.

PCA,Inc. contracts with **Avolon Accounting & Charter CFO Services** (AABS LLC) to assist with creating data reports and the evaluation of financial processes, capacity, and sustainability. If awarded this grant their current contract services will be expanded to assist with financial management, evaluation, and reporting for the CSP grant. Avalon staff has over 45 years of combined accounting experience, specifically charter school accounting. They provide professional services on a virtual basis and specialize in providing financial service to the under-served charter school market. Avalon assists in shaping and strengthening our financial infrastructure to ensure linear and vertical growth that will match our vision and mission. Highly specialized accountants and CFOs work with our CFO and accounting staff, as well as external auditors in collecting and analyzing financial data to evaluate financial goals. They have a successful track record in assisting charter schools in Georgia and California with financial capacity, growth, and sustainability.

**Special Education Director, Amy Peel** and **Federal Programs Director, Kathy Martin** are also part of the Senior Leadership Team and will assist in the collection and analysis of data for evaluation purposes. After 6 years of teaching students with disabilities, Mrs. Peel became the Special Education Director for PCA, Inc. in 2016. Over the last four years her leadership has led PCA to be a leader in academic achievement for students with disabilities, while maintaining compliance with state and federal guidelines. She also coordinates 504 plans and the MTSS (RTI/SST) programs. Kathy Martin was a Title I Intervention teacher at PCA for 5 years prior to

becoming the Federal Programs Director. Mrs. Martin manages the Title I, Title II, Title IV, ESOL, Migrant, and McKinney-Vento Homeless programs for PCA, Inc. schools. As part of these duties, she is responsible for Parental Engagement implementation and compliance, as related to Title I. Both of these Directors are responsible for collecting, analyzing, and reporting data related to their progams, as members of the District Leadership Team.

**School Principals: Reagen Beamon – Pataula Charter Academy; Linda Miller – Spring Creek Charter Academy –** Reagen Beamon served as Assistant Principal for 2 years prior to be promoted to Principal at Pataula. Prior to her work at PCA she served as a School Counselor at the K-12 level for almost 10 years. She holds a Bachelor's degree in Science, Family, and Child Development from Auburn University, a Master's in School Counseling from Columbus State University, and an Education Specialist's in Educational Administration and Supervision from Albany State University. Linda Miller served as K-12 Principal at Pataula Charter Academy for 2 years prior to moving to Spring Creek. Before coming to PCA, she served as Middle School Principal and Interim High School Principal at Miller County Schools. She has spent 28 years in the education field. Throughout her career, she has gained experience at all levels of education and has served in a variety of roles as a teacher, graduation coach, instructional coach, and school administrator. She holds a Bachelor's Degree in Health & Physical Education from Georgia Southern University and a Master's Degree in Educational Leadership from Albany State University. Both Principals are integral to evaluation team as a whole in both the data collection and analysis process, as well as providing feedback and input into program and replication/expansion evaluations.

**Instructional Coaches: Kathy Bantz – Pataula Charter Academy; Heather Worsley – Spring Creek Charter Academy** – Kathy Bantz has a Bachelor's Degree in Music Education

from Oberlin College and Conservatory and a Master's in Music Performance from Binghamton University.  She also has an endorsement in Instructional Coaching.  Mrs. Bantz has 28 years of experience in education, including the last 4 years in Instructional Coaching at PCA.  She helped shape PCA's model during the planning stages and has helped craft many of the programs at PCA.  She is an expert in data analysis, evaluations of programs, and instructional and assessment research-based best practices.  Heather Worsley has a Bachelor's degree in Early Childhood Education.  She has over 20 years of experience as a teacher, Pre-K Director, and Instructional Coach.  She was an Instructional Coach at PCA for 5 years before moving to Spring Creek this year.  She fully understands and believes in the school model and is an expert in the Expeditionary Learning model.  Both Instructional Coaches are integral to the Senior Leadership Team because of their specific expertise.  They are also able to give valuable insight into the level of implementation of the school model and various programs through their close work with teachers.  They will be responsible for the narrative portion of the evaluation that explains the strategies employed to replicate/expand the model and the level of implementation of those strategies.

**Director of Development and Marketing**  – **TBD** – If awarded this grant, we will hire a Director of Development and Marketing.  The main responsibility of this position will be developing, implementing, and evaluating our strategic development plan for replication and expansion. This means that the person in the position would take on the bulk of the responsibilities related to replication and expansion, including managing this grant. A full job description for this position can be found in **Appendix 6**.

**Summary**

**2017-2018**

# Pataula Charter Academy

**Grades:** K-12

**Attendance Zone:** Baker County, Calhoun County, Clay County, Early County and Randolph County

## Overall Scores

State Charter Schools are expected to meet academic, financial, and operational standards during every year of the charter term, however a school will be considered eligible for renewal if it meets academic, financial, and operational standards at least 75% of the time (in 3 out of the first 4 years of a 5 year charter contract term).

| 98 | 85 | 98 |
|:---:|:---:|:---:|
| ACADEMICS | FINANCIALS | OPERATIONS |

**Scoring Key**

| section | Exceeds Standards | Meets Standards | Approaches Standards | Does Not Meet Standards |
|---|---|---|---|---|
| Academics | | 70-100 | 50-69 | 0-49 |
| Financials | 100 | 75-99 | 50-74 | 0-49 |
| Operations | | 80-100 | 50-79 | 0-49 |

# Historical Progress Toward Charter Renewal

| section | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|---|---|---|---|---|---|
| Academics | 97 | 97 | 98 | 97 | 98 |
| Financials | 85 | 80 | 80 | 80 | 85 |
| Operations | 86 | 86 | 81 | 100 | 98 |

## Academics Summary

# Indicator 1

### State and Federal Acountability Systems

All state charter schools must meet federal accountability standards. Specifically, state charter schools must meet state improvement targets and perform above the level that would place it on the Targeted Support and Improvement (TSI) schools, Comprehensive Support and Improvement (CSI) schools, or Turnaround Eligible schools' lists.

| Measure | Points Available | Points Earned | Explanation |
|---|---|---|---|
| Measure 1(a), State Improvement Targets | 2 | 0 | The school did not receive any points because it did not meet 100% of school Improvement Targets. |

| Measure | Points Available | Points Earned | Explanation |
|---|---|---|---|
| Measure 1(b) - State Designations | 2 | 2 | The school received all possible points because it was not designated as TSI, CSI or Turnaround Eligible by GaDOE or GOSA. |

# Indicator 2

## Student Achievement and Student Growth

All state charter schools must demonstrate their ability to positively impact students' academic proficiency while also prioritizing the academic growth of their students. Specifically, state charter schools must perform above the level of the district(s) they serve as measured by CCRPI "content mastery" scores or by CCRPI "progress" measures or by the CCRPI "overall grade band score".

| Measure | Points Available | Points Earned | Explanation |
|---|---|---|---|
| Measure 1 - Academic Achievement | 96 | 96 | The school received all possible points because its CCRPI Content Mastery Sub-Score was higher than that of its comparison district(s) in all grade bands served. |
| Measure 2 - Growth of All Students | 96 | 96 | The school received all possible points because its CCRPI Progress Sub-Score was higher than that of its comparison district(s) in all grade bands served. |
| Measure 3 - Achievement and Growth | 96 | 96 | The school received all possible points because its CCRPI Grade Band was higher than that of its comparison district(s) in all grade bands served. |

# Second Look Criteria

## Additional Measures

In any year of the charter term, a state charter school may satisfy academic accountability requirements by meeting standards presented in Section I, Measures 1 - 3 OR by meeting ANY of the following criteria:

| Measure | Points Available | Points Earned | Explanation |
|---|---|---|---|
| Second Look, Part A, CCRPI Single Score | 96 | 96 | The school received all possible points because its CCRPI Single Score was higher than that of its comparison district on at least one comparison calculation. |
| Second Look, Part B, Value Added Impace Score | 96 | 0 | The school received all possible points because its Value-Added Impact Score was statistically higher than that of its comparison district(s) in all grade bands served. |
| Second Look, Part C, Beating the Odds Determination | 96 | 96 | The school received all possible points because it was designated as Beating the Odds by GaDOE. |

## Financials Summary

# Indicator 1

## Near-Term Measures

Near-term financial measures are used to calculate a charter school's ability to cover its short-term (less then 1 year) financial obligations.

| Measure | Points Available | Points Earned | Explanation |
|---|---|---|---|
| Measure 1(a), Current Ratio (Working Capital Ratio): Current assets divided by current liabilities | 20 | 20 | The school received all possible points because its current ratio was greater than 3.0 |

| Measure | Points Available | Points Earned | Explanation |
|---|---|---|---|
| Measure 1(b), Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses/365) | 20 | 15 | The school received partial points because it had between 45 and 75 days of unrestricted cash |
| Measure 1(c), Enrollment Variance: [Actual Enrollment during the October FTE Count(fiscal year x) – school enrollment projection(fiscal year X)] / school enrollment projection(fiscal year X) | 10 | 10 | The school received all possible points because its enrollment variance equaled less than 2 percent |
| Measure 1(d), Default | 10 | 10 | The school received all possible points because it was not in default of any loan/bond covenants or delinquent with debt service payments |

# Indicator 2

### Sustainability Measures

Sustainability Measures are used to determine a charter school's ability to cover long term obligations as well as their ability to effectively control cost.

| Measure | Points Available | Points Earned | Explanation |
|---|---|---|---|
| Measure 2(a), Efficiency Margin: (Change in Net Assets+Change in Pension Related Accts) divided by Total Revenues | 20 | 15 | The school received partial points because its aggregated three-year efficiency margin was between 0 and 10 percent |
| Measure 2(b), Debt to Asset Ratio: (Total Liabilities-Deferred Pension Liability) divided by Total Assets | 20 | 15 | The school received partial points because its debt to asset ratio was between 25 and 94.99 percent |

## Operations Summary

# Indicator 1

### Educational Program Compliance

A charter school's overall purpose is to provide its students 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 | Points Available | Points Earned | Explanation |
|---|---|---|---|
| Measure 1(a) - Essential or Innovative Features | 5 | 5 | The school received all possible points because it implemented all essential or innovative features of its education and operational program as defined in its charter contract. |
| Measure 1(b) - Mission Specific Goal (BONUS*) | 5 | 5 | The school received all possible points because it met all mission-specific goals included in its charter contract. |
| Measure 1(c) - Education Requirements | 5 | 5 | The school received all possible points because it received no findings indicating the school is out of compliance with all applicable laws, rules, regulations, and provisions of its charter contract relating to education requirements. |
| Measure 1(d) - Data Reporting | 5 | 0 | The school did not receive any points because records of the Georgia Department of Education identified that the school did not submit the F&R Meal collection by the required deadline. |

# Indicator 2

### Financial Oversight

Charter schools must be faithful stewards of public funding and must adhere to stringent standards in the management of its assets. Failure to do so is one of the leading causes of charter school closure

| Measure | Points Available | Points Earned | Explanation |
|---|---|---|---|
| Measure 2(a) - Financial Reporting | 6 | 6 | The school received all possible points because it met all financial reporting and compliance timeline and form requirements. |
| Measure 2(b) - Adherence to GAAP Standards | 5 | 5 | The school received all possible points because the school's independent audit found that it is following Generally Accepted Accounting Principles (GAAP). |

# Indicator 3

## Governance

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.

| Measure | Points Available | Points Earned | Explanation |
|---|---|---|---|
| Measure 3(a) - General Governance | 5 | 5 | The school received all possible points because the school is complying with all applicable general governance requirements. |
| Measure 3(b) - Open Governance | 5 | 5 | The school received all possible points because it is complying with all applicable open governance requirements. |
| Measure 3(c) - Governance Training | 5 | 5 | The school received all possible points because all governing board members completed required training through the SCSC or approved alternate provider. |
| Measure 3(d) - Holding Management Accountable | 5 | 5 | The school received all possible points because it is holding management and contractors accountable. |

# Indicator 4

## Students and Employees

Parents entrust schools with the education and welfare of their children, and the school must afford those children the appropriate rights and care. The school must respect its employees and ensure that they are duly qualified to further the education and welfare of students.

| Measure | Points Available | Points Earned | Explanation |
|---|---|---|---|
| Measure 4(a) - Rights of All Students | 4 | 4 | The school received all possible points because the school is protecting the rights of all students |
| Measure 4(b) - Rights of Students With Disabilities | 4 | 4 | The school received all possible points because it is protecting the rights of students with disabilities. |
| Measure 4(c) - Rights of Students who are English Learners (ELs) | 4 | 4 | The school received all possible points because it protects the rights of English Learners (ELs). |
| Measure 4(d) - Employee Qualifications | 4 | 4 | The school received all possible points because it met teacher and other employee qualification requirements. |
| Measure 4(e) - Employee Rights | 4 | 4 | The school received all possible points because the school respected all employee rights. |
| Measure 4(f) - Criminal Records Checks | 4 | 4 | The school received all possible points because it completed required criminal records checks of its employees. |

# 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 | Points Available | Points Earned | Explanation |
|---|---|---|---|
| Measure 5(a) - Facility | 4 | 4 | The school received all possible points because it complied with facilities requirements. |
| Measure 5(b) - Student Retention | 4 | 4 | The school received all possible points because its churn rate is less than 20% (11%). |
| Measure 5(c) - Health and Safety | 4 | 4 | The school received all possible points because it complied with health and safety requirements. |
| Measure 5(d) - Support Services | 4 | 4 | The school received all possible points because it complied with nursing, food service, and transportation requirements. |
| Measure 5(e) - Information, Data, and Communication | 4 | 4 | The school received all possible points because it maintained student and employee information and data securely and communicated with stakeholders appropriately. |

# Indicator 6

### Additional and Continuing Obligations

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

| Measure | Points Available | Points Earned | Explanation |
|---|---|---|---|
| Measure 6(a) - Additional Obligations | 5 | 3 | The school received findings as a part of its SCSC monitoring because its financial policies and procedures manual did not follow the Local Units of Administration manual. The school submitted evidence in its corrective action plan that it adequately remedied these findings. |
| Measure 6(b) - Continuing Obligations | 5 | 5 | The school received all possible points because it remedied noncompliance after proper notification. |

# Pataula Charter Academy
# Parent and Family Engagement Policy

# What is Family Engagement?

Family Engagement means the participation of parents and family members in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

(A) That parents play an integral role in assisting their child's learning.

(B) That parents are encouraged to be actively involved in their child's education.

(C) That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

(D) The carrying out of other activities, such as those described in Section 1116 of the Every Student Succeeds Act (ESSA).

## About the Parent and Family Engagement Policy

In support of strengthening student academic achievement, Pataula Charter Academy (PCA) has developed this parent and family engagement policy that establishes the district's expectations and objectives for meaningful family engagement and guides the strategies and resources that strengthen school and parent partnerships in the district's Title I schools. This plan will describe PCA's commitment to engage families in the education of their children and to build in its Title I school to implement family engagement strategies and activities designed to achieve the district and student academic achievement goals.

When schools, families, and communities work together to support learning, children tend to do better in school, stay in school longer and enjoy school more. Title I, Part A provides for substantive family engagement at every level of the program, such as in the development and implementation of the district and school plan, and in carrying out the district and school improvement provisions. Section 1116 of ESSA contains the primary Title I, Part A requirements for schools and school systems to involve parents and family members in their children's education. Pataula Charter Academy will work to ensure that the required school-level parent and family engagement policies meet the requirements of federal law and include, as a component, a school-parent compact.

## Jointly Developed

During three publicized meetings in April 2019, all parents were invited to participate and provide suggestions and ideas to improve the district's Parent and Family Engagement Policy for the 2019-2020 school year. The district sent emails to parents informing them about these meetings and posted an announcement on the school district's website and on social media. During these meetings, parents also reviewed and discussed the School –Parent Compact, and the Consolidated LEA Improvement Plan (CLIP). Additionally, Pataula Charter Academy's Parent Advisory Council reviewed the district's Parent and Family Engagement Policy and School-Parent Compact before the end of the 2018-2019 school year.

Upon final revision, the district parent and family engagement policy was incorporated into the CLIP which was submitted to the state. Following the April meetings, parents were invited to submit comments and feedback regarding the policy at any time on the school district website or by submitting written comments to the school. All feedback received by July 2019 was considered for revisions to this policy.

The district's plan to distribute this policy is to post it on district/ school website and in the parent resource center, disseminate it during the annual Title I school meetings in the fall, and email the link to all parents in a format and language they can understand.

## Strengthening Our School

This year, the district's Family Engagement Coordinator (FEC) will provide technical assistance and support to the school to ensure family engagement requirements are being satisfied and that family engagement strategies and activities are being implemented. Pataula Charter will receive notifications and resources from the FEC to help them improve and strengthen family engagement. In addition the FEC will hold monthly meetings with the Title I schools' principal to review family engagement plans and activities.

Additionally, the district/school has convened a Leadership Team which meets monthly. This team includes the principal, assistant principal/counselor and the FEC among other school leaders. Parent and family engagement requirements are reviewed, and opportunities for family engagement activities and meetings for the next school year are planned. Feed-back from the faculty and staff regarding family engagement are reviewed and included in the planning process as well.

## Reservation of Funds

**Districts with Title I allotments of $500,000 or more are required to reserve 1 percent of Title I, Part A funds for parental engagement. Pataula Charter Academy does not receive 500,000 in Title I funds, so is therefore exempt from the requirements of reserving funds.**

# Opportunities for Meaningful Parent Consultation

Input and suggestions from parents, family members, and community partners are an essential component of the district and school improvement plans that are developed each year. All parents of students eligible to receive Title I services are invited to attend three meeting opportunities described in this section to share their ideas and suggestions to help the district, schools, and students to reach our academic achievement goals.

### State of the District Meeting ~ *August 19, 2019*
All parents are welcome to hear the latest updates from Pataula Charter Academy as well as review the school's Family and Parent Engagement Policy, School-Parent Compact and learn about the school improvement goals for the 2020-2021 school year. Notices regarding this meeting will be emailed to all parents in advance of the meeting. The district will also communicate information regarding this meeting on the school website, social media, classroom newsletters, and school-wide Remind.

### School Improvement Forums ~ *April 2020*
During the weeks of April 6 through April 17, PCA will host forums for parents and family members to participate in roundtable discussions reviewing the schoolwide plan, the school's Parent and Family Engagement Policy, the School-Parent Compact, as well as provide input on topics for school staff training. PCA will send invitations home as well as email and text parents to notify them about the dates and times of the meetings. Information regarding the School Improvement Forums will also be made available on the school's website.

Parent input on PCA's family engagement program will also be provided through the annual district parent survey. The survey will contain questions related to family engagement and school staff training for parents to provide their comments.

**Unable to attend these meetings? Please visit *www.pataula.net* to review the meeting documents and minutes and leave your input.**

*Scan the code with your smartphone or tablet to access family engagement information from the ACSD website.*

# Building Capacity

Pataula Charter Academy will build partnerships between its Title I School, families, and community with the goal of developing mutual support for student achievement. To develop capacity for this support, PCA will implement a variety of family and community engagement initiatives.

*Of Parents* – Pataula Charter Academy will provide families with information about the overall Title I program and its requirements. PCA, a Title I school, will work to help families understand academic expectations for student learning and progress. Specific information related to the school's Parent Advisory Committee, the State's challenging academic standards, and local and state assessments—including alternative assessments, will also be provided. The district will also offer assistance to parents in understanding the use of its online student information system and other digital resources, including the harms of copyright piracy, through its technology specialists. Notifications about these opportunities will be posted on the district website and shared through school messaging systems, newsletters, and social media postings.

In addition, the district / school website contains resources and materials such as parent guides, study guides, practice assessments, school calendar of upcoming events and volunteer oportunities. Hard copies of these materials will be made available by request, including copies in Spanish.

Pataula Charter Academy established a schoolwide Parent Advisory Committee comprised of parent representatives and community leaders whose main purpose is to serve as an outreach and mentor to other parents in our school. This committee also serves to evaluate the parent engagement program from year to year.

PCA will coordinate and integrate the school's family engagement programs under this part with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs such as, the local preschool program. The district will invite faculty and staff from those programs to attend planning meetings focused on family engagement activities. In the spring, the school will host Kindergarten Ready days, and transition nights for middle and high school parents and students. Each fall, students begin attending College and Career Fairs and PCA will host financial aid seminars and college admission recruiters so that parents and students may receive information to help prepare them for the next life stage.

*Of School Staff* – Pataula Charter will provide training to educate the faculty and staff in how to reach out to, communicate, and work with parents as equal partners, in the value and utility of parent contributions, and in how to implement and coordinate parent programs all the while building ties between parents, families and the school.

To ensure that information related to the school, parent programs, and activities is available to all parents, each Title I school is required to send home and post online information for parents and family members in an understandable language and uniform format. At the beginning of the year, school staff will be trained on parent notifications and resources to be sent home in parents' preferred language, where applicable. Information posted on the district website will be translated to the extent practicable. The district will also utilize school phone call systems, school website, local news media, and social media to post information for parents.

# Parent and Family Engagement Evaluation

Each year, Pataula Charter Academy will conduct an evaluation of the content and effectiveness of this parent and family engagement policy and the family engagement activities to improve the academic quality of the Title I schools through an annual parent survey and the School Improvement Forums.

Beginning in April, PCA will send home a survey and email a link to the survey for parents to provide valuable feedback regarding the parent and family engagement activities and programs. This survey link will be posted on the district/school website for parents to complete.

Information about the survey and the link will also be included in classroom newsletters, Remind, and other teacher/ parent communications. In addition to the annual survey, PCA will also use the School Improvement Forums to facilitate group discussions about the needs of children eligible to receive Title I services and to design strategies for more effective family engagement.

PCA will use the findings from the school forums and the survey results to design strategies to improve effective family engagement, to remove possible barriers to parent participation, and to revise its parent and family engagement policies.

# Accessibility

In carrying out the parent and family engagement requirements established by Section 1116 of the ESSA, the district will work to ensure full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children including providing information and school reports in a language parents can understand.

# Mark Your Calendars

## *For Parents*

Annual Parent Survey
April, 2020

School Improvement Forum
April 11, 2020, April 17, 2020, and
April 20, 2020
Local school site

State of the District
September 12, 2019 –
PCA Cafeteria

## *For Schools*

Building Staff Capacity
Family/Parent Engagement
September 2019

Leadership Team Meetings
1st and 3rd Tuesday of each month



# Adoption

This districtwide parent and family engagement policy has been developed jointly and agreed upon with parents and family members of children participating in the school's Title I, Part A program.

This policy was adopted by Pataula Charter Academy on May 23, 2019 and will be in effect for the 2019-2020 academic school year. The school district will distribute this policy in multiple ways to all parents of participating Title I, Part A children before or during the first week of fall semester.

# PATAULA CHARTER ACADEMY

## FINANCIAL REPORT

## FOR THE FISCAL YEAR ENDED
## JUNE 30, 2019

# MAULDIN & JENKINS

# INDEPENDENT AUDITOR'S REPORT

**To the Members of the Board**
  **of the Pataula Charter Academy**
**Edison, Georgia**

*Report on the Financial Statements*
We have audited the accompanying financial statements of the governmental activities and the major fund of the **Pataula Charter Academy** (the "Academy"), as of and for the year ended June 30, 2019, and the related notes to the financial statements, which collectively comprise the Pataula Charter Academy's basic financial statements as listed in the table of contents.

*Management's Responsibility for the Financial Statements*
Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

*Auditor's Responsibility*
Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

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### Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and the major fund of the Pataula Charter Academy as of June 30, 2019, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

### Other Matters

*Required Supplementary Information*

Accounting principles generally accepted in the United States of America require that the Schedule of Revenues, Expenditures, and Changes in Fund Balances – Budget (GAAP Basis) and Actual (on page 35), Schedule of Proportionate Share of the Net Pension Liability – Teachers Retirement System of Georgia (on page 36), the Schedule of Contributions – Teachers Retirement System of Georgia (on page 37), the Schedule of Proportionate Share of the Net OPEB Liability – Georgia School Personnel Postemployment Health Benefit Fund (on page 39), and the Schedule of Contributions – Georgia School Personnel Postemployment Health Benefit Fund (on page 40) be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Management has omitted the management's discussion and analysis that accounting principles generally accepted in the United States of America require to be presented to supplement the basic financial statements. Such missing information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. Our opinion on the basic financial statements is not affected by this missing information.

**Other Reporting Required by *Government Auditing Standards***

In accordance with *Government Auditing Standards*, we have also issued our report dated October 23, 2019, on our consideration of the Pataula Charter Academy's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Pataula Charter Academy's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Pataula Charter Academy's internal control over financial reporting and compliance.

Atlanta, Georgia
October 23, 2019

# FINANCIAL SECTION

# PATAULA CHARTER ACADEMY

## STATEMENT OF NET POSITION

## FOR THE FISCAL YEAR ENDED JUNE 30, 2019

|  | Governmental Activities |
|---|---|
| **ASSETS** | |
| Cash and cash equivalents | |
| Investments | |
| Due from other governments | |
| Prepaid items | |
| Capital assets: | |
| Nondepreciable | |
| Depreciable, net of accumulated depreciation | |
| Total assets | |
| | |
| **DEFERRED OUTFLOWS OF RESOURCES** | |
| Pension related items | |
| OPEB related items | |
| Total deferred outflows of resources | |
| | |
| **LIABILITIES** | |
| Accounts payable | |
| Accrued liabilities | |
| Short-term borrowings | |
| Loan payable, due within one year | |
| Loan payable, due in more than one year | |
| Capital lease, due within one year | |
| Capital lease, due in more than one year | |
| Net pension liability | |
| Net OPEB liability | |
| Total liabilities | |
| | |
| **DEFERRED INFLOWS OF RESOURCES** | |
| Pension related items | |
| OPEB related items | |
| Total deferred inflows of resources | |
| | |
| **NET POSITION** | |
| Net investment in capital assets | |
| Unrestricted (deficit) | |
| Total net position | |

**The accompanying notes are an integral part of these financial statements.**

# PATAULA CHARTER ACADEMY

## STATEMENT OF ACTIVITIES

## FOR THE FISCAL YEAR ENDED JUNE 30, 2019

| Governmental activities | Expenses | Program Revenues | | | Net (Expenses) Revenues and Changes in Net Position |
|---|---|---|---|---|---|
| | | Charges for Services | Operating Grants and Contributions | Capital Grants and Contributions | |
| Instruction | | | | | |
| Support services: | | | | | |
| Improvement of instructional service | | | | | |
| Educational media services | | | | | |
| General administration | | | | | |
| School administration | | | | | |
| Business administration | | | | | |
| Maintenance and operation of plant | | | | | |
| Student transportation services | | | | | |
| Operations of non-instructional service | | | | | |
| Food services | | | | | |
| Interest on long-term debt | | | | | |
| Total governmental activities | | | | | |

General revenues:
   State Charter Schools Commission
   Miscellaneous
     Total general revenues
      Change in net position
Net position (deficit), beginning of year
Net position (deficit), end of year

**The accompanying notes are an integral part of these financial statements.**

# PATAULA CHARTER ACADEMY

## BALANCE SHEET
## GOVERNMENTAL FUNDS

## FOR THE FISCAL YEAR ENDED JUNE 30, 2019

| ASSETS | General |
|---|---|
| Cash and cash equivalents | |
| Investments | |
| Due from other governments | |
| Prepaid items | |
|     Total assets | |
| | |
| **LIABILITIES AND FUND BALANCES** | |
| | |
| **LIABILITIES** | |
| Accounts payable | |
| Short-term borrowing | |
| Accrued liabilities | |
|     Total liabilities | |
| | |
| **FUND BALANCES** | |
| Nonspendable - prepaid items | |
| Unassigned | |
|     Total fund balances | |
|     Total liabilities and fund balances | |

**The accompanying notes are an integral part of these financial statements.**

# PATAULA CHARTER ACADEMY

## RECONCILIATION OF THE GOVERNMENTAL FUND BALANCE SHEET
## TO THE STATEMENT OF NET POSITION

## FOR THE FISCAL YEAR ENDED JUNE 30, 2019

Total fund balance - governmental funds

Amounts reported for governmental activities in the statement of net position
  are different because:

    Capital assets used in governmental activities are not financial resources
      and therefore are not reported in the funds. These assets consist of:

        Historical cost of capital assets
        Less accumulated depreciation
          Total capital assets

    Deferred outflows of resources are not due and payable in the current period
      and therefore are not reported in the governmental funds.  These deferred
      outflows of resources relate to pension and OPEB items.

    Long-term liabilities are not due and payable in the current period and
      therefore are not reported as liabilities in the governmental funds.
      Long-term liabilities at fiscal year-end consist of:

        Notes payable
        Capital lease payable
        Accrued interest payable
        Net pension liability
        Net OPEB liability
          Total long-term liabilities

    Deferred inflows of resources are not available to pay for current resources
      and therefore are not reported in the governmental funds.  These deferred
      inflows of resources relate to pension and OPEB items.

Net position of governmental activities

**The accompanying notes are an integral part of these financial statements.**

4) Information about Open Enrollment will be announced on the school's website and social media platforms

**Early Outreach**

1) Enrollment information will be given out to all Head Start programs in the school's attendance zone.

2) An annual Pre-K Roundup and Kindergarten Roundup event will be held for prospective parents to learn more about our schools

**Other Outreach**

1) Increase diversity in school leadership roles; i.e. Governing Board, PTO Board, Booster Club Board, Parents Advisory Committee, etc.

2) Increase diversity in school leadership and teaching staff through recruiting at Albany State University, a traditionally minority college

3) Identify a diverse group of key community members to aid in outreach and marketing

4) Identify community events in which a presence could impact enrollment diversity.

5) Seek input from minority parents about barriers for minority families

6) Recruit and educate minority parents as advocates of the school in the community

| Task | Person Responsible | Timeline |
|---|---|---|
| Brochures that indicate cultural awareness and highlight a desire for diversity will be created/updated for open enrollment and will be distributed to churches and daycares in the school's attendance zone. | Marketing and Outreach Committee -update brochure<br><br>Parent Advisory members and staff on Marketing and Outreach Committee - distribute brochures | Updated by Oct. 1<br><br>Distributed throughout open enrollment |
| Flyers for open enrollment will be displayed at local businesses. | Marketing and Outreach Committee –update flyer<br><br>Parent Advisory members and staff on Marketing and Outreach Committee - distribute flyers | Updated by Oct. 1<br><br>Printed and distributed by Nov. 1 |
| Ads for open enrollment will be run in all of the local newspapers. | Business Manager | Ads will run at least three times during enrollment window at all local newspapers |
| Radio Ads | Marketing and Outreach Committee | Contact Radio Station prior to Nov. 1 for ads to run throughout enrollment window |
| Information about Open Enrollment will be announced on the school's website and social media platforms | Website Manager | Posted on Nov. 1- remain posted until after lottery; after lottery change to reflect process for enrollment after lottery |
| Enrollment information will be given out to all Head Start programs in the school's attendance zone. | Marketing and Outreach Committee | During month of November; send reminders in January |
| An annual Pre-K Roundup and Kindergarten Roundup event will be held for prospective parents to learn more about SCCA | Pre-K and K teachers | To be held in November or December |

| | | |
|---|---|---|
| Increase diversity in school leadership roles; i.e. Governing Board, PTO Board, Booster Club Board, Parents Advisory Committee, etc. | Governing Board and Superintendent | Ongoing |
| Increase diversity in school leadership and teaching staff through recruiting at HBCUs (Albany State, Fort Valley State, FAMU) | Superintendent and Principals | January-March |
| Identify a diverse group of key community members to aid in outreach and marketing | Marketing and Outreach Committee and Parent Advisory members | Ongoing |
| Identify and participate in community events in which a presence could impact enrollment numbers and enrollment diversity. | Marketing and Outreach Committee and Parent Advisory members | Ongoing |
| Seek input from minority parents about barriers for minority families | Parent Advisory members | Surveys and interviews done in 2018; repeat every 3 years |
| Recruit and educate minority parents as advocates of the school in the community | Parent Advisory Committee | Ongoing |
| Newspaper articles; letters to editor, OpEds, etc. | Marketing and Outreach Committee | Ongoing |

# Pataula Charter Academy, Incorporated
# Director of Development and Marketing Director
# Job Description

GENERAL SUMMARY

Responsible for the overall planning, implementation, and development for charter growth. This includes planning, reporting, goal setting and management of growth plans, including marketing and outreach; grant and foundation searches and proposal writing process; serves as part of Senior Leadership team to achieve overall organization goals. Performs a variety of tasks. Leads and directs the work of others.

KEY RESPONSIBILITIES

- Develop plans and strategies for replication and expansion to ensure fidelity to organizations mission and school model.
- Put in place infrastructure and systems to support the success of replication and expansion.
- Provide detailed and accurate reports of replication and expansion implementation and evaluation.
- Work closely with curriculum and instructional teams to establish successful support.
- Create, manage, and evaluate marketing and outreach efforts to build enrollment and achieve demographic targets.
- Build school profile for marketing, advocacy, and fundraising campaigns.
- Search for funding opportunities that coincide with organizations mission.
- Assist with writing proposals or other activities to expand grant and foundation funding opportunities.
- Manage the use of budgets related to development and marketing/outreach.
- Create a culture of success, continuous improvement, and ongoing goal achievement.

    KNOWLEDGE AND SKILLS
- Problem solving analysis

- Strategic Thinking

- Results Driven

- Leadership

- Attention to detail and ability to meet deadlines.

- Experience with proposal writing

- Must have an understanding of nonprofit organizations

- Excellent written communication skills, ability to write clear, structured, articulate, and persuasive proposals

- Knowledge of education standards, such as curriculum developments and common core

- Knowledge on education developments and progress

- Proficiency with Microsoft Office Suite, Outlook, and Google Docs

- Able to work well in a team environment, leading multiple assignments

- Able to monitor and meet organizational goals.


EDUCATION AND EXPERIENCE:
- Four year college degree from an accredited institution; Master's degree in a related field is preferred

- Minimum of 3 years of related experience in a school setting

- Minimum of 3 years in business planning, marketing, or fundraising proposal writing

# Budget Narrative File(s)

**\* Mandatory Budget Narrative Filename:** `1244-CSP Budget Narrative - PCA Inc..pdf`

| Add Mandatory Budget Narrative | Delete Mandatory Budget Narrative | View Mandatory Budget Narrative |
|---|---|---|

To add more Budget Narrative attachments, please use the attachment buttons below.

| Add Optional Budget Narrative | Delete Optional Budget Narrative | View Optional Budget Narrative |
|---|---|---|

# PATAULA CHARTER ACADEMY, INC.

## CSP REPLICATION AND EXPANSION GRANT FOR SPRING CREEK CHARTER ACADEMY REPLICATION

## BUDGET NARRATIVE

It is our firm belief that school success lies mostly with your personnel. You must have sufficient personnel to offer students and teachers support and to manage and evaluate programs effectively. We have learned the hard way that as a charter school expands a lack of sufficient personnel can hinder performance, create compliance issues, and cost you good employees due to overworking your talent. Schools that are strategically growing can experience these struggles (as PCA endured) for years until their student population can generate enough public funding to sustain support positions. Therefore, the majority of the grant funds will be used to sufficiently staff out central support system, as well as our schools, until expansion is complete and public funds can sustain those personnel positions.

*Explanation of Public Funding*

The state of Georgia uses a funding formula (QBE) whereby student numbers and characteristics determine the number of "earned positions" for the school. The tables below show the number of projected earned position for Spring Creek Charter Academy for the duration of the grant period using allotment sheets from PCA at the same stage of growth each year.[1]

| Earned Positions Based on Georgia QBE Funding | | | | | |
|---|---|---|---|---|---|
| | Superintendent | Associate Superintendent | Subject Specialists (Instructional Coaches) | Technology Specialist | Special Education Director |

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[1] https://financeweb.doe.k12.ga.us/QBEPublicWeb/ReportsMenu.aspx

| | | | | | |
|---|---|---|---|---|---|
| 2020-2021 | 0 | 0 | 0.68 | 0.26 | 0.05 |
| 2021-2022 | 0 | 0 | 0.89 | 0.32 | 0.12 |
| 2022-2023 | 0 | 0 | 0.92 | 0.38 | 0.13 |
| 2023-2024 | 0 | 0 | 0.98 | 0.43 | 0.15 |
| 2024-2025 | 0 | 0 | 0.98 | 0.48 | 0.16 |

| | Principals | Assistant Principals | Counselors | Teachers |
|---|---|---|---|---|
| 2020-2021 | 1 | .36 | .58 | 17 |
| 2021-2022 | 1 | .47 | .70 | 21 |
| 2022-2023 | 1 | .59 | .87 | 23 |
| 2023-2024 | 1 | .72 | 1 | 27 |
| 2024-2025 | 1 | .82 | 1.09 | 30 |

At full enrollment, PCA was able to sustain the following positions on QBE + State Charter School Supplement (which state charters receive in lieu of local school tax funds) + Title Program funds:

- 1 Superintendent
- 1 CFO
- 1 Federal Programs Director
- 1 Special Education Director
- 1 Principal
- 1 Assistant Principal
- 2 Part-Time Instructional Coaches (equivalent of 1 full-time)
- 35 Teachers

As you can see, to be successful, it is necessary to have more teachers and more support staff than the state funds. With the flexibility we are allowed as a charter school, we have chosen to use excess costs to fund these additional teaching and support positions. However, due to the way the funding formula works, we had to build this robust staff slowly over time, which created gaps in support in the early years. Now that PCA, Inc. has transitioned into a CMO operating multiple schools, the schools are able to share the expenses of central support positions, such as Superintendent, CFO, Federal Programs Director, and Special Education Director. As SCCA grows and QBE increases, this will allow the organization to expand school level support staff and add additional central support staff. However, it will take also several years for those positions to be sustainable on public funds alone.

*Personnel Positions Needed for Success*

If awarded, these grant funds will allow us to add much needed teaching and support positions earlier, to help increase the chances of success towards meeting organization goals set forth in the Logic Model. The proposed positions to be funded by this grant, will be sustainable on public funds alone by the end of the grant period, once SCCA has almost expanded to full enrollment. Below is a list of positions we will add and explanations of how those positions will help our organization achieve our goals:

**Central Support Positions**

1. **Director of Development and Marketing** – The main responsibility of this position will be creating, implementing, and evaluating a strategic Development plan for replication and expansion. This means that the person in the position would take on the bulk of the responsibilities related to replication and expansion, which has been the Superintendent's

role. Therefore, this position will not only help achieve replication/expansion goals by devoting a full-time employee to that work, but will also further our success by allowing the Superintendent to focus more on her role as chief academic officer. Marketing and outreach have also been difficult tasks for our organization. These tasks take valuable time and focus away from our administrators whose focus should be on the day-to-day academics and operations of the school. This position will not only free up time for administrators, but will ensure a robust marketing and outreach plan. This will help ensure schools meet their target demographic enrollments. A full job description for this position can be found in **Appendix 6.**

This position will be funded by CSP funds all 5 year of the grant at which point SCCA will sufficient QBE funding to fully contribute their half of the financial support for central support staff of the CMO. The Director of Development and Marketing position will support the overall implementation and evaluation of the grant project, particularly Enrollment Growth outputs and Academic Goals 1-3.


2. **Human Resources Director** – Currently the Superintendent and/or Principals handle the bulk of HR responsibilities. They handle job announcements, recruitment, on-boarding, training, etc. The school Office Clerks handle payroll and benefit administration. These tasks are taxing on administrators and the office clerks, stretching everyone thin. We also feel that juggling these tasks with their many other responsibilities means that HR is not as robust as it should be in a growing organization such as ours, especially in the area of recruiting. Adding a devoted position to handle HR for all schools, will help our

organization meet our goals of hiring, training, and retaining high quality teachers and support staff.  A full job description for this position can be found in **Appendix 7**.

This position will be funded by CSP funds all 5 year of the grant at which point SCCA will sufficient QBE funding to fully contribute their half of the financial support for central support staff of the CMO.  The HR Director position will support grant outputs for a Strong and Sustainable Organization by offering support in recruiting and retaining high quality leaders, teachers, and support staff.

## School Level Positions

1. **Counselor at Spring Creek** – A counselor is a critical role, especially in these times when there is a mental health crisis with today's children.  SCCA will not earn a full-time Counseling position for 3 more years.  We feel it is imperative to add a Counselor position now in order to continue to meet our school climate goals and ultimately our academic goals.  This position will assist in attendance and behavior issues, monitor student supports for students at risk of failing, and assist high school students with academic advising and college/career planning.  A full job description can be found in **Appendix 8**.

   This position will be funded by CPS grant funds for the first two years of the grant period.  By Year 3 SCCA will be able to support this position through QBE funds.  A Counselor will support SCCA in achieving Academic Goals 1-3 and School Culture Goal 5 of the grant Goals and Objectives.

2.  **Two Intervention Teachers at Spring Creek** – PCA was fortunate enough to have enough

    Title I funds to hire two Intervention teachers to work with struggling students by Year 5.

    These teaching positions have been critical in meeting academic goals and ensuring

    underserved students are meeting their potential.  We feel in order for SCCA to achieve the

    same success with underserved students we should add these teaching positions now, rather

    than in Year 6 when public funds allow.  A full job description for these positions can be

    found in **Appendix 9**.

Both of these positions will be funded by CPS grant funds for the first three years of the grant

period.  We project that by Year 3 SCCA will be able to support one of these positions

through Title I funds, and by Year 4 will be able to support both positions.  Intervention

teachers will help support SCCA in meeting Academic Goals 1-3.

| CSP Grant Positions by Year | | | | |
|---|---|---|---|---|
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Director of Development and Marketing | Director of Development and Marketing | Director of Development and Marketing | Director of Development and Marketing | Director of Development and Marketing |
| HR Director | HR Director | HR Director | HR Director | HR Director |
| SCCA - School Counselor | SCCA - School Counselor | SCCA – 2 Intervention Teachers | SCCA – 1 Intervention Teacher | |
| SCCA – 2 Intervention Teachers | SCCA – 2 Intervention Teachers | | | |

## Other Grant Budget Items

The first 4 years of operation, Pataula Charter Academy contracted with EL Education (formerly

Expeditionary Learning) for professional development and capacity building in the EL model.

This experience was invaluable to creating the successful school model we have today.  Spring

Creek could not afford this support prior to opening or their first year. Our Instructional Coaches

and school leaders have done a good job of training new teachers and staff on the model.

However, there is nothing like professional development and support directly from the creators.

Therefore, if awarded this grant, we will contract with EL Education for two years so that we

may gain access to their newest resources and for professional development on- and off-site.

# Pataula Charter Academy, Incorporated
# Director of Development and Marketing Director
# Job Description

GENERAL SUMMARY

Responsible for the overall planning, implementation, and development for charter growth. This includes planning, reporting, goal setting and management of growth plans, including marketing and outreach; grant and foundation searches and proposal writing process; serves as part of Senior Leadership team to achieve overall organization goals. Performs a variety of tasks. Leads and directs the work of others.

KEY RESPONSIBILITIES

- Develop plans and strategies for replication and expansion to ensure fidelity to organizations mission and school model.
- Put in place infrastructure and systems to support the success of replication and expansion.
- Provide detailed and accurate reports of replication and expansion implementation and evaluation.
- Work closely with curriculum and instructional teams to establish successful support.
- Create, manage, and evaluate marketing and outreach efforts to build enrollment and achieve demographic targets.
- Build school profile for marketing, advocacy, and fundraising campaigns.
- Search for funding opportunities that coincide with organizations mission.
- Assist with writing proposals or other activities to expand grant and foundation funding opportunities.
- Manage the use of budgets related to development and marketing/outreach.
- Create a culture of success, continuous improvement, and ongoing goal achievement.

    KNOWLEDGE AND SKILLS
- Problem solving analysis

- Strategic Thinking

- Results Driven

- Leadership

- Attention to detail and ability to meet deadlines.

- Experience with proposal writing

- Must have an understanding of nonprofit organizations

- Excellent written communication skills, ability to write clear, structured, articulate, and persuasive proposals

- Knowledge of education standards, such as curriculum developments and common core

- Knowledge on education developments and progress

- Proficiency with Microsoft Office Suite, Outlook, and Google Docs

- Able to work well in a team environment, leading multiple assignments

- Able to monitor and meet organizational goals.


EDUCATION AND EXPERIENCE:
- Four year college degree from an accredited institution; Master's degree in a related field is preferred

- Minimum of 3 years of related experience in a school setting

- Minimum of 3 years in business planning, marketing, or fundraising proposal writing

# Pataula Charter Academy, Incorporated
# Human Resource Manager
# Job Description

## General Purpose:

The human resource manager is directly responsible for the overall administration, coordination and evaluation of the human resource function. He or she develops and administers various human resources plan and procedures for all organization personnel.

## Responsibilities:

- Serve client and employees, including teachers and school administrators, by handling day to day questions and helping resolve work-related problems.
- Assist in communicating company policies and procedures. Promote understanding within the organization and across the school operations.
- Recruit for open positions and perform the full life cycle of recruiting activities including sourcing and screening applicants, maintaining recruiting systems, drafting offer letters, providing follow-through with candidates, supporting hiring managers, and reporting recruiting statistics.
- Draft and update job descriptions; assist in classifying positions and/or reclassifying positions as needed.
- Lead employee on-boarding activities; answer employee questions and provide support to managers when integrating new hires into the organization.
- Implement fingerprint-supported background checks and teaching certification of all applicable employees.
- Administer employee benefit programs, answer employee questions, support claim resolution, and maintain related systems.
- Support the performance review process; provide employees and managers with information about the process, policies, job duties, and process for promotion.
- Lead employee recreation and recognition programs.
- Maintain employee records.
- Payroll and benefit administration
- Responsible for new hire, termination, and change of status forms
- Serve as employee liaison to assist in problem resolution with issues related to benefit deductions and pay.
- Coordinate and ensure completion of employee exit interviews. Report outcome of exit interview information to management and tracks/maintains data.
- Ensure compliance with applicable employment laws and regulations.
- Other duties as assigned.

## Qualifications:

- **Education and Experience**: Bachelor's Degree in Business, Communication, Psychology, or other similar degree.
- **Preferred Skills and Work Experience**: Three to Five years previous work experience in an HR environment. School or education experience preferred.
- General knowledge of the principles and practices of personnel administration; ability to establish and maintain effective relationships with peers and employees; ability to present information and make recommendations effectively in oral and written form. Proficient computer skills and working knowledge of the Internet.
- Demonstrated ability to work under pressure and make deadlines.
- Demonstrates good judgment; approachable and professional; solid problem solving skills; ability to handle multiple tasks; self-motivated; well organized.

# PATAULA CHARTER ACADEMY, INC.
## SCHOOL COUNSELOR
## JOB DESCRIPTION

**GENERAL PURPOSE:** Utilizing leadership, advocacy, and collaboration, school counselors promote student success, provide preventive services, and respond to identified student needs by implementing a comprehensive school counseling program that addresses academic, career, and personal/social development for all students.

## DUTIES AND RESPONSIBILITIES

1. **MAJOR FUNCTION: DEVELOPMENT AND MANAGEMENT OF A COMPREHENSIVE SCHOOL COUNSELING PROGRAM**
   1.1   Assists Senior Leaderhip Team with creating/revising comprehensive school counseling program.
   1.2   Develops and maintains a written plan for effective delivery of the school counseling program based current individual school data.
   1.3   Communicates the goals of the comprehensive school counseling program to education stakeholders.
   1.4   Maintains current and appropriate resources for education stakeholders.
   1.5   Uses the majority of time providing direct services through the Guidance Curriculum, Individual Student Planning and Preventive and Responsive Services and most remaining time in program management, system support and accountability.

2. **MAJOR FUNCTION: DELIVERY OF A COMPREHENSIVE SCHOOL COUNSELING PROGRAM**
   *Guidance Curriculum*
   2.1   Provides leadership and collaborates with other educators in the school-wide implementation of the guidance curriculum
   2.2   Implements developmentally appropriate and prevention-oriented group activities to meet student needs and school goals.
   *Individual Student Planning*
   2.3   Assists all students, individually or in groups, with developing academic, career and personal/social skills, goals and plans.
   2.4   Accurately and appropriately interprets and utilizes student data.
   2.5   Collaborates with parents/guardians and educators to assist students with educational and career planning.
   *Preventive and Responsive Services*
   2.6   Provides individual and group counseling to students with identified concerns and needs.
   2.7   Consults and collaborates effectively with parents/guardians, teachers, administrators and other educational/community resources regarding students with identified concerns and needs.

2.8     Implements an effective referral and follow-up process.

2.9     Accurately and appropriately uses assessment procedures for determining and structuring individual and group counseling services.

*System Support*

2.10    Provides appropriate information to staff related to the comprehensive school counseling program.

2.11    Assists teachers, parents/guardians and other stakeholders in interpreting and understanding student data.

2.12    Participates in professional development activities to improve knowledge and skills.

2.13    Uses available technology resources to enhance the school counseling program.

2.14    Adheres to laws, policies, procedures, and ethical standards of the school counseling profession.

**3.    MAJOR FUNCTION:  ACCOUNTABILITY**

3.1    Conducts a yearly program audit to review extent of program implementation.

3.2    Collects and analyzes data to guide program direction and emphasis.

3.3    Measures results of the school counseling program activities and shares results as appropriate.

3.4    Monitors student academic performance, behavior and attendance and assists with appropriate interventions.

**<u>Pataula Charter Academy Inc. Job Description</u>**
**Intervention Teacher**


**<u>Primary Function</u>:**

Provides instruction at an appropriate instructional level that enables students to learn and achieve to the maximum of their abilities; uses diagnostic assessments and other data to determine intervention needs; communicates with classroom teachers to determine students' needs and strategies for meeting needs; ensures that the charter's mission and core beliefs are implemented.

**<u>Requirements</u>:**

| | |
|---|---|
| **Education Level** | Bachelor's Degree or higher |
| **Certification/License** | at least provisional certification required; T4 or higher preferred |
| **Experience** | A minimum of 3 years of teaching experience with a proven record of academic growth |
| **Skills/Knowledge** | Knowledge of curriculum and effective instructional practices and behavior management; Knowledge and proficiency in integrating technology; maintain confidentiality; effective verbal and written communication skills; ability to communicate professionally with students, parents, staff, and the community; a commitment to PCA mission and vision |

**<u>Essential Duties</u>:**

- Implements the designated curriculum.
- Maintains lesson plans according to school policy.
- Assesses, encourages, reports, and monitors student progress.
- Uses appropriate methods for continuous evaluation of instruction and learning.
- Stays abreast of current instructional practices and strategies by attending meetings, conferences, staff development opportunities, and reading journals and publications.
- Differentiates instruction to facilitate success in all learners.
- Participates in the RTI process and provides appropriate documentation.
- Effectively manages the learning environment.
- Supports students.
- Handles non-instructional tasks efficiently.
- Uses instructional time efficiently and appropriately.
- Maintains an effective physical setting for instruction.
- Maintains and encourages appropriate student behavior in the classroom.

- Monitors behavior throughout the school and intervenes when necessary.
- Follows professional practices consistent with school policies in working with students, students' records, parents, and colleagues.
- Is available to students and parents for conferences according to school policy.
- Facilitates home-school communication through conferencing, telephoning, and written communication (newsletter, reports, etc.)
- Maintains confidentiality at all times of students and students' records by refraining from speaking or communicating outside of a private school setting with or around unauthorized individuals.
- Works cooperatively with school administrators, special support personnel, colleagues, and parents.
- Complies with school policies and charter provisions.
- Enforces regulations concerning student conduct and discipline.
- Provides adequate information, plans, and materials for substitute teachers.
- Maintains accurate, complete, and appropriate records and files and reports promptly.
- Attends and participates in faculty meetings, collaborative meetings with colleagues, and other assigned meetings and activities in according to school policy.
- Demonstrates professional and ethical practices in teaching.
- Models correct use of language; oral and written.
- Demonstrates accurate and up-to-date knowledge of content.
- Acts in a professional manner and supports responsibility for the total school program, its safety, good order, and success.
- Takes precautions to protect records, equipment, materials, and facilities.
- Assumes responsibility for supervising students in out-of-class settings.
- Complies with the school handbook policies and other school policies and procedures.
- Demonstrates regular attendance and is punctual.
- Is punctual, neat, clean, and appropriately dressed.
- Any other duties or responsibilities as assigned by administration.