

N/N = “Non-Negotiable”

<p>LOA Charter Application Executive Summary Section Item #1 pp. 2-3</p>	<p>1. State the Charter School’s mission and describe why this initiative is important to the community it serves. Also provide a brief description of any defining features of the school. Include how stakeholders were involved in the petition process and how they will continue participating.</p>		
<p><b>Issues with answer, missing information, needed corrections</b></p>	<p><b>GCSS</b> N/N</p>	<p><b>Request for clarifications</b></p>	<p>LOA Clarifications</p>
<p>1) This item should only contain facts and not opinions or marketing.</p>		<p>Opinions or marketing items. Please remove or rephrase.</p>	<p>Understood</p>
<p>2) Paragraph #2, “Prior to LOA, it is estimated that approximately one-third – 1000 students – sought education outside of Greene County. Once LOA was established, students from Greene County returned.”</p>		<p>Unless there is evidence of this which can be provided it is not fact and should be removed.</p>	<p>This was a study completed by Dr. Barbara Pulliam-Davis. She counted school children in public, private, and home schools who could but were not attending GCS.</p>
<p>3) Paragraph #2, “Families from across the world come to the area solely because of LOA as an educational option.”</p>		<p>There are many factors that lead to families relocating and rarely if ever is one factor the sole reason for moving. Please restate a fact or remove.</p>	<p>Yes, there are other factors that cause families to move to an area; however, the factor that these families needed to make the move acceptable was LOA.</p>

<p>3) Paragraph #3, “LOA was established by the community and continues to encourage community involvement by holding routine board meetings and encouraging parental involvement through our Parent Teacher Committee, with time set aside for community comment.”</p>		<p>LOA was established by the Greene County Board of Education, not just the community. Please correct.</p>	<p>The school was established by a group of citizens who believed there needed to be another option to GCS. When the charter was completed, the members of the GCSB agreed with proposal and approved it to move forward to the State Board of Education for approval as a startup charter school.</p>
<p>4) Paragraph #3, “The school, along with the new hospital, has been instrumental over the past 16 years in bringing large scale construction to the area. This increase in construction supports significant increases in the tax base and the gross value of ESPLOST initiatives.”</p>		<p>This is an opinion and needs to be removed. There are multiple factors that contribute to economic development and there is no proof of the claim.</p>	<p>Families have moved to GC now that the school is open. Many tried to move to GC but have not moved when not accepted into LOA. Or, they have moved and used the private schools as a place to wait until space was available at LOA. A study completed by the governor's office on economic development showed that a home near a successful charter school would sell at a price approximately 7% higher than the same home not near the charter school. This would increase the tax base. Those coming to the area and attending LOA increase the tax base. This is not a statement that can be argued.</p>
<p>5) Paragraph #4, “Evidence of student achievement including standardized test scores, graduation rate, and college admission rates proves that small rural communities can have schools that can compete with larger suburban and urban schools.”</p>		<p>This looks like an opinion. Please provide the evidence for the claim or remove it.</p>	<p>If you look at the academic offerings of most rural schools they do not compare to the offerings of larger schools in larger, non-rural districts. LOA has found a way to match the offerings of the larger school districts with its AP programs. The student performance results significantly exceed the state average, the national average, and the international average for students passing at least one test with a three and the percentage of tests with scores of three or higher.</p>

6) Paragraph #4, “The efficient use of funds allows it to work with a local foundation to develop”		Please change to “The efficient use of funds allows it to work with a local foundation and the Greene County School Board to develop”	If you look at the academic offerings of most rural schools they do not compare to the offerings of larger schools in larger, non-rural districts. LOA has found a way to match the offerings of the larger school districts with its AP programs. The student performance results significantly exceed the state average, the national average, and the international average for students passing at least one test with a three and the percentage of tests with scores of three or higher.
--	--	---	--

LOA Charter Application Executive Summary Section Item #2 pp. 3-4	2. Describe the charter school’s academic program, specifically focusing on why it is innovative in your school district. Include mention of any waivers of state law and SBOE rule that are needed to implement the academic program. Be sure to describe any special characteristics of your charter school, such as a special population or some other feature, or features which enhance educational opportunities.		
<b>Issues with answer, missing information, needed corrections</b>	<b>GCSS N/N</b>	<b>Request for clarifications</b>	
Social Emotional Curriculum (See attachment 7 last line)		Please add how LOA and the GCSB can work together to provide Social Emotional Professional Development in the middle schools and high schools.	Add, "...and the Greene County School Board to..."

LOA Charter Application Executive Summary Section Item #3 p. 5	3. Describe the charter school’s organizational structure, specifically focusing on its innovation and need for flexibility, its general partnership structure with an educational service provider (ESP) if any, and the school’s community interest and need.		
<b>Issues with answer, missing information, needed corrections</b>	<b>GCSS N/N</b>	<b>Request for Clarifications</b>	
1) <b>Under this section</b> , there is no complete description of the charter school’s organizational structure, no description of innovation, flexibility, or the community’s interest of need. This does not mention the new position of executive director and there is no organizational chart nor a mention of the span of control.		Please update this section to reflect the New Executive Director position as well as any expected role for the former CEO. Will there be a change to your articles of incorporation?	The new executive director is a renaming of the CEO position. Dr. Otho Tucker is operating in a consulting capacity at the direction of the LOA Board of Governors, which includes an advisory role for the incoming Executive Director, Dr. Brad Bowling. No other changes have been made in the structure.

LOA Charter Application Past Performance Section Item #2 pp. 6-9	4. Provide a narrative describing how the charter school performed in meeting the academic and organizational goals set forth in its current charter contract. In your narrative: Address the school's performance in each year of your current term. * You are urged to include any supporting charts, tables, or graphs that provide quantitative data. * If your charter school did not meet all of the goals in its charter contract, explain any mitigating factors to which this can be attributed and explain how the school plans to address them in the upcoming charter renewal term requested.		
<b>Issues with answer, missing information, needed corrections</b>	<b>GCSS N/N</b>	<b>Request for Clarifications</b>	LOA feels it is not appropriate to compare school to school results. For all the likenesses you may find, you can find just as many differences. There is a general understanding that each school has its own nuances that make comparisons difficult at best. However, due to a requirement set forth in the charter school contract, LOA is required to compare its performance to the district. LOA must continue this action until it is no longer a state requirement. LOA will make its comparison with every intent of using dignity and grace. Instead of making direct comparisons on a grade by grade basis, LOA will make a general statement such as the following: "After review, it appears that LOA has met or exceeded the performance of the GC District Schools." With that, it is expected that GC Schools will no longer make direct comparisons to LOA. As it relates to other schools for comparison, LOA feels again that these comparisons lack validity just as the GCS comparison lacks validity. If comparisons are made in the future the following criteria will be used in an attempt of find a school somewhat "like" LOA: the first criteria would be it must be a rural school; second the HS population should be 500 students or less; third the SPED populations should be within 2% of the selected school; lastly a comparable free and reduced lunch population should be within 5% of the selected school. Being outside these parameters would significantly dilute the validity of any comparison.
1) "LOA strives to score better than, or at least as well as, similar schools in GA..." This should be the goal and NOT a comparison to the district which is not a good comparison. Future goals and prior results should be included.	<b>Comparable Schools</b> Boonton Community Charter, North Oconee High School	Cherokee County – Indian Knoll Elementary Coweta County – Brooks Elementary Coweta Charter Academy Walton Co. – Sharon Elementary	

<p>2) LOA beat the Odds one year, did not in 2018-19. No BTO data for 2020 and 2021 so this year will be very important and should be considered before moving forward.</p>		<p>LOA beat the Odds one year, did not in 2018-19. No BTO data for 2020 and 2021 so this year will be very important and should be considered before moving forward.</p>	<p>LOA had certain subgroups grow large enough to become reportable groups after the school's baseline was set in the new CCRPI system. The state opted to set those subgroup expectations at the level of the school rather than setting the baseline the first year the groups reached the threshold of 15. LOA did not meet the expectations with this group because of the high marks of the general school population and the population of the subgroup were not a good comparison. When the state was questioned LOA was told that it was too bad they just hit the perfect storm and the correction would be made at the next reevaluation, which is this coming year. As always, LOA will continue to evaluate its successes and constantly seek improvement.</p>
<p>3) LOA offers 20 AP courses.</p>		<p>Please list and clarify how many different courses were taught each year the past 3 years, the location, and method (online or in person).</p>	<p>The list of AP courses over the past years and the AP results are contained in an attached document. This document is produced with information from College Board.</p>
<p>4) No mention of any unmet goals</p>		<p>Please provide Organizational measure results for Goals 2-4 on pp. 6-7 for each year of the current charter school contract.</p>	<p>Goal 2 (academic goal): The Charter School will demonstrate proficiency and/or improvement on the CCRPI- The charter petition provides evidence to all of these measures- these are the measures identified that require a comparison to the local district  Goal 3: (organizational goals): Measure 1 (attendance)- 2017- 9.16%, 18- 8.91%, 19- 9.31%, 20-5.56%, 21- 11.26%, 22-22.18%, 23- 13.40%  Measure 2 and 3 (Surveys)-Please see these results in attached document responses to initial questions from GCSS in April of 2023  Measure 4- (Climate Star Ratings &gt; 3): 2016- 4; 2017-4; 2018 -5; 2019 -5; 2020-2021- COVID; 2022- not released  Goal 4: (Diversity of students, staff, and Governing Board)  Measure 1- 3 Please see these results in attached document responses to initial questions from GCSS in April of 2023</p>

<p>5) Data is used from the 2018/19 CCRPI, which is now more than 4 years old and dates from a time when the LOA high school enrollment was half of its present size.</p>		<p>Please resubmit using 2023 data. One reason for the request for the extension is to allow for current data to be used.</p>	<p>The data is three years old because of COVID reporting and the state admitting that the 2020 and 2021 data should not be used for reporting. At the time of submission, the 2023 data was embargoed. This data is currently under review and analysis to inform instructional practice and analysis will be shared with the public soon. It has been found to be commensurate with the 2022 data and would not be a reason for non-renewal. GCSS school system has access to this data. If any of it requires an explanation or the district feels it would be a reason for non-renewal, please identify that section for our review. A list of AP courses over the past years and the results are in an attached document with information produced by the College Board.</p>
<p>6) Accountability goals for improvement for the term of the charter renewal are never defined. The application states that LOA outperformed the local district and state on the 2018 and 2019 CCRPI, but GADOE no longer calculates overall CCRPI scores, so this measure cannot be used for accountability purposes.</p>		<p>Please correct this issue.</p>	<p>To make this statement LOA used the LOA scores (2018 and 2019) compared those to the published grade and subject scores for that particular year, which seems to be a valid way to compare. However there was one exception with one math class. Please see the attached document, which shares data to explain this exception.</p>
<p>7) The application makes reference to LOA outperforming the local district in 2021. The GADOE did not calculate CCRPI in this year due to the COVID-19 Pandemic and urged school systems to use data only for gauging the impact of COVID-19. GADOE cautioned against the use of FY21 data for any other purpose, including measurement and accountability.</p>		<p>Please correct this issue.</p>	<p>Again this comparison looked at the individual grade performance (EOGs) and the individual high school course performance (EOCs) in which LOA did without doubt outperform the district. Again if there has been a mistake in the comparison, please point that out.</p>

<p>8) Using 2021-2022 data, the application claims that LOA students outperformed the district and state. However, analysis of significant subgroups reveal that Black students at LOA are at 4% proficiency in Math, compared to 31% for GCSS and 25% statewide for Black students. <i>This is significant considering only 21% of LOA students qualify for free &amp; Reduced lunches</i></p>		<p>Provide relevant subgroup information for the GA Milestone and EOC testing for the current charter and 2023 Milestone data.</p>	<p>There may have been one subgroup (Grades 3-5 in math only) that this was the case; however, it is the impression of those at LOA that the state's question refers to the totality of the school's work. Please see data attached to explain the data you have referenced in this clarification request.</p>
---	--	--	--

<p>LOA Charter Application Past Performance Section Item #3 pp. 9-10</p>	<p>5. Describe the school's financial situation</p> <ul style="list-style-type: none"> <li>Detail any financial successes or struggles the school experienced during the current charter term. Include any instances of fraudulent behavior or accusations of fraudulent behavior by school staff, governing board members, or anyone else associated with the school.</li> </ul>		
<p><b>Issues with answer, missing information, needed corrections</b></p>	<p><b>GCSS</b> N/N</p>	<p><b>Request for Clarifications</b></p>	
<p>1) What do you mean by “sound financially” and what is a “5-star financial rating”? Cite your source...5 star efficiency rating?</p>		<p>Please add the specifics for the 5 star rating, by whom and when.</p>	<p>"Sound Financially" means the school is operating with more revenue than expenses each year. It has sufficient resources set aside to meet the DOE expectations for a catastrophic event. LOA has clean audits performed by an independent auditor within the time (November 1 each year) designated by Charter law. CCRPI 5-star financial ratings: 2016- only gave districts not schools; 2017- 5 stars; 2018 - 4; 2019 - 3.5; 2020-2022- COVID. We can take the 5 Star rating comment out and say all financial expectations have been met.</p>



<p>2) The proposed 5-year budget in section 23 is flat, showing a per student income of 13,865.45 per student each year.</p>	<p>Please adjust the student/funding cap to reflect year one at 1072 and a 2% increase per year for each year after.</p>	<p>Please provide a revised budget projection to include the revised student cap.</p>	<p>LOA used the "flat" funding model to show the school's ability to have the revenue stream to operate. LOA could add a 2% increase; however, that would only improve the schools position. LOA does not agree with the enrollment numbers as proposed by the GCSB board. LOA proposes an enrollment of 1097 in the first year of the charter, increasing to 1144 the following year. LOA would be open to other proposals from the GCSB. LOA has added a spreadsheet to show the school can function in a financially sound manner with the GCSB proposed enrollment. Again, LOA does not agree to the enrollment proposed by the GCSB.</p>
<p>3) How much of the charter school budget goes to paying facility debt leases, loans, or payments?</p>		<p>Please break this down by separate facility. The enclosed attachments have them all lumped in together.</p>	<p>This information is contained in the budget that can be found in the original submission April 2023 as an attachment.</p>
<p>4) “For almost three years, LOA was legally engaged with the Greene County School District over a discrepancy with funding for students who were attending LOA. The suit was settled with the Greene County School District making a financial settlement with LOA.”</p>		<p>The lawsuit has been settled. Please remove these statements.</p>	<p>LOA feels that information pertaining to the lawsuit is necessary to answer question prompts in the petition. A specific prompt asks, “Describe in detail any difficulties faced during the charter term that were not already addressed above, how the school dealt with such difficulties, and if they remain an issue for the school...” This wording can change to include that lawsuit was settled.</p>
<p>5) Buildings that are on property that are not owned by the district are not eligible for ESPLOST funds or for state building money.</p>		<p>Please consider making all properties part of the district so we can use ESPLOST funds and get state building/repair money.</p>	<p>Clarification asks for consideration</p>

6) The middle school building.		Please consider allowing the GCSS to build the building so we can all make sure it fits into everyone's strategic plan and so we can use ESPLOST funds. This can also free up funds for LOA's operational expenses. This would be completed just like the original building. Priority could be given in the next ESPLOST.	Clarification asks for consideration
--------------------------------	--	---	--------------------------------------

LOA Charter Application Past Performance Section Item #4 pp. 10-11	<p>6. Provide a brief overview of the school's current governance structure. In your description, you must include:</p> <ul style="list-style-type: none"> <li>• Specific examples of decisions the governing board has made on behalf of the school;</li> <li>• Specific examples of decisions that the school leader has made on behalf of the school;</li> <li>• How the governing board holds the school leader, any charter partners, and any independent contractors accountable, and;</li> <li>• The governing board's training program for the current and proposed charter term. Attach as Exhibit 6 a copy of the board's Governance Training Plan.</li> <li>• How the governing board holds the school leader, any charter partners (ESP/CMO/EMO), and any independent contractors accountable, and</li> <li>• The governing board's training program for the current and proposed charter term. Attach as Exhibit 6</li> </ul>		
<b>Issues with answer, missing information, needed corrections</b>	<b>GCS S N/N</b>	<b>Request for Clarifications</b>	
1) <del>deleted</del>			N/A

<p>2) The governance board structure is vaguely defined (p10). The application does not specify how the governance board members are selected, length of terms, discipline process, removal process, replacement process, and what connection (if any) board members should have to the school community.</p>		<p>Please add</p>	<p>This can all be found in the bylaws which were attached to the original charter renewal petition April 2023.</p>
---	--	-------------------	---

<p>3) The current charter gives first enrollment priority to a student whose parent is a Board member, full-time teacher, professional, or other employee at the charter school...</p>	<p>We will only allow and pay for the children of full-time administrators and full-time teachers. This law says “may” and not “shall”</p>	<p>Consider making it clear that priority is given to a student whose parent is a full-time teacher, or a full-time administrator. We agree with allowing current students who do not meet this requirement to remain at LOA until they graduate (grandfather them in).</p>	<p>This is a decision that is left, through its granted autonomy, to the charter school. The GCSB has limited oversight while the LOA Board of Governors has operational authority and autonomy. Therefore, this is not a decision to be made by the GCSB. LOA will continue to use its lottery and the flexibility given to the board to allow priority options as stated in the Charter School Law. The GCSB's position directly impacts those families who have been historically educationally disadvantaged and socioeconomically disadvantaged. That is not a position the LOA board will agree to implementing.</p>
<p>4) Nothing in the application states how the governing board will hold the CEO and/or executive director accountable, nor is there a provision for contract terms or the removal of the CEO. There is no organizational chart which delineates the duties and responsibilities of the new executive director nor any other positions.</p>		<p>Who evaluates the CEO and/or Executive Director? Is it the entire Board of Governors or a subset of the Board of Governors? Please clarify.</p>	<p>The governing board chair has been trained in the LKES evaluation system. He will use that product for the evaluation. The board reserves the right to use the LKES tool or any other tool they may choose for the evaluation process. The board will provide the executive director with any information pertinent to the review.</p>
<p>5) “All these board members have been involved with the lawsuit against the Greene County School Board.”</p>		<p>The lawsuit is settled. Please remove this statement.</p>	<p>LOA feels that information pertaining to the lawsuit is necessary to answer question prompts in the petition. A specific prompt asks, “Describe in detail any difficulties faced during the charter term that were not already addressed above, how the school dealt with such difficulties, and if they remain an issue for the school...” This wording can change to include that lawsuit was settled.</p>

LOA Charter Application Past Performance Section Item #5 pp. 11-16	7. Describe how the school provides state and federally mandated services to students with disabilities reciting the requirements of law and rule is insufficient. Your description must include the school's best practices and procedures...			
<b>Issues with answer, missing information, needed corrections</b>	<b>GCSS</b> N/N	<b>Request for Clarifications</b>		
1) High cost associated with SPED will be \$27,000 dollars more than the cost of a regular education student. GADOE has high-cost grants that can be applied for to help local districts deal with the expense of a high-cost special needs student. The district will work with LOA to apply for a grant if, and when a need arises.	No student will be discriminated against in the lottery or in services required and/or provided based on special educational need.	Please add this to the petition.	The special education high cost grant is not applicable here and the information is not accurate. A process should be established to ensure LOA receives the federal funds for the students with disabilities that are served at LOA. LOA has no intention nor will ever discriminate against any students with disabilities. This allegation is irrational and offensive.	
2) LOA will provide a full continuum of SPED services on the LOA campus and no SPED student will be refused admission to LOA based on a special education need.	LOA will be treated no less favorably than any other school in the GCSS. They will provide the SPED services required by their students.	A full continuum of services includes all special education needs to include but not limited to severe and profound, therapeutic supports, and gifted.	LOA will change this wording to reflect a process where if a student with an IEP is drawn in the lottery, an IEP team meeting will be held. Services needed, and subsequently where those services are provided is a decision by the IEP team (per IDEA law), with GCSS serving as the LEA. A process for the consideration of a continuum of services with the most significant cognitive or emotional/behavioral disabilities will be included, which will be compliant with IDEA law and through the IEP team process. We will remove that we only offer collaborative and consult services; LOA has already begun a process to serve a small population of middle school students who we already have who necessitate an adaptive curriculum.	

<p>3) GCSS and LOA will determine the cost of needed services and a proportionate share of the cost will be assessed by the district.</p>		<p>Items 1-9 in this section will be included in exhibit 18 as an agreement between LOA and the GCSS.</p>	<p>LOA agrees to a process to create an agreement between LOA and GCSS with regards to items 1-9 in this section. The completion of a detailed agreement should not be a requirement prior to charter approval, but should be completed and approached through collaboration in the coming year.</p>
<p>4) Any due process cost as a result of a complaint by an LOA parent will be the financial responsibility of LOA for both the LOA attorney and the district attorney should the district be required to be represented.</p>		<p>Items 1-9 in this section will be included in exhibit 18 as an agreement between LOA and the GCSS.</p>	<p>See response for 7.3 regarding an agreement. The adjustments we have made elsewhere to allow GCSS to serve as the LEA in special education matters per IDEA law should exempt us from bearing any financial responsibility for legal representation of the LEA.</p>
<p>5) On page 13 of 43 LOA states that it is a PBIS school.</p>		<p>Please clarify the extent to which you will use the discipline reporting software “Educators Handbook” and the extent that you will provide PBIS.</p>	<p>LOA is already doing PBIS. LOA agrees to include this information along with an explanation of how Educator's Handbook is used at LOA. The manner of use of this software should be determined by LOA as a charter school, rather than by GCSS.</p>
<p>6) LOA will create a detailed SPED handbook that will be consistent with the GCSS SPED Handbook.</p>		<p>Please review the GCSS SPED handbook and consider using it or provide us with your handbook that follows the policies in the GCSS SPED handbook, state, and federal law.</p>	<p>LOA agree to adopt the GCSS special education handbook after thorough review.</p>
<p>7) LOA will provide their own certification and the cost affiliated with maintaining Mindset Training.</p>		<p>Items 1-9 in this section will be included in exhibit 18 as an agreement between LOA and the GCSS.</p>	<p>LOA agrees regarding Mindset. LOA agrees to a process to create an agreement between LOA and GCSS with regards to items 1-9 in this section. The completion of a detailed agreement should not be a requirement prior to charter approval, but should be completed and approached through collaboration in the coming year.</p>

<p>8) GCSS Director of SPED will make every effort to collaborate with the LOA SPED Coordinator, however the final authority over all SPED related matters in Greene County is the GCSS Director of Special Education.</p>		<p>Items 1-9 in this section will be included in exhibit 18 as an agreement between LOA and the GCSS.</p>	<p>LOA agrees to follow IDEA law regarding GCSS serving as the LEA in special education matters. LOA agrees to a process to create an agreement between LOA and GCSS with regards to items 1-9 in this section. The completion of a detailed agreement should not be a requirement prior to charter approval, but should be completed and approached through collaboration in the coming year.</p>
<p>9) All LOA Sped staff will attend all training provided by the GCSS Director of SPED at the location selected by the GCSS SPED Director.</p>		<p>Items 1-9 in this section will be included in exhibit 18 as an agreement between LOA and the GCSS.</p>	<p>LOA will collaborate with the SpEd director on all required trainings to decide where and when, but will agree participate in these trainings. LOA agrees to a process to create an agreement between LOA and GCSS with regards to items 1-9 in this section. The completion of a detailed agreement should not be a requirement prior to charter approval, but should be completed and approached through collaboration in the coming year.</p>

<p>LOA Charter Application Past Performance Section Item #6 pp. 16-19</p>	<p>8. Describe how the charter school provides state-and federally mandated services for English Learners (EL's). Reciting the requirements of law and rule is insufficient. Your description must include diagnostic methods or instruments that are used to identify and assess those students, as well as the instructional program that is provided to ELs.</p>		
<p><b>Issues with answer, missing information, needed corrections</b></p>	<p><b>GCSS N/N</b></p>	<p><b>Request for Clarifications</b></p>	
<p>1) LOA will pay for all expenses related to their own ESOL students related to, but not limited to, testing using the WIDA, ACCESS, NWEA, and other related test and all professional Learning.</p>		<p>Please add in exhibit 18 as an agreement between LOA and the GCSS on how we will handle ESOL students.</p>	<p>A similar process as outlined in 7.1 above, for those receiving ESOL services, should be put in place. LOA agrees to a process to create an agreement between LOA and GCSS with regards to ESOL student services. The completion of a detailed agreement should not be a requirement prior to charter approval, but should be completed and approached through collaboration in the coming year.</p>

2) Home Language Survey for Parents.		This must be included in the agreement between LOA and the GCSS on how we will handle ESOL students. LOA will use the Infinite Campus Electronic Registration LOU that includes the electronic version of the Home Language Survey.	LOA agrees to use the Infinite Campus Electronic Registration LOU that includes the electronic version of the Home Language Survey.
--------------------------------------	--	---	---

LOA Charter Application Past Performance Section Item #7 pp. 19-22	9. Provide the number and percentage of students receiving In-School Suspensions, or Expulsions during the current charter term (e.g. the past 5 years). How does this discipline and dismissal data compare to the Office of Civil Rights data?	
--	--	--

Issues with answer, missing information, needed corrections	GCSS N/N	Request for Clarifications	
1) Educator's Handbook	<i>All</i> disciplinary actions will be documented through Educators Handbook which is the District's selected data collection method. This is necessary for federal compliance and SPED	Please add a MOU in section 18 that this will be followed.	LOA agrees to outline how Educator's Handbook will be used in coordination with Infinite Campus, and we already document actions through Educator's Handbook. Infinite Campus reporting is necessary for federal compliance and SPED rather than Educator's Handbook. As such, an explanation of how LOA uses Educator's Handbook in coordination with Infinite Campus is necessary.
2) Please provide the historical data that is requested in this section		Please provide the GCSS the data requested in this section for the past 5 years and provide an agreement in section 18 to provide it yearly within the next charter.	This information has already been included in the original charter petition. LOA agrees to provide this data yearly moving forward.

<p>LOA Charter Application Past Performance Section Item # 8 pp. 22-23</p>	<p>10. Describe in detail how the charter school’s students, governing board, faculty, and staff reflect the socioeconomic diversity of the community served by the charter school. If the charter school does not reflect the community’s diversity in one or more areas listed above, provide a comprehensive plan to address the need for diversity. Included in such a plan could be, for example, the use of targeted recruitment or the use of a weighted lottery to provide an increased chance of admission for educationally disadvantaged students pursuant to O.C.G.A. 20-2-2066(a)(1) and State Board Rule 160-4-9.05(2)(g).</p>		
<p><b>Issues with answer, missing information, needed corrections</b></p>	<p><b>GCSS</b> N/N</p>	<p><b>Request for Clarifications</b></p>	
<p>1) The Charter Application compares the LOA student sociodemographic diversity to the entire population of Greene County instead of to the student population of Greene County.</p>		<p>Please use the sociodemographic diversity numbers on the GA DOE’s Annual Charter School Report to compare the LOA student population to the GCSS student population and come up with a proposal to reduce the sociodemographic disparity between the two student populations within the Charter term at the first lottery at PreK.</p>	<p>LOA used the county demographics because it shows the trend of the population change. LOA will quote the DOE's Annual Report. LOA through the documents in its Special Called Meeting has shown a consistent increase in the educationally disadvantaged populations. That information shows that the random lottery is working to create a diverse population. Also the recent ruling by the Supreme Court of the United States would make it irresponsible to do anything to inhibit an equal opportunity for all students to attend LOA. Please see these results in attached document responses to initial questions from GCSS in April of 2023</p>

<p>LOA Charter Application Past Performance Section Item # 9 pp. 23-24</p>	<p>11. Describe in detail any difficulties faced during the charter term that were not already addressed above, how the school dealt with such difficulties, and if they remain an issue for the school. Also explain how the school plans to avoid these difficulties during the upcoming charter renewal term.</p>	
--	--	--



Issues with answer, missing information, needed corrections	GCSS N/N	Request for Clarifications	
<p>1) The application states that there was a misunderstanding in regard to which document, application or contract, rules. There was never a misunderstanding, the contract rules, if there is a conflict between the application and the contract. In the 2023 application (p.23) LOA states that the renewal application is a projection of what “will” happen over the next 5 years. The term “will” does not suggest a “guess” therefore no alterations should be necessary to meet changing circumstances.</p>		<p>One solution for this is for the Charter Contract to explicitly say that all agreements in exhibit 18 will be honored during the term of the Charter Contract unless a new agreement by both the LOA BOG and the GCSS Board is reached.</p>	<p>LOA will change the "will" to a term the confirms that any five year projection is a best guess. As a best guess there will be variation between what is in the application and the contract. It should be noted that the superintendent's or GCSB position was not confirmed by the lawsuit as the GCSB chose to settle the disagreement prior to a court ruling; however, other cases have shown the courts to be sympathetic to the charter school position. The charter school still contends that the application is a "best guess" as to what should be expected. However, changing conditions may require the LOA Board to make changes. As long as the changes are not substantive the board will not need a charter amendment to make those changes.</p>
<p>2) One decision that has be made is an apparent violation of enrollment priorities (OCGA 20-2-2066(a)(1) by allowing PreK matriculation ahead of siblings which is contrary to page 47 of the current charter application.</p>		<p>Please explain how you plan to address the sibling issue and follow this law. See Attachment 9.</p>	<p>Actually, the law allows for a charter school to choose any of the areas of priority and to place them in any order. What is written in this application is the choice for prioritizing these items. These are program decisions that are to be made by the charter school.</p>

<p>LOA Charter Application Proposed Changes Section Item #10 pp. 24-34</p>	<p>12. If the answers given above to questions 1-9 reflect a change to any of the following, please provide the rationale for the change.</p> <ul style="list-style-type: none"> <li>● Academic Changes</li> <li>● The use of waivers and Innovations</li> <li>● School programs – Students with Disabilities, Gifted and Talented, English Learners</li> </ul>		
Issues with answer, missing information, needed corrections	GCSS N/N	Request for Clarifications	

<p>1) LOA compares its student’s performance with the Greene County School System even though the student socioeconomic and racial student populations are entirely different.</p>		<p>Please provide academic goals with measurable milestones as compared to other similar schools as determined by GOSA and the GCSS for the term of the Charter Contract.</p>	<p>As stated earlier, comparisons are required. LOA will minimize the comparisons and will expect the same consideration from GCSS. Academic goals for the new charter term are in the process of being set. LOA intends to wait for the Cognia review for a final draft. It makes sense to have the Cognia information in any five-year plan.</p>
<p>2) The application specifically excludes any special education student who does not fall under the categories of co-taught, collaborative, and/or resource (p. 27). The application states that any student requiring more “specialized services,” would not be eligible to attend LOA.</p>		<p>The Charter School Law states that Charter Schools are to be treated no less favorably (there can be differences as long as need is articulated to be in the best interest of students. Not all students need the same things) than any other school. The SPED agreement between LOA and the GCSS included in exhibit 18 will state that LOA will provide all needed SPED services to all its students and will not render any student ineligible to attend LOA based on any SPED classification. This is the same as any other GCSS school.</p>	<p>See above that LOA agrees to reword to include through the IEP process and an exhibit 18 agreement.</p>
<p>3) There needs to be a MOU for how transportation will work between LOA and the GCSS</p>		<p>Please have a member of LOA who is responsible for transportation meet with the GCSS director of transportation to develop a MOU to be in exhibit 18.</p>	<p>LOA has applied for ESPLOST funds to pay for two buses. These buses will reduce but not eliminate the need for GCSS buses and reduce the number of bus drivers furnished by GCSS for field trips and athletic events. The buses will allow students to go on field trips that do not fit in the 8:30 to 2:15 time schedule imposed by GCS due to the need for the buses on bus routes. The new buses are also designed for longer trips, i.e., band trips to Florida, social science trips to Washington, DC, et.al. LOA is prepared to train drivers and service buses as per the state laws. Again, this is a decision the charter school makes and not GCS, which has oversight but not decision making power. That is reserved for the board of the charter school.</p>

<p>4) The application states that LOA and GCSS will collaborate to provide Career &amp; Technical-Based Instruction (p28). However, if LOA will not serve students who are eligible for CTI, how will it provide these services?</p>		<p>The SPED agreement in exhibit 18 will include how Career-Based Instruction will be handled between LOA and the GCSS.</p>	<p>See previous explanations of agreements with GCSS for SpEd related matters. GCSS agrees to provide services for CTI for any students with IEPs in CTAE classes at LOA, as well as any student who goes to GCSS for CTAE. This has been discussed in collaboration with LOA and GCSS special education.</p>
<p>5) Gifted services (pp.28-29) are defined only for grades K-5. No mention is provided of how gifted students in grades 6-12 will be served, or if these students will receive gifted services of any kind.</p>		<p>LOA must provide a full continuum of services for all SPED categories including gifted and this will be spelled out in the agreement for SPED services in exhibit 18.</p>	<p>At this time LOA provides gifted services for K-5 and is expanding this program as the proper personnel and program are identified and instituted. Prior to this time LOA has accelerated students to ensure they have ample opportunity for the highest level of personal achievement. LOA will continue and expand the acceleration program for those students not qualifying for gifted status but still performing at a very high level.</p>

<p>6) Governance Changes item b. p. 31. College and Career Academy and AP classes.</p>	<p>Since both schools are fully funded there will be no transfer of money for this service to students.</p>	<p>Please have a member of the LOA administration meet with the CEO of the College and Career Academy and the Greene County High School Principal to form an agreement for exhibit 18. This agreement will outline how LOA and the GCSS will allow any student at LOA to take courses at the College and Career Academy and any GCSS student may take AP classes at LOA that are not offered at the GCSS.</p>	<p>Both programs are fully funded if the student is on the roll of the school. However, if a student comes from another location that student adds to the needed resources and instructional time that must be expended by the host school to meet the need of the increased class size. Therefore, the cost of this student participating at the host school increases the cost of the class. The student would (through the home school) pay for the course with a portion of the state and local funding that accompanies that segment. The student's grades would return to the school where the student is enrolled (home school). Three percent of the funding would stay with the school where the student is enrolled for administrative purposes. The student would not "enroll" at the host school where the class is taught. Transportation cost would be paid by the school where the student is enrolled.</p>
<p>7) When real property is owned by the foundation ESPLOST funds cannot be used on the buildings and the buildings do not earn state facility funds.</p>		<p>Please consider putting all real property under the ownership of the GCSS so we can use ESPLOST funds to construct, repair and accumulate State Facility money for all of LOA's properties.</p>	<p>LOA is completely aware that ESPLOST funds cannot be used for real property unless the property is owned by the GCSS. However, purchases can be made for technology, desks, textbooks, etc that are not affixed to the buildings.</p>
<p>8) The district needs to know the strategic plan for LOA</p>		<p>Please provide the 5-year strategic plan for LOA for the new charter term to include facility plans.</p>	<p>As stated earlier, the strategic plan is being developed by the new executive director and his staff. It will incorporate the information from the Cognia review, which will take place in late November 2023.</p>
<p>9) The GCSS is responsible for providing a facilities plan for the district's schools.</p>		<p>The LOA Executive Director and the GCSS Superintendent will agree on a document that will be included in exhibit 18 on how new facilities for LOA will be provided during the new charter term.</p>	<p>GCSS is required to provide a facilities plan for the facilities it owns. LOA leases the high school, Titan Center, and Arts building. Any buildings constructed must meet school code but are not part of the GCSS facilities plan. If GCSS would like to build LOA a new middle school building, then commit the funding necessary for land purchase, infrastructure, and the facility. Without such a commitment, LOA must continue to plan for its own facilities.</p>

<p>10) Item #2 on page 40 of the application states that LOA shall be subject to the control and management of the local board of the local school system in which the charter school is located, as provided in the charter and in a manner consistent with the U.S. and Georgia Constitutions;</p>		<p>For the GCSS to fulfill its obligations under this requirement please consider submitting to the same audit as the Greene County School system as provided by the State Department of Audits.</p>	<p>In the "Financial Management for Georgia Local Units" under Financial Audits, it states, "The Georgia Charter Schools Act requires that all start up charter schools, including State Chartered Special Schools, and Commission Charter Schools, to arrange for an annual independent audit by a Georgia licensed auditor." It continues later, "It is the school's responsibility to contract for the audit and to bear the cost." LOA will continue to choose its auditor, contract for the audit, and supply it in a timely manner to the state and school district.</p>
<p>11) Funding excludes detailed discussion of the funding mechanism for LOA, which was included in the previous renewal application in 2016.</p>		<p>Please consider Dean Ware and Mabelle Usry create an agreement for exhibit 18 that details how LOA will follow the state allotment funding formula, QBE worksheets, proportional calculations, etc. and cooperate fully in completing the CPI Report. Categorical funding and expenditures will not be waived.</p>	<p>The funding mechanism is the state funding formula. LOA will be funded in the same year as the funds are released rather than one year in arrears as was part of the 2016 Charter renewal. The documents for fulfilling this function are in the possession of Dean Ware, CFO Greene County Schools and Mabelle Usry, Business Manager, LOA. However, if needed, these documents can be attached.</p>
<p>12) The application indicates that LOA seeks all Federal funds it is eligible to receive. It should be stated that charter schools cannot waive federal accountability requirements.</p>		<p>Please include an agreement for exhibit 18 that LOA will agree to Federal funds being withheld by the GCSS if LOA falls out of compliance with Federal laws, rules, or guidelines. Funding would be restored once in compliance. Also, it will detail how the GCSS will ensure compliance.</p>	<p>LOA is fully aware that it cannot waive Federal funding requirements and will not waive federal accountability requirements.</p>
<p>13) (p. 34) Discussion on demographics again compares LOA student enrollment to the overall Greene County population.</p>		<p>Please change items a and b on p. 34 to reflect the difference in the student populations at LOA and the GCSS as reflected in the GA DOE Charter Schools Annual Report.</p>	<p>As stated earlier, it is important to look at the demographic changes happening in the county for a better assessment of long-term planning needs. LOA will add a DOE sheet of the pupil demographics.</p>
<p>14) Charter school law states that charter schools should be treated no differently than other schools. No school in the GCSS gets a proportional amount of ESPLOST money based on their percentage of the student population.</p>		<p>Please consider putting all real property under the GCSS and allowing the GCSS to be involved in the construction of any new facilities so that ESPLOST funds can be used and we can earn state</p>	<p>The ESPLOST issue needs to be discussed. Previously the GCSB set aside funds to be used by LOA; however, the funds have been difficult to obtain. The local superintendent has neglected to put requests on the board agenda for approval. LOA has no problem meeting the standards for obtaining the funds in the appropriate way. The board then needs to be allowed to act on the proposal,</p>

<p>This would be treating LOA as a school system instead of a school within the GCSS which it is.</p>		<p>facility funds. This will free up money for LOA's operating budget.</p>	<p>if the request meets the letter of the law and is seen as a need by the LOA Board. GCSB has oversight and not operational control.</p>
<p>15) Federal funds that are earned will be forwarded to LOA. A federal compliance audit will also be conducted.</p>		<p>Please submit an agreement for exhibit 18 that outlines how the GCSS will make sure LOA is in compliance with the Federal compliance audit.</p>	<p>The ESPLOST issue needs to be discussed. Previously the GCSB set aside funds to be used by LOA; however, the funds have been difficult to obtain. The local superintendent has neglected to put requests on the board agenda for approval. LOA has no problem meeting the standards for obtaining the funds in the appropriate way. The board then needs to be allowed to act on the proposal, if the request meets the letter of the law and is seen as a need by the LOA Board. GCSB has oversight and not operational control.</p>
<p>16) There is a significant difference in the demographic breakdown of students at LOA and the GCSS as revealed in the GA DOE Charter Schools Annual Report.</p>		<p>Since the 1st lottery selection is in the PreK program and those students are allowed to matriculate into LOA at kindergarten please provide a plan to increase the number of non-white students in the PreK program over the next 5-year charter term. You may want to consider adding transportation to achieve this.</p>	<p>In light of the recent Supreme Court ruling, your comment is not appropriate. Also you will see that with the process that is in place the percent of minority students has consistently risen. This past year, 43% of the students in the PreK class were minority. Concurrently the charter school application speaks to students who have been educationally disadvantaged. As LOA is aware those students who are educationally disadvantaged are those who are in poverty. The application process does not allow charter schools to collect this information prior to the lottery being drawn.</p>
<p>17) Much mention of the lottery is made throughout this document, but no data of any kind is ever provided. If the number of applications is truly at or above 400 per year as stated, demographic data of applicants could be provided to give some context.</p>		<p>Please provide an agreement for exhibit 18 that will provide the race residence status, and age, of all applicants.</p>	<p>Attached find the application numbers from 2007 through the present application process. If anything, the numbers are understated.</p>
<p>18) LOA receives QBE funding for alternative school services, but has indicated a desire to participate in the District's alternative school.</p>		<p>Please provide a clear plan for alternative school services, to include cost sharing, and an MOU that covers processes, procedures to include observance of student due process rights.</p>	<p>We have created our own program in response to the denial for using the GCSS Alt School Program. They should not have oversight into our compliance with processes, procedures, or proof of observance of student due process rights. We will use the funds we have already received from QBE, although that amount would be difficult to identify</p>

LOA Charter Application Looking to the Future Section pp. 34-35	13. Briefly describe how the school has and will continue with its proposed changes to serve the needs of its students for the upcoming (renewed) charter term.			
<b>Issues with answer, missing information, needed corrections</b>	<b>GCSS N/N</b>	<b>Request for clarifications</b>		
1) LOA is NOT the highest performing school “in the surrounding counties” (p35). Although not mentioned by name, Oconee County School System is excluded from comparison because it has a “less diverse population”. Three Points: 1. Oconee County’s and LOA’s demographics are nearly identical. 2. LOA is not even in the top 4 in the NEGA RESA in student achievement 3. If you exclude a comparison to a school because they do not resemble your school, any comparison between LOA and the GCSS should be excluded for obvious reasons.		Please provide measurable with schools that have similar student demographic populations to LOA. Since the student demographics of LOA and the GCSS are very different, LOA will not make academic comparisons between those schools.	As stated earlier the schools you have selected are not good comparisons to LOA. See the criteria for selecting comparison schools.	
2) HB 318 and the 2% increase annually did not pass.	GCSS will agree to a starting student/funding cap at 1072 year one with a 2% increase each following year.	In the past increasing the number of students at LOA has resulted in the top students at the GCSS schools attending LOA. This has had a negative impact on the remaining students in the GCSS schools. We need to find a balance between allowing LOA’s student population to increase without hurting the students that remain in the GCSS schools. Please consider starting LOA’s enrollment at 1072 in the first year of the charter and increasing	HB 318 did pass the House and Senate. While in the Senate there was a bill attached. That will be reviewed in the House. It will not go back to the floor for a vote. The decision of whether it will stand as it is will be made in joint House and Senate discussions. When the bill is signed by the Governor, LOA will enact this state law and expect to be funded for the 2% student increase from that point of time it is enacted as law.	

		it by 2% each subsequent year of the charter. This allows balance between increasing LOA's enrollment without negatively impacting the students at the GCSS schools.	
3) There is not agreement on how to handle disputes between LOA and the GCSS.		Dr. Bowling and Dr. Houston will create an agreement for exhibit 18 to resolve disputes between LOA and the GCSS that at worst would result in mediation, not law suits.	State law expects districts and charter boards to meet and settle their differences. If they cannot, mediation is used.
4) School Safety Plan	A copy of your school safety plan will be submitted to the local director of Emergency Management for approval as required by law.	Please add an agreement in section 18 that a copy of LOA's school safety plan will be submitted to the local director of Emergency Management for approval as required by law and to the GCSS for verification.	A school safety plan is in the process of being created in conjunction with the county sheriff, the county safety officer, and the county manager



## CHARTER FOR LAKE OCONEE ACADEMY

and shall improve by at least 2 percentage points annually until the percentage of students absent 6 days or more is below 5%.

2. **Measure 2:** Each year, 90% of parents will indicate that they are at least "satisfied" with the overall quality of their child's education as measured via an annual survey conducted at the conclusion of the school year, in which the options are very unsatisfied, unsatisfied, somewhat satisfied, satisfied, and very satisfied. The survey response rate will be at least 85% of parents surveyed.
3. **Measure 3:** Each year, 90% of teachers will indicate that they are at least "satisfied" with the overall quality of their job as measured via an annual survey conducted at the conclusion of the school year, in which the options are very unsatisfied, unsatisfied, somewhat satisfied, satisfied, and very satisfied. The survey response rate will be at least 85% of teachers surveyed.
4. **Measure 4:** Each year, the Charter School will receive a 3-star rating or higher on the Georgia Department of Education's School Climate Star Ratings annual report.

iv. **Goal 4:** The Charter School shall increase access to the school for all families and individuals with a targeted focus on educationally disadvantaged families.

1. **Measure 1:** The Charter School will decrease the disparity in the percentage of students of color enrolled in the school as compared to the percentage of students of color in the school district by 4% during each year of the charter term for a total decrease of 20% by the end of the charter term.
2. **Measure 2:** The Charter School will increase the number of faculty and staff of color employed by the school by 20% by the end of the charter term.
3. **Measure 3:** By Year 2 of the charter term, the Governing Board's composition will increase at least 3 board members of color.

## **Draft Response to the GCSB Concerns**

To: LOA Board

From: Otho Tucker, Ph.D., CEO

Date: April 12, 2023

RE: Issues from the GCSB

I have attached the issues that the GCSB has with our charter renewal. However, I first want to make a point about goals, as the issues are about goals, goal setting, reaching, and progressing toward the goals in the charter contract.

A goal is defined as “the object of a person’s (or organization’s) ambition or effort; an aim or a desired result.” An example, a person’s goal may be attending law school.”

Therefore, the goals at the front of the charter contract are not hard and fast numbers that must be met. This was explained by Lois Erste in our interview in 2015 when the last charter was approved. He explained that “goals” are a desired result. At the end of the present charter the goals would be reexamined. He also explained that what GA DOE wanted was a plan and evidence of effort to show LOA was trying to achieve realistic goals. He was very aware of the issues schools face is different in city, suburban, and rural schools. However, GADOE wanted schools to create a plan to address the goals and from that plan to move in a positive direction toward achieving the goals. If goals are not met but progress is made, then the plan for achieving the goal or goals would be reviewed and could be revised.

There are many factors that impact whether goals are met – internal and external factors. With that let me review each goal in question and give you the history that surrounds the goals in question.

### **Goal 3: #2 and Goal 3: #3 (Surveys)**

LOA has administered the Georgia Student Health Survey to families and educators at the end of each year of the charter, except for years where these surveys were not mandated by GADOE due to Covid-19. These surveys yielded results regarding the goal of 90% of parents and 90% of educators indicating they are at least “satisfied” with their child’s education (parents) or at least “satisfied” with their overall job quality (educators). A response rate for these surveys is currently unavailable, except for the most recent administration (March 2023). The response rate for families was 30% and the response rate for educators was 70%.

As can be seen in the attached document, in 2016-2017, 84.21% of parents indicated they were at least “satisfied” with their child’s education. In 2017-2018, this percentage was at 77.59%,

and in 2018-2019, the percentage was 80.96%. From 2019 to 2022, the surveys were not administered due to Covid-19, and the most recent of these survey results are unavailable at this point. The response rate for the most recent administration of these surveys was 30% for parents, and 70% for educators.

In September of 2022, LOA administered an additional survey to establish a baseline in preparation for accreditation through Cognia, and to administer a survey that may more adequately assess whether families and educators were “satisfied”. For families, 90.4% of LOA parents indicated they are at least “satisfied” with their child’s education, and 98% of LOA educators indicated they are at least “satisfied” with their overall job quality. The response rate for families was 20% and the response rate for educators was 83.2%. A summary of these results is provided in the attached spreadsheet. Additionally, LOA plans to implement another Cognia survey in the coming weeks and prior to the end of the school year. This is a different type of survey that more accurately assesses the perceptions of our families and educators.

It should be noted that there are concerns regarding the language of the previous charter goals related to parent and educator surveys. First, the language is ambiguous regarding a specific survey that should be used, including the identification of a survey that is valid and reliable in providing data, or answers, that speak to the question posed. Second, the survey does not specify certain parameters for the administration of the survey. Last, the response rate threshold for parents and families is well above average/acceptable.

Moving forward, LOA suggests working with GCSS to specify a survey to be used. For example, LOA plans to work with the University of Georgia Research Center to develop a survey that is valid and reliable when seeking parental and teacher satisfaction rates. LOA also proposes working with GCSS to identify how the data yielded from surveys will be used. For example, is it to inform practice to make improvements, as was mentioned is common in goal setting for charter schools? Or is it to determine whether a charter will be approved or denied? Regardless of the agreed upon use of data, LOA feels strongly that they are transparent regarding the personal impact that the survey may have on those constituents who are asked to take the survey. This is in keeping with best practices for data collection with many IRB’s across the nation. Lastly, LOA suggests working with GCSS to adjust the response rate threshold to one more in line with other surveys. A recent [metanalysis of peer reviewed on-line surveys](#) yielded that the average response rate over recent years for surveys reviewed is at 44.1%.

#### **Goal 4: #1**

Because LOA is still a growing school and the number of students being added in the early years of the charter is significant, it makes it very difficult to grow a given population. As one group grows significantly, and the total grows it reduces the impact of the group growth compared to the total population.

Also, since siblings of present students receive preference and that the percentage of seats available are very limited (usually less than 5% and consistently less than 10%, which is a very

low rate in any schools public, private, or charter. LOA also has a waiting list of consistently over 400 students, which is 40 to 50 percent of the population of students in the past 8 years, making it so only students are replaced by the priority siblings. Students who are not siblings or employees' children have a 1 or 2 percent chance of entry. Coupling that with the fact that the GCSB has fought diligently to keep LOA from reaching its capacity cap, LOA's proverbial hands have been tied with any effort to increase the minority population.

However, due to marketing campaigns in the paper, visits to a diverse area of the county where high numbers of minority students reside, and excellent recommendations from our minority parents, the percentage of minority students accepted have been higher than the percentage of minority students attending. Thus, increasing the population in those grades where acceptances were available and adding more minority students to the sibling preference list for future acceptances.

Over the four years before Covid and when the GCSB was allowing additional growth due to community demand the minority student population grew at a range of 39 to 51 percent of the population of new students. Over that same period, the minority grew at an average of 16.5% per year.

Then two things happened. First, Covid hit, and people were not moving. That meant no new seats were opened for incoming students. Also, if the seats had opened the seats were filled with siblings of students already on the waiting list.

Second, the GCSB, after giving LOA student increases in previous years, decided to force LOA to only fill to the number of students projected in the charter renewal and not the total enrollment allowed during the charter renewal contract. On top of that, when LOA requested an enrollment increase, GCSB started searching for areas they felt LOA was not in compliance and threatened to sue to immediately revoke the charter. The GCSB's area of interest was a concern with survey numbers and not the high-quality education the students were being afforded nor the desire of over 400 students representing about 300 families that wanted a seat at LOA.

NOTE: Board members and staff, I can go further if you think it will be helpful.

#### **Goal 4: #2**

In 2015, the last year of the previous charter, LOA has 14 employees of color.

In 2023, LOA has 24 employees of color. These employees serve as assistant teachers to curriculum coordinators and as members of our administrative team. They are valued members of our faculty and staff. They have a direct impact on the operation of the school. LOA is also assisting some of these professionals as they seek Masters, Specialists, and Doctoral degrees. This computes to a 71.4% increase in the number of employees serving LOA and being of color.

LOA has contracted with a minority owned company to provide services daily for the school. Nineteen employees (100% of their staff) that work here at LOA are people of color. Another

company that LOA has contracted with is not minority owned but all of its employees are people of color.


These adjustments over the years exceed the goal set in the charter renewal.

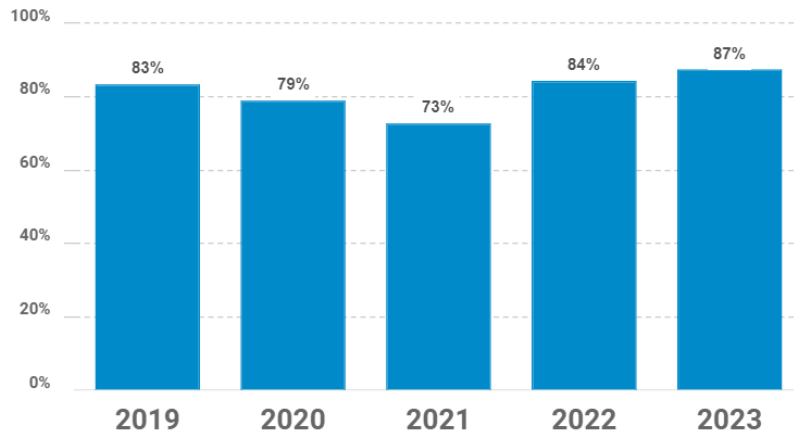
**Goal 4: #3**


Presently the LOA Board of Governors has two members of color and one person of international descent that gives the college prep school more worldly component. In this world of diversity, limiting the board due to skin color is shortsighted and lacks the real essence of the term diversity.

However, looking back over the years from 2016 to the present multiple times the LOA Board has had three persons of color and persons of international descent at multiple times. This meets the goal and shows the effort of this board to meet the goal now and in the future. LOA is always searching for board members who meet one or more of the desired characteristics as stated in the bylaws.

Course Name	2020	2021	2022	2023
2-D Art and Design	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3-D Art and Design	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Biology	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Calculus AB	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Calculus BC	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Chemistry	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Comparative Government and Politics	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Computer Science A	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Computer Science Principles	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Drawing	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
English Language and Composition	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
English Literature and Composition	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Environmental Science	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
European History	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Human Geography	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Macroeconomics	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Microeconomics	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Music Theory	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Physics 1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Physics 2	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Psychology	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Research	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Seminar	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Spanish Language and Culture	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Spanish Literature and Culture	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Statistics	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
United States Government and Politics	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
United States History	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
World History: Modern	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Total Number of courses offered per year	21	22	27	24

 % OF TOTAL AP STUDENTS WITH SCORES 3+



 SCHOOL SUMMARY

	2019	2020	2021	2022	2023
Total AP Students	90	133	121	121	127
Number of Exams	194	299	260	271	243
AP Students with Scores 3+	75	105	88	102	111
% of Total AP Students with Scores 3+	83.33	78.95	72.73	84.30	87.40



# Charter Renewal Fact Checks



School Year	Subgroup Type Description	Subgroup Name	Subject	Number Tested	Beginning Learners	Developing Learners	Proficient Learners	Distinguished Learners
2021-22	Race/Ethnicity	White	Algebra I	38	5.3%	55.3%	34.2%	5.3%
			American Literature and Composition	47	0.0%	34.0%	61.7%	4.3%
			Biology	50	4.0%	24.0%	54.0%	18.0%
			US History	37	2.7%	29.7%	59.5%	8.1%
2020-21	Race/Ethnicity	White	Algebra I	38	23.7%	52.6%	23.7%	0.0%
			American Literature and Composition	26	23.1%	38.5%	38.5%	0.0%
			Biology	54	9.3%	25.9%	53.7%	11.1%
			US History	22	4.5%	50.0%	40.9%	4.5%
		Hispanic	Algebra I	14	14.3%	78.6%	7.1%	0.0%
			Biology	14	14.3%	42.9%	42.9%	0.0%

[Print - Export](#)

*\* GOSA does not report on fewer than 10 students.*

**For the 20-21, and 21-22 school years the state did not report the performance for African American students in regards to math because less than 10 students took the course.**



## LOA Grades 6-8 (2021-2022)

School Year	Subgroup Type Description	Subgroup Name	Subject	Number Tested	Beginning Learners	Developing Learners	Proficient Learners	Distinguished Learners
2021-22	Race/Ethnicity	Black or African American	English Language Arts	33	36.4%	39.4%	21.2%	3.0%
			Mathematics	33	39.4%	54.5%	6.1%	0.0%
		White	English Language Arts	171	7.0%	25.1%	56.1%	11.7%
			Mathematics	171	8.2%	38.6%	48.0%	5.3%
			Physical Science	45	4.4%	37.8%	46.7%	11.1%
			Social Studies	51	9.8%	41.2%	35.3%	13.7%
		Hispanic	English Language Arts	32	18.8%	28.1%	40.6%	12.5%
			Mathematics	32	15.6%	56.3%	21.9%	6.3%


[Print](#) - [Export](#)

## Greene County 6-8 (2021-2022)

School Year	Subgroup Type Description	Subgroup Name	Subject	Number Tested	Beginning Learners	Developing Learners	Proficient Learners	Distinguished Learners
2021-22	Race/Ethnicity	Black or African American	English Language Arts	148	49.3%	37.2%	12.8%	0.7%
			Mathematics	148	62.2%	34.5%	2.7%	0.7%
		White	English Language Arts	21	19.0%	47.6%	33.3%	0.0%
			Mathematics	21	38.1%	57.1%	4.8%	0.0%
		Hispanic	English Language Arts	39	46.2%	35.9%	15.4%	2.6%
			Mathematics	39	48.7%	38.5%	12.8%	0.0%

[Print](#) - [Export](#)

### LOA 3-5 (2021-2022)

School 	Subgroup Type Description	Subgroup Name	Subject	Number Tested	Beginning Learners	Developing Learners	Proficient Learners	Distinguished Learners
2021-22	Race/Ethnicity	Black or African American	English Language Arts	28	17.9%	57.1%	25.0%	0.0%
			Mathematics	28	42.9%	53.6%	3.6%	0.0%
		White	English Language Arts	184	9.2%	26.6%	46.2%	17.9%
			Mathematics	184	12.5%	31.5%	42.4%	13.6%
		Two or More Races	English Language Arts	17	11.8%	29.4%	29.4%	29.4%
			Mathematics	17	17.6%	35.3%	41.2%	5.9%
		Hispanic	English Language Arts	30	20.0%	36.7%	33.3%	10.0%
			Mathematics	30	20.0%	43.3%	20.0%	16.7%

### Greene County 3-5 (2021-2022)

School Year	Subgroup Type Description	Subgroup Name	Subject	Number Tested	Beginning Learners	Developing Learners	Proficient Learners	Distinguished Learners
2021-22	Race/Ethnicity	Black or African American	English Language Arts	67	49.3%	31.3%	16.4%	3.0%
			Mathematics	67	9.0%	34.3%	49.3%	7.5%
		White	English Language Arts	15	40.0%	13.3%	26.7%	20.0%
			Mathematics	15	13.3%	26.7%	46.7%	13.3%
		Hispanic	English Language Arts	18	38.9%	38.9%	22.2%	0.0%
			Mathematics	18	11.1%	27.8%	50.0%	11.1%

Georgia Department of Education										
FTE Enrollment by Race/Ethnicity and Gender - Fiscal Year 2023-3 Data Report										
March 2, 2023 (FTE 2023-3)										
666-Greene County										
System ID	System Name	School ID	Gender	Ethnic Hispanic	Race Ameri	Race Asian	Race Black	Race Pacific	Race White	Two or more Races
	System Total	System Total	Female	201 *		16	498 *		480	55
	System Total	System Total	Male	215 *	*		567 *		463	51
	System Total	System Total	Total	416 *	*		1065 *		943	106
666	Greene County	0101-Anita White Carson Middle Sc	Female	55 *	*		160 *		24 *	
666	Greene County	0101-Anita White Carson Middle Sc	Male	46 *	*		185 *		28 *	
666	Greene County	0101-Anita White Carson Middle Sc	Total	101 *	*		345 *		52 *	
666	Greene County	0109-LAKE OCONEE CHARTER	Female	50 *	*		53 *		311	19
666	Greene County	0109-LAKE OCONEE CHARTER	Male	57 *	*		60 *		289	18
666	Greene County	0109-LAKE OCONEE CHARTER	Total	107 *	*		113 *		600	37
666	Greene County	0201-Greene County Primary Schoo	Female	40 *	*		136 *		28	18
666	Greene County	0201-Greene County Primary Schoo	Male	53 *	*		160 *		32	17
666	Greene County	0201-Greene County Primary Schoo	Total	93 *	*		296 *		60	35
666	Greene County	0401-Greene County High School	Female	42 *	*		138 *	*		*
666	Greene County	0401-Greene County High School	Male	37 *	*		154 *		16 *	
666	Greene County	0401-Greene County High School	Total	79 *	*		292 *	*		*
666	Greene County	0402-Lake Oconee Charter High Sch	Female	*	*	*	*	*	105 *	
666	Greene County	0402-Lake Oconee Charter High Sch	Male	22 *	*	*	*	*	98 *	
666	Greene County	0402-Lake Oconee Charter High Sch	Total	*	*	*	*	*	203 *	

Georgia Department of Education										
FTE Enrollment by Race/Ethnicity and Gender - Fiscal Year 2022-3 Data Report										
March 4, 2022 (FTE 2022-3)										
666-Greene County										
System ID	System Name	School ID	Gender	Ethnic Hispanic	Race American	Race Asian	Race Black	Race Pacific	Race White	Two or more Races
	System Total	System Total	Female	196	*	17	494	*	467	56
	System Total	System Total	Male	222	*	*	546	*	472	57
	System Total	System Total	Total	418	*	*	1040	*	939	113
666	Greene County	0101-Anita	Female	44	*	*	123	*	*	*
666	Greene County	0101-Anita	Male	35	*	*	140	*	25	*
666	Greene County	0101-Anita	Total	79	*	*	263	*	*	*
666	Greene County	0109-LAKE	Female	45	*	*	46	*	309	19
666	Greene County	0109-LAKE	Male	59	*	*	57	*	289	23
666	Greene County	0109-LAKE	Total	104	*	*	103	*	598	42
666	Greene County	0201-Green	Female	48	*	*	137	*	30	16
666	Greene County	0201-Green	Male	54	*	*	160	*	34	19
666	Greene County	0201-Green	Total	102	*	*	297	*	64	35
666	Greene County	0401-Green	Female	44	*	*	177	*	18	*
666	Greene County	0401-Green	Male	57	*	*	182	*	25	*
666	Greene County	0401-Green	Total	101	*	*	359	*	43	*
666	Greene County	0402-Lake	Female	15	*	*	*	*	97	*
666	Greene County	0402-Lake	Male	17	*	*	*	*	99	*
666	Greene County	0402-Lake	Total	32	*	*	*	*	196	*

Georgia Department of Education										
FTE Enrollment by Race/Ethnicity and Gender - Fiscal Year 2021-3 Data Report										
March 4, 2021 (FTE 2021-3)										
666-Greene County										
System ID	System Name	School ID	Gender	Ethnic Hispanic	Race American	Race Asian	Race Black	Race Pacific	Race White	Two or more Races
	System Total	System Total	Female	180 *		15	542 *		474	50
	System Total	System Total	Male	197 *		15	585 *		454	52
	System Total	System Total	Total	377 *		30	1127 *		928	102
666	Greene County	0101-Anita	Female	50 *	*		174 *		27 *	
666	Greene County	0101-Anita	Male	46 *	*		195 *		24 *	
666	Greene County	0101-Anita	Total	96 *	*		369 *		51 *	
666	Greene County	0109-LAKE	Female	44 *	*		44 *		313	23
666	Greene County	0109-LAKE	Male	55 *	*		56 *		273	24
666	Greene County	0109-LAKE	Total	99 *	*		100 *		586	47
666	Greene County	0201-Green	Female	47 *	*		150 *		25 *	
666	Greene County	0201-Green	Male	47 *	*		179 *		33	15
666	Greene County	0201-Green	Total	94 *	*		329 *		58 *	
666	Greene County	0401-Green	Female	25 *	*		151 *		16 *	
666	Greene County	0401-Green	Male	36 *	*		150 *		28 *	
666	Greene County	0401-Green	Total	61 *	*		301 *		44 *	
666	Greene County	0402-Lake	Female	*	*	*	23 *		93 *	
666	Greene County	0402-Lake	Male	*	*	*	*	*	96 *	
666	Greene County	0402-Lake	Total	*	*	*	*	*	189 *	

Georgia Department of Education										
FTE Enrollment by Race/Ethnicity and Gender - Fiscal Year 2020-3 Data Report										
March 5, 2020 (FTE 2020-3)										
666-Greene County										
System ID	System Name	School ID	Gender	Ethnic His	Race Ame	Race Asian	Race Black	Race Pacific	Race White	Two or more Races
	System Total	System Total	Female	185	*	16	562	*	489	49
	System Total	System Total	Male	207	*	17	602	*	460	46
	System Total	System Total	Total	392	*	33	1164	*	949	95
666	Greene County	0101-Anita	Female	48	*	*	182	*	30	*
666	Greene County	0101-Anita	Male	50	*	*	211	*	39	*
666	Greene County	0101-Anita	Total	98	*	*	393	*	69	*
666	Greene County	0109-LAKE	Female	45	*	*	40	*	311	27
666	Greene County	0109-LAKE	Male	52	*	*	56	*	267	19
666	Greene County	0109-LAKE	Total	97	*	*	96	*	578	46
666	Greene County	0201-Green	Female	53	*	*	162	*	28	*
666	Greene County	0201-Green	Male	58	*	*	196	*	34	*
666	Greene County	0201-Green	Total	111	*	*	358	*	62	*
666	Greene County	0401-Green	Female	23	*	*	158	*	19	*
666	Greene County	0401-Green	Male	37	*	*	131	*	32	*
666	Greene County	0401-Green	Total	60	*	*	289	*	51	*
666	Greene County	0402-Lake	Female	16	*	*	20	*	101	*
666	Greene County	0402-Lake	Male	*	*	*	*	*	88	*
666	Greene County	0402-Lake	Total	*	*	*	*	*	189	*

Georgia Department of Education											
FTE Enrollment by Race/Ethnicity and Gender - Fiscal Year 2019-3 Data Report											
March 7, 2019 (FTE 2019-3)											
666-Greene County											
System ID	System Name	School ID	Gender	Ethnic His	Race Ame	Race Asia	Race Black	Race Pacific	Race White	Two or more Races	
	System Total	System Total	Female	184	*		16	564	*	475	44
	System Total	System Total	Male	194	*		16	617	*	450	44
	System Total	System Total	Total	378	*		32	1181	*	925	88
666	Greene County	0101-Anita	Female	21	*	*		118	*	*	*
666	Greene County	0101-Anita	Male	36	*	*		129	*	25	*
666	Greene County	0101-Anita	Total	57	*	*		247	*	*	*
666	Greene County	0109-LAKE	Female	58	*	*		60	*	397	23
666	Greene County	0109-LAKE	Male	55	*	*		57	*	345	21
666	Greene County	0109-LAKE	Total	113	*	*		117	*	742	44
666	Greene County	0201-Green	Female	18	*	*		74	*	31	*
666	Greene County	0201-Green	Male	17	*	*		77	*	21	*
666	Greene County	0201-Green	Total	35	*	*		151	*	52	*
666	Greene County	0301-Green	Female	65	*	*		153	*	20	*
666	Greene County	0301-Green	Male	59	*	*		207	*	23	15
666	Greene County	0301-Green	Total	124	*	*		360	*	43	*
666	Greene County	0401-Green	Female	22	*	*		159	*	18	*
666	Greene County	0401-Green	Male	27	*	*		147	*	36	*
666	Greene County	0401-Green	Total	49	*	*		306	*	54	*

**18/19 - 22/23 Tally by Ethnicity \***

	22/23		21/22		20/21		19/20		18/19	
	GC	LOA	GC	LOA	GC	LOA	GC	LOA	GC	LOA
Hispanic	287	129	282	136	260	117	273	119	274	104
American Indian		2		2		1				
Asian		23**		25***	6	24	7	26	10	22
Black	954	111	928	112	1009	118	1053	111	1072	109
Pacific Islander		1		1		1		1		1
White	189	754	206	733	209	719	242	707	244	681
Multi-racial	65	41	66	47	56	46	52	43	48	40

\* Does not include PK - Unsure whether the county's PK numbers are included in their stats

\*\* Our 3/7/23 enrollment summary sheet indicates we had 23 Asian students; GA DOE report reflects a total of 16 students with no report by school due to insignificant population

\*\*\* Our 3/4/22 enrollment summary sheet indicates we had 25 Asian students; GA DOE report reflects a total of 17 students with no report by school due to insignificant population



## Waiting Lists

Year:	Current (As of 8/7/23)	22/23	21/22	20/21	19/20	18/19	17/18*	16/17	15/16
K-12	349	419	370	285	291	250	244	104	36
PK	6	0	15	45	5	6	3	42	30
Total:	355	419	385	330	296	256	247	146	66

\* 1st Year using online application system

## 5 YEAR BUDGET PROJECTION

School Name: LAKE OCONEE ACADEMY	FY2025		FY2026		FY2027		FY2028		FY2029		
	Year 1	% of Total	Year 2	% of Total	Year 3	% of Total	Year 4	% of Total	Year 5	% of Total	
<b>ASSUMPTIONS</b>											<b>Notes</b>
Number of Students	1072		1093		1115		1137		1160		
Facility Square Footage	165000		165000		165000		165000		165000		
Number of Full Time Employees	135		135		135		135		135		
Full Time Employees (eligible for benefits)	135		135		135		135		135		
Number of Administrators	9		9		9		9		9		
Number of Teachers	95		95		95		95		95		
Number of Other Instructional Staff	16		16		16		16		16		
Number of Clerical Staff	14		14		14		14		14		
Number of Maintenance Staff	1		1		1		1		1		
Number of Food Service Staff	0		0		0		0		0		
Student Teacher Ratio											
Revenue Per Pupil (State and/or Local)	\$14,700		\$14,994		\$15,294		\$15,600		\$15,912		
Average Teacher Salary	\$49,550		\$51,550		\$51,550		\$53,550		\$53,550		

## REVENUES

State and/or Local Revenue (Rev Per Pupil*# of students)	\$15,758,400	101.9%	\$16,388,442	101.9%	\$17,052,676	102.0%	\$17,736,924	102.0%	\$18,457,633	102.1%	
3% District Administrative Fee (Explain any changes in notes)	(\$472,752)	-3.1%	(\$491,653)	-3.1%	(\$511,580)	-3.1%	(\$532,108)	-3.1%	(\$553,729)	-3.1%	
Meal Fees		0.0%		0.0%		0.0%		0.0%		0.0%	
District Settlement	\$182,214	1.2%	\$182,214	1.1%	\$182,214	1.1%	\$182,214	1.0%	\$182,214	1.0%	
		0.0%		0.0%		0.0%		0.0%		0.0%	
		0.0%		0.0%		0.0%		0.0%		0.0%	
		0.0%		0.0%		0.0%		0.0%		0.0%	
		0.0%		0.0%		0.0%		0.0%		0.0%	
		0.0%		0.0%		0.0%		0.0%		0.0%	
		0.0%		0.0%		0.0%		0.0%		0.0%	
		0.0%		0.0%		0.0%		0.0%		0.0%	
		0.0%		0.0%		0.0%		0.0%		0.0%	
<b>Total Revenues</b>	<b>\$15,467,862</b>		<b>\$16,079,003</b>		<b>\$16,723,310</b>		<b>\$17,387,031</b>		<b>\$18,086,118</b>		

## EXPENSES

<b>PERSONNEL</b>											
Principal	\$693,600	4.5%	\$707,472	4.5%	\$721,621	4.5%	\$736,054	4.5%	\$750,775	4.6%	
Social Services (Social Worker/Counselor/Nurse)	\$139,544	0.9%	\$142,335	0.9%	\$145,182	0.9%	\$148,085	0.9%	\$151,047	0.9%	
Technology Support	\$151,602	1.0%	\$154,634	1.0%	\$157,726	1.0%	\$160,881	1.0%	\$164,098	1.0%	
Teachers	\$4,707,250	30.5%	\$4,897,250	31.0%	\$4,897,250	30.8%	\$5,087,250	31.3%	\$5,087,250	31.0%	
Arts/PE/Comp Sci	\$212,927	1.4%	\$217,186	1.4%	\$221,529	1.4%	\$225,960	1.4%	\$230,479	1.4%	
Athletics/Extracurricular Coaches	\$122,400	0.8%	\$124,848	0.8%	\$127,345	0.8%	\$129,892	0.8%	\$132,490	0.8%	
Guidance Counselor	\$57,149	0.4%	\$58,292	0.4%	\$59,457	0.4%	\$60,647	0.4%	\$61,859	0.4%	
Special Education Teacher	\$757,539	4.9%	\$772,689	4.9%	\$788,143	5.0%	\$803,906	4.9%	\$819,984	5.0%	
Office Manager	\$64,751	0.4%	\$66,046	0.4%	\$67,367	0.4%	\$68,714	0.4%	\$70,088	0.4%	
Office Assistant	\$51,885	0.3%	\$52,923	0.3%	\$53,982	0.3%	\$55,061	0.3%	\$56,162	0.3%	
Business manager	\$81,422	0.5%	\$83,050	0.5%	\$84,711	0.5%	\$86,405	0.5%	\$88,133	0.5%	
Maintenance	\$137,244	0.9%	\$139,989	0.9%	\$142,789	0.9%	\$145,644	0.9%	\$148,557	0.9%	
Food Service	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	
Retirement Benefits	\$1,460,334	9.5%	\$1,489,541	9.4%	\$1,519,331	9.6%	\$1,549,718	9.5%	\$1,580,712	9.6%	
Health Benefits	\$2,224,632	14.4%	\$2,269,125	14.4%	\$2,314,507	14.6%	\$2,360,798	14.5%	\$2,408,013	14.7%	

FICA	\$531,481	3.4%	\$542,111	3.4%	\$542,111	3.4%	\$552,953	3.4%	\$552,953	3.4%
Other Payroll Expenses/Taxes	\$24,150	0.2%	\$24,633	0.2%	\$25,125	0.2%	\$25,628	0.2%	\$26,140	0.2%
Paraprofessionals	\$305,341	2.0%	\$305,341	1.9%	\$305,341	1.9%	\$305,341	1.9%	\$305,341	1.9%
Student Admissions Officer	\$63,036	0.4%	\$64,297	0.4%	\$65,583	0.4%	\$66,894	0.4%	\$68,232	0.4%
<b>Total Personnel</b>	<b>\$11,786,285</b>	<b>76.5%</b>	<b>\$12,111,759</b>	<b>76.6%</b>	<b>\$12,239,101</b>	<b>77.0%</b>	<b>\$12,569,831</b>	<b>77.3%</b>	<b>\$12,702,316</b>	<b>77.4%</b>

<b>INSTRUCTION</b>										
Textbooks	\$104,433	0.7%	\$106,521	0.7%	\$108,652	0.7%	\$110,825	0.7%	\$113,041	0.7%
Classroom Supplies	\$163,200	1.1%	\$166,464	1.1%	\$169,793	1.1%	\$166,464	1.0%	\$166,464	1.0%
Computers	\$214,200	1.4%	\$218,484	1.4%	\$222,854	1.4%	\$218,484	1.3%	\$218,484	1.3%
Software	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%
Field Trips	\$30,600	0.2%	\$31,212	0.2%	\$31,836	0.2%	\$31,212	0.2%	\$31,212	0.2%
Instructional Equipment	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%
Library and Media Center	\$35,700	0.2%	\$36,414	0.2%	\$37,142	0.2%	\$36,414	0.2%	\$36,414	0.2%
Student Assessment	\$28,899	0.2%	\$29,477	0.2%	\$30,067	0.2%	\$29,477	0.2%	\$29,477	0.2%
Classroom Furniture	\$35,700	0.2%	\$36,414	0.2%	\$37,142	0.2%	\$64,112	0.4%	\$64,112	0.4%
PE Equipment	\$2,985	0.0%	\$3,045	0.0%	\$3,106	0.0%	\$3,045	0.0%	\$3,045	0.0%
Art Supplies	\$25,500	0.2%	\$26,010	0.2%	\$26,530	0.2%	\$26,010	0.2%	\$26,010	0.2%
Music/Drama	\$26,272	0.2%	\$26,798	0.2%	\$27,334	0.2%	\$26,798	0.2%	\$26,798	0.2%
Substitutes	\$39,821	0.3%	\$40,617	0.3%	\$41,430	0.3%	\$40,617	0.2%	\$40,617	0.2%
<b>Total Instruction</b>	<b>\$707,310</b>	<b>4.6%</b>	<b>\$721,456</b>	<b>4.6%</b>	<b>\$735,886</b>	<b>4.6%</b>	<b>\$753,458</b>	<b>4.6%</b>	<b>\$755,674</b>	<b>4.6%</b>

<b>SERVICES &amp; SUPPLIES</b>										
Student Uniforms	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%
Athletic Program	\$122,400	0.8%	\$124,848	0.8%	\$125,000	0.8%	\$125,000	0.8%	\$125,000	0.8%
Office Supplies	\$34,577	0.2%	\$35,269	0.2%	\$35,974	0.2%	\$36,694	0.2%	\$37,427	0.2%
Office Furniture	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%
Office Computers & Software	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%
Printing and Copy Services	\$72,828	0.5%	\$74,285	0.5%	\$75,770	0.5%	\$77,286	0.5%	\$78,831	0.5%
Postage and Shipping	\$4,605	0.0%	\$4,697	0.0%	\$4,791	0.0%	\$4,887	0.0%	\$4,985	0.0%
Bookkeeping	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%
Audit	\$20,752	0.1%	\$21,167	0.1%	\$21,590	0.1%	\$22,022	0.1%	\$22,462	0.1%
Payroll Services	\$60,000	0.4%	\$61,200	0.4%	\$0	0.0%	\$0	0.0%	\$0	0.0%
Banking Fees	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%
Legal Services	\$33,004	0.2%	\$33,664	0.2%	\$34,338	0.2%	\$35,024	0.2%	\$35,725	0.2%
Liability & Property Insurance	\$130,050	0.8%	\$132,651	0.8%	\$132,651	0.8%	\$132,651	0.8%	\$132,651	0.8%
Staff Development	\$66,300	0.4%	\$67,626	0.4%	\$68,979	0.4%	\$70,358	0.4%	\$71,765	0.4%
Special Education	\$12,990	0.1%	\$13,249	0.1%	\$13,514	0.1%	\$13,785	0.1%	\$14,060	0.1%
Health Services	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%
Staff Recruitment	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%
Student Recruitment	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%
Tech Support	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%
Phone/Internet Service	\$66,300	0.4%	\$67,626	0.4%	\$68,979	0.4%	\$70,358	0.4%	\$71,765	0.4%
Food Service	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%
Transportation	\$30,600	0.2%	\$31,212	0.2%	\$31,836	0.2%	\$32,473	0.2%	\$33,122	0.2%
Health Supplies	\$2,550	0.0%	\$2,601	0.0%	\$2,653	0.0%	\$2,706	0.0%	\$2,760	0.0%
Pest Control	\$4,080	0.0%	\$4,162	0.0%	\$4,245	0.0%	\$4,330	0.0%	\$4,416	0.0%
Janitorial Supplies & Services	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%
Waste Disposal	\$31,620	0.2%	\$32,252	0.2%	\$32,897	0.2%	\$33,555	0.2%	\$34,227	0.2%
Marketing	\$12,240	0.1%	\$12,485	0.1%	\$12,734	0.1%	\$12,989	0.1%	\$13,249	0.1%
Consultants	\$100,000	0.6%	\$100,000	0.6%	\$100,000	0.6%	\$100,000	0.6%	\$100,000	0.6%
	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%
<b>Total Services &amp; Supplies</b>	<b>\$804,896</b>	<b>5.2%</b>	<b>\$818,993</b>	<b>5.2%</b>	<b>\$765,951</b>	<b>4.8%</b>	<b>\$774,117</b>	<b>4.8%</b>	<b>\$782,447</b>	<b>4.8%</b>

<b>FACILITIES</b>										
Rent/Lease/Mortgage	\$1,084,329	7.0%	\$1,084,329	6.9%	\$1,084,329	6.8%	\$1,084,329	6.7%	\$1,084,329	6.6%
Grounds Maintenance	\$90,203	0.6%	\$92,007	0.6%	\$93,847	0.6%	\$95,724	0.6%	\$97,638	0.6%
Maintenance & Repair	\$225,000	1.5%	\$229,500	1.5%	\$234,090	1.5%	\$238,772	1.5%	\$243,547	1.5%
Utilities	\$250,000	1.6%	\$275,000	1.7%	\$275,000	1.7%	\$275,000	1.7%	\$275,000	1.7%
Fire Safety and Compliance	\$18,578	0.1%	\$18,950	0.1%	\$19,329	0.1%	\$19,715	0.1%	\$20,110	0.1%
Cleaning Services	\$450,000	2.9%	\$455,000	2.9%	\$455,000	2.9%	\$460,000	2.8%	\$460,000	2.8%
	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%
<b>Total Facilities</b>	<b>\$2,118,110</b>	<b>13.7%</b>	<b>\$2,154,786</b>	<b>13.6%</b>	<b>\$2,161,595</b>	<b>13.6%</b>	<b>\$2,173,540</b>	<b>13.4%</b>	<b>\$2,180,624</b>	<b>13.3%</b>
<b>Total Expenses</b>	<b>\$15,416,601</b>		<b>\$15,806,995</b>		<b>\$15,902,532</b>		<b>\$16,270,946</b>		<b>\$16,421,062</b>	
Contingency Fund	\$0		\$0		\$500,000		\$822,007		\$1,265,056	Contingency Fund used for Capital Projects
<b>Surplus (Deficit)</b>	<b>\$51,261</b>		<b>\$272,008</b>		<b>\$320,778</b>		<b>\$294,077</b>		<b>\$400,000</b>	