



Department of
Education

Charter Schools



Application for a Public Charter School Capstone Education Group

Cornerstone Prep Lester Campus Opening 2024-25

Submitted January 31, 2023

Amended May 26, 2023

GENERAL INFORMATION

Name of proposed school: Cornerstone Prep Lester Campus

Projected year of school opening with the identified authorizer: 2024-25

Charter authorizer for proposed school: Memphis Shelby County Schools

Sponsor/Sponsoring entity: Capstone Education Group, Inc

The sponsor is a not-for-profit organization with 501 (c)(3) status: Yes No In Process

Model or focus of proposed school: College Prep

City or geographic community for proposed school: Binghampton

Name of primary contact person (this person should serve as the contact for follow-up, interviews, and notices regarding this application): Drew Sippel

Primary Contact mailing address: PO Box 22569 Memphis, TN 38122

Primary Contact work telephone: (901) 416-9569

Primary Contact mobile telephone: (901) 412-6208

Primary Contact emailaddress: dsippel@cornerstoneprepmemphis.org

Names, current employment, and roles of all people on school design team, including school leader (add lines as needed):

Full Name	Current Employer and Job Title	Position With Proposed School
Andrew Anthony Sippel	CEG CEO	All CEG school performance
Lacee Keria Rodgers	CEG CAO	CEG academics, CEG RTI, CEG planning
Brooke Nicole Litvin	CEG Human Resource Specialist	All CEG human resource functions
Telicia Shawndra Goodman	CEG Content Specialist, Math and Sci	Review and select curriculum and assessments, train deans on math and science state standards and effective instruction
Herbert Lorenzo Dickens III	CEG Director of Public Relations & Recruitment	All CEG school public relations, parent engagement, student recruiting
Donna Sue Brigham	CEG Director of Special Education	CEG Special Education Services
Evidane Brownlee Slaughter	Cornerstone Prep Lester Campus Principal	Cornerstone Prep Lester Campus Principal
Alexander John Wrobel	CEG COO	CEG data, technology, operations, EIS, systems, facilities

Does the proposed school intend to contract or partner with a charter management organization (CMO)?

Yes No If yes, identify the CMO or other partner organization:

Does this applicant have charter school applications under consideration by any other authorizer?

Yes No

If yes, complete the table below, adding lines as needed:

State	Authorizer	Proposed School Name	Application Due Date	Decision Date	Proposed opening year
TN	ASD	Zone of Schools	Jan 3, 2023	Feb 1, 2023	2024-25

Indicate Applicant Type: (Please check only one box)

- New-Start Applicant (Category 1)
- Sponsor of Existing TN School Proposing New School with Change in Focus/Grade (Category 2)
- Out-of-State Sponsor (Category 2)
- New Sponsor Proposing Multiple Schools (Category 2)
- Sponsor of Existing TN School Proposing to Replicate (Category 3)
- Sponsor of Existing School in the ASD Seeking Authorization from Its Home LEA (Category 4)

ASSURANCES

As the authorized representative of the sponsor, I hereby certify that the information submitted in this application for a charter for Cornerstone Prep Lester Campus is true to the best of my knowledge and belief, realizing that any misrepresentation could result in disqualification from the application process or revocation after award; and if awarded a charter, the school:

1. Will operate as a public, nonsectarian, non-religious public school, with control of instruction vested in the governing body of the school under the general supervision of the authorizer and in compliance with the charter agreement and the Tennessee Public Charter Schools Act;
2. Will follow all federal, state, and local laws and regulations that pertain to the operation of a public school, unless waived according to Tenn. Code Ann. § 49-13-111(p);
3. Will provide special education services for students as provided in Tenn. Code Ann. Title 49, Chapter 10, Part B of the Individuals with Disabilities Education Act, Title II of the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973;
4. Will adhere to all provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, that are applicable to it;
5. Will follow all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, national origin, religion, ancestry, or need for special education services;
6. Will utilize this application as a contract with the authorizer, if no other agreement is signed, pursuant to Tennessee Attorney General Opinion No. 10-45;
7. Will comply with all provisions of the Tennessee Public Charter Schools Act, including, but not limited to
 - a. employing individuals to teach who hold a license to teach in a public school in Tennessee;
 - b. complying with Open Meetings and Open Records laws (Tenn. Code Ann. §§ 8-44-101 et seq.; 10-7-503, 504) (guidance is available from the [Office of Open Records Counsel](#));
 - c. not charging tuition, except for students transferring from another district to the school pursuant to the local board's out-of-district enrollment policy and Tenn. Code Ann. § 49-6-3003;
 - d. following state financial (budgeting and audit) procedures and reporting requirements according to Tenn. Code Ann. § 49-13-111, 120, and 127;
 - e. requiring any member of the governing body, employee, officer, or other authorized person who receives funds, has access to funds, or has authority to make expenditures from funds, to give a surety bond in the form prescribed by Tenn. Code Ann. § 8-19-101; and
 - f. Will, at all times, maintain all necessary and appropriate insurance coverage.



Drew Sippel, CEO, Capstone Education Group, Inc

Table of Contents

Application Narrative	3
Section 1: Academic Plan, Design and Capacity	6
Section 2: Operations Plan and Capacity	75
Section 3: Financial Plan and Capacity	122
Section 4: Portfolio Review/Performance Record	126
Attachment A	133
Attachment B (amended)	135
Attachment D	222
Attachment E (amended)	227
Attachment F	233
Attachment G	274
Attachment H	277
Attachment I	279
Attachment J	308
Attachment K	309
Attachment L	310
Attachment M	374
Attachment N (amended)	377
Attachment O (amended)	409
Attachment P (amended)	416
Attachment Q (amended)	419
Attachment R	425
Attachment S	464
Attachment T	589
Attachment CMO Budget	591
Attachment Sample Financial Policies	594
Attachment Principal Resume	614
Attachment TISA Projections	615
Attachment Original Application	619
Letter of Intent	
Coversheet	623
Narrative	627

Leadership Team Bios	698
Scope and Sequence	706
Curriculum Development	756
Academic Standards	757
Calendar and Schedule	863
Enrollment Policy	867
Discipline Policy	869
Evidence of Community Support	876
Principal Resume	879
Board Documentation	884
Assurances	902
Org Charts	914
Board Member Info	917
Ethics and Conflict Policy	949
ESP Documentation	957
Staffing Chart	958
Personnel Policy	960
Evaluation Tools	966
Draft Facility Agreement	978
Facility Description	979
Start Up Plan	980
Insurance	985
Budget Narrative	994
Attachment Original Budget	1004

Executive Summary

CEG serves more than 1,400 students and hundreds of families in the Binghampton, Frayser and Parkway Village communities. CEG began working in these communities more than 10 years ago as part of The Race to the Top program, a \$4.35 billion United States Department of Education competitive grant created to spur and reward innovation and reforms in state and local district K-12 education. Tennessee earned the right to utilize Race To The Top funds to transform the lowest performing schools in the state and authorized CEG to help execute that plan. CEG humbly accepted the invitation and subsequently began working in three schools formerly on the state's priority list, including the lowest performing school in the state, Lester School in Binghampton, and subsequently added a school authorized by the Tennessee Public Charter School Commission (TPCSC).

Since moving into these neighborhood school, CEG generated the following outcomes as part of the ASD:

- Moved Cornerstone Prep Lester Campus out of the bottom 5% of schools in 2018, led Cornerstone Prep Denver Campus and Lester Prep to earn Priority School Exit Status
- Earned Reward School Status in 2022
- Performed better than 87% of schools nationally in Science and Math with similar fall student RIT scores for the 2021-22 school year on the NWEA MAP assessment
- Moved the lowest performing school in the state past more than 150 schools on TN Ready
- Shown dramatic and consistent growth for 9 years as measured by the NWEA MAP national assessment, with network lifetime growth averages of more than 1.4 years of growth annually across the network in math, 1.5 years of growth annually in language, 1.3 years of growth in reading and 1.4 years of growth annually in science
- Consistently earned TVAAS 5 scores and increased TN Ready scores on all campuses
- Earned network average TN Ready results 74% higher than the average of the other schools in the ASD in 2021-22
- Received consistent positive feedback from parents through annual parent surveys and the overwhelming approval from Binghampton parents displayed in the Parent Trigger request
- Performed better than 93% of schools nationally in Reading and 95% in language compared to schools with similar fall student RIT scores for the 2021-22 school year on the NWEA MAP assessment
- Consistently outperformed every other organization operating in the Achievement School District (ASD)
- Served high levels of special population students, including 20% special needs and 8% EL

These three successful ASD schools, Cornerstone Prep Lester Campus and Lester Prep (serving grades k-8 and located on the same campus,) and Cornerstone Prep Denver Campus, and the school approved by the TPCSC, Cornerstone Prep School, all seek to accomplish the same mission: CEG schools equip all students with the Wisdom and Knowledge necessary to succeed in college and become leaders in their community.

CEG seeks to continue to serve the families of Binghampton through Cornerstone Prep Lester Campus (CPL) as a k-5 charter school authorized by Memphis-Shelby County Schools (MSCS). The 2022-23 Educational Priorities Document, a key MSCS planning document that includes recommendations gleaned from enrollment and school performance data, revealing the need for additional intervention or more quality seats by grade level and provides guidance to charter operators about expansion and growth, states the following: "For the elementary grade band...Binghampton /White Station needs an additional 200 seats. For the middle grade band, Jackson/Treadwell and Binghampton /White Station neighborhoods need an additional 251 and 196 seats, respectively." So clearly the research from MSCS indicates the continued need for CPL to serve the Binghampton neighborhood as a college preparatory elementary school that feeds a CEG middle school.

CPL currently serves 360 students in grades k-5, as well as 40 pre-kindergarten students, in the Binghampton community. CPL has successfully served Binghampton elementary students for more than 10 years. This indicates a significant need, parent desire, and parent satisfaction for a college preparatory school to serve a significant number of students located in the community. CEG is unaware of existing capacity available anywhere else in the neighborhood should CPL be unavailable to serve these students and therefore agrees with need for seats in Binghampton as identified by the 2022-23 Educational Priorities Document. CEG seeks to continue to provide a strong college preparatory school to meet the needs of Binghampton families.

If approved, CPL would:

1. Continue the relationships and trust built over 10 years with parents, students and the community
2. Continue to provide early education options to parents, with two classrooms of high-quality pre-k instruction for 3- and 4-year-old students in a successful pre-k program located on the campus
3. Continue to invest in improving the facility and campus, adding more than \$1.4 million in facility investments over the next three years to the more than \$1 million CEG has already invested

4. Continue to connect students and parents to effective after school programs and in school wraparound services
5. Continue to feed into Lester Prep (LP), the CEG middle school, essentially allowing families to be served by one organization for their child's entire elementary and middle school education
6. Continue to serve a very diverse population, meeting the needs of special education students (20%) and ELL students (8%)
7. Avoid a massive disruption to families, students and the community if their school was discontinued

Because CEG is a small organization with deep relationships and partnerships in the city, CEG schools can provide extra support and focus to students, parents and the community that other schools and large districts cannot provide. CPL provided new academic support, wrap-around services and neighborhood improvements over the last 10 years.

For example, CPL provides unique in-school support to meet the needs of Binghampton students:

- Full time Nurse
- Dedicated Inclusion Special Education teachers
- On site wrap around services through Le Bonheur and other partners, including occupational therapy, physical therapy, speech and language development, hearing and vision screening, providing more than \$1 million in services since inception
- Full time Counselor
- Dedicated English Language Learner teachers
- Full Behavior Team
- 3 Deans who support teachers
- Pre-kindergarten program
- Donation of more than 2,000 uniforms to Binghampton parents

CEG has unique and longstanding partnerships that have invested heavily in Binghampton over the last 10 years. Improvements on Carpenter Street (the immediate street on which CPL is located) since CPL began include:

- 3 new homes built
- 6 "unhealthy" homes torn down
- Art Garden
- Vegetable Garden
- Bike shop
- Tutoring house
- Installation of police cameras, speed humps, crosswalks and flashing school zones for the community

Recent survey data provides some geographic and population information for Binghampton:

- Population of 11,989 residents
- More than 50% unemployment rate
- 80% of adults without a college degree
- 25% of families with no healthcare coverage
- 16% vacancy rate
- 47% homeownership rate

Because of its 10 years in the neighborhood, CPL operates as part of the community fabric. CPL works with the Binghampton Development Corporation, Service Over Self, Junior Achievement, Le Bonheur, the Carpenter Art Garden, Memphis Gridiron Ministries, ARISE2READ, University of Memphis, First Baptist Broad and the Lester Community Center.

CEG knows firsthand the difficulty of leading a successful public school in Binghampton, having performed the work for 10 years and been one of the first organizations to lead the state's school transformation model of the ASD. Lester School was the lowest performing school in the state prior to conversion to CPL, and therefore on the original Priority List. CEG earned approval for school transformation of Lester as part of the original ASD cohort. That early participation in the ASD required a great deal of communication, partnership, buy-in, patience, relationship building, listening, changing, and earning trust, as the ASD was a brand-new entity at that time and therefore no school or community had made that transformation prior to CEG's arrival in Binghampton. This experience made CEG a much more effective neighborhood charter school and provides valuable support for this application to continue the work in the Binghampton community.

CEG drives academic success through its culture, academic model, and teacher development process. Each of these characteristics would continue through the change in authorizer from the ASD to MSCS. CEG would utilize current CPL

leadership, staff, and teachers for the school, providing a seamless transition and solid foundation for students, families and the community. No other organization would be able to provide such a smooth transition for the families of Binghampton.

Some of the key elements of the CEG culture include:

1. High expectations for all students and all adults
2. Partnerships between parents, students, the school and the community that are vital to the success of students
3. Character development taught, modeled and celebrated by the adults in the building
4. Belief that every child can learn when given access to the right learning environment, passionate and skilled teachers and appropriate resources

The academic model at the MSCS-authorized school will mirror the existing academic model. Calendars, schedules, assessments, curriculum maps and lesson plans have all been created and codified to be used at all current and future CEG schools. CEG believes that consistency in these and other areas of the academic model lead to consistent academic achievement of students across a network of schools. This approach also provides significant leverage and synergy for training teachers, comparing academic results of schools, and developing future school leaders.

CEG will continue to utilize consistent teacher professional development practices for all schools. The current CEG training and development, based primarily on high-performing urban schools' practices and resources, quickly develops teachers into effective educators. The current schedules, processes, rubrics and approach will be used at the new school, essentially embedding these development practices and important teacher skills into the new school.

CEG learned that a great school must communicate high expectations, provide effective academic, behavioral and whole-child supports and obtain buy-in from scholars, parents, and the community. Charter schools must maintain valued neighborhood school traditions and neighborhood desires while implementing an effective school model. Operators must hire and retain effective, aligned school leaders, teachers and staff that meet the needs of all scholars. Fortunately, CEG has significant experience in overcoming these challenges, having successfully launched three neighborhood charter schools in two different communities over the last 10 years as well as one traditional charter school in a third community.

CEG has a significant track record of academic success as well as parent approval and community support. For example, the last few school years have produced some amazing student achievement and organizational growth and development:

- CPL third graders moved from 7% mastery in ELA on TN Ready last year to 16% mastery in 2023
- Cornerstone Prep Denver Campus outperformed every other school in the ASD in 2019 and in 2022, earning the highest proficiency rates every recorded by an ASD school in math on the 2019 assessment
- Cornerstone Prep Lester Campus outperformed every other school in the ASD in 2018, earning the highest proficiency rates in both math and science, on the 2018 TN Ready assessment
- Schools delivered consistent growth, exceeding one year of growth at every CEG school every year in math with Lester Prep students, the Binghampton middle school, growing 1.5 to 1.8 years over a 4-year span and the entire network averaging 1.6 years of growth last year as measured by the NWEA MAP assessment
- Eighty-four Cornerstone Prep Lester Campus students enrolled in the first 5 days of open enrollment for the 2023-24 school year, indicating a strong desire to ensure a seat at the school
- Lester Prep was the only ASD school to earn TVAAS 5 in every subject in 2017 and earn TVAAS 5 composite scores again in 2018 and 2019
- 98% of Cornerstone Prep Lester Campus parents surveyed in 2022 reported they were satisfied with the school
- Cornerstone Prep Denver Campus earned a TVAAS 5 score for three of the last four years on TN Ready
- Schools displayed outstanding science results across the network averaging 1.5 years' growth across the network for all 9 years as measured by the NWEA MAP assessment.
- In just one week in 2021, 98% of respondents indicated they wanted CPL to continue as the neighborhood school. This response rate included 278 families (82%) of Cornerstone Prep Lester Campus who provided signed, written affirmation of their desire for CEG to continue to run their neighborhood school as part of the trigger law process
- CEG school leader named Tennessee Charter School Center Administrator of the Year
- In 2022, 75% of Cornerstone Prep Lester Campus met their NWEA math goals, a school record

In summary, CEG seeks to leverage 10 years of relationships, partnerships, academic success, and parent approval to continue to serve the families of the Binghampton community and meet the need identified by the 2022-23 Educational Priorities Document. CEG believes that its work over the last 10 years in the neighborhood, earning outstanding academic growth, significant community engagement and partnerships, and high rates of parent satisfaction, provides ample support of the organization's desire and capacity to meet the needs of students and families and humbly requests the opportunity to continue to provide a high quality, college preparatory education to the residents of the Binghampton community.

SECTION I: ACADEMIC PLAN, DESIGN, & CAPACITY

I.1 Mission and Vision

- a. Provide a mission statement for the proposed school.**
- b. Describe the vision for the proposed school and how the vision will help achieve the mission.**
- c. Describe how the mission and vision for the proposed school will meet the prescribed purposes for charter schools found in T.C.A. § 49-13-102(a).**
- d. Describe what the proposed school will look like when it is achieving its mission.**
- e. Describe the innovative or unique features of the proposed school or education model. How do these unique features align with the mission and vision of the school? How will these unique features foster student achievement and success?**

Mission and Vision were addressed in the original application.

I.2 Enrollment Summary

In this section:

- a. **Describe the community from which the proposed school intends to draw students, including the demographic profile and the school zones of the schools currently in operation within the proposed community.**
- b. **Provide a rationale for selecting the community where the proposed school will be located.**
- c. **Discuss the academic performance and enrollment trends of existing schools in that community.**
- d. **Describe the specific population of students the proposed school intends to serve.**
- e. **Describe what the proposed school would do more effectively than the schools that are now serving the targeted population. What different educational options will the proposed school offer?**
- f. **If you are the sponsor of an existing school, describe any enrollment practices, processes, and policies of the proposed school that will differ from your existing school(s); and how the community for the proposed school is similar and/or different from the community that you currently serve.**

CEG seeks to continue to serve the families of Binghampton through Cornerstone Prep Lester Campus (CPL) as a k-5 charter school authorized by Memphis-Shelby County Schools (MSCS). The 2022-23 Educational Priorities Document, a key MSCS planning document that includes recommendations gleaned from enrollment and school performance data, revealing the need for additional intervention or more quality seats by grade level and provides guidance to charter operators about expansion and growth, states the following: "For the elementary grade band...Binghampton/White Station needs an additional 200 seats. For the middle grade band, Jackson/Treadwell and Binghampton/White Station neighborhoods need an additional 251 and 196 seats, respectively." The MSCS application review team affirmed the need for additional seats, writing on the CPL scoring rubric, "The Binghampton neighborhood in the Central City East Region needs additional seats, as there are more students than seats within the area." So clearly the research from MSCS indicates the continued need for CPL to serve the Binghampton neighborhood as a college preparatory elementary school that feeds a CEG middle school located on the same campus in Binghampton.

Over the last 10 years, CPL has continued longstanding Binghampton and Lester School traditions while creating new school and community celebrations and increasing student achievement. CPL has developed significant relationships and buy-in from current Binghampton families as well as consistent strong parent support and high parent survey results over the last decade. The Lester School building has long been the primary Binghampton neighborhood school, with many of the current CPL students come from families whose parents or relatives attended school in the Lester building. We believe this will continue upon authorization by MSCS.

The community has a deep love for the school and is very proud of the traditions that have existed for so many years. Events such as kindergarten promotion ceremonies, 5th grade graduation, and a track record of athletic success were present before CEG arrived on campus and continue now as part of the school's programming and success. CEG believes the combination of academic success, athletic success, and continuation of many critical traditions will lead to the continued enrollment of students if authorized by MSCS.

In 2021, CEG engaged parents utilizing the state approved trigger law to discover parent interest in CPL continuing to be the neighborhood school after the end of the 10-year MOU with the ASD. In just one week, 98% of respondents indicated they wanted CPL to continue as the neighborhood school. The response rate was extremely high, as 278 families (82%) of Cornerstone Prep Lester Campus provided signed, written affirmation of their desire for CEG to continue to run their neighborhood school as part of the trigger law. This overwhelming response provides dramatic evidence that parents like the program, teaching, culture, and success of CPL and desire for CPL to continue to be their child's school.

In the parent survey completed May 22, 2023, 96% of current Cornerstone Prep Lester Campus who completed the survey said they "Strongly Agree" or "Agree" that they are satisfied with their school. Clearly, parents overwhelmingly want CPL to continue to be their school of choice. CEG submits this application requesting the opportunity to continue to provide the educational option parents desire and deserve.

The location of the school in the middle of the neighborhood, combined with the 10-year history of CPL serving Binghampton families, will be contributing factors to a smooth enrollment transition if authorized by MSCS. Therefore, CPL expects most students to continue to attend CPL if authorized by MSCS. As of the time of this application, eighty-four Cornerstone Prep Lester Campus students enrolled in the first 5 days of open enrollment for the 2023-24 school year, indicating a strong desire to ensure a seat at the school.

The authorization of CPL would allow Binghampton families to have a consistent educational path from prek-8th grade in one building with one organization, as CEG currently serves 40 pre-k students and CEG runs the middle school, Lester Prep, in the same building as CPL. If approved by MSCS, CPL intends to continue to serve students in the current CPL zone to fill most available seats. However, if needed, CPL would offer available seats to students in immediately surrounding areas and across the city who currently attend public schools.

The Binghampton neighborhood is located eight miles east of downtown Memphis and at its very geographic center. Binghampton began as an independent and racially integrated rural Memphis town in the late 1800s and early 1900s. Annexed by Memphis in 1919 when the city’s growth pushed to the east, Binghampton eventually came to be surrounded by more affluent neighborhoods.

The community suffers from severe poverty and lack of economic assets. An analysis put together by the Binghampton Development Corporation shows that this severe poverty is being passed on from one generation to another and that the lack of critical assets (i.e., grocery stores, clothing outlets, thrift stores, drug stores, etc.) perpetuates the cycle.

Recent survey data provides some geographic and population information for Binghampton:

- Population of 11,989 residents
- More than 50% unemployment rate
- 80% of adults without a college degree
- 25% of families with no healthcare coverage
- 16% vacancy rate
- 47% homeownership rate

The Daily Memphian reveals the difficult circumstances children in Binghampton face, writing on May 1, 2023 regarding the life expectancy of children born in Binghampton and the college attainment of the residents compared to others just down the street:

“Consider two neighborhoods chosen for their relative geographical proximity but also their significant differences in longevity, income and education.

Residents of one pocket of Memphis’ Binghampton, located off of Summer Avenue between Scott Street and Pope Street and inside census tract No. 14, have a life expectancy at birth of 66.2 years.

In this part of Binghampton, 66.4% of residents are high school graduates; 7.1% have a bachelor’s degree.

Memphians who live a 12-minute drive away from Binghampton, in East Memphis’ No. 213.11 census tract, can expect to live 83.7 years on average. That tract is bordered on the north by Walnut Grove and Humphreys Boulevard, on the east by Kirby Parkway, on the south by Poplar Avenue and on the west by I-240.

Educational attainment here is also significantly higher, with a high school graduation rate of 98.4% and a college attainment rate, 76.9%, more than double that of the county’s.

In summary, according to the article, children born in Binghampton will have an average life expectancy 17.5 years less than their nearby neighbors, and are surrounded by adults 70% less likely to have attained a bachelor’s degree.

The Binghampton neighborhood can be divided into sections by census tract. Listed below is a comparison of the portion of the neighborhood served primarily by CPL (Census Tract 28) to the portion served by the other primary elementary school in Binghampton, William H Brewster (Census Tract 27), highlighting some of the major differences between areas served by each school:

	Brewster Tract	CPL Tract
Employment Rate	63%	39%
Income	\$44,697	\$16,080
Bachelor's Degree or Higher	36%	16%
Homeownership	60%	38%

Black or African American	37%	77%
Hispanic or Latino	16%	6%
White	37%	12%

As the chart above indicates, the primary neighborhood near CPL indicates a much higher need of students and families compared to the area surrounding Brewster. This demographic difference, along with Brewster being an optional school for MSCS, drives some differences in student demographics in the schools, including:

- Students with disabilities CPL 20%, Brewster 16%
- African American students CPL 97% Brewster 68%
- Hispanic students CPL 0% Brewster 24%

Binghampton has lost housing over the last three years through the elimination of two apartment complexes. However, the Binghampton Development Corporation, along with the city of Memphis, have plans to bring in more than 200 multi-family apartment units located on Tillman which is a three-minute walk from the Lester campus. The Commercial Appeal states “Plans call for 86 one-bedroom units, 89 two-bedroom units and 44 three-bedroom units on the 8-acre property.... The units...are intended for low- and moderate-income residents.” The tillmancove.com website indicates opening in summer of 2023. There are also preliminary plans for additional housing on Walnut Grove near the Public Library, which is less than one mile from the school.

The potential change in authorizer certainly could impact enrollment. However, CEG expects that most existing students, and future students, will choose to enroll based on the offering of the school and therefore be unaffected by the change in authorizer. CEG believes the loss of the dedicated zone will be mitigated by the lasting relationships the school has developed as well as the reputation of the school in the community, allowing the school to recruit currently zoned students at a high level as well as students in nearby areas who are currently zoned to non-CEG schools. However, should seats be available, CEG would recruit students across the greater Memphis area, utilizing the reputation and name recognition of ten years of operation as Cornerstone Prep.

The schools currently in operation within the targeted zone include, but are not limited to:

- Douglass ES
- Douglass MS
- Treadwell ES
- Treadwell MS
- William Herbert Brewster ES (including optional students)

The data below is from the TN Report Card and the publicly available Accountability Files.

School Success Rate (Math, ELA)	2018	2019	2021	2022
William Herbert Brewster ES (including optional students)	19.8	17.1	10	19.2
Douglass ES	28.1	19.5	<5	<5
Douglass MS	15.3	20.8	<5	<5
Treadwell ES	15.4	12.9	7.2	16.4
Treadwell MS	11.5	13.8	5.2	10.9

Listed below are the enrollment trends for these schools:

Enrollment	2019	2020	2021	2022
William Herbert Brewster ES	425	497	425	406
Douglass ES/MS	452	435	406	378
Treadwell ES	690	791	693	730
Treadwell MS	484	603	629	606

While the schools listed above are geographically close to CPL, the demographics as well as differing authorizers could make meaningful comparisons difficult to make. For example, Treadwell serves 20% fewer economically disadvantaged

students than does CPL, has less than 5% special education students compared to CPL's 20% and serves a population of 52% Hispanic students compared to CPL's 97% African American. So even though Treadwell is close to Binghampton, detailed school comparisons highlight significant demographic differences.

A better comparison group would be other ASD schools, which serve similar students in similar academic and socioeconomic conditions and have the same authorizer. This provides the closest comparison and the best indicator of how CEG schools, including CPL, perform when serving similar students with similar guidelines and authorizer support.

CPL participated in the original cohort of the ASD. The ASD would eventually include over 30 schools with some of the most effective national school operators and strong local organizations. CPD and LP would join CPL as part of the ASD serving students in the lowest performing schools in the state in some of the communities of greatest need.

Here are descriptions of some of the high-quality national organizations that joined the ASD to perform this most challenging work:

- Aspire Public Schools - Founded in 1998, Aspire Public Schools currently operates 36 schools for 15,200+ students in California.
- Green Dot - Founded in 1999 and serving more than 14,000 students, U.S. News and World Report has ranked these schools among the very best in the nation.
- Scholar Academies – a high performing charter school network in the northeast
- Yes Prep - an award-winning Texas public charter school system serving more than 20,000 students
- KIPP - currently operates more than 280 schools with 175,000 alumni nationwide after being originally founded 19 years ago.

These highly effective national organizations joined local networks such as Libertas, Promise Academy, Gestalt, Pathways in Education, Frayser Community Schools, and Freedom Prep to form a very strong ASD cohort.

Each of the schools and organizations, like CEG, contracted to turn around schools found on the Priority School list and located in a high-needs community. Most schools served high SPED populations and mostly low-income families.

The work proved to be very difficult. Many of the organizations were unable to continue as part of the ASD, as noted by the following:

- Aspire returned to CA and spun off their Memphis ASD schools
- YES Prep returned to TX unable to find a way to be successful in turnaround work in Memphis
- Scholar Academies chose to spin off their Memphis schools and discussed closing their Memphis ASD schools
- KIPP, Freedom Prep, Gestalt, Pathways in Education and the ASD direct run all closed their ASD schools, unable to successfully meet the expectations of their MOU

The organizations that remained in the ASD faithfully worked to improve student outcomes and overcome the significant challenges of students and families. Unfortunately, most have been unable to make significant academic gains. Here are some data points indicating the difficulty of the work across the ASD:

- The overall ASD TVAAS average has been a score 1 for four of the last five years
- The ASD direct run schools were unable to attain Priority School Exit Status and therefore returned their schools to MSCS
- Of the 28 non-CEG schools, only 3 schools earned Priority School Exit Status

By comparison, CEG schools, working with the same access to resources and district support and also serving schools performing in the bottom 5% of the state of Tennessee, generated these results:

- Ten times earned a school composite TVVAS score of 5
- Continuation of all 3 schools for their entire MOU length with a positive cash flow every year
- Moved each school off the Priority List by earning Priority School Exit status or exceeding bottom 5%
- Earned Reward School Status
- Moved the lowest performing school in the state past more than 150 schools in TN Ready achievement
- Earned the highest rates of mastery of Memphis ASD schools on 5 separate occasions
- Consistently scored high parent satisfaction ratings despite the difficulty of turnaround work
- Earned the highest level of math mastery among ASD schools in Memphis 3 separate times

During that same time, CPL has:

- Earned double digit growth in every subject on TCAP during the first two years of transformation
- Been visited by the National Secretary of Education celebrating the school's performance
- Earned the highest math mastery scores in the ASD on the 2018 TN Ready Assessment
- Received Composite TVAAS score of 5 once, 4 twice and 3 twice
- Recorded ELA TVAAS scores of 4 in 2021 and 5 in 2022
- Performed better than 92% of schools nationally on the Reading assessment and 87% in math with similar fall student RIT scores for the 2021-22 school year as measured by the average National Conditional Growth Percentile (NCGP) of each grade level and subject compared to academic peers

Clearly, CEG and CPL have performed at levels far exceeding those of the 28 other ASD schools which were serving similar populations in similar circumstances. This provides strong evidence that CPL and CEG schools outperform most schools serving similar demographics.

While none of the geographically close MSCS schools provide a better comparison than ASD schools, Douglass provides the closest demographics to CPL, though CPL serves much higher rates of special populations. Douglass demographics compared to CPL:

- Douglass has 10% special education population while CPL has 20%
- Douglass has 0% ELL while CPL has 5%
- Douglass has 95% African American while CPL has 97%

Though CPL serves a higher needs population (based on the demographics above), CPL has better student outcomes:

- Douglass earned a TVAAS score of 1 each of the last 2 years while CPL earned a TVAAS 3 and TVAAS 4, with a TVAAS 5 in ELA in 2022
- Douglass earned ELA and Math proficiency rates of under 5% in 2022 while CPL averaged 7%

While both schools struggle to recover from the devastating affects of COVID on student mastery, CPL's TVAAS scores indicate a much higher student growth and therefore a quicker recovery of lost learning caused by the pandemic. The two-year TVAAS trend, along with the continued high levels of growth based on NWEA MAP assessment noted through this application, provide strong evidence that CPL serves students well and is overcoming the lost learning created by the pandemic.

As a neighborhood school with a dedicated zone, CPL historically had no need to develop a lottery application process nor a significant recruiting process as the school served all students located inside of the designated zone and typically met or exceeded the annual enrollment target.

Should CPL be authorized by MSCS as an open enrollment charter school, CPL will begin communicating with current students and recruiting students from Binghampton who may currently live outside the CPL neighborhood zone for enrollment. The communication and recruiting plans are described below.

The school Principal and CEG Director of Public Relations and Recruitment will provide clear and accurate information to parents about the ability for their students to continue their education with their current school. The school will partner with existing community partners such as the Binghampton Development Corporation to recruit students in the target communities. We are confident that our academic results, wrap-around support, and dedication to our students will provide the basis for a strong marketing campaign.

Parents and other community members will be informed about CPL's transition to MSCS, along with the enrollment implications, through our Capstone Education Group main website, Instagram page and Facebook page. CEG may use other tools, such as mailings, billboards, open houses, home visits, apartment complex canvassing, neighborhood walks, radio and TV ads and other media outlets. CEG plans to attend the annual charter school fair and other places where parents may be seeking information about school options for their children.

The Director of Public Relations and Recruitment and Principal will be responsible for all student recruitment initiatives for the newly authorized school. This person will work with the CEO to develop and execute the student enrollment plan to reach enrollment targets. Example responsibilities include the following:

- Proactively meet with parents and community members during the critical March-August student recruiting period
- Develop and execute marketing strategies
- Attend recruiting fairs and community events to recruit students
- Conduct home visits with new and returning families
- Stay connected with parents over the summer, proactively calling them, encouraging them and answering questions they may have and working with them to ensure that their child is prepared to start school in August

As is true currently, CPL is open to all eligible students as defined by the authorizer and state regulations. CEG will execute the recruitment plan as described above, but will include the following strategies for specific subgroups:

Students with Disabilities:

In all recruitment materials, CEG will explicitly state the school serves all students, including those with existing IEPs and 504 plans, as well as those who have struggled academically in other school environments.

CEG will meet with community organizations that serve child clients with disabilities (and their parents) to make them aware of our capacity to serve students with disabilities (e.g., the Parent Academy, the Department of Children and Families, Early Intervention Centers).

CPL will not deny enrollment to any student because of a disability and will not ask if a student has an IEP until the student is accepted in the school through the application or lottery process. After the student is accepted in the school, the charter school will obtain the necessary documentation to appropriately serve each individual student.

English Language Learners:

All promotional materials and applications will be printed in Spanish. Spanish-speaking members of the school staff and parent community will participate at all community outreach events and information sessions to ensure that native Spanish speakers can fully understand our program and application process. For students that may speak other languages, our EL teachers will reach out to translators to support with communication.

We will attend and distribute materials at organizations throughout Memphis that provide adult EL classes and our support to families from other countries. Those organizations include Memphis Refugee Empowerment Program, World Relief Memphis and local libraries and colleges.

Should the need arise for widening the communication strategy regarding enrollment opportunities, CEG will utilize existing relationships with:

- The Exchange Club Family Center
- Agape Family Child and Services
- Memphis Public Library Service
- Memphis Refugee Empowerment Program
- World Relief Memphis
- Preschool, day care and Head Start programs
- Local churches and synagogues
- Memphis Education Fund
- Tennessee Charter School Center
- Stand for Children
- Local Community Redevelopment organizations

These organizations work with many communities within Memphis which will help with reaching out to more families if necessary.

Some of the key enrollment practices are described below:

- By December 31st of every year, CPL will notify MSCS of the enrollment period for the upcoming school year.
- By December 31st of every year, CPL will provide to MSCS the application template that it plans to use during the enrollment period
- CPL will ensure that the application does not discriminate on the basis of race, color, national origin, sex, disability, and age.
- CPL will translate the application into the languages necessary for the community

- Should CPL receive more applications than the planned capacity, LP will conduct a lottery in accordance with Tennessee Code Annotated (T.C.A.) § 49-13-113.3
- As a part of the enrollment process, any student entering school for the first time must present:
 - A birth certificate or officially acceptable evidence of date of birth at the time of registration
 - Evidence of state-required immunization.
 - Any student enrolling for the first time in a US school, should provide evidence of a current physical examination dated within the last calendar year
 - If a parent does not have or cannot obtain a birth certificate, LP will determine which documents are acceptable as proof of birth.
 - CPL will not deny enrollment based on the inability to produce social security cards or numbers, health forms, birth certificates, or other information.
 - CPL will only require immunization records for enrollment.
 - CPL will follow the McKinney-Vento parameters regarding students who are homeless.
 - If a student does not have the required immunizations, CPL will work with the family to schedule an immediate appointment for the student to receive the required immunizations. Students may be exempt from immunization requirements due to medical or religious reasons. The school leader shall make the exemption determination and shall retain documentation of exemption from the parent/guardian.
 - CPL will use all resources available to assist in determining if enrolled students reside in the jurisdiction of the charter school, including but not limited to proof of residency, utility bills, real estate records, and home visits. It is within the discretion of the school to determine which documents are acceptable as proof of residency.
- Once a student enrolls, CPL will immediately request the student's records from the student's previous school. CPL will contact the school from which the student is transferring to request a copy of the student's cumulative file, including the student's Individualized Education Program (IEP) or behavior plans, if applicable.
- When a student with an IEP enrolls, CPL will complete the IEP development process as soon as possible after the student's enrollment.
- CPL will identify, in a timely manner, English Learner (EL) students who need language acquisition services.

Transitioning to a non-zoned, open enrollment school may provide CPL an opportunity to run a lottery application process with an anticipated waitlist. The school is set up to effectively administer a compliant lottery and waitlist with SchoolMint, our current enrollment software.

The high-level enrollment and lottery points have been noted above or in following sections or attachments. However, CPL will follow all MSCS and TDoE requirements including ones not explicitly mentioned in the application.

CPL has consistently enrolled students over its 10-year history despite high family mobility in the community, resulting in significant change in the actual students, but not total number of students, enrolled year-over-year. Student mobility has been as high as 31% per year. These transitions make it hard for students as well as hard for CPL to deliver consistent, increasing student mastery on TN Ready, as new students typically enter the school below where former students were when they left.

The consistent turnover in students makes annual growth a key measure of students, and school, success. CPL must ensure that each year the students who enroll grow more than one grade level during the academic year, regardless of their starting point, to ensure that CPL has effectively narrowed every student's academic gaps. If students return year after year, and CPL grows them more than one grade level each year, students will be on track to reach grade level mastery on TN Ready. However, should family circumstances dictate that students move out of Binghampton and therefore leave CPL after one or two years and therefore before reaching grade level, CPL may not display increasing mastery on TN Ready but still be very successful meeting the needs of new and returning students by delivering more than 1 year of academic growth for each child.

While individual family mobility consistently removes students from CPL, new families move into the neighborhood and enroll their children. These fluctuations make it difficult to forecast by enrollment by grade though overall enrollment remains relatively consistent. CPL typically rolls over actual enrollment totals by grade from one year to the other as the best budgeting approach.

The housing units currently under construction less than a three-minute walk from the school, along with the planned housing units less than 1 mile from CPL, will bring as many as 200 families into the community in the next 3 years. This will certainly increase the number of students enrolled in CPL.

The forecast below is based on the enrollment spread across the grades for this year, rolled forward year over year, backfilled by the target enrollment of 75 per year based on the increased neighborhood population expected from the increased housing currently being built and planned. CPL believes the increased housing coming into the community over the next 5 years will provide more than enough children to meet this increase of 10 students per year until Year 5. The full capacity column simply represents an even distribution of students across the grades.

Grade Level	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Capacity
K	75	75	75	75	75	75
1	75	75	75	75	75	75
2	70	75	75	75	75	75
3	70	70	75	75	75	75
4	58	70	70	75	75	75
5	62	55	60	65	75	75
Total	410	420	430	440	450	450

Current demographics	% of Economically Disadvantaged Students	% of Students with Disabilities	% of English Learners
	99%	20%	8%
Anticipated demographics	% of Economically Disadvantaged Students	% of Students with Disabilities	% of English Learners
	99%	20%	8%

Additional CPL student demographics include 52% male, 48% female and 97% African American, 3% other.

As noted previously, CPL expects an increase in the number of families moving into Binghamton but does not expect the current demographics to change.

I.3 Academic Focus and Plan

- a. Describe the academic focus of the proposed school.
- b. Outline the academic plan of the proposed school. Include specific academic benchmarks.
- c. Describe the most important characteristics of the academic plan, including any specific educational philosophy, instructional methods, or innovations.
- d. Describe current research supporting the academic plan and how the plan will drive academic improvement for all students and help close achievement gaps.
- e. Describe the curriculum and basic learning environment (e.g., classroom-based, independent study), including class size and structure for all divisions (elementary, middle, high school) to be served, and explain any differences among the divisions.
- f. Explain why the instructional methods and proposed curriculum are well-suited for the targeted student population. How does the curriculum honor and/or reflect the diverse identities of your students?
- g. Explain how the academic plan aligns with Tennessee's academic standards.
- h. If your academic plan includes blended learning, describe (x) which blended learning model the proposed school will use (i.e., online content in various lessons only, a single course, or an entire curriculum), (y) the role of teachers within the blended learning environment, and (z) how this approach will drive academic gains and close the achievement gap with the targeted population of students, using the latest data analyses and research.

All items listed above are addressed in the original application.

- i. **For sponsors of existing schools only: describe any key academic plan features for the proposed school that will differ from the existing school's original application, the rationale for implementing these different features and any new resources they would require. If no key academic plan features will differ, please respond with N/A to this section.**

N/A. CPL will not be utilizing any new, key academic plan features and therefore the answer to I.3(i) is N/A.

However, as shared during the capacity interviews, there are nuances or adjustments made because of state requirements or state standard changes that differ from our original application. We continue to use lesson plans aligned to state standards as found in the original application, but CPL teachers no longer write these lesson plans. Instead, CEG ensures all teachers have access to high quality instructional materials aligned to the Tennessee State Standards through state approved curriculum and resources.

In grades K-2 CPL utilizes Amplify's CKLA curriculum for ELA instruction and lesson plans. CKLA aligns to the science of reading and provides students access to each component of Scarborough's Reading Rope.

For grades 3-8, CPL utilizes Imagine Learning's (Formerly LearnZillion) EL 2.0 curriculum and lesson plans. This state approved curriculum builds on foundational literacy skills for grade 3-5 and pushes student comprehension, language, and writing skills for grades 3-8.

Both curriculums meet the academic and social needs of CPL students, integrating culturally relevant text allowing our students to see themselves in what they are learning. CKLA includes digital readers that reflect black and brown students like the ones we serve and contain texts addressing historical moments in Memphis.

Both curriculums also include suggestions for EL and SPED accommodations. This allows SPED and ESL teachers to have a base line for planning while also including the parameters for the IEP or ILP.

For math, CPL uses Eureka in grades K-8 and will be transitioning to the Tennessee approved curriculum, Reveal Math, for the 2023-24 school year. This curriculum aligns to Tennessee state standards and includes pre-made anchor charts included in the student materials. Teachers will reference these charts during direct instruction, improving the quality of our instructor's "First Teach". This curriculum also includes TN Ready formatted questions, intervention, and enrichment questions, as well as a guide for small group instruction designed to address misconceptions.

The intervention strategies used currently differ slightly from those in the original application. Students currently receive remediation, reinforcement, or enrichment on their instructional level. Teachers provide individualized instruction to 3-5 students while the remainder of the students work independently on a paper-based or computer-

based assignment. CPL uses I-ready software for math computer-based instruction and Lexia for reading computer-based instruction. Both platforms allow students to engage with material assigned to them by their teacher or based on their performance and mastery of skills in the platform.

A final nuance discussed in the capacity interview relates to teacher professional development. CPL has added development around replicable thinking steps and Culture of Error. These professional development sessions equip teachers to engage in a gradual release model.

Teachers learn to implement a model with replicable thinking steps for students. Students use the thinking steps provided to answer other questions aligned to the particular skill or standard.

Culture of error is a strategy that focuses on student misconceptions. Teachers learn to make the classroom a safe space where students feel comfortable sharing their answers even if they are unsure of the accuracy of their answer. Then, as students share their answers, teachers gauge student understanding of the standard. The teacher then continues to aggressively monitor student work to identify the gap in student thinking that is causing a specific misconception. Finally, teachers learn to respond to student misconceptions through direct feedback, batch feedback, or show/call.

In summary, CPL made slight modifications and nuances to instruction and the new state requirements but continues to utilize the key academic plan features found in the school's original application.

I.4 Academic Performance Standards

- a. Describe the annual and long-term academic achievement goals for the proposed school.**
- b. Describe the process for setting, monitoring, and revising academic achievement goals.**
- c. Describe corrective action plans if any of the schools falls below state, district and/or its own academic achievement goals.**
- d. Describe the applicant's approach to helping remediate students' academic underperformance, including plans for Response to Instruction and Intervention (RTI²) that aligns with Tennessee guidelines.**
- e. Describe goals for student attendance and explain how the applicant will ensure high rates of student attendance. Include plans for identifying and addressing chronic absenteeism.**
- f. Explain how students will matriculate through the proposed school (i.e., promotion/retention policies).**
- g. Outline the exit standards for students, including graduation requirements. These should clearly set forth what students in the last grade served will know and be able to do.**

The Academic Performance Standards are provided in the original application.

I.5 Phase-In/Turnaround Planning

- a. Describe your organization's prior experience in turning around or converting an underperforming school. Include student outcomes and results. Describe how your organization achieved these results and address the challenges you faced in turning around that school.**
- b. Describe how your organization will engage with the local neighborhood, community, and student population prior to the conversion. Explain your strategies and plan for recruiting an underperforming zoned student population.**
- c. Describe specific ways that you will transform the existing school culture. How will you determine what parts of the existing school culture you will keep, modify, or add? How will you create a new identity while simultaneously respecting and reinforcing the school's history and role in the community?**
- d. If proposing a phase-in approach:**
 - a. Describe how you will transition to a shared campus. Include your approach to sharing space, resources, and services, and collaborating with others on the campus. Be sure to outline any essential elements for co-location.**
 - b. In the event that the LEA chooses to transition students out of the school sooner than originally planned, how will you minimize disruptions to your model?**
- e. If proposing a full school take-over approach:**
 - a. Describe your transition plan, including communications with existing staff.**
 - b. Identify the additional teaching and non-teaching personnel needed to ensure student success beginning in year 1 of your conversion.**

Section I.5 Phase-In/Turnaround Planning is not required for Category 4 schools.

I.6 High School Graduation and Postsecondary Readiness

CEG is not proposing a high school and therefore this section is not applicable.

I.7 Assessments

- a. **Identify the primary internal assessments the proposed school will use to assess individual student and sub-group learning needs and progress throughout the year. Explain how these internal assessments align with the school's curriculum, performance goals, and state standards.**

CEG (and therefore CPL) uses internal assessments to assess individual and sub-group learning needs with daily, weekly, and quarterly assessments. These assessments are aligned with the school's curriculum, internal and external performance goals, TN Ready and state standards.

CPL utilizes these assessments to measure student mastery and over the course of the year, student growth:

- Do Nows
- Exit Tickets
- Show What You Know (SWYK) weekly assessments
- Curriculum based assessments (as shared in the capacity interview)
- Interim assessments
- MAP assessments
- TN Ready (including TN ready practice assessments)

CPL defines an interim assessment as a form of assessment that educators use to (1) evaluate where students are in their learning progress and (2) determine whether they are on track to performing well on future assessments, such as standardized tests or end-of-course exams. Teachers administer Exit tickets, Show What You Know Quizzes (SWYK) and CEG Interim Assessments to assess student learning needs and progress throughout the school year. All these assessments align with the curriculum map and Tennessee state standards and therefore provide accurate data on the students' progress towards mastery of state standards.

As shared in the capacity interview, assessment results entered into Illuminate allows teachers and leaders to analyze the data in multiple ways. Teachers and leaders review student mastery by grade level, class, student groups and subgroups. Teachers use the Illuminate data to evaluate individual student performance on each question, skill, and standard. Teachers work with school leaders to analyze data to determine which skill should be retaught and subsequently teachers create a reteach plan to reteach the skill and assess student progress.

Because CPL uses SWYK and interim data both to assess the levels of mastery of content as well as an indication of TN Ready readiness, these assessments are reviewed by school and CEG leaders for alignment and accuracy and compared to TN Ready and MAP results each year. Each individual question and standard is compared to the correlating TN Ready results (when available) as well as the overall mastery by student and cohort. In other words, the review includes a question by question, standard by standard analysis as well as an overall analysis by student and cohort. The nine years of this process has led to a high confidence and correlation level in the SWYK and interim assessments, the data that comes from them and TN standards and TN Ready. This also allows for the weekly data review systems, as well as MAP and interim data dives, for teachers, deans of instruction, principals and support services to ensure that students are having success and on track to hit their growth and achievement goals.

An Exit Ticket is an assessment administered to students at the end of every lesson in ELA, Math Science and Social Studies classes. It is an assessment with 3 questions that are directly linked to the lesson objective. The lesson objective is connected to a Tennessee Standard but focuses on a small portion of the standard. As students complete an exit ticket, they are expected to hand in their exit ticket as they leave the classroom or when the lesson ends. Educators will immediately score the exit tickets and use this data to verify whether a student can solve a problem or answer a question based on the lesson. Results from the exit tickets should assist to drive the questions for the following lessons Do Now or warm-up.

Show What You Know Quizzes (SWYK) are weekly assessments that assess student's knowledge of several skills/objectives that have been taught during the week. The skill/objectives to be assessed should be articulated prior to the assessment. The SWYK assessments include TN Ready aligned questions and "standardized test language" in the directions and mirror standardized test format. Currently, CEG maintains the SWYK test data bank from previous educators that can be used by current teachers or current teachers can create the SWYK Quizzes using the approved network item bank. Educators should include questions that address all levels of rigor based on Webb's Depth of Knowledge. If a new assessment is created, the Director

of Instruction and CAO review the assessment for rigor and alignment. The DOIs will approve the SWYK quiz before administration. The expectation is that SWYK Quizzes are graded by the end of the day when the assessment was administered. Results from the SWYK will drive the focus of weekly Data Meetings.

As shared in the capacity interview, curriculum-based assessments may also be used as SWYKs. These assessments may be unit assessments or chapter quizzes included in the state approved curriculum. These curriculum-based tests assess mastery of TN Ready aligned standards.

Teachers administer Interim Assessments every 9 weeks to assess the standards that have been taught during the 9 weeks in ELA, Math, Science and Social Studies. These assessments evaluate the learning progress of students and determine whether they are on track to performing well on TN Ready. The CAO creates and distributes the assessments to schools. Teachers play an integral role in the data analysis, working with school leaders and the CAO to identify which standards have been mastered and which ones need to be retaught. Teachers will respond to the data to decide if individual students need to be retaught certain standards or if whole group reteach lessons need to be delivered.

During formative assessments, the Director of Special Education and Leader of English Language Learners work with SPED teachers, ESL teachers and the general education teacher to review the assessment and ensure modifications and accommodations are properly administered.

CEG and school leaders review data from these assessments, comparing them to the goals and priorities of the school, and adjust as necessary to ensure that the students reach their individual goals and are progressing towards mastery on the state assessment.

- b. Identify the person(s), position(s), and/or entities that will be responsible for and involved in the building testing coordination.**
- c. Explain how the proposed school will collect and analyze student academic data and use it to inform instruction, professional development and teacher evaluations.**
- d. Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve instruction.**

Section I.7 Assessments items b, c and d can be found in the original application.

As shared during the capacity interview, during summer professional development, leaders and teachers participate in a thorough training that teaches them how to analyze data. In those sessions, teachers and leaders analyze previous student data to determine the “glows and grows” revealed in the data. The leaders and teachers then collaborate to determine what students need remediation and what students need enrichment. The team then works together to determine what skills should be retaught and what skills simply need additional practice through bell work or homework. The CAO and content manager support this training process throughout the session to ensure teachers and leaders master the process of analyzing data prior to the first day of school.

I.8 School Calendar and Schedule

- a. Provide the proposed annual academic calendar for the proposed school as Attachment A.
- b. Attach the proposed school's daily schedule by grade. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies.

See tables below and Attachment A.

- c. Explain why the academic calendar and schedule will be optimal for student learning. Summarize how you will plan time for tiered interventions, enrichment, tutoring, and other academic activities.

The academic calendar and daily schedule reflect the needs of students primarily from low-income families and who are mostly below grade level. CEG utilized the proposed calendar and daily schedule to serve the families and students in Binghampton and Frayser for the past several years. To meet student needs, the academic calendar contains 3 weeks of summer professional development, an extended school day, daily planning sessions for teachers, full professional development days during the school year and 2.5 hours of weekly Friday professional development. These elements provide the extra practice and support time necessary to meet the wide range of academic and social needs of students. Because students enter school below grade level, CEG must quickly equip teachers with the tools to understand their content and learn behavior management strategies, differentiation strategies, how to use data to drive instruction and how to build positive relationships with students. The calendar, along with the daily schedule, align with the overall school attendance goal of a 95% attendance rate, arriving on time and ready to learn.

To help parents who may have other children at MSCS schools, most of the academic calendar is modeled after Memphis Shelby County School's traditional school year calendar. This allows parents to coordinate days schools is in session, transportation, after school care and other life issues. The primary variation is that CEG schools will have weekly Friday Professional Development days in which students are released early.

The calendar also reflects professional development plans. School leaders are 12-month employees and work beginning July 1, receiving professional development from Uncommon Schools, Relay and the CEG supports services team during the month of July. This equips school leaders to begin the three weeks of summer professional development for new staff and two weeks for returning staff. The new staff get one additional week of training targeting base skills that may not be present in new teachers or teachers new to CEG schools, as well as basic learning of CEG language and systems. Then, they join returning teachers for the remaining two weeks.

The daily summer schedule begins at 8am and ends at 4pm. Summer professional development at CPL focuses on the following areas: Academic Acquisition, Culture/Behavior Management, and Technology and Tools. The topics associated with these areas are intended to prepare teachers for the first month of school.

Academic Acquisition Professional Development Sessions helps teachers become masters of their content areas. These sessions are led by the Deans of Instruction and the CAO. Training topics include the following:

- Instructional blueprint Overview-review of the instructional expectations of CEG
- Close Reading Phase I- Review components of Phase I, Read Like a Writer (and reader), practice
- Gradual Release Model- Discuss Gradual Release Model, make anchor charts, practice
- Learning Lab Review- How to plan a Guided Reading Lesson (Before, During, After), making flexible groups
- Literacy in Math- Collaborate across content on developing math skills in Science
- Nonfiction Reading in Science- Incorporating literacy in math including a problem-solving protocol and constructed response rubric
- Writing PD- Discuss Writing Requirements, planning, and practice execution

Culture professional development sessions are designed to ensure that equitable disciplinary actions and a positive school culture will exist at CPL. These sessions are led by school leaders. Training topics include the following:

- Dean of Your Own Classroom – how to set up, maintain and manage your classroom. How to use behavior interventions to individualize supports for students.
- Responsive Classroom – how to build classroom culture through morning meetings and daily check ins.

- Culture Blueprint Overview – review and Q&A with practice of specific school-wide systems (including common signals, common language, incentives, etc.).
- The school character trait program: developing common language, common lessons, common practices to teach these traits.
- Teach Like a Champion (TLAC) – PD on all behavior management and systems to set your students up for success (ex. Clear what to do, do it again). Modeling, practice, and scripting systems.
- Key Teacher Skills Training – High repetition practice on critical skills teachers need to support all students’ social and emotional needs.
- Live School training – how to use Live School reporting on merits and demerits, iPads and parent app to provide value feedback on student behavior.
- CPI training on de-escalation training for all staff on how to properly address certain difficult situations with students.
- Trauma Informed Classrooms – understanding how trauma affects behavior.

CPL will use the same daily school schedule as the current CEG schools. The school day will begin at 7:20am with breakfast and instruction will begin at 7:40. Dismissal occurs at 3:30 Monday-Thursday while Friday dismisses at 2:30 so that staff have 1.5 hours of Professional Development time.

The schedule optimizes student learning through an extended school day. Compared to other schools, CEG students will receive significantly more instructional time. Here is a schedule with minimum number of minutes per day for the core subjects Monday through Thursday:

Subject	K-2 mins	3-5 mins
Math/Calendar math	80	90
ELA/Writing/Reading	240	90
Science	15	45
Social Studies	0	45
Reteach/Intervention/learning lab	30	80
Total	365	350

Here are the minimum times for core classes on the shortened Friday:

Subject	K-2 mins	3-5 mins
Math/Calendar math	80	90
ELA/Writing/Reading	150	90
Science	0	45
Social Studies	0	45
Reteach/Intervention/learning lab	0	0
Total	230	270

The chart above shows the schedules for each of the major grade bands. There is no variance within the grade band.

Here is a sample schedule of kindergarten and first grade:

	KK- Cornell	KK- Princeton	Ist- Stanford	Ist-Wake Forest
7:00 AM	Breakfast	Breakfast	Breakfast	Breakfast
7:05 AM				
7:10 AM				
7:15 AM				
7:20 AM	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting

7:25 AM						
7:30 AM						
7:35 AM	Cal Math 7:30-7:50	Cal Math 7:30-7:50	Skills Strand 7:30-8:30	Skills Strand 7:30-8:30		
7:40 AM						
7:45 AM						
7:50 AM	Skills Strand 7:50-8:50	Skills Strand 7:50-8:50			Support 8:30-9:15	Support 8:30-9:15
7:55 AM						
8:00 AM						
8:05 AM						
8:10 AM						
8:15 AM						
8:20 AM						
8:25 AM						
8:30 AM	Guided Reading 8:50-9:50	Guided Reading 8:50-9:50	Guided Reading 9:20-10:20	Guided Reading 9:20-10:20		
8:35 AM						
8:40 AM						
8:45 AM						
8:50 AM						
8:55 AM						
9:05 AM						
9:10 AM						
9:15 AM						
9:20 AM						
9:25 AM						
9:30 AM						
9:35 AM						
9:40 AM						
9:45 AM						
9:50 AM						
9:55 AM						
10:00 AM	Lunch 10:00-10:25	Lunch 10:00-10:25	Lunch 10:25-10:50	Lunch 10:25-10:50		
10:05 AM						
10:10 AM						
10:15 AM						
10:20 AM						
10:25 AM	Listening Strand 10:30-11:10	Listening Strand 10:30-11:10	Listening Strand 10:55-11:35	Listening Strand 10:55-11:35		
10:30 AM						
10:35 AM						
10:40 AM						
10:45 AM						
10:50 AM						
10:55 AM						
11:00 AM						
11:05 AM						

11:10 AM	Writing 11:10-11:30	Writing 11:10-11:30		
11:15 AM				
11:20 AM				
11:25 AM				
11:30 AM	Support 11:30-12:15	Support 11:30-12:15		
11:35 AM				
11:40 AM				
11:45 AM				
11:50 AM			Writing 11:35-11:55	Writing 11:35-11:55
11:55 AM			Cal Math 11:55-12:15	Cal Math 11:55-12:15
12:00 PM				
12:05 PM	Recess 12:15-12:35	Recess 12:15-12:35		
12:10 PM				
12:15 PM				
12:20 PM				
12:25 PM				
12:30 PM				
12:35 PM				
12:40 PM				
12:45 PM				
12:50 PM				
12:55 PM				
1:00 PM				
1:05 PM				
1:10 PM	Math Reteach 1:15-1:45	Math Reteach 1:15-1:45		
1:15 PM				
1:20 PM				
1:25 PM	Math Reteach 1:35-2:05	Math Reteach 1:35-2:05	Recess 1:45-2:05	Recess 1:45-2:05
1:30 PM				
1:35 PM				
1:40 PM				
1:45 PM	Walk to Read 2:10-3:10	Walk to Read 2:10-3:10	Walk to Read 2:10-3:10	Walk to Read 2:10-3:10
1:50 PM				
1:55 PM				
2:00 PM				
2:05 PM				
2:10 PM				
2:15 PM				
2:20 PM				
2:25 PM				
2:30 PM				
2:35 PM				
2:40 PM				
2:45 PM				

2:50 PM				
2:55 PM				
3:00 PM				
3:05 PM				
3:10 PM				
3:15 PM				
3:20 PM	Dismissal 3:15-3:30	Dismissal 3:15-3:30	Dismissal 3:15-3:30	Dismissal 3:15-3:30
3:25 PM				
3:30 PM				

Here is a sample 2nd grade schedule.

7:15 AM	Teacher Planning/Staff Huddle	
7:20 AM		
7:25 AM		
7:30 AM		
7:35 AM		
7:40 AM	Sanford Harmony	
7:45 AM		
7:50 AM		
7:55 AM		
8:00 AM		
8:05 AM	Walk to Read	
8:10 AM		
8:15 AM		
8:20 AM		
8:25 AM		
8:30		

AM			
8:35 AM			
8:40 AM			
8:45 AM	CKLA Skills Block	Calendar Math	
8:50 AM			
8:55 AM			
9:00 AM			
9:05 AM		Eureka Core Lesson Application Problem	
9:10 AM			
9:15 AM			
9:20 AM			
9:25 AM			
9:30 AM			
9:35 AM			
9:40 AM			
9:45 AM			Eureka Core Lesson Concept Development Problem Set
9:50 AM			
9:55 AM			
10:00 AM	Guided Reading- Franklin	Eureka Core Lesson Concept Development Problem Set	
10:05 AM			
10:10 AM			Planning/Coaching
10:15 AM			
10:20 AM			
10:25 AM			
10:30 AM			

10:35 AM	Yellow			
10:40 AM				
10:45 AM				
10:50 AM				
10:55 AM	Purple	Green		
11:00 AM				
11:05 AM				
11:10 AM	Guided Reading-Franklin	Student Debrief and Exit ticket		
11:15 AM	Red	Brown		
11:20 AM				
11:25 AM				
11:30 AM				
11:35 AM				
11:40 AM				
11:45 AM				
11:50 AM			CKLA Knowledge Block	Reteach
11:55 AM				
12:00 PM				
12:05 PM	Pink	Pink		
12:10 PM				
12:15 PM				
12:20 PM				
12:25 PM			Lunch	Lunch
12:30 PM			Transition	
12:35 PM			CKLA Skills Block	Calendar Math

12:40 PM	Blue	Light Green		
12:45 PM				
12:50 PM				
12:55 PM				
1:00 PM		Purple	Eureka Core Lesson Application Problem	
1:05 PM				
1:10 PM				
1:15 PM				
1:20 PM				
1:25 PM				
1:30 PM				
1:35 PM				
1:40 PM			Red	Eureka Core Lesson Concept Development Problem Set
1:45 PM				
1:50 PM				
1:55 PM				
2:00 PM				
2:05 PM				
2:10 PM				
2:15 PM	Student Debrief and Exit ticket			
2:20 PM				
2:25 PM	Brown			
2:30 PM				
2:35 PM				
2:40 PM				
	CKLA Knowledge Block	Reteach		

2:45 PM	[Red Box]	[Brown Box]
2:50 PM		
2:55 PM	[Purple Box] Walk to Read	
3:00 PM		
3:05 PM		
3:10 PM		
3:15 PM		
3:20 PM		
3:25 PM		

Here is a sample 3-5 schedule:

7:15 AM	Teacher Planning/Staff Huddle		
7:20 AM			
7:25 AM			
7:30 AM			
7:35 AM			
7:40 AM	Sanford Harmony		
7:45 AM			
7:50 AM			
7:55 AM			
8:00 AM	Ole Miss Do-Now	Notre Dame Do Now/Fluency	Tufts Do Now
8:05 AM			
8:10 AM	Explicit Vocabulary	Eureka Core Lesson Application Problem	Error Analysis from Exit Ticket
8:15 AM			
8:20 AM			

8:25 AM	Shared Reading Lesson		Vocabulary Development	
8:30 AM				
8:35 AM				
8:40 AM				
8:45 AM		Eureka Core Lesson Concept Development and Problem Set	Concept Development	
8:50 AM	Stamp Learning/Exit Ticket			
8:55 AM				
9:00 AM		Bio Break	Bio Break	
9:05 AM				
9:10 AM	Grammar/Spelling/Writing -3 x a week	Student Debrief/Exit Ticket	Bio Break	
9:15 AM				
9:20 AM				Student Debrief/Exit Ticket
9:25 AM				
9:30 AM	Transition to New Zoom Class			
9:35 AM	Notre Dame Do-Now	Tufts Do Now/Fluency	Ole Miss Do Now	
9:40 AM				
9:45 AM	Explicit Vocabulary	Eureka Core Lesson Application Problem	Error Analysis from Exit Ticket	
9:50 AM				
9:55 AM				
10:00 AM	Shared Reading Lesson	Eureka Core Lesson Concept Development and Problem Set	Vocabulary Development	
10:05 AM				
10:10 AM				
10:15 AM				
10:20 AM			Concept Development	
10:25 AM	Stamp Learning/Exit Ticket			

10:30 AM				
10:35 AM		Bio Break		
10:40 AM				
10:45 AM	Grammar/Spelling/Writing -3 x a week	Student Debrief/Exit Ticket	Bio Break	
10:50 AM				
10:55 AM			Student Debrief/Exit Ticket	
11:00 AM				
11:05 AM	Lunch/Break			
11:10 AM				
11:15 AM				
11:20 AM				
11:25 AM				
11:30 AM	Transition			
11:35 AM	Tufts Do-Now	Ole Miss Do Now/Fluency	Notre Dame Do Now	
11:40 AM				
11:45 AM	Explicit Vocabulary	Eureka Core Lesson Application Problem	Error Analysis from Exit Ticket	
11:50 AM				
11:55 AM				
12:00 PM	Shared Reading Lesson	Eureka Core Lesson Concept Development and Problem Set	Vocabulary Development	
12:05 PM				
12:10 PM				
12:15 PM				
12:20 PM	Stamp Learning/Exit Ticket		Concept Development	
12:25 PM				
12:30 PM				

12:35 PM		Bio Break	
12:40 PM			
12:45 PM	Grammar/Spelling/Writing -3 x a week	Student Debrief/Exit Ticket	Bio Break
12:50 PM			
12:55 PM			Student Debrief/Exit Ticket
1:00 PM			
1:05 PM	Transition		
1:10 PM	Support/ Teacher Planning		
1:15 PM			
1:20 PM			
1:25 PM			
1:30 PM			
1:35 PM			
1:40 PM			
1:45 PM			
1:50 PM			
1:55 PM			
2:00 PM	Learning Lab		
2:05 PM			
2:10 PM			
2:15 PM			
2:20 PM			
2:25 PM			
2:30 PM			
2:35 PM			
2:40 PM			
2:45 PM			
2:50 PM			
2:55 PM			
3:00 PM			
3:05 PM			
3:10 PM			
3:15 PM			

3:20 PM

3:25 PM

As noted above, CPL utilizes Amplify CKLA2 (K-5) during the daily schedule (noted as CKLA on the schedule.) This curriculum is aligned to Common Core Standards and is listed as an approved curriculum on the TDoE website as referenced below:

“The publishers listed below have bid materials for Section E. Section E includes English Language Arts and CTE culinary arts and criminal justice. These sites will be active from June 1, 2020 to June 30, 2026.
American Book Company
Amplify CKLA2 (K-5)”

Note: CPL also operates with waivers as an ASD school, including a waiver under textbooks (see Waiver requests in section 2.11 of this application which references T.C.A. 49-6-2206-2207 Curriculum – Use of Unapproved Textbooks. CEG will use both state-approved textbooks and other unapproved instructional materials. To meet the wide needs of all students, CEG will select the curriculum and textbooks that can meet grade level students as well as those below grade level, as well as students with unique learning needs.

Tiered interventions are built into the schedule through Learning Lab. Students receive varying amounts of intervention based on grade level in a day which includes enrichment for students who are on grade level or above.

All students have access to after school tutoring each day based on the teacher’s office hours or scheduled Saturday tutoring. Each subject area teacher has assigned Office Hours in which they will dedicate their time to tutoring in their area of need.

In addition, schools offer Saturday school options in the second half of the year. Teachers provide individual and small group instruction from 8:30-noon on Saturday from January through April to help students enrich their learning experience.

d. Describe any proposed extra-curricular or co-curricular activities or any other student-focused programming that the proposed school will offer, including when they will begin, how often will they occur, and how will they be funded.

CPL currently offers many extra-curricular activities and student-focused programs for students and families. CPL will continue to offer the following extracurricular activities to students, based on grade level and student interest: football, basketball, soccer, track, cheerleading, art, music, mentoring programs, chess club, dance teams, science camp, STEM competitions, and cross country.

CPL may also offer new programs based on student interest, timing and available funding, volunteers, staff or partners.

These events all occur after school and are run by a combination of CEG partners, volunteers and CEG staff. Athletic events will begin when appropriate based on MSCS or other schedules, while the other events typically begin after Labor Day.

These items are currently funded through the normal operating budget as well as through individual donations.

e. If Saturday school, summer school, or after school will be offered, describe the program(s). Explain the schedule and length of the program, including the number of hours and weeks. Address the number of students and the methodology used to identify them. For identified students, is the program mandatory? What are the anticipated resource and staffing needs for these programs?

CPL will offer weekly tutoring sessions. Weekly tutoring sessions will be offered to any student that did not master their Reteach exit ticket. This will be the third attempt that teachers are making to ensure that the student has mastered the topic. All students are offered the after-school tutoring session, while other targeted students may be contacted for mandatory tutoring. Each grade level teacher will be assigned to a specific day for after school tutoring.

This allows students to attend any subject areas after school session each week. After the analysis of the Reteach exit tickets, teachers will send notification home to the mandatory students that are required to stay after school. Those students who would like to stay after school, will inform the teacher of that request. Teachers will post the after-school tutoring list outside of their door that way school leaders will know who is staying after school. These sessions will be offered throughout the school year.

Teachers work with parents to ensure students can take advantage of tutoring. In the past, CEG has provided transportation for students who cannot walk home after tutoring as well as partnering with community partners who have provided both transportation as well as after school snacks for students engaged in tutoring. Finally, some students have been able to arrive early for tutoring before school. School leaders will work with parents to ensure these at-risk students can get the tutoring help they need.

Saturday School may be offered six weeks prior to the administration of TN Ready. All 3-5 students may participate in this extra support. The CAO will identify the targeted standards based on data from Interim Assessments and the Tennessee Academic Blueprints. Materials will be purchased to support the implementation of the program. Saturday School sessions will be from 8:30-12:00 pm, where students will have three rotations of 60-minute classes. Existing classroom teachers will be ideal to staff Saturday School, with 3 teachers for each grade level. However, if there are not enough teachers to support this number, schools are expected to be strategic with staffing to support the coverage of each subject and grade with school leaders, support personnel and other interventionists.

At this point, there are no plans for implementing summer school unless the state continues to require it for 2024-25 as they did last summer. CEG partnered with the ASD to provide the state-mandated summer camps last year and will be running its own summer camp for summer of 2023.

I.9 Special Populations

(a) Describe the experience of the leadership team in working with special populations. What staff (by role and number), including support staff, does the applicant plan to hire to address the needs of the special populations identified in subsections (c), (d), (e) and (f) at the proposed school?

(b) Describe the proposed school's plan to prepare for special populations. What adjustments will be made to the daily schedules to address the diverse needs of the students?

(c) Describe the following related to students with disabilities:

- **Methods for identifying students with disabilities and avoiding misidentification or over-identification;**
- **Specific instructional programs, practices, and strategies that the proposed school will employ to provide a continuum of placements, ensure students' access to the general education curriculum, and ensure academic success for students with disabilities;**

CEG has always served a significant population of ELL scholars. CEG employs an ELL lead for all its schools and then employs ELL teachers at the school level based on the number of ELL students. All ELL policies are based on most updated State Board of Education Rule Chapter 0520-01-19 English as a Second Language. CEG also contracts with community partners and translators to provide extra support to families and scholars. In addition to the general population opportunities offered to ELL families, CEG provides unique registration days, parent night and office hours for ELL families to ensure they feel supported.

CEG has also served special education students for the past 10 years. The typical CEG staffing model assumes 20% of students will qualify for Special Education services. However, CEG will staff according to the needs identified in the populations of the CPL should it change from its current enrollment.

The current school leader has extensive Special Education experience. Eve Slaughter, the current CPL principal, has been overseeing the CPL special education program for the last two years. Prior to this, Eve worked with school leaders across SCS to ensure all students met their academic goals, including special populations. Eve has also taught in MCS/SCS for more than decade, which included special population students every year in her classroom.

The staffing below represents the current staffing at the CPL campus. As new students with disabilities enroll or students who are identified as having an IEP, adjustments will be made either using teacher personnel or through the hiring of additional staff. To ensure that we have qualified Special Education Teachers, the Director of Special Education will review all potential applicants and work with the HR department to review licensure obligations.

- Self-contained classroom lead teacher (1) and assistant teacher (1)
- Inclusion teachers (3)
- One on one special education teachers (2)

Listed below are the job descriptions for these roles.

The self-contained classroom lead teacher and assistant teacher are charged with the following tasks:

- Confer with parents, administrators, testing specialists, social workers, and professionals to develop individual educational plans designed to promote students' educational, physical, and social development.
- Lead the self-contained classroom throughout the school day for students who need a setting outside of the general education classroom setting
- Employ special educational strategies and techniques during instruction to improve the development of skills, language, cognition, and memory
- Deliver curriculum for special-needs students, based upon a variety of instructional techniques and technologies
- Teach personal development skills such as goal setting, independence, and self-advocacy

- Observe and evaluate students' performance, behavior, social development, and physical health.
- Create and maintain baseline measures and ensure all assessments conducted
- Follow up with providers to confirm that IEP attendance, reports, and services are being complete
- Be available for Special Education families on an as-needed basis
- Maintain accurate and complete student records, and prepare reports on children and activities, as required by laws, district policies, and administrative regulations
- Test students as necessary during state testing and prepare, administer, and grade interim tests and assignments to evaluate students' progress

Similarly, the inclusion teacher job description includes the following key duties:

- Confer with parents, administrators, testing specialists, social workers, and professionals to develop individual educational plans designed to promote students' educational, physical, and social development
- Work in general education classrooms throughout the school day for students who need additional support
- Utilize pull-out sessions as needed to provide extra, focused instruction
- Employ special educational strategies and techniques during instruction to improve the development of skills, language, cognition, and memory
- Work with the general education teachers to modify the general education curriculum for special-needs students, based upon a variety of instructional techniques and technologies
- Observe and evaluate students' performance, behavior, social development, and physical health
- Create and maintain baseline measures and ensure all assessments conducted
- Follow up with providers to confirm that IEP attendance, reports, and services are being completed
- Be available for Special Education families on an as-needed basis
- Maintain accurate and complete student records, and prepare reports on children and activities, as required by laws, district policies, and administrative regulations
- Test students as necessary during state testing and prepare, administer, and grade interim tests and assignments to evaluate students' progress

The Director of Special Education is charged with the following job duties:

- Confer with school level SPED staff, parents, administrators, testing specialists, social workers, and professionals to develop individual educational plans to promote students' educational, physical, and social development.
- Equip SPED teachers to work in general education classrooms throughout the school day
- Equip SPED teachers to utilize pull-out sessions as needed to provide extra, focused instruction
- Provide professional development to help all teachers employ special educational strategies and techniques during instruction to improve the development of skills, language, cognition, and memory
- Ensure SPED teachers modify the general education curriculum for special-needs students, based upon a variety of instructional techniques and technologies.
- Create and maintain baseline measures and ensure all assessments conducted
- Ensure IEPs and 504 plans are maintained and addressed
- Follow up with providers to confirm that IEP attendance, reports, and services are being completed
- Be available for Special Education families on an as-needed basis

School leaders work collaboratively with special education leaders and teachers to ensure that the schedule supports the needs of the special education students. The schedules provided above create multiple opportunities to address the diverse needs of all students, including general education, special education and ELL students.

CEG also contracts with Le Bonheur and school psychologists to meet the needs of special populations. CPL utilizes 3-4 Le Bonheur staff members and the CEG network utilizes 3 school psychologists. School psychologists are contracted positions which serve in the following capacity:

- Support the CAO and RTI with the following:
 - Serve as a member of the Child Study Team which may include:
 - Act as an intermediary between RTI outcomes and Special Education
 - Interpret progress monitoring data, assessment data, and classroom data to help inform decision making
 - Create a “toolbox” for teachers to help them develop strategies and interventions which can be used to differentiate with the classroom both academically and behaviorally
 - Assist staff with the use and implementation of various assessments prior to initial consent for special education including reading inventories such as the Qualitative Reading Inventory 5 and behavior screenings such as the Behavior Evaluation Screening Summary
 - Support the Director of Special Education in meeting the assessment and other needs of students surrounding 504 plans which may include:
 - Serve as the legal interpreter of evaluation results according to Tennessee Law
 - Conduct various evaluations including intellectual testing, achievement testing, social/emotional testing, functional behavior assessments, and adaptive behavior assessments within the legal timeframes (e.g. 60 calendar days to complete initial consent testing)

The network Gifted Program Lead works closely with general education teachers to identify potentially gifted students, completes the assessments, creates the IEPs and then delivers the instruction for all gifted students across the three schools.

CPL also employs a nurse to provide essential daily and other regular services for all students, including those with special needs.

For externally placed students, the caseworker at the school that student has been placed to attend ensures that they are following the services as designated in the IEP. The Director of Special Education attends all IEP and re-evaluations to ensure FAPE is in place. The Director of Special Education receives all original documents from the IEP meeting. It is housed at the LEA school.

CPL partners with Le Bonheur to provide students with the following services: Occupational Therapy, Speech and Language Therapy, and Physical Therapy. Services providers will maintain a practice log and electronically archive communications concerning service delivery. Documentation will be compared to students' service requirements for feasibility. Please find below the relevant portions of the contract agreement with Le Bonheur:

Hospital agrees to provide the Facility with physical therapy, occupational therapy and/or speech language pathology services for part B eligible children in accordance with a plan of care established by the multidisciplinary team, with parent input, documented on the Individualized Education Plan (IEP). Hospital will participate in the development and implementation of each student's IEP in accordance with Facility policies and procedures. Hospital will provide all therapy evaluation, and consultation services at the Facility. In the case of providing services for a school system or district, Facility is interpreted as possibly more than one location (school).

Hospital services will be provided by qualified, registered and licensed physical and occupational therapists and/or speech language pathologists. Hospital will provide evidence of licensure by the Tennessee Licensing Board, upon request. Therapy areas and equipment will be maintained in a safe, clean and professional manner. Hospital staff will participate in disaster drills and evacuations, as appropriate.

Hospital will adhere to the policies and procedures established by the Facility and will abide by all rules, regulations, and credentialing requirements of the Facility that are applicable to the therapist duties and responsibilities.

Hospital will abide by rules and regulations concerning patient confidentiality in the same manner and to the same degree as are required of the employees of the Facility.

Hospital and Facility will develop a mutually agreed upon plan to include, but not limited to, collaboration between support and frontline staff; to obtain all necessary medical prescriptions for therapy, equipment, and authorization for services, as specified by child's physician.

Facility will provide access to the student in all school environments during the daily routine, for the provision of inclusive services. Facility will provide access to dedicated private space for the provision of testing and direct therapeutic services.

To the extent required by Section 1861 of the Social Security Act, each party shall, upon proper request allow the United States Department of Health and Human Services, the Comptroller General of the United States, and their duly authorized representatives access to this Agreement and to all books, documents, and records necessary to verify the nature and extent of services provided by either party under this Agreement, at any time during the term of this Agreement and for an additional period of four (4) years following the last date services are furnished under this Agreement. If either party carries out any of its duties under this Agreement through an agreement between it and an individual or organization related to it, that party to this Agreement shall require that a clause be included in the Agreement to the effect that until the expiration of four (4) years after the furnishing of services pursuant to such agreement, the related organization shall make available, upon request by the United States Department of Health and Human Services, the Comptroller General of the United States, or any of their duly authorized representatives, all agreements, books, documents, and records of such related organization that are necessary to verify the nature and extent of the costs of services provided under that agreement.

CEG posts positions for SPED, gifted and ESL candidates in addition to the general education openings. The website for ELL follows the state mandated requirements for job posting, degree verification and licensing requirements. The human resource specialist, along with the lead for SPED or ELL as appropriate, confirms all these requirements to ensure that CEG hires only licensed, highly qualified staff to serve special populations. The budget contains the expected wage and benefit expense, along with unique resource expense, to cover these positions while the CEG budget contains the operating costs of the director and lead. CEG has also used federal and state grants to provide even more resources for SPED and ESL teachers, staff and students.

CEG provides significant professional development for staff and teachers for each of these special populations. The training begins in the summer, when all staff receive training from the director of SPED and the ELL lead on how to best serve these special populations. Then, the director and ELL lead meet with each grade level to provide more specific, tailored professional development targeted at certain grade level and teachers. Finally, the SPED and ELL teachers work with their lead to work together to be prepared to serve students once the school opens in August. After school starts, SPED and ELL teachers get PD along with general education teachers on Friday and during planning periods, in addition to specific ELL and SPED professional development on Fridays during the school year.

In addition, service providers are required to provide experienced, certified professionals to serve any of these noted populations. Le Bonheur, for example, has been providing highly qualified staff to serve CEG scholars for more than 10 years.

CPL will provide special education services that follow the IDEA continuum of services and guidelines for 504 and English Language Learners. These services will mostly be conducted in general education settings, resource environments or self-contained classrooms. The normal CEG daily schedules provides multiple opportunities for teachers to address the diverse needs of students.

The description of the special populations services are as follows:

Inclusion/General Education Settings: Most students with special needs are included in the general education environment. In the academic classes, students typically receive whole group and small group instruction. Students generally participate in all assignments, activities, etc. with any needed accommodations and modifications.

Resource Settings: Students receive special education services in a classroom environment specifically designed to meet their needs more effectively.

Gifted and Talented Settings: Students who have been identified as gifted receive academic and cultural enrichment. These services are offered in the general education setting, as a part of the inclusion program, and in a separate pull-out model.

Self-Contained Settings: Students receive special education services in a classroom environment specifically designed to address their needs, which are typically intensive or extensive.

Currently, CEG schools provide self-contained classrooms for students who have cognitive or adaptive scale scores below 70 based on the IQ and Adaptive assessments that are provided by the psychologist. The structure of the classrooms are as follows:

Curriculum: The students receive instruction in Reading, Writing, Math and Pre-Vocational / Life Schools. The curricula that is used to support these areas are Sing/Spell/Read/Write Winning Program, EDMARK Functional Reading Skills and Musical Math. Instructional strategies that are used include explicit direct instruction and the incorporation of multiple intelligences (kinesthetic, visual, musical.)

Students with 504s: Students who have 504's will be instructed in the general education classroom. Teachers will implement the needs of the 504, which may include frequent breaks, modified assignments, etc. For students that have counseling as part of their 504 plan, they will receive this service from the school counselor.

EL Students: Students will participate with their native English language peers in the general education classroom through teachers trained in using language development standards in conjunction with Tennessee state academic standards. General education teachers will also receive training in use of appropriate accommodations and modifications in the classroom. Additionally, EL students will receive the appropriate service hours by a certified ESL teacher according to their scores on the WIDA ACCESS or WIDA Screener assessments. CEG's ESL model is a rigorous, content-based pull-out program, in combination with a co-teacher push-in model. During content-based ESL instruction, the ESL teacher uses the same standards and lessons as the general education classroom, alongside language development standards and best practices for English language learners to make the grade-level content comprehensible for students with a lower language level. When applicable and effective, EL students will also be served in a co-teacher push-in setting. In these settings, the ESL teacher will co-plan with the general education teacher and then they will jointly teach the content in a way that is specifically targeted toward ELs.

Each of these unique groups receive multiple and differentiated opportunities to be successful. For example, all students receive differentiated instruction at their instructional level in each class during the small group instruction portion of the block. All scholars also get support during Learning Lab/RTI, where each group and subgroup receives targeted instruction. ELLs and special education students will get additional opportunities for pullouts as needed with their ELL or SPED teacher, respectively. In addition, all scholars have access to afterschool tutoring. Therefore, all groups get multiple and targeted opportunities to be successful.

Capstone Education Group has a Director of Special Education whose responsibility is to ensure that all students with IEP's are receiving services through the management of the Special Education Coordinator and Special Education Teachers. The Director of Special Education has 26 years of educational experience in which 15 of those years were dedicated to Special Education. The Director of Special Education initially started as a resource/inclusion teacher and moved on to become a Director of Special Education.

CEG has been recognized by the ASD as a leader in SPED and ESL services, leading training for other schools within the district. CEG has always fulfilled state and federal obligations and requirements pertaining to students with disabilities and ELL and will leverage existing knowledge and experience of support services leaders in these two areas to continue to meet the needs of students and the federal and state requirements.

CPL will use the same data process for data analysis to evaluate data and academic process for students with disabilities, English Learners, at risk students and gifted students. CEG network leaders responsible for special education, ELL and gifted join the school leaders and teachers to evaluate the data and ensure the academic success for all students.

When a child is struggling in the classroom with academic performance levels, the teacher uses multiple intervention strategies designed to identify specific needs and provide the implementation of strategies for student learning and success. This process allows the teacher to apply interventions daily for academic support. Based on student responses, teachers will determine if they are successful in the advancement of academic learning for the child's academic program, or if additional support is needed. If successful there is no need for further action to be taken because the results indicate that the child has shown academic growth through the response to intervention. If Tier I and Tier II strategies are not successful, the teacher can proceed to referring the child to the Child Study Team process to provide additional options for academic success.

Once that child's name has been submitted to the Child Study team, the team begins the process of evaluation. The parent is notified that the child has been identified as a struggling student in areas of academic learning, and a meeting with the team and parent is set up to discuss testing and evaluations options and gain permission to begin the process. Initial consent is obtained, and testing and evaluations begin. Depending upon the child's performance levels, the necessary testing is set up and completed by the appropriate staff. Once the testing and evaluations are completed, the team meets again with the parent and discusses the results and options to support the student's academic/behavioral needs.

All students will engage in the RTI process as described in the application. When a child is struggling in the classroom with academic performance levels, the teacher should have used multiple intervention strategies designed to identify specific needs and provide the implementation of strategies for student learning and success. This process allows the teacher to apply interventions daily for academic support. Based on student responses, teachers will determine if they are successful in the advancement of academic learning for the child's academic program, or if additional support is needed. If successful there is no need for further action to be taken because the results indicate that the child has shown academic growth through the response to intervention. If Tier I and Tier II strategies are not successful, the teacher can proceed to referring the child to the Child Study Team process to provide additional options for academic success.

Once that child's name has been submitted to the Child Study team, the team begins the process of analyzing the data (progress monitoring data, RTI Data meeting notes, fidelity checks, etc. The parent is notified that the child has been identified as a struggling student in areas of academic learning, and a meeting with the team and parent is set up to discuss testing and evaluations options and gain permission to begin the process. Initial consent is obtained, and testing and evaluations begin. Depending upon the child's performance levels, the necessary testing is set up and completed by the appropriate staff. Once the testing and evaluations are completed, the team meets again with the parent and discusses the results and options to support the student's academic/behavioral needs. A full description of the RTI process is included at the appendix of the application.

CPL seeks to avoid misidentification of children for special needs services. CPL accomplishes this through the intentional, individual attention given to student needs. The process noted above ensures that teachers use all typical intervention strategies as part of the daily instructional model. Then, all stakeholders analyze academic and behavioral data for the child presented for their evaluation. Every child receives an individualized plan and evaluation that allows and encourages the specificity in determining an exact identification of needs for that child to assist each child in their academic track for success.

CEG addresses the problem of over-identification of special education students through the thorough nature of the process and the initial response of classroom teachers. CPL teachers will implement Tier I and Tier II RTI processes in all classrooms for intervention before referring the child to the child study team for testing and possible identification for special education services. The process that the child study team goes through for each child is quite extensive and will determine services for a child based on their scores and meeting the Tennessee state requirements for the disabilities presented and will not recommend services if the child does not meet requirements for all above. This process will eliminate the over-identification of students being placed in special education classrooms to receive services.

CEG instructional programs and practices provide plans and methods to meet the academic and behavioral needs of all students. CEG programs include special education options from Inclusion support in the general education classroom to the self-contained classroom settings. CEG prefers the best practice of teaching the student in their least restrictive environment.

The inclusion classroom settings provide academic support for a child that needs minimal support for academic success. This service is provided in the general education classroom with the support of a general education teacher and a special education teacher delivering services and providing academic support for the child's success. This delivery service is provided for students in the areas of Reading/Language Arts and Math. This is additional support for grade level instruction and performance levels.

Students unsuccessful with the first level of support received further interventions, called Resource Support. Resource Support provides academic support in a separate special education setting. This is small group instruction provided in Reading/Language Arts and Math areas of instruction. In this area of support, students work on their deficit levels of academic area of needs in a smaller group or individual group setting.

The most restrictive learning environment is a self-contained classroom setting. This setting best supports students unable to be successful with the first two layers of intervention. (In other words, children are not able to participate successfully in the general education curriculum with success.) These children require individual goals and objectives determined for their level of understanding and success. Strategies that are used to support these areas of learning are provided through implementation of differentiation in academic activities and materials in all areas of classroom learning. Tutoring is available after school for academic support as well as Saturday school being provided for additional academic supports and strategies for learning success. Learning labs and additional support from reading specialists provide students with additional strategies for academic support.

Continuum of services is provided through annual updates of the IEP goals and objectives as well as Re-Evaluations that occur every three years to determine present levels of performance. These safeguards allow careful and considerate modifications and adjustments of program instruction for maximum learning success.

General education curriculum is always the primary option for children to find learning success. Exposure to general education curriculum can be provided to all students through the participation in general education settings. Many students unable to be successful in general education classrooms for core subjects will still attend support classes such as P.E., Art, Computer, etc. These activities allow and encourage participation with general education peers and maximize the interactions between students within the school setting to ensure academic success to all students enrolled in the school setting.

- **Plans for monitoring and evaluating the progress and success of special education students, including coordination with the authorizer's monitoring and evaluation;**

Fidelity checks are completed on all Special Education students to ensure that appropriate instructional practices are being implemented for student success. A stakeholder who does not provide academic services to the child completes these checks. School psychologists, Special Education Coordinator, Director of Special Education as well as appointed staff will complete these as non-biased and non-judgmental observations that are presented to the team for review.

Progress monitoring is completed weekly in the areas of Reading and Math to provide data for individual levels of growth and progress. These are completed using a standardized platform of Fast-Bridges computerized program implemented school-wide for all students.

Progress reports for IEP goals and objectives are updated every nine weeks. These progress reports are sent home for parental review. If any adjustments are needed, the case manager can call an IEP meeting and make the necessary adjustments to maximize academic success.

Annual IEP updates occur each year to guarantee that the child is making adequate progress in their learning program. When needed, meetings with the team are scheduled and a new learning plan is developed to support the child's present levels of performance. IEP addendums can also occur to make any needed adjustments in the learning path provided by the IEP goals and objectives.

Re-evaluations occur every three years and can provide team with additional data as needed for student success as well as to continue services. If a classification or identification of disability needs to be adjusted, this is the time and place for it to occur for student academic success. The Director of Special Education, Assistant Director of Special Education and school personnel work together to coordinate communication with the authorizer and other critical stakeholders in the process.

CPL implements IEPs and uses PLEPs (Present Level of Performance) to address goals and objectives annually for all Special education Students, including Gifted students. The teachers implement IEPs via Inclusion/Resource services and/or Related therapy services. PLEPs are used to determine the area of growth needed and the services provided. The PLEPs are reviewed by the IEP team, and the data obtained for the area of disability helps determine the goal, services, frequency, setting, and used to close gaps and reach mastery. Examples of PLEPs include MAP scores, comprehensive assessment scores, psychological related service providers, classroom observations, classroom data collection, fidelity checks, and weekly assessments/grades.

CPL has worked for ten years with the authorizer's monitoring and evaluation process. This includes on-site monitoring, regular submission of documents and support, file reviews, electronic monitoring, submission of Beginning of Year packets outlining plans as well as other audit and compliance activities.

- **Plans for promoting graduation for students with special needs (high school only).**

Not applicable.

- d. **Describe the following related to English Learners (EL) in accordance with State Board policy 3.207:**
 - **Methods for identifying EL students and avoiding misidentification**

CEG follows all State Board of Education Rule Chapter 0520-01-19 English as a Second Language requirements when implementing the EL program. As the current authorizers for CPL, the ASD reviews and evaluates all EL systems, data and reporting to ensure that CPL follows all required local, state and federal policies and procedures when serving students. The Tennessee Public Charter School Commission performs that same function for the other schools in the CEG network.

EL students will be identified immediately after registration by gathering all the Home Language Surveys that indicate any language other than English spoken by the student. EL teachers gather all prior records from students who come from other schools. If records cannot be attained, then the student must be tested. All students who do not have a WIDA score from the previous spring will be given the WIDA Screener to determine if he or she qualifies for EL services. Students who have received WIDA scores from the past school year will receive EL services depending on their previous year score. By the third week of school, the EL teachers complete testing and identifies the services each EL requires. If a student enrolls mid-year, the same process is completed as indicated from the beginning of the year, within 10 days of enrollment in school. EL teachers receive results from ACCESS 2.0 and use the results to determine how many hours of service the EL student will receive. EL teachers also evaluate each student's scores in Listening, Speaking, Reading, and Writing to determine what level of English instruction and academic content will be implemented into the curriculum for each group. Teachers use data from standardized tests, including TN Ready and MAP assessments, to individualize and differentiate English language instruction.

- **Specific instructional programs, practices, and strategies the proposed school will employ to ensure academic success and equitable access to the core academic program for EL students**

After EL teachers receive the WIDA scores, the EL teachers connect with the general education teachers to review the Can Do Descriptors to identify what language learners can do at various stages of language development as they engage in teaching and learning in class. Comparing the ELL students' skills with the Can Do descriptors helps EL and general education teacher create learning environments for ELL students based on what they can do and to determine the most appropriate way to make the academic content accessible for ELL students. The EL teachers and classroom teachers also work together during actual instruction to create the best possible learning environment for ELs.

As the year progresses, the EL teachers continue to participate in grade level planning meetings and also review and modify regular classroom lessons as needed so that ELLs are reaching state standards and are being provided with academic rigor, while simultaneously providing accommodations to support the needs of each individual English language learner.

The data analysis process described in sections 1.7 also apply to all special population students. Those daily, weekly and quarterly processes ensure that EL students succeed academically and have access to the core academic programs and systems.

CPL enjoys significant success with EL students. More than 90% of EL student re-enrolled this year, indicating a high parent satisfaction rate. In addition, CPL earned the highest score the state provides (a 4 out of 4) on the English Language Proficiency Assessment meaning CPL does an outstanding job of helping EL students meet growth standards compared to others across the state.

- **Plans for ensuring individual learning plans (ILPs) are maintained and addressed**

WIDA ACCESS 2.0 results will be used to determine how many hours of service an EL student will receive. EL teachers also evaluate each student's scores in Listening, Speaking, Reading, and Writing to determine what level of English instruction and academic content will be implemented into the curriculum. Teachers use data from standardized tests, including TN Ready and MAP assessments, to monitor and evaluate the progress and success of EL students.

English learners who take WIDA ACCESS and score a 4.2 or higher composite and 4.0 or higher for literacy may be exited from receiving ELL direct services and become a Transitional I student. These students do not receive EL services but are monitored consistently throughout the year by the EL teachers. English language learners who receive a 3.6 or below require EL services for an hour a day. A score of 3.7-4.1 still qualifies a student for EL services but does not require an hour a day.

The Director of Special Education works with the school principal, dean of instruction, general education teachers and ELL teachers to ensure that ILPs are maintained and addressed for each eligible student.

- **Plans for monitoring and evaluating the progress and success of EL students, including exiting students from EL services.**

The CPL EL teachers and Director of Special Education will be responsible for monitoring and evaluating the progress and success of EL students, including exiting students from EL services. The Director of Special Education will also work with the school principal, dean of instruction, general education teachers and EL teachers to ensure that EL students progress as expected and exit when appropriate.

- e. **Describe the following related to at-risk students:**

- **Methods for identifying at-risk students through academic and behavioral processes**

CPL executes the RTI process to identify students at risk academically. All students will take the MAP assessment as the universal screener. Students who perform less than the 20th percentile in either Math or Reading are determined to be at risk. Those students will take either the AReading diagnostic or AMath diagnostic to identify the specific areas to target for their intervention.

CPL uses Live School data to identify students at risk behaviorally. One month after school starts, the Dean of Culture will review Live School data to identify the students that have earned the most demerits and other standard consequences. An informal behavior plan created by the school counselor will be implemented in order to address the areas of concern.

- **How the proposed school will address the learning needs of at-risk students and monitor their progress. Specify the programs, strategies, and supports that will be provided.**

All students will go through the screening process, as described earlier in the application. Once students have been tiered as either Tier I, Tier II or Tier III, they will receive specific interventions that best meet their areas of need. During the Learning Lab block of instruction, the following interventions will be used to meet the learning needs of students who are performing below grade level:

- I Ready Common Core Lessons - I Ready Common Core Lessons provides teachers with an action plan for individual and group instruction as well as the tools to deliver that instruction in any style learning environment. The domains addressed in the lessons include phonological awareness, phonics, high frequency words, vocabulary, and comprehension.

- Reading Mastery - Reading Mastery helps students develop into fluent, independent, and highly skilled readers with this Direct Instruction reading intervention program. It provides targeted instruction related to the skills and information presented in Reading Mastery® Signature Edition and Corrective Reading Decoding. It helps students meet the rigorous CCSS in vocabulary, writing, and comprehension through explicit instruction, modeling, guided practice, and independent practice.
- Corrective Reading - Corrective Reading is a powerful Direct Instruction remedial reading series that solves a wide range of problems for struggling older readers, even if they have failed with other approaches. Explicit, step-by-step lessons are organized around two major strands, Decoding and Comprehension, which may be used separately or together to customize instruction for student needs. Each strand of Corrective Reading has four levels that teach foundation skills for non-readers to seventh grade-level material.

f. Describe the following related to gifted students:

- **Methods for identifying and meeting the needs of intellectually gifted students, including specific research-based instructional programs, practices, strategies, and opportunities the proposed school will employ or provide to enhance their abilities:**

At the beginning of the school year, students are administered the MAP assessment as a universal screener. Students who achieve the 85th percentile in two academic areas will receive a permission slip for an individual screening. After receiving a signed permission for individual screening form, gifted teacher requests classroom teachers to complete TNCreat and TnTOC forms for identified student(s). Gifted teacher compiles TnPIF, TNCreat, and TnTOC forms for comparison with the TN K-12 Intellectually Gifted Grid. Students who meet minimum first range criteria (TnTOC 16, TnTOC+ 21) are referred for a comprehensive evaluation and gifted teacher initiates formal IEP process.

Gifted students will be taught using the William and Mary Gifted Curriculum Math and Language Arts curriculum. All units are aligned to the Common Core standards of the grade, as well as a maximum of three grade levels above the grade level. Instructional strategies embedded within the curriculum include content-based thinking models, opportunities for discussion and the analyzation and justification of responses. Students will complete culminating projects at the end of each unit.

- **Plans for monitoring and evaluating the progress and success of intellectually gifted students:**

Intellectually gifted students will be monitored based on their performance on William and Mary projects that are completed during their gifted resource sessions. In addition, data from core classes will be monitored based on their performance on daily exit tickets, weekly SWYK quizzes, NWEA MAP results, quarterly Interim Assessments and TN Ready. The application states, the Gifted Program Lead will work closely with general education teachers to identify potentially gifted students but does not explain the quantitative data points. The quantitative data points considered by the Gifted Lead, general education teachers and principal regarding the success of the Gifted Program and growth and development of students in the gifted program include Do Nows, Exit Tickets, SWYK results, interim assessments, MAP scores and TN Ready results. Gifted students should display grade level, or higher, mastery on each of these assessments.

As indicated in the Professional Development section of the application, school leaders and teachers review the Exit Tickets, SWYK results and reteach data each week to ensure that the interventions lead to student mastery. To ensure that teachers (general education and special education) are equipped to teach students with disabilities, the Director of Special Education will provide PD on the following: Inclusion, Writing IEP's, Multi-sensory Learning and Differentiation.

The case manager, with the direction from the Special Education Director, will support general education teachers with the implementation of all modifications and accommodations.

The data analysis process described in section 1.7 also apply to intellectually gifted students. Those daily, weekly and quarterly processes ensure that gifted students succeed academically.

I.10 School Culture and Discipline

- a. **Provide as Attachment B the Student Handbook and/or forms that will be provided to or required of students and families.**

Please see the amended handbook that includes information on promotion and retention related to Tennessee's 3rd Grade Commitment. These details were shared with students and families on May 22, 2023 and will be included in the student and parent handbook for the 2023-24 school year.

- b. **Describe the desired school culture or ethos of the proposed school and how it will promote a positive academic environment and reinforce the school's mission, vision and goals**

CPL spent the last 10 years creating a positive academic environment that reinforces the schools' mission vision and goals. Students enjoy long-lasting relationships with teachers and staff and the consistency of the school expectations year over year create a safe and nurturing environment in the school.

A visitor walking down the hall of CPL would notice the college banners displayed on the walls, the school values and expectations posted in classrooms, hallways and bathrooms, and see students joyfully engaging in learning throughout the building. CPL created this school culture through 10 years of hard work and consistency and therefore enjoys an unmistakable school culture woven through every aspect of the school that will continue if authorized by MSCS.

The current school culture, and therefore future school culture, will be grounded in the following core values: Respect, Responsibility, Kindness, Integrity, and Fortitude. We strongly believe that these core values will promote a positive academic environment because they will allow students to practice observable, aligned, and replicable behaviors that will help them to access rigorous content and be contributors to their learning community. The academic habits that are aligned to these core values will be posted in the classrooms, and in the inside of each student binders so that they are ever-present and internalized by our students.

The following classroom expectations matrix reflects these academic habits. This matrix will be used school-wide, and will be adapted for K-2, Special populations, and ESL students through the addition of visual supports as cues for each of the expectations. Teachers will explicitly teach and address what students need by referencing the values and corresponding academic habits.

CEG Behavior Expectations Matrix

Classroom Expectations

Fortitude

Work hard and give 100% effort.

Problem-solve by re-reading, and looking at notes, models, and anchor charts for help.

Responsibility

Follow directions the first time they are given.

S.V.A.G. = Sit up straight, Watch the teacher, Ask and answer questions, Give encouragement.

Use accountable talk when agreeing, disagreeing, or building on an answer.

Respect

Keep your hands and feet to yourself.

Use the appropriate voice codes (ex. Library Voice – partner work, Professional Voice -answering whole group, and Voice Off -silent solo work time).

Stay in your seat.

Kindness

Encourage and support classmates (Snaps - for correct answers; You Rock Sign - to show agreement; Root Them On Sign - to encourage).

Use 'thank you' and 'please.'

Integrity

Admit your mistakes.

Ask questions to learn how to fix your mistakes.

Correct your errors and mark it with your pencil.

We want to hold students to high expectations by requiring them to be always engaged. We want them to be cognizant of their posture, so that they are always in SWAG - a posture that allows for them to pay attention, track the speaker, and support struggling learners through encouragement. We stress consistent tracking because students are more likely to remember information when they are actively listening and watching. We also want to have a school that normalizes academic errors and encourages productive struggles. Our core values of Integrity and Fortitude include academic habits that foster these practices. Students will be receiving academic content at or above grade level during core instruction, it's imperative that they strive to find answers using every available avenue, such as re-reading, looking at anchor charts, and referencing notes. We also want them to encourage others involved in productive struggle by using silent hand signals to cheer on their classmates but allow them the quiet contemplation to work through difficulties. Finally, we want students to routinely fix their mistakes. We don't believe that it's enough to simply acknowledge them, but to identify the misconception, and physically correct it. This will allow true learning to take root, and blossom. When students adhere to these values, these type of classroom settings provide emotional and academic safety for various subgroups: EL, special need students, and struggling students. They will feel empowered to share answers and take academic risks in a supportive environment because it will be the expectation, not the exception. Our environment will allow for students' peers and the teacher to provide encouragement and prompting to fix behaviors that don't align to the classroom expectations.

Also, by doing this, they can tune in to the responses of other classmates, and use accountable talk to agree, disagree, or build upon the findings of other students. These interactions will parallel those of a college environment.

Every classroom will have teachers who are delivering enthusiastic and well-prepared lessons. Students will be active owners in the lesson, engaging the teacher, asking thoughtful questions, and exuding joyful attitudes toward the learning experience. There is a sense of urgency within the school: classes maximize time, transitions are efficient, and all energies drive toward a college-preparatory mindset. Students interact respectfully with peers and adults, whether they are teachers or guests. School-wide systems provide teachers specific and actionable ways to limit misbehaviors and deal with them appropriately. Scholars represent and act in accordance with the values of CEG even outside of the school building. Families feel pride in their school and actively engage as stakeholders in their child's education. Teachers feel supported and heard by the administration.

The CEG mission acknowledges that Wisdom and Knowledge are equally important in the education of a student. Both cover a multitude of skills that can be taught and learned. Any child can learn at the highest academic levels, if given the proper opportunity and support. For this lofty goal to be accomplished, CPL must create an unmistakable school culture of support, respect, discipline, and persistence. Schools must teach students to want to do the right thing, because it is the right thing, and ultimately because it takes a community of people doing the right things to bring lasting change. Students must take joy in the act of learning itself. Learning, the process of knowing something and being able to demonstrate that knowledge, creates a longing for more learning. As Paul Tough writes in his book *Whatever It Takes*, "learning begets learning and skill begets skill."

c. Explain how you will create, implement, and sustain this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for acculturating students who enter mid-year.

CEG believes a school creates and sustains the desired culture beginning from day 1 through the actions of adult staff, students and parents. The process starts with the staff during the summer.

CEG and school leaders invest significant time during summer professional development sessions casting vision for the desired school culture and then equipping the adults to create that culture. Role plays, conversations, watching videos and practicing drive the summer professional development that equips the staff with both the vision and the tools for the proper school culture. The focus of these multi-level strategies will be to help staff be proactive and provide intensive support systems so that every single student --- including special populations--- can meet and exceed expectations. Some of the intervention strategies that reflect PBIS and Teach Like a Champion strategies will be used to get 100% of students to be in a position to get access to high quality content and instruction. Specific teaching points and models that will be used school-wide to explicitly

teach students, prevent possible behavior issues, and respond with positive reinforcement throughout the school year are outlined in the table below:

Intervention	Explanation	Example
Proximity	Standing near a child who is having difficulty can be quite effective. It's best to stand near the child without losing lesson momentum. Proximity helps them to control impulses.	When Rachel is off-task, the teacher continues to teach the group, while at the same time, moving toward Rachel or standing next to her. Once her behavior improves, the teacher says, "Thank you Rachel for showing respect with your attention."
"What to Do" Redirections (Teach Like a Champion , Technique #37 – <i>What to Do</i>)	Use a specific, concrete, observable, and/or sequential, direction to students. This helps students to know "what to do," instead of focusing on the "why."	Ms. Carter asks students to put their homework on their desk. However, Melanie does not comply. Ms. Carter follows with a more specific, concrete, sequential, and observable direction to Melanie: <u>Clear what to do:</u> "Take out your homework folder. Look in the left-hand side of the pocket for your homework. Pull it out. Place it on your desk."
Offer Choice	When redirection becomes unsuccessful, offering choice works best. This is the statement of two alternatives --- the preferred/desired alternative AND the less preferred alternative. Make sure that the choices offered do not contradict school-wide expectations. Pause after offering choice, and when the student chooses wisely, provide precise praise.	"McKenzie, you have been asked to begin writing and solving number 5. You may finish the task now before special activity, or you may complete it during special activity. I'll give you a moment to make the right choice." OR "Stephen, you can get organized and work at your seat, or you can work in the quiet area". Which do you prefer?
Private Conversation/Student Conference	This is a lengthier problem-solving opportunity when behavior increases in frequency or intensifies. The behavior is discussed, the desired behavior is taught, and a plan is made. This should be done privately.	"Becky, several times today I have reminded you about talking. When asked to stop talking, you should close your mouth immediately, and focus on completing the work. If you finish early, you may read your AR book, but not talk. How can I help you do that so you can remember? Let's commit now to doing that so you won't have to earn any more demerits."

<p>Narrate the Positive and Precise Praise (Teach Like a Champion, Technique #44 – Precise Praise)</p>	<p>In teaching it's helpful to use "prompting" to help redirect behavior. The teacher praises an appropriately behaving student in proximity to the inappropriately behaving student. The precise praise of another student serves as a reminder to the poorly behaved student.</p>	<p>James is off-task and looking around the room.</p> <p>"I like the way Bobby is working diligently and writing answers in complete sentences." (teacher looks at James when they say this)</p> <p>Narrate the positive:</p> <p>Once James start working</p> <p>"James is working diligently now. I know he's going to finish in time."</p>
<p>Reference School/Classroom Expectations</p>	<p>Referencing school-wide expectations and procedures reminds students of the full expectation within a particular setting. With this approach, you explicitly reference the school expectation/procedure, and give them the chance to model the skill. Use positive feedback once the student has exhibited the expected behavior.</p>	<p>"Megan, show our Core Value of Fortitude when you can't find an answer. Find another resource that can help. One resource is your notes. Go to your notes from yesterday and find the area formula."</p> <p>Megan finds the answer:</p> <p>"That's right. Now next time you get stuck, how can you show Fortitude to get through it?" (Megan responds)</p> <p>Teacher could also point to the class matrix to reference the values.</p>
<p>Strong Voice (Teach Like a Champion, Technique #38 – Strong Voice)</p>	<p>To show authority, teachers must rely on intentional verbal and non-verbal moves. Key principles of Strong Voice include:</p> <ol style="list-style-type: none"> 1. Economy of language 2. Do not talk over 3. Do not engage, 4. Square up/stand still, and 5. Quiet power. 	<p>Mr. King notices 2 students having a conversation in the back of the classroom while another student is explaining an answer. He faces the students and makes sure that his shoulders and feet are squared up. (Square up/stand still).</p> <p>He makes sure that his tone is calm and controlled (Quiet power), and then uses as few words as possible to redirect students: "Mouths closed, track the speaker." (Economy of language).</p> <p>Mr. Harris is providing students with the homework assignment for the night. However, several have already</p>

		<p>decided to pack up. Instead of continuing, he stops and does a self-interrupt (Do not talk over). Students notice this, and stop packing up to hear his directions.</p> <p>Kyle is pushing Tina’s chair. Ms. Cohen corrects Kyle, and Kyle replies: “She was pushing my chair last period.” Instead of engaging in a conversation or focusing on whether Tina did this, Ms. Cohen decides to focus on the explicit direction she gave to Kyle and repeat the correction. “Kyle, do not push Tina’s chair.” (Do not engage)</p>
<p>Build Relationships</p>	<p>Teachers possess great power to motivate students. Building relationships helps students to believe they have great potential, inspires them to work harder, and invests them in the process of being a life-long learner. When students feel supported and cared about, they are more willing to meet high expectations.</p> <p>*Much of this information was taken from the Missouri School-wide Positive Behavior Support Workbook http://pbissmissouri.org/wp-content/uploads/2013/04/Tier-I-Ch.-6.pdf?9d7bd4 and Doug Lemov’s Teach Like a Champion.</p>	<p>Be prepared and organized every day</p> <ul style="list-style-type: none"> – Deliver quality lessons each day; be organized and neat; provide graded work and feedback within a timely manner, eliminate “down time,” exhibit order and efficiency at all times. .Keep your word – When you promise students that you will do something, always follow through. .Show personal interest - Ask students about their weekend, what they look forward to, their family, and aspirations. .Listen – Remember important details that students share with you and follow up. <p>Be honest – Provide students with honest responses and rationale for why you do things.</p> <p>Greet students – Let students know that you enjoy teaching them and seeing them each day.</p> <p>J-Factor (Teach Like a Champion, #46) – Bring energy, passion, zest, and creativity into each lesson.</p>

Next, school leaders communicate the desired culture to all prospective parents and students. The expectations provided to parents and students during enrollment become the foundation for conversations once school begins.

Once school begins, CPL must ensure new and returning students feel safe, especially from bullying and checking. The school must make it clear that no student should suffer disrespect from another student. We hold students responsible for disrespect they may show themselves, their peers, their teachers, the staff and the school.

After creating a safe place, CPL leaders focus on building character. If teachers tell students what to do, they achieve compliance. If teachers tell students how to do it, they achieve proficiency. But if they tell students why to do it, they achieve investment. CPL staff will teach systems, procedures and expectations, taking time to provide the “why” behind each so students can “buy-in” to the school culture and begin growing in Wisdom.

In addition to receiving training on these key PBIS interventions and strategies, teachers will also receive scripted lesson plans for the first 20 days of schools that will give explicit language, prompts, PowerPoints, and visuals to support school culture. Students will understand each person’s role in their academic success, the expectations that support that success, and how that Wisdom and Knowledge can be lived out in their community. During the first 20 days there will be frequent correction and praise to promote the Core Value and the associated academic habit.

Parents and students will also learn about the LiveSchool behavior management portal that will document all of the students’ behavioral progress, and specific behaviors to show how they are meeting the school’s high expectations.

CPL students will grow in Wisdom and Knowledge every day, and in doing so, will exhibit:

- Fortitude – Handle adversity with courage and character.
- Responsibility – Do what is right and what is required.
- Respect – Show consideration and care for yourself and your community.
- Kindness – Help others and encourage them to succeed.
- Integrity – Tell the truth at all times.

To set students up for college and career success, CPL staff will help students understand the behaviors that will contribute to their success, and the behaviors that will create obstacles. Students should contribute to their community by displaying positive behaviors and making good decisions. A school-wide system creates a positive community of learners, where everyone is aware of the expectations. This system is administered by school staff for individual student behaviors. This helps to remind students not to repeat misbehaviors and to use their learning time wisely. When students misbehave, they are issued demerits and when they make good choices, they are issued merits.

This consistent system allows students to enjoy rewards and benefits for displaying good character and receive demerits, loss of privileges and other consequences for poor choices. These tools will help students get prepared for college and a life of leading after graduating from college. Scholars will receive a detailed description of merits and demerits, along with possible rewards and consequences, during their first week of school. Each week thereafter, students and parents receive regular weekly reports describing the choices the student made during the week.

Students who enter after the first few weeks of school, when systems, routines and culture are explicitly communicated, will be acculturated into the school culture by the Dean of Culture. The new student will tour with the Dean of Culture, observing the systems and routines of the school. The Dean of Culture will share the reasons behind the process and provide some advice on how to quickly adapt into the school culture.

After the Dean of Culture provides the tour, the student enters the classroom. The classroom teacher knows to spend the first few days teaching the students the more detailed expectations and providing similar language as all students received in the first week (for example “you would have earned a demerit for that.”) After the first week, the student should have a clear understanding of most of the expectations and be able to begin growing in Wisdom each day. If new students are not successfully acculturated, the Dean of Culture will follow up with the parent and student to have follow up sessions in which they practice the systems with both the parent and student.

CEG expects current CPL leaders and teachers will comprise a minimum of 70% of the staff for the 2024-25 school year. Their experience and relationships with students and parents will provide immense benefit in maintaining the school culture during the transition to a new authorizer.

- d. Explain how the school culture will embrace special populations, including students with disabilities, ELs, and students at risk of academic failure or dropping out.**

The CEG mission statement begins with the words “All students.” CEG values every student equally and therefore will embrace all students with special needs, including students with disabilities, English Language Learners and students at risk of academic failure. All students will participate in the onboarding process of schoolwide expectations and the discipline policy. For students who struggle with understanding the preliminary onboarding presentations, and throughout the school year, time will be spent to provide individualized follow up sessions with students via their case managers --- SPED teachers and ELL teachers. These instructors will have in-depth knowledge of each student’s strengths and learning goals, which can be incorporated into how the re-teach and reiterate our school’s expectations. They will use the Live School behavior management platform to provide audio and visual cues to help students understand their progress throughout the day. In addition, the Live School platform provides a weekly report, rooted in easy-to-read bar graphs, totals, and point totals to help students and their parents track their progress. The ELL and SPED teachers will also be used to co-plan activities or approaches that special populations can respond to best. Also, the ELL teachers will set up introductory meetings with all parents on their caseload and ensure that an interpreter is provided. They will use that meeting to relay the school-wide expectations, and to explain to them how to read the Live School reports. If these approaches do not work, teaching teams can use options from the menu below for more intensive support.

Tier II	Intervention Description
Behavior Contracts	The behavior contract provides details on the expectations of the student and teacher in meeting the expectations of the behavioral concern. The student has input on the contract for identifying the appropriate behaviors and earning rewards.
Check In Check Out	Check In Check Out focuses on improving students classroom behaviors through motivation. The student is working on 2-3 target behaviors based on Live School data. He or she works on those skills and if at the end of the day/lesson/class they accomplish those behaviors as assessed on their Daily Point Sheet, then the student gets the reward/ incentive.
Social Skills Classes	Social Skills sessions teach students appropriate behaviors when dealing with everyday interactions. Topics can include the following: <ol style="list-style-type: none"> 1. Bullying 2. Anger Management 3. Making Friends 4. Social Skills 5. Working Together 6. Following Directions
Counseling Sessions	The process in which a counselor holds face to face talks with another person to help him or her solve a personal problem, or help improve that person's attitude, behavior, or character.

Tier III	Intervention Description
Informal Formal Behavior Assessment	The process in which a counselor holds face to face talks with another person to help him or her solve a personal problem, or help improve that person's attitude, behavior, or character.
Informal Behavior Plan	The Informal Behavior Plan A is a plan that is designed to teach and reward positive behaviors. This can help prevent or stop problem behaviors in school. The BIP is based on the results of the FBA.
Individual Counseling Sessions	The process in which a counselor holds face to face talks with another person to help him or her solve a personal problem, or help improve that person's attitude, behavior, or character.

All students will be held to high expectations, but some students will need individual behavior plans and other supports to reach those high expectations. Staff work together to properly identify students with special needs and works to create a plan that allows those students to be successful and to grow in Wisdom.

The plan will consist of specific interventions such as Check In Check Out, Daily Point Sheets, Reflection. The merit/demerit system will be used as data points to determine the specific area that students need development on. The counselor and teachers will collaborate to create a plan that best meets the needs of students who are not responding to Tier I behavior supports.

CPL will ensure that all requirements of state and federal laws (including, but not limited to the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973), rules and policies are followed when disciplining students with disabilities.

e. Provide the student discipline policy as Attachment C, if not already included in Attachment B of the school handbook.

The student discipline policy is found in Attachment B.

f. If not addressed in the student discipline policy, describe the philosophy for student discipline that supports the proposed school's model, including:

- **Practices the school will use to promote good behavior, including both penalties for infractions and incentives for positive behavior**

To set students up for college and career success, CPL helps students understand which behaviors will facilitate their success, and which ones will create future obstacles. Students will contribute to the school community by displaying positive behaviors and making good decisions. A school-wide system creates a positive community of learners, where everyone is aware of the expectations. Listed below are the critical success factors that promote good behavior.

CPL students will be celebrated for making good choices. Providing incentives to students helps to motivate students and lets them know that we are looking to “catch” them doing the right things. It also reinforces the life lesson that “*everything is earned.*”

Merits - Students earn merits or points for demonstrating positive behaviors that are connected to CEG’s 5 core values. We believe that students should always follow the classroom expectations aligned to the values and exceed expectations to get additional merits.

All students begin their day with 10 merits; 5 merits for having a complete uniform and 5 points for arriving to school on time. Throughout the day, their goal will be to maintain or exceed their 10-point totals. Their weekly goal will be to earn at least 45 points --- where they will then be awarded Platinum Scholar status. This status allows for weekly rewards that will be enjoyed by all other earners in their grade level.

Students may not request merits, nor can they earn a merit if a teacher must explicitly tell a student to perform an action. When issuing merits, teachers should explicitly state the student action that was exhibited to earn the merit and the core value the behavior was connected to. Below are examples of how students can earn a merit and promote the ideal school culture at various grade levels:

PREPROCKS MERITS	WAYS TO EARN K-2	WAYS TO EARN 3-5
RESPONSIBILITY	<ul style="list-style-type: none"> • A student consistently has all the materials they need every day. • A student volunteers to organize the class library and put books back in the bin. 	<ul style="list-style-type: none"> • A student makes additional notes without being told. • A student flawlessly organizes their binder before class. • A student studies and re-reads notes to

	<ul style="list-style-type: none"> • A student takes turns during a group discussion and uses active listening. 	prepare for an upcoming quiz.
RESPECT	<ul style="list-style-type: none"> • Consistently using 'ma'am' and 'sir' when responding to adults. • Holding the door for a class or group. 	<ul style="list-style-type: none"> • Using a respectful tone to diffuse a situation. • Helping a student to correct a situation.
FORTITUDE	<ul style="list-style-type: none"> • Getting additional tutoring to raise grades. • Engaging in additional I-Ready lessons to get more practice with material. • Taking extra Accelerated Reader quizzes to increase word acquisition. • Increasing score or gaining mastery on weekly SWYK Quizzes. 	<ul style="list-style-type: none"> • Finding multiple strategies or routes to solve a problem. • Asking thought-provoking questions or making comments that benefit the learning of the entire community. • Advocating for oneself or others to improve academic or behavioral performance. • Increasing scores or gaining mastery on weekly SWYK Quizzes.
INTEGRITY	<ul style="list-style-type: none"> • Reporting misconduct of classmates or self. • Answering more complex questions in class. • Keeping up with the class bathroom log. 	<ul style="list-style-type: none"> • Not entertaining foolish or disruptive behavior of others. • Politely correcting peers.
KINDNESS	<ul style="list-style-type: none"> • Filling a gap for someone: restoring materials, restoring something that was lost. • Providing encouragement and positive affirmations to others. • Giving a genuine compliment about another person's achievements or growth. • Showing patience and offering help to those who struggle. 	<ul style="list-style-type: none"> • The same can be applied to 3-5.

Class Points- Class points are a way to encourage unity within a homeroom. Homeroom Teams may earn class points based on the school's 5 Core Values.

Teachers will record points by writing the abbreviation for the Core Value(s) earned on the Tracking Sheet during the last 30 seconds of the period. Teachers must give students explicit feedback for how they earned certain class points, and why they didn't earn other ones. The first homeroom to earn 100 class points will be rewarded.

Classes in grades k-5 may earn class points if they meet the following criteria for each core value:

Core Values	
Fortitude	<ul style="list-style-type: none"> • The class earns at least 80% mastery on the weekly "Show What You Know" (SWYK) quiz, daily exit ticket, or major test. • Most students take the initiative to use multiple strategies and resources to find solutions, and work diligently throughout the class period.

Responsibility	<ul style="list-style-type: none"> • All students have turned in completed homework for the day. • Students carry out class transitions quickly, quietly, and efficiently.
Respect	<ul style="list-style-type: none"> • No more than 4 demerits were given throughout the class period. • Students consistently use accountable talk when communicating during class.
Kindness	<ul style="list-style-type: none"> • Students are encouraging and supportive to struggling learners (positive energy, snaps, power claps, patiently helping others, etc.).
Integrity	<ul style="list-style-type: none"> • Appropriately following the class honor code. (Keeping eyes on your own paper; no cheating). • Being honest about mistakes and action planning to improve them.

Student Incentives - It is important that we recognize students for the positive behaviors that they demonstrate. Students may earn daily, weekly, monthly and quarterly behavior incentives. Students should be celebrated for making good choices. Having incentives motivates students and lets them know that we are looking to “catch” them doing the right things. It also reinforces the life lesson that “everything is earned.”

Incentives/Programs			
Name	K-2	3-5	6-8
<p>Platinum Scholars</p> <p>Students who show positive behavior trends are recognized and celebrated each Friday during lunch or Choice Time. These students are those who earned a LiveSchool total of 45+ for the previous week.</p> <p>DOC: Runs LiveSchool reports Thursday afternoon. Hands out OOU slips Thursday before dismissal. Presents Platinum Scholars during Friday lunch</p>	<p>Students Can Earn</p> <p>Bingo Card Time</p> <p>Hide & Seek during Choice Time</p> <p>Jump Rope competition</p> <p>Musical chairs</p>	<p>Students Can Earn</p> <p>Computer game time.</p> <p>Kickball, soccer, basketball, and other field day games during choice time.</p> <p>Sock hop</p>	<p>Students Can Earn</p> <p>Talent Time – students exhibit their talents during an informal talent show.</p> <p>Line Dancing to popular dance songs</p> <p>Video Game Competition</p> <p>Chess or Checkers competition</p> <p>Dress Out</p> <p>*6-8 students will work with the Student Ambassador Club to vote for special weekly treats they would like to do.</p>

<p style="text-align: center;">Monthly Incentives</p> <p>Students must earn at least 200 merit points for the month.</p> <p>They will receive their reward during Choice Time or Lunch Time.</p> <p>The DOC will run the monthly in LiveSchool to designate which students have earned.</p>	<p style="text-align: center;">Students Can Earn</p> <p>Nature Walk</p> <p>Ice Cream Party</p> <p>Class Pet Play Time</p> <p>Mini Field Day Activities</p>	<p style="text-align: center;">Students Can Earn</p> <p>Treat bags with candy and small trinkets</p> <p>Treasure Chest Hunt (students go to the school's treasure chest to get a great of their choice).</p> <p>Scavenger Hunt</p>	<p style="text-align: center;">Students Can Earn</p> <p>Pizza Party</p> <p>Movie Time (1 hour) with popcorn.</p> <p>Field Trip to Museum or Zoo.</p> <p>*6-8 students will work with the Student Ambassador Club to vote for special weekly treats they would like to do.</p>
<p style="text-align: center;">Quarterly Incentives</p> <p>At the end of nine weeks, Quarterly Incentives will honor students who best exhibit the school's 5 Core values through the calculation of total merits earned and classroom performance.</p> <p>Students and parents will be invited to attend the celebration which includes the recognition of academic honors and behavior honors. Students who earn both academic and behavior honors will be identified as Scholars of the Quarter.</p> <p>These students will have their pictures taken and have their pictures posted in the hallways of the school. After the awards component of Grade Level Celebrations, students return to their grade level hallways where classrooms have been converted to a variety of stations</p> <p>Students may also go on field trips.</p>	<p style="text-align: center;">Students Can Earn</p> <p>Rotating stations may include coloring station; Music making station; cartoon watching station; science station</p> <p>Possible Field Trip: Zoo, Children's Museum, or College Trip</p>	<p style="text-align: center;">Students Can Earn</p> <p>Rotating stations may include: 1) Art station; 2) Video Game station; 3) Sports station; 4) Science experiment station</p> <p>Possible Field Trip: Chuck E. Cheese, Pink Palace Museum, or College Trip</p>	<p style="text-align: center;">Students Can Earn</p> <p>Rotating stations may include: 1) Movie station; 2) Nail Station ; 3) Game Room 4) Dance Room</p> <p>Possible Field Trip: Dave & Busters, National Civil Rights Museum, or College Trip</p> <p>*6-8 students will work with the Student Ambassador Club to vote for special weekly treats they would like to do.</p>

The Dean of Culture will be primarily responsible for organizing the weekly, monthly, and quarterly celebrations. Their primary responsibility will be the following: 1) Use Live School reports to track student progress and develop reports for administering to staff; 2) Ensure that teachers' roles for the implementation of the earned rewards are clearly delineated and captured inside of a google document and updated each week; 3) Arrange for quarterly field trips off-campus and planning discussion questions (if applicable) for each field trip. They will receive support (as needed) from the counselor, behavior team members, and Reset Coordinators to set up the events, and to help encourage to earn.

Demerits - When students display behaviors that are not aligned to the Core Values, they will earn a demerit, which is the loss of a merit. Specific behaviors are associated to the number of demerits that are lost. There are 2 types of demerits: Level 1 & Level 2 demerits. Level 1 demerits require a 2-point loss from the daily total, and Level 2 demerits require a 4-point loss from the daily total. Please see the table below for a breakdown of these demerit types:

Level 1 Demerits (2-point loss)	
1.	Insubordination (refusing to follow the same direction after 2 whole-class and/or individual prompts)
2.	Unprepared for Class
3.	Checking Another Student
4.	Disrespectful Response to Peers or Teacher
Level 2 Demerits (4 -point loss)	
5.	Cursing (profanity, racial slurs, blasphemy)
6.	Extreme Disrespect (i.e. raising voice, responding with negative comments --- “shut up,” “get out of my face,” “you are petty,”; walking away while the teacher is talking to them, etc.)
7.	Insubordination (refusing to follow the same direction after 3 whole-class and/or individual prompts)
8.	Bullying
9.	Other Extreme Behavior (description in Live School is required)

The Discipline Process for 3-5 is below

- Students will be encouraged to exhibit the Core Values for each class. When students make poor choices that violate these core values, they will receive the following consequences in the sequence.
- Students will receive office referrals on a class-by-class basis.
- Students with disabilities will receive additional teacher in-class intervention and staff will adhere to the strategies outlined in their formal behavior intervention plans.

Student Action	Teacher Action
1. 1st Level I Demerit	<ul style="list-style-type: none"> • Teacher communicates demerit to students. • Teacher provides the appropriate PBIS intervention and replacement behavior. • Teacher enters demerit in Live School.
2. 2nd Level I Demerit	<ul style="list-style-type: none"> • Teacher communicates demerit and referral warning to student. • Teacher provides the appropriate PBIS intervention and replacement behavior. • Teacher enters demerit in Live School. • Teacher enters Referral Warning in Live School.
3. 3rd Level I Demerit	<ul style="list-style-type: none"> • Teacher communicates demerit and gives the students a Referral. • Teacher contacts the Behavior Team. • The student is picked up by a Behavior Team member within 2 minutes, gets a Referral, and goes to the Reset

	Room.
4. 1st Level 2 Demerit	<ul style="list-style-type: none"> Teacher communicates demerit and gives the students a Referral. Teacher contacts the Behavior Team. The student is picked up by a Behavior Team member within 2 minutes, gets a Referral, and goes to the Reset Room

Additional Consequences

- These additional consequences explain what happens after students have received their first referral.
- Students who continue to earn demerits will get additional referrals, and the other consequences as seen below.
- The Reset Room Coordinator, the Dean of Culture, and behavior team members will be conducting intervention that includes replacement strategies, and goal setting to deter students from receiving additional consequences.
- The chart below also shows the alignment between earning demerits and suspensions.

Student Action	Behavior Team Action
<ul style="list-style-type: none"> The student has earned ≥ 6 demerits before lunch time. 	<ul style="list-style-type: none"> Student receives lunch detention.
<ul style="list-style-type: none"> The student has earned ≥ 10 demerits by 2:30pm. 	<ul style="list-style-type: none"> Student receives after school detention.
<ul style="list-style-type: none"> The student has received at least 3 referrals for the day, or earned ≥ 12 demerits by 2:00pm. 	<ul style="list-style-type: none"> Students may receive an overnight suspension with mandatory parent conference.
<ul style="list-style-type: none"> The student has received at least 5 referrals for the week, due to earning at least 16+ demerits for the week. 	<ul style="list-style-type: none"> Students may be required to participate in a mandatory parent conference.
<ul style="list-style-type: none"> If the student takes part in: <ul style="list-style-type: none"> Fighting a student Cursing out an adult Refusal to leave a class when told. Pushing, shoving, “bumping into” adults following a correct, or angry exchange. Skipping class Continued bullying Major disruptions during whole-school assemblies, PREPROCKS meetings, house meetings, graduations, honors ceremony, basketball games, fire drill, etc. 	<ul style="list-style-type: none"> Multiple-day (2-10) day suspension required with mandatory parent conference followed by a Tier 2 or 3 Informal Behavior Intervention Plan.

The Discipline Process for K-2 is below

- Kindergarten through 2nd grade students will also utilize demerits. However, to get more age-appropriate consequences, they will have more opportunities to redirect behaviors, and teachers will incorporate additional strategies.
- Kindergarten through 2nd grade will also utilize a clip system. The clip system involves having a clip with each students' name written on it. There will be 3 "faces" on the board that will be a happy face, a neutral face, and a sad face. If students are having a "good day," their clip will be on the happy face. If students decline in their behavior, they will go to the neutral face. A decline in behavior will lead to their clip being moved to the sad face. Throughout the day, students will be allowed to move their clip up if their behavior improves and they follow the Core Values.
- Students will receive office referrals on a class-by-class basis.
- Students with disabilities will receive additional teacher in-class intervention and staff will adhere to the strategies outlined in their formal behavior intervention plans.

Student Action	Teacher Action
1st Level I Demerit	<ul style="list-style-type: none"> • Teacher communicates demerit to students. • Teacher provides the appropriate PBIS intervention and replacement behavior. • Teacher enters demerit in Live School.
2 nd Level I Demerit	<ul style="list-style-type: none"> • Teacher communicates demerit to students and warning for clip to be moved. • Teacher provides the appropriate PBIS intervention and replacement behavior. • Teacher enters demerit in Live School.
3rd Level I Demerit	<ul style="list-style-type: none"> • Teacher communicates demerit and has student to move the clip to the neutral face. • Teacher provides the appropriate PBIS intervention and replacement behavior. • Teacher enters demerit in Live School.
4th Level I Demerit	<ul style="list-style-type: none"> • Teacher communicates demerit and gives the student an appropriate PBIS intervention and replacement behavior. • Teacher enters the demerit in Live School.
5 th Level I Demerit	<ul style="list-style-type: none"> • Teacher communicates demerit. • Teacher communicates demerit and has student to move the clip to the sad face. • Teacher provides the appropriate PBIS intervention and replacement behavior.
6 th Level I Demerit	<ul style="list-style-type: none"> • Teacher communicates demerit. • Teacher provides student with a Referral Warning and sends student to the Reflection Corner. The Reflection Corner will have items that help students to calm down (i.e. <i>Cool Down Corner Cards, reflection prompts, etc.</i>). <i>At the end of the 5 minutes, the teacher will have a brief [15-20] second follow up conversation with the student to assess their needs and provide support).</i>
7 th Level I Demerit	<ul style="list-style-type: none"> • Teacher communicates demerit and gives the students a Referral. • Teacher contacts the Behavior Team. • The student is picked up by a Behavior Team member within 2 minutes, gets a Referral, and goes to the Reset Room.
1st Level 2 Demerit	<ul style="list-style-type: none"> • Teacher communicates demerit and gives the students a Referral. • Teacher contacts the Behavior Team. • The student is picked up by a Behavior Team member within 2 minutes, gets a Referral, and goes to the Reset Room

- Upon returning from the Reset Room, the student will have the opportunity to move their clip up throughout the day.

- Each day, K-2 students will take home a behavior report to express whether they had a Great, Good, or Needs Improvement Day. The demerits they earned, and number of referrals earned will reflect their performance.
- Additional consequences for them are below:

Additional Consequences

- These additional consequences explain what happens after students have received their first referral.
- Students who continue to earn demerits will get additional referrals, and the other consequences as seen below.
- The Reset Room Coordinator, the Dean of Culture, and behavior team members will be conducting intervention that includes replacement strategies, and goal setting to deter students from receiving additional consequences.
- Below also shows the alignment between earning demerits and suspensions.

Student Action	Behavior Team Action
<ul style="list-style-type: none"> • The student has earned ≥ 8 demerits before lunch time. 	<ul style="list-style-type: none"> • Student receives lunch detention.
<ul style="list-style-type: none"> • The student has earned ≥ 12 demerits by 2:30pm. 	<ul style="list-style-type: none"> • Student receives 2 days of loss of Choice Time followed by parent phone call home.
<ul style="list-style-type: none"> • The student has received at least 3 referrals for the day, or earned ≥ 12 demerits by 2:00pm. 	<ul style="list-style-type: none"> • Students may receive an overnight suspension with mandatory parent conference.
<ul style="list-style-type: none"> • The student has received at least 5 referrals for the week, due to earning at least 16+ demerits for the week. 	<ul style="list-style-type: none"> • Students may be required to participate in a mandatory parent conference.
<ul style="list-style-type: none"> • If the student takes part in: <ul style="list-style-type: none"> ○ Fighting a student ○ Cursing out an adult ○ Refusal to leave a class when told. ○ Pushing, shoving, “bumping into” adults following a correct, or angry exchange. ○ Skipping class ○ Continued bullying ○ Major disruptions during whole-school assemblies, PREPROCKS meetings, house meetings, graduations, honors ceremony, basketball games, fire drill, etc. 	<ul style="list-style-type: none"> • Multiple-day (2-10 day) suspension required with mandatory parent conference followed by a Tier 2 or 3 Informal Behavior Intervention Plan.

- **A list and definitions of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively; procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion.**

CEG believes it is the role of educators to teach students proper behavior and to work with students who make poor decisions so they can become equipped to be college and career-ready adults. Students who consistently or repeatedly fail to uphold the standards of conduct and behavior, may be subject to disciplinary action up to and including expulsion.

For this policy, “suspension” means the removal of a student from the student’s regular school program for up to ten (10) school days. This suspension may be in or out of school. “Expulsion” means removed from the student’s regular school or removed from school attendance all together for 11 or more days. “Remand” shall be defined as assignment to an alternative school or program.

To ensure a safe and secure learning environment free of drugs, violence, and dangerous weapons, any student who engages in the following “Zero Tolerance” behaviors may be subject to suspension for a period of not less than one (1) school year:

- Bringing to school or unauthorized possession of a firearm as defined by 18 U.S.C. §921
- Committing aggravated assault of a “teacher, Principal, administrator, any other employee of an LEA or school resources officer”
- Unlawfully possessing any drug including any controlled substance, as defined by §39-17-403-415, controlled substance analog, as defined by §39-17-454 or legend drug, as defined by §53-10-101
 - Zero Tolerance Procedures
 - The school principal or designee will complete the following steps when administering the Zero-Tolerance policy:
 1. Obtain statements, photographs, and evidence
 2. Contact parent
 3. Contact Police precinct and obtain a copy of the police report if applicable
 4. Draft parent notification letter which includes the following rights to appeal expulsion to DHA re: guilt/innocence or due process only, appeal to the head of the charter school for modification of the mandatory or appeal to the school governing board re: guilt/innocence or due process only
 5. Contact Network and ASD Leadership
 6. Finalize and send home letter with CEG Zero Tolerance and DHA policies and procedures
 - Expelled means removed from the student’s regular school or removed from school attendance all together. Nothing in this code shall be constructed to prohibit the assignment of expelled students to an alternative school.
 - The following behaviors are also considered serious infractions and may lead to immediate suspension and/or expulsion:
 - a. Language used by students;
 - b. Respect for school employees;
 - c. Fighting, threats, bullying, cyberbullying, and hazing by students;
 - d. Damage to the property or person of others;
 - e. Misuse or destruction of school property;
 - f. Sale, distribution, use, or being under the influence of drugs, alcohol, or drug paraphernalia;
 - g. Student conduct on school property, conduct in classes, and conduct on school buses;
 - h. And other subjects that the school may choose to include, including those permissible reasons for suspension set forth in state law as:
 - i. Willful and persistent violation of the rules of the school;
 - j. Immoral or disreputable conduct or vulgar or profane language;
 - k. Violence or threatened violence against the person of any personnel attending or assigned to any school;
 - l. Willful or malicious damage to real or personal property of the school, or the property of any person attending or assigned to the school;
 - m. Inciting, advising, or counseling of others to engage in any of these acts;
 - n. Marking, defacing, or destroying school property;
 - o. Possession of a pistol, gun, or firearm on school property;

- p. Possession of a knife or other weapons as defined in T.C.A. § 39-17-1301 on school property;
- q. Assaulting a school leader, teacher, school bus driver, or other school personnel with vulgar, obscene, or threatening language;
- r. Unlawful use or possession of barbitol or legend drugs as defined in T.C.A. § 53-10-101;
- s. One (1) or more students initiating a physical attack on an individual student on school property or at a school-related activity, including travel to and from school or a school-related activity;
- t. Making a threat, including a false report, to use a bomb, dynamite, or any other deadly explosive or destructive device, including chemical weapons, on school property or at a school sponsored event;
- u. Any other conduct prejudicial to good order or discipline in any public school; and
- v. Off-campus criminal behavior that results in the student being legally charged with an offense that would be classified as a felony if the student was charged as an adult or if adjudicated delinquent for an offense that would be classified as a felony if the student was an adult, or if the student was convicted of a felony, and the student's continued presence in school poses a danger to persons or property or disrupts the educational process.
- w. Willful and persistent violation of the rules of the school or truancy
- x. Inciting, advising or counseling of others to engage in any of the acts included above
- Suspension and Expulsion as Consequences for Serious and/or Persistent Misbehavior
A student may be suspended and/or expelled for serious infractions. Misbehaviors in violation of the Student Code of Conduct, not otherwise constituting an expellable offense, may become a serious infraction subject to expulsion and/or suspension when the misbehavior is so persistent that, in cumulative effect, it is significantly disruptive of the educational process. The decision to expel shall be based on an assessment of the facts and circumstances of each case. Relevant factors, without prioritization, include, but are not limited to, the seriousness of the misconduct, the student's age, grade level, history of prior misconduct, health and safety issues, and disruptive effects upon the educational process.
- Suspension Process
In addition to the above list of serious violations, the Principal or designee has the authority to suspend a student for a period of up to five (5) school days to further investigate an incident or because of an emergency constituting endangerment to health or safety of students or staff.
- Prerequisites to Suspension
 - Prior to suspending a student, the Principal or designee must hold an informal conference with the student to:
 - Notify the student of the accusations against him/her;
 - Allow the student to relate his/her version of the incident; and
 - Determine whether the student's conduct warrants suspension
 - Notification to Parents
 - If the Principal or designee determines the student's conduct warrants suspension during the school day, the Principal or designee must notify the student's parents/guardians that the student has been suspended before the student is sent home on the day the suspension occurs. The Principal/School Director or designee will notify a suspended student's parents/guardians of the period of suspension, the grounds for the suspension, and the time and place for an opportunity to confer with the Principal/School Director.
- Credit During Suspension
 - A student shall receive credit for work missed during the period of suspension if the work is completed within the same number of school days that the student was absent on suspension.
- Expulsion Process
 - This process applies to expulsions (removal from the regular program for more than ten (10) days). The school will follow the steps below before applying an expulsion:
- Prerequisites for Expulsion
 - Prior to expelling a student, the Principal or designee must hold an informal conference with the student to:
 - Notify the student of the accusations against him/her;
 - Allow the student to relate his/her version of the incident;
 - Suspend the student for 5 days pending a decision on an expulsion.

- Notification of Parents
 - If the expulsion is applied, the Principal or designee shall immediately give written notice of the expulsion to the parent or guardian. The expulsion notice shall include the effective date and length of the expulsion, the reason for the expulsion, information about the parent's right to appeal the expulsion decision to the Network Appeals Officer and the Office of the Superintendent, and referral of the parent to the CEG's Alternative Education Coordinator in the Office of Portfolio Management, who will partner with the parent to assign the student to an alternative school, for which attendance is mandatory for the duration of the expulsion.
- Appeal to the Network Appeals Officer
 - Parents, students, or guardians who wish to appeal may do so. All appeals shall be filed, orally or in writing, within five (5) days after receipt of the notice and may be filed by the parent or guardian, the student, or any person holding a teaching license who is employed by CEG, the CEG or an CEG authorized charter or transformation operator if requested by the student. The notice shall also state that failure to timely request an appeal constitutes a waiver of further rights in the matter.

The appeal from this decision shall be to Director of Special Education, who serves as the Network Appeals Officer. If the Director of Special Education has been involved in the decision, the CAO will fill the role of the Network Appeals Officer.

The hearing shall be held no later than five (5) days after the beginning of the expulsion or remand. The Network Appeals Officer shall give written notice of the time and place of the hearing to the parent or guardian, the student, Principal, and director of schools who ordered the expulsion or remand. Notice shall also be given to any employee who requests a hearing on behalf of a student who is expelled or remanded.

After the hearing, the Network Appeals Officer may affirm the decision of the director of schools, order removal of the expulsion, remand unconditionally, or, upon such terms and conditions as it deems reasonable, assign the student to an alternative program or suspend the student for a specified period of time.

If the decision is determined by the Network Appeals Officer, a written record of the proceedings, including a summary of the facts and the reasons supporting the decision, shall be made by the disciplinary hearing authority.

- **An explanation of how the school will protect the rights of students with disabilities in disciplinary actions and proceedings**

CPL may discipline students with special needs using in-school suspension, or out-of-school suspension. During in-school suspension, the school must provide services comparable to the student's IEP services and allow opportunities for the student to participate in his or her general curriculum. A student with disabilities may be suspended for up to 10 days without a duty to provide continued services specified in the student's Individual Education Program (IEP), review his or her Behavior Intervention Plan (BIP), or reconsider the Functional Behavior Assessment (FBA).

If a student is expelled or remanded, a manifestation determination review (MDR) must be conducted within the first 5 days of the student's removal. Parents must be notified at least 24 hours prior to the MDR. The MDR shall be used to determine (1) whether the conduct in question was caused by or had a direct or substantial relationship to the child's disability, or (2) whether the conduct in question was the direct result of the school's failure to implement the IEP. Regardless of the MDR determination, services shall recommence on the 11th day of the student being removed from their primary school.

If the MDR determines that the conduct for a non-zero tolerance offense was a manifestation, the school must do the following: (a) conduct or review the student's FBA, (b) develop or modify a BIP, and (c) return the student to placement from which he or she was removed unless parents and school agree to a change of placement as part of modifications to the IEP or BIP. If the conduct was a zero-tolerance offense, the student can be placed in an alternative education setting for up to 45 days.

If the MDR determines that the conduct was not a manifestation, the student shall be disciplined in the same manner as non-disabled students would be for similar violations. Parent or school appeals of the MDR determination must be conducted within 20 days of notice of the MDR decision by the LEA representative. The representative has 10 days to render an appeal decision. During the appeal process, the student shall continue receiving disability services. Schools have the right to appeal to the special exceptions ruling if continuing IEP services is substantially likely to result in injury to the student or others. Students suspected of a disability should receive IDEA discipline protections if the school has knowledge that the student may have a disability before the behavior occurred. If the behavior occurs and the parent then alleges the child has a disability, schools should conduct an expedited evaluation. No discipline protections shall be provided until evaluation is complete.

- **The job description and qualifications of the administrative individuals responsible for carrying out the school's discipline policies**

All Capstone Education Group schools have a behavior team that is responsible for ensuring that the discipline policies are in place and are being implemented with fidelity in schools. The Behavior Team consists of the Dean of Culture, Reset Coordinator and Counselor. Below are the job descriptions and qualifications for each position.

Dean of Culture

Qualifications:

Experience in leading adults in an educational setting desired
Ability to have firm, loving, honest conversations with students and parents
Belief in the need for consistent rewards, consequences and behavior systems across all classes and grades
High capacity for organization and communication
Strong interpersonal skills
Willingness to work within a network of aligned schools
Belief in the CEG mission and CEG blueprint for accomplishing the mission
Desire to collaborate with school leaders on existing campus and from other campuses

Job Description:

Create, communicate and execute schoolwide systems that lead to the achievement of school specific goals and the organization's mission
Be the primary owner of school culture, ensuring the organization's values are evident every minute of every day in every area
Ensure the consistent, replicable execution of school strategies and systems
Attend Leadership Team Meetings, Re-Set Meetings, Professional Development Meetings and work the administrative summer schedule
Work with the LT to visit and communicate with key people and organizations in the community, building support and understanding of the CEG approach to education and attend events and meetings as needed
Participate in the student recruiting process
Lead by example the joy, urgency, and value of educating students and working with students, families, and community members
Represent the Principal or Director of Special Education in IEP mtgs daily

Reset Coordinator

Qualifications:

Ability to create a calm classroom environment for ISS
Experience in an urban school setting
Experience directly related to behavior and/or education
Belief that there is not a more urgent task than to provide an outstanding education and to develop the character of students from low-income, urban backgrounds
An unwavering conviction that all students can achieve at high levels
Commitment to do whatever it takes to prepare all students for college success
Entrepreneurial spirit, passion and energy
Ability to work well in a team of high performers
Goal-driven, self-reflective and analytical problem solver

Job Description

Lead Classroom each day for students still learning how to be successful in general education classrooms
Deliver and manage the work given to students to complete during re-set class
Record behavior and attendance of students
Contact parents as necessary
Work with the Behavior Team to design and implement outstanding school-wide behavior management plan to ensure all students achieve at high levels
Create and implement effective school wide systems that create a strong school culture
Devise and implement a plan for developing the character of students
Supervise after school detention hall

Counselor

Qualifications:

Licensed as a School Counselor in the state of Tennessee
Experience working with urban children or families
Experience directly related to behavior, social work or counseling
Desire to model and teach wise decision-making to middle school students
Belief that there is not a more urgent task than to provide an outstanding education to students from low-income, urban backgrounds
An unwavering conviction that all students can behave and achieve at high levels
Commitment to do whatever it takes to prepare all students for college success
Ability to work well in a team of high performers

Job Description:

Reinforce character traits while being highly visible throughout the school day
Check in with students who need extra support in the classroom
Write, track, and provide all behavior plans to teachers for high need students
Develop and coordinate all 504 plans
Provide all counseling mandated by IEP's
Organize and run all small groups (friendship group, self-esteem group)
Lead and/or assist in organizing sexual education and gang education and prevention
Provide counseling support as needed, based on circumstances in or outside of school that arise that prevent or impede on the student's ability to be successful in the classroom
Support the school and students as part of the staff, including breakfast, lunch, transitions, large group settings and other areas as needed

- **How students and parents will be informed of the school's discipline policy**

CPL expects most students in grades 1-5 in 2024-25 to be returning students who will already be aware of the school's discipline policy. However, all families, both new and returning, will receive information regarding the school's discipline policy.

During registration, all students and families will receive the discipline policy as part of the Family and Student Handbook. During the first week of school, explicit teaching of the discipline policy will be conducted as part of onboarding of students. Finally, during the school's first Open House, a presentation of the Family and Student handbook will be provided to parents as well. Then, each week, students and parents receive a summary report of the choices made by the student.

I.11 Recruitment and Enrollment

In this section:

(a) Provide as Attachment D the school's Enrollment Policy, which should include the following:

- Tentative dates for the application period and enrollment deadlines and procedures, including an explanation of how the school intends to receive and process application forms and run a lottery, if necessary (considering the authorizer's open enrollment and lottery schedule);
- Nondiscriminatory admission policies, pursuant to T.C.A. § 49-13-107;
- Any proposed articulation plans or agreements, pursuant to T.C.A. § 49-13-113;
- Identification of any pre-admission activities for students or parents; and
- Policies and procedures for student waitlists, withdrawals, re-enrollment, and transfers.

(b) Describe how parents and other members of the community will be informed about the proposed school. How are you assessing the demand for your school?

(c) Describe your plan to recruit students in the year prior to opening with this authorizer, including the strategies, activities, events, responsible parties, and the timeline. What established community organizations are you targeting for marketing and recruitment? Consider preschools, civic groups, camps, summer programs, faith-based institutions, etc.

(d) Describe how students will be given an equal opportunity to attend the proposed school. Specifically describe any plans for outreach to families in poverty, academically low achieving students, students with disabilities, English learners, and other students at risk of academic failure. If your school has a specific area of focus, describe the plan to market that focus.

(e) Describe student recruitment after the proposed school has opened. I would differ from preopening recruitment? Note, for sponsors of existing schools, please identify this with different from current enrollment strategies.

CPL expects most students in grades prek-4th grade at the end of 2023-24 to enroll in CPL for the 2024-25 school year. Therefore, the primary process of communication will be to existing families, followed by a general communication to families of Binghamton. Listed below and in Attachment D are the parameters for recruitment and enrollment.

Attachment D includes the school enrollment policy. General comments about the process include:

- Enrollment and admission is based on the choice of the parent, legal guardian, or custodian and is nondiscriminatory pursuant to T.C.A. § 49-13-107.
- All eligible students who submit a timely application shall be enrolled in the school, unless the number of applications exceeds the capacity of the program, in which case enrollment preferences and a lottery shall be instituted pursuant to state law and State Board rules.
- CPL provides for an open enrollment period during which parents/guardians may choose to enroll in the school and that, at minimum, addresses application period, lottery, waitlists, or any other admission processes.
- In the event of a lottery, CPL may accept students residing outside of the geographic boundaries of the school district, provided that the selection is in accordance with state law.

As part of the enrollment policy (see amended Attachment D), the school provides a proposed articulation agreement for Pre-K students that are a part of the CEG network, including the primary preference list, excluding Pre-K students to be in aligned with Tennessee Code Annotated. Additionally, Attachment D includes the updated enrollment policy timeline for the start of the proposed school.

School leaders will use the existing communication channels to inform parents and other members of the community about the shift from the ASD to authorization by MSCS. For parents, the primary form of communication will be the school newsletter. Every week each child receives a newsletter from the school regarding important information. Once approved, school leaders will consistently include information regarding this transition. After January, the communication in the newsletter will be more specific around the requirements for application and possible lottery regarding enrollment for the following year. Prior to that, the information sent to parents will be more general regarding the expected transition.

School leaders will also use the text feature found in PowerSchool as well as their unique social media school site to communicate important information regarding the transition. CEG will also post critical information, as well as a FAQ, on the website for current and future parents to read and review. Finally, information will be available during all the spring events on campus so that parents can pick up copies of flyers and other information regarding the transition. The school and organization will notify other members of the community through the normal ways we interact with them. Volunteers, community partners, and others will start receiving information if approved by MSCS so that they can be aware of the transition and be informed enough to answer questions that parents may have about the transition. We will also use campus billboards to make brief communications about the transition.

CPL plans to meet the stated enrollment goals primarily by retaining the current students who attend the school and reaching out to new residents coming to Binghampton over the summer of 2024, residing either in the existing residential options or moving into the new construction mentioned previously. The history of families sending their children to the Lester school building for elementary and middle school is strong and many of the current traditions have been in the school for long periods of time and will continue if authorized by MSCS.

CPL may also benefit from the analysis shared in the 2022-23 Educational Priorities Document, a key MSCS planning document that includes recommendations gleaned from enrollment and school performance data. That MSCS document reveals the need for quality seats in Binghampton: "For the elementary grade band...Binghampton /White Station needs an additional 200 seats. For the middle grade band, Jackson/Treadwell and Binghampton /White Station neighborhoods need an additional 251 and 196 seats, respectively." So clearly the research from MSCS indicates the continued need for CPL to serve the Binghampton neighborhood as a college preparatory elementary school that feeds a CEG middle school on the same campus.

We believe parents choose CPL as the option for their child based on the historical presence of the Lester building, school culture, the success of the school over the last ten years and relationships formed with CPL staff and teachers. We do not believe parents feel obligated to attend CPL currently because it is the zoned school for the neighborhood, nor do we feel that being an ASD school provides an incentive for parents to enroll. We feel parents are very much aware of their other options and choose CPL because they feel it is best for their child.

CPL hopes to continue to serve these families while moving from zoned enrollment to open enrollment. CPL will work hard to communicate the enrollment and potential lottery process to all existing families, so they understand the new enrollment system. CPL will communicate through all the channels noted above, indicating key dates and action items required of existing parents to participate in the enrollment or lottery process. Since CPL will continue to occupy the building and be available to serve the families of the community in a manner consistent with current academic plan and staff, CPL believes parents will be motivated to continue to send their children to the school and therefore will respond to the new process for enrolling in the school for the 2024-25 school year.

During CPL's tenure in the community, CEG has seen the impact of life changes in our families and the impact that has on year over year enrollment. Because these changes in enrollment are based on life circumstances more than parent decisions about school, we expect that same level of attrition to occur in our first year under MSCS. Therefore, we will need to backfill these students as we have every year since our opening, both in Year 1 and each year after opening.

In the past, CPL has used mailers, the campus billboard, radio and public billboard advertising to communicate available seats in our buildings. CPL has been able to meet financial goals despite having to backfill more than 20% of seats each year. While the enrollment fluctuates year over year, we expect enrollment to continue to be in the same range as previous years.

As noted previously, the Director of Public Relations and Recruitment and Principal will be responsible for all student recruitment initiatives for the newly authorized school. They will work with the CEO to develop and execute the student enrollment plan to reach enrollment targets. Example responsibilities include the following:

- Proactively meet with parents and community members during the critical March-August student recruiting period
- Develop and execute marketing strategies
- Attend recruiting fairs and community events to recruit students
- Conduct home visits with new and returning families
- Stay connected with parents over the summer, proactively calling them, encouraging them and answering questions they may have and working with them to ensure that their child is prepared to start school in August

CPL will be open to all eligible students. CPL will execute the recruitment plan as described above, but will include the following strategies for specific subgroups:

Students with Disabilities:

In all recruitment materials, CEG will explicitly state the school serves all students, including those with existing IEPs and 504 plans, as well as those who have struggled academically in other school environments.

CPL will meet with community organizations that serve child clients with disabilities (and their parents) to make them aware of our capacity to serve students with disabilities (e.g., the Parent Academy, the Department of Children and Families, Early Intervention Centers).

English Language Learners:

All promotional materials and applications will be printed in Spanish.

Spanish-speaking members of the school staff and parent community will participate at all community outreach events and information sessions to ensure that native Spanish speakers can fully understand our program and application process. For students that may speak other languages, our EL teachers will reach out to translators to support with communication.

We will attend and distribute materials at organizations throughout Memphis that provide adult EL classes and our support to families from other countries. Those organizations include: Memphis Refugee Empowerment Program, World Relief Memphis and local libraries and colleges.

Families in poverty and other risks of academic failure:

CPL has primarily served families in poverty and risk of academic failure for the past 10 years. The academic model, wrap-around services and supports and structure of the school day are designed to serve families of poverty and risk of academic failure. The demographics of Binghampton and Frayser, along with Parkway Village, indicate that most families and students fit this description and therefore most students recruited would be in the category.

As noted previously, CPL has ten years of relationships with organizations that will help communicate and connect with existing and new parents during the recruiting process. Some of these organizations are listed below:

- Lester Community Center
- Binghampton Development Corporation
- Junior League of Memphis
- Carpenter Art Garden
- The Exchange Club Family Center
- Agape Family Child and Services
- Service Over Self
- Eikon Ministries
- Memphis Public Library Service
- Memphis Refugee Empowerment Program
- World Relief Memphis
- Preschool, day care and Head Start programs
- Local churches and synagogues
- Memphis Education Fund
- Tennessee Charter School Center
- Stand for Children
- Memphis Lift
- Local Community Redevelopment organizations

These organizations work with many communities within Memphis which will help with reaching out to more families.

Recruitment after Year 1 includes retaining all rising 1st through 5th graders and recruiting new kindergarten students as well as filling in for students who have moved out of the neighborhood or have other life issues that prevent them from re-enrolling in Year 2. School leaders will connect with all existing parents in April of the first year, getting commitments from parents for Year 2.

Recruiting new kindergarteners begins during the fall of the first year. The Director of Public Relations and Recruitment will begin to connect with current pre-k and Head Start families throughout the city, inviting them to come see CPL. Tours will be given once per month. In addition, existing families will be given yard signs displaying the school logo and asked to put them in their yards. Social media will be used extensively to post regular pictures and updates of the founding classes, generating excitement for the next school year. Then, the Director of Public Relations and Recruitment will continue to use the systems and approaches used during the pre-opening to continue to attract additional students for Year 2.

New kindergarten students also come from CPL's existing PreK students. Each year CPL serves 40 PreK students who can easily enroll the following year in kindergarten on the same campus.

As noted earlier, backfilling open spots involves many of the same strategies. The school Principal and CEG Director of Public Relations and Recruitment will provide clear and accurate information to parents about the ability for new students to enroll. We are confident that our academic results, wrap-around support, and dedication to our students will provide the basis for a strong marketing campaign to fill open spots. Historically, CPL has reached its enrollment targets, including backfilling openings in grades 1-5 caused by family or life circumstances.

I.12 Parent and Community Engagement and Support

- a. What feedback regarding the startup of the school has been provided by the community including parents interested in enrolling their students in your school and how is this feedback been incorporated into this application? Provide a detailed explanation of how feedback was collected, and a strong rationale for the validity of responses.**
- b. Describe how you will engage parents and community members from the time that the proposed school is approved through the school's opening**
- c. Provide, as attachment E, any of the following: letters of support, including those with the local community, outreach to parents, intends to enroll, memoranda of understanding, or contracts that indicate the proposed school is welcomed by the community in which the in school intends to locate, is viewed as an attractive educational alternative, and or reflects the communities needs and interests**
- d. Outline how the proposed school will engage parents and community members prior to the schools opening and throughout the life of the school (in addition to any proposed governance roles)**
- e. Describe how parents will be informed and educated on all school policies and any commitments or volunteer opportunities the proposed school will seek from, offer to, or require of, parents**
- f. If not already identified, describe any programs you will offer to parents and/or the community and how they may support the school's mission and vision**

For the past 10 years, CPL has received parent feedback and input. Beginning with early enrollment communication in the spring, CPL receives input from parents regarding their desires for their child's school as well as their satisfaction with leaders and teachers. Currently, parents can begin to enroll their student during our early enrollment process and then, as a neighborhood school, they can enroll throughout the school year. The relative consistency in enrollment over the years provides ample evidence that parents desire for their child to attend CPL and high a high level of satisfaction. There are at least three other elementary options in the neighborhood and therefore the consistent enrollment of several hundred students at CPL every year indicates objective evidence that parents have a great desire for the college preparatory education offered at the school.

Parents also provide feedback directly to the school through parent surveys. The anonymous surveys are provided in the fall and spring and give parents a great opportunity to express their satisfaction in current programs and offerings as well as provide input into changes they would like to make. Parents have provided outstanding ideas and feedback as well as giving CPL consistently high scores on the parent survey for the past ten years. Every year CPL adjusts programs and policies based on parent surveys and therefore those are reflected both in the school's current programming as well as in this application. The results of the surveys are published and reviewed by the CEG governing board.

In 2021, CEG engaged parents utilizing the state approved trigger law to discover parent interest in CPL continuing to be the neighborhood school after the end of the 10-year MOU with the ASD. In just one week, 98% of respondents indicated they wanted CPL to continue as the neighborhood school. The response rate was extremely high, as 278 families (82%) of Cornerstone Prep Lester Campus provided signed, written affirmation of their desire for CEG to continue to run their neighborhood school as part of the trigger law. This overwhelming response provides dramatic evidence that parents like the program, teaching, culture, and success of CPL and desire for CPL to continue to be their child's school.

In the parent survey completed May 22, 2023, 96% of current Cornerstone Prep Lester Campus who completed the survey said they "Strongly Agree" or "Agree" that they are satisfied with their school. Clearly, parents overwhelmingly want CPL to continue to be their school of choice. CEG submits this application requesting the opportunity to continue to provide the educational option parents desire and deserve.

CPL parents will be notified of the new authorization through the normal communication channels (primarily notes sent home in the homework folders and emails and texts through PowerSchool.) CPL leaders will also host open house and Q&A to answer questions from the time the school is approved through the school's opening.

Community members will be informed about the transition into MSCS through the Capstone Education Group main website, Instagram page, flyer and mail outs and Facebook page. This communication will begin as soon as the application is approved and continue through the first day of school.

CEG may use other tools, such as mailings, billboards, open houses, home visits, apartment complex canvassing, neighborhood walks, radio and TV ads and other media outlets. CEG plans to attend the annual charter school fair and other places where parents may be seeking information about school options for their children.

The Director of Public Relations and Recruitment will be responsible for all parent communication initiatives. This person will work with the principal and CEO to develop and execute the parent communication, community engagement and student enrollment plan to reach enrollment targets for all schools. These two Support Services Staff members will work with school-based personnel to identify and develop relationships, partnerships, and relationships with key stakeholders.

The Director of Public Relations and Recruitment responsibilities include the following:

- Proactively meet with parents and community members during the critical March-August student recruiting period
- Develop and execute marketing strategies
- Attend recruiting fairs and community events to recruit students
- Conduct home visits with new and returning families
- Stay connected with parents over the summer, proactively calling them, encouraging them and answering questions they may have and working with them to ensure that their child is prepared to start school in August

To communicate to parents and key stakeholders during the pre-opening year, CEG will employ the following communication strategies:

- Open House
- Community Visits
- Canvassing
- Block Parties
- Social Media
- Recruitment Fair

CPL will be open to all eligible students and CEG wants to ensure that parents understand they have a seat at the school despite the change in school authorization. Therefore, CEG will include the following strategies for specific subgroups:

- **Students with Disabilities:**
In all communication materials, CEG will explicitly state the school serves all students, including those with existing IEPs and 504 plans, as well as those who have struggled academically in other school environments. CEG will meet with community organizations that serve child clients with disabilities (and their parents) to make them aware of our capacity to serve students with disabilities (e.g., the Parent Academy, the Department of Children and Families, Early Intervention Centers).
- **English Language Learners:**
All promotional materials and applications will be printed in Spanish. Spanish-speaking members of the school staff and parent community will participate at all community outreach events and information sessions to ensure that native Spanish speakers can fully understand our program and application process. For students that may speak other languages, our EL teachers will reach out to translators to support with communication.

We will attend and distribute materials at organizations throughout Memphis that provide adult EL classes and our support to families from other countries. Those organizations include: Memphis Refugee Empowerment Program, World Relief Memphis and local libraries and colleges.

CEG has ten years of experience serving ELL students in Memphis, as well as working with community partners that serve and support the ELL families outside of school. CEG will utilize their experience and relationships to continue this success with ELL students and families.

Community partners play an important role in supporting the growth and success of CEG schools, particularly in student recruitment, retention, and community advocacy. Over the last ten years, many organizations worked closely with CPL to attract students and families to CPL as the neighborhood school. Attachment E contains just a few letters of support from the many partners who support CPL.

The community organizations listed below also serve as trusted intermediaries between CPL and the community. They help facilitate enrollment and registration processes, and work to strengthen the relationship between CPL and community stakeholders.

Here are some of the key existing partnerships and the support they provide:

As we seek to forge relationships with families and community members and communicate the school transitions, we will initially target the following community organizations and partners:

Lester Community Center – after school programming for CPL students
Binghamton Development Corporation – enrollment support staffing, after school programming, lunch monitoring, employment support for parents, free tax services for CPL families, fundraisers, transportation support
Junior League of Memphis – tutoring, volunteers
Carpenter Art Garden – after school programming for CPL students
The Exchange Club Family Center – advocacy for CPL
Agape Family Child and Services – advocacy for CPL families
Service Over Self – after school programming for CPL and LP students
Eikon Ministries – student mentorship, after school programming
Memphis Refugee Empowerment Program – tutors, mentors, parent advocacy, translators, after school programming, CEG board member
World Relief Memphis – wrap around support for families
First Baptist Broad – afterschool meals and tutoring
Memphis Teacher Residency Program – teachers and literacy training for CPL
Le Bonheur – full wrap around services for all CPL students and families
Agape North – uniform sales and giveaways to CPL families
Christ Community Health Services – on site health services
Christ Methodist Church – volunteers, teacher support
Arise to Read – tutors for second grade
Memphis Athletic Ministries – afterschool sports for CPL students
Southern College of Optometry – on site eye exams

CEG believes that the involvement of parents and community members is critical to the success of the students. CPL will continue to provide a variety of opportunities for all stakeholders to be involved in the education of children in the school. CPL will also provide several opportunities for parent engagement during the summer before opening and also once the school year begins. These events are listed as part of the school calendar. Sample events are listed below:

- Annual Title I Meeting - to inform parents of title I rights, meet the teachers and leaders, learn about all the ways the parent can participate in the education of their child
- Open House - to meet teachers, tour the classrooms, allow parents to ask questions
- Literacy Night – opportunity for scholars to display reading skills and give parents resources for reading at home with their child. This aligns with the goal of partnering with parents in the education of their child as well as helping meet the goals of 1.3 years of growth in reading and increasing the ELA proficiency rate on TN Ready
- Math Night - opportunity for scholars to display math skills and give parents resources for math practice and games at home with their child. This aligns with the goal of partnering with parents in the education of their child as well as helping meet the goals of 1.3 years of growth in math and increasing the math proficiency rate on TN Ready

- Black History Night Program – celebrate history and have scholars share their dreams for the future. This aligns with the goal of equipping all students to attend, and subsequently, succeed in college
- Annual ELL Family Connection Night – encourage interaction of ESL families with each other and with staff
- Donuts with Dads and Muffins with Moms – increase parental engagement with the child in the school setting, allow children to show parents their work, desk and school
- Community Member Meet and Greet Events – connect the community with the school
- Principal Coffees – informal opportunity for parents to meet other parents, make suggestions and engage parents in the day-to-day working of the school
- Monthly Character Celebrations – celebrate scholars who have displayed CEG character traits, this aligns with the mission statement of equipping all students with the Wisdom (character) to succeed in college and become leaders in their community
- Quarterly honors programs – celebrate achievement, growth, attendance and behavior
- Community members sharing with classes during community meeting – real life modeling of core values, allow scholars to meet and learn from community members
- Parent training events/classes – parent select areas where they would like training or assistance
- Graduation Night for 8th grade – joyful celebration

Teachers will send home bi-weekly academic and character reports to keep parents informed of their child's progress. In addition, teachers regular phone calls to celebrate student achievement and to work with families on the education of their child. Mid-term report cards will also be sent home in the middle of each grading period. These reports also include teacher comments where parents can hear directly from their child's teacher.

School policies, commitments and volunteer opportunities are first presented to parents during the registration and enrollment process. CEG requires all parents to sign a Parent-Student Compact which outlines the parental involvement policy.

There are numerous opportunities for parents and the school to work together in addition to the original compact. The school communicates via weekly parent newsletters placed in every child's homework folder, the parent bulletin board, parent teacher conferences, the grade level curriculum meeting held in the fall, report cards, returned daily and weekly assessments, signed daily homework, MAP, TCAP and TN Ready scores, and through regular communications with the principal, a school leader or staff member.

Title I information is provided during the annual Title I meeting. At this meeting, CEG informs parents of all supplemental educational services that Title I funds provide for students such as extended school day, additional professional development for staff, during and after school tutoring, small group instruction, reteach, computer literacy, technology, co-teacher model, paraprofessionals, behavioral interventionists, and various reading and math supplemental curriculum.

Throughout the year, CPL will host Tennessee School Improvement Plan (TSIP) meetings as an opportunity to seek feedback and ideas from parents and seek their assistance in planning for programs that will impact students and the school communities. During these meetings, parents will answer a series of questions as well as provide feedback on how things are currently working at the school as well as possible areas of improvement. Based on that input, the Title I plans and budget are prepared and approved.

Parents are encouraged to help with Friday celebrations, making copies, helping with arrival and dismissal, after school activities, or supporting teachers on certain projects. CPL will actively welcome and promote parents into the building always but will not require any defined number of volunteer hours or other commitments.

CPL will offer a variety of programs to parents that will benefit students as we work towards our mission. We understand that parent involvement at schools is often impacted by prior experiences with schools, therefore it will be our commitment to work on forging positive parent and family relationships.

During the first Open House, the Director of Public Relations and Recruitment will illicit feedback from families for programs that they would like to see offered at the school. From there, we will work towards fulfilling those requests. In addition to the requests made by families, the schools will hold the following programs/sessions:

- Parenting young children- How to effectively communicate and work with your child
- Homework Help-Once a week, time will be offered for parents to learn about their child's homework assignments for the following week. Teachers will teach parents the key content that will help with understanding the homework assignment.
- Family Literacy, Math and Science Nights- Provide parents with strategies on how to work with their children at home
- Computer classes for parents- This session will be led by the Computer Science Teacher and will offer parents training on basic computer skills

As parents learn new strategies and skills, this information will be transferred to students. Therefore, supporting our mission to equip students with the wisdom and knowledge necessary to succeed in college.

SECTION 2: OPERATIONS PLAN AND CAPACITY

2.1 Governance

- a. Describe the composition and size of the governing board and board committees. Explain how the proposed governance structure and composition will ensure there will be active and effective representation of key stakeholders and will ensure the proposed school will be an educational and operational success.
- b. Describe how the board will evaluate the success of the proposed school, the school leader, and its own performance.
- c. How will the board develop over time? Explain plans for recruiting board members with identified skills and addressing board member attrition.
- d. Describe the training or orientation new board members will receive. What ongoing development will existing board members receive? Please note that Tenn. Code Ann. §49-13-111 (o) requires annual board training, as certified by the Tennessee Charter School Center and approved by the State Board of Education; documentation of this training must be provided to the authorizer.
- e. Describe the circumstances under which complaints will be brought to the board, and the process for addressing them.

List all current and identified board members and their areas of focus or expertise roles in the following table adding rows as needed.

Please include the following governance documents as Attachment F:

F1. Articles of Incorporation

F2. Proof of non-profit and tax-exempt status

F3. By-laws

F4. Code of Conduct

F5. Conflict of Interest Policy

F6. Board member resumes or biographies

F7. Board policies (including frequency of meetings, open meetings, and open records)

Governance information can be found in the original application. The updated governance documents are included as Attachment F.

2.2 Start-Up Plan

In this section:

- a. **Provide a detailed timeline for starting the proposed school, specifying tasks and responsible individuals (including compensation for those individuals). This timeline should align with the Start-Up (Year 0) Budget in the Budget Workbook. The Year 0 Budget should reflect the final year of the school's operation in the ASD and include any additional costs associated with transitioning the school to the proposed home district.**
- b. **Describe what you anticipate will be the challenges of starting a new school or transitioning to your home LEA, as applicable, and how you expect to address these challenges.**

Since CPL has been serving the families of Binghampton for 10 consecutive years, and assuming CPL will rent or buy the current Lester building, there would be no significant startup planning necessary. The primary need during year zero would be the communication of the new enrollment parameters as well as the change in authorizer to existing parents and other stakeholders. Since most school leaders and staff would remain the same, as well as the school culture and academics, there would be no significant startup expenses or planning necessary.

The biggest challenge and transitioning to the home ELA revolve around communication. CEG has already made an authorizer change at two of its other schools and therefore has experience in answering parent questions and communicating the impact of the transition.

CEG has recent experience related to a change in authorizer, including a change in enrollment policies. Both CPD and LP transitioned from the ASD to the Tennessee Public Charter School Commission (TPCSC) for the 2022-23 school year. As soon as the schools were authorized by TPCSC, the school communicated the change in enrollment parameters as well as the importance of applying at the appropriate time, in addition to answering questions that parents had regarding the transition.

As expected, most parents re-enrolled with the school and were unaffected by the authorization change. We expect this would be true for CPL and therefore the biggest challenge is ensuring parents understand the differences between being a zoned neighborhood school and an open enrollment school, the timing related to enrollment, and the importance of enrolling during the open enrollment period rather than waiting until school starts.

The Director of Public Relations and Recruitment will work with the principal as soon as the school is authorized by MSCS to begin the communication process. Weekly communication will go home to existing parents and monthly meetings will be held for parents to ask any questions they may have. An FAQ will be published on the website and other social media to address the most frequently asked questions. The Director of Public Relations and Recruitment will also systematically communicate with key leaders in the community and other stakeholders to ensure they have accurate information regarding the new authorization. The process should take no more than 90 days once authorization has been given.

The facility transition represents a second challenge of transitioning to the MSCS from the ASD. State law requires MSCS to sell or lease the building to an ASD operator currently serving as the neighborhood zone school. Therefore, CEG feels confident that MSCS will sell or lease the building upon authorization for CPL.

CEG plans to purchase the building at the fair market value. However, should MSCS prefer to lease the building for three years, that would require CEG to locate and purchase or renovate space after year three.

CEG recently went through this process with another elementary school, Cornerstone Prep School located in Parkway village. The current economic environment and supply shortages make purchasing or renovating a facility more expensive and more time consuming than was true prior to the pandemic. However, CEG has an intimate knowledge of the Binghampton community, as well as partners in the community and has worked with architects and engineers and construction organizations in the past that would be utilized to identify space that would meet the needs of CPL beginning in year 4 of authorization. The guaranteed 3-year tie window provides the organization ample time to identify and prepare a new space if needed.

The process of building or renovating a new facility would require a great deal of time from the CEO and COO. However, these two staff people conducted a similar search for the new Cornerstone Prep School located in

Parkway Village and successfully found space to open the school. CEG believes the organization would find similar space in Binghampton for year 4 if MSCS chooses not to sell the existing building.

CEG would also need to decide how best to fund the purchase or renovation for the school. CEG has ample reserves should the organization choose to fund the building with existing reserves. CEG could also use traditional funding sources to pay for construction and renovation.

Financial, operational, and programmatic considerations are found in this application and in in the School Exit Plan Addendum.

Here is a timeline that specifies the deadlines for tasks related to the school’s start-up plan, identification of tasks, critical dates regarding the transition from the ASD to MSCS, such as student and staff recruitment among other aspects of planning. All the tasks will be funded by the current operating budget, which already includes the costs for all personnel listed below as well as necessary spending for non-personnel expenses.

Cornerstone Prep Lester Campus	Principal	Dir of Par Eng and Com	CAO	CEO	COO/Other	Jun-Aug	Sep-Dec	Jan-Jun
Start Up/Transition to MSCS Plan								
P= Primary; S= Secondary; C= Consultant								
Task/ Planning Area/ Timeline								
Student Recruitment, Admissions and Communication								
Design informational flyer/packet		P					X	
Translate flyer into Spanish					P		X	
Post flyers/leaflets in communities, send home with current students		P					X	
Post flyer on website		S			P		X	
Identify community organizations to help with awareness generation		P					X	
Work with community organizations to generate awareness & interest	S	P					X	
Initiate broader recruiting and marketing campaign via advertisements, etc.	S	P					X	
Design student enrollment form		P				X		
Translate form into Spanish		S			P		X	
Make enrollment form available online and send home with parents		P					X	
Post enrollment form on website		S			P		X	
Secure locations for information sessions		P					X	
Create sign-up sheets for information sessions.		P				X		
Host information sessions	S	P					X	
Write English press release		P					X	
Translate release into Spanish		S			P		X	
Distribute English press release.		S			P		X	
Collect enrollment forms.		P					X	X
Final day for enrollment form submission		P						X
Secure lottery announcer		P					X	
Secure lottery location		P					X	
Establish lottery protocol				P		X		
Highlight lottery date on website		S			P		X	
Post lottery date in local papers		S			P		X	
Practice lottery protocol		S		P			X	

Conduct admissions lottery		S		P			X	
Notify families of status.		P					X	
Establish wait list (or repeat lottery)				P				X
Confirm acceptances - home visits	P	S						X
Request student records					P			X
Receive student records					P			X
Facilities								
Create and deliver offer letter to MSCS to purchase 320 Carpenter		P				X		
Receive acceptance letter from MSCS						X		
Facilities (if needed)								
Work with commercial real estate broker to identify potential sites				P		X		
Hire gen. contractor & architect to view/evaluate potential sites				S	P		X	
Identify school location				P				X
Sign lease or purchase agreement				P				X
Secure financing or decide to use existing cash				P				X
Perform renovations				C	P			X
Obtain property insurance				P	S			X
Pass final inspection and receive occupancy certificate				C	P			X
Fundraising (if needed)								
Identify potential individual donors	C	S		P			X	
Develop strategy		S		P			X	
Write need statement		S		P			X	
Write and disseminate proposals to nat'l and local govt sources		S		P			X	
Write and disseminate proposals to local and nat'l foundations		S		P			X	
Identify prospects for cultivation		S		P			X	
Develop Board cultivation guidelines and strategies for targeting Donors				P			X	
Plan and host series of events for securing donations				P			X	
Cultivate and solicit potential donors				P			X	
Administrative								
Purchase supplies and materials for program				S	P			X
Secure janitorial services				S	P		X	
Write family letter re: Parent Orientation	P	S						X
Mail family letter re: Parent Orientation					P			X
Call all families re: Parent Orientation		P						X
Prepare pre-opening Parent Orientation protocol and materials	P	S						X
Hold pre-opening Parent Orientation	P	S						X
Purchase materials and textbooks				P				X
Purchase standardized testing materials				P				X
Finalize student handbook, code of conduct	S			P			X	
Finalize school calendar				S	P		X	
Develop class configuration - classroom model	S			P			X	
Special Education								
Recruit additional SPED teachers (if needed)	P		S					X
Identify SPED student population					P			X
Acquire student records - sped records					P			X
Activate child study teams - w/ SPED dir.	P							X
Secure parent approval					P			X
Develop IEPs - if needed (update and review)					P			X
Define service requirements for all SPED students					P			X
Calendar and schedule								
Finalize daily schedule	C			P			X	
Finalize school calendar				S	P		X	
Personnel								
Update payroll					P		X	
Update chart of accounts to track income, expenses, assets, liabilities, cash flows					P		X	
Develop cash flow plan (if needed)					P		X	
Advertise/spread job descriptions		S			P		X	

Put together a literature packet on the school with information on: 1. Teaching calendar; 2. Professional development opportunities; 3. School mission		P						X	
Modify CEG job descriptions, flyers, and ads		P						X	
Design a filing/documentation process.	P							X	
Identify potential recruitment opportunities	S	P						X	X

2.3 Facilities

(a) Describe the school's facility needs based on the educational program and projected enrollment, including: number of classrooms, square footage per classroom, classroom types, common areas, overall square footage, and amenities. Identify additional school spaces including: science labs, art room, computer labs, library/media center, performance/dance room, gymnasium and athletic facilities, auditorium, main office and satellite offices, work room/copy room, supplies/storage, teacher work rooms, and other spaces.

(b) explain how the above described facility needs to be tied to the related items in the proposed school budget

CEG hopes to rent or buy the building that houses CPL currently, the Lester School building, located at 320 Carpenter. CPL has utilized the facility for the last 10 years, has invested more than \$1 million in improving the facility and has found the facility to meet all the educational, program, enrollment and academic needs for both CPL and LP, the CEG middle school serving Binghampton.

However, should the building be unavailable to CEG, the following basic facility requirements would accommodate the proposed school plan:

- K through 5th grade – 18 core classrooms at 1,000-1,200 square feet each and 2 PreK classrooms of 1,200 sq ft
- Tutoring rooms – 3 classrooms of 600-1000 square feet each
- SPED rooms – 4 classrooms of 600-1000 square feet each
- EL rooms – 2 classrooms of 600-1000 square feet
- Self-contained SPED classrooms – 2 classrooms of 600-1000 square feet
- Reset rooms – 2 classrooms of 600-1000 square feet

Common area space that would be ideal but not required for the proposed model are as follows:

- Cafeteria to seat a minimum of 175 students at tables
- Gathering space to conduct community meeting, with a capacity of at least 125 either on the floor or in chairs
- Library with space for books (accommodating 30 students would be helpful but not required)

Specialty classrooms that would be helpful but not required would be:

- Art room for 30 students
- Computer lab for 30 students
- Accelerated reader room for 30 students

Administrative support/main office space needs:

- Administrative office space for Principal, Dean of Students, and Dean of Instruction (5)
- Front office and workspace for the receptionist and Administrative Assistant
- Teacher workroom, which can be most any space that can hold teacher supplies, copier and printer, and provide teacher desk space and telephones.
- A supply room is needed for storage of student and teacher supplies
- A copy room is needed for each floor or wing of the building (depending on the layout)

A gymnasium or multi-purpose space or outdoor play space or large classroom is required in the CEG model to ensure adequate room for healthy activity during school hours. No other fields are essential to the school model.

CEG is very flexible and willing to accommodate the needs of other organizations within the same school building. Therefore, CEG feels confident that an arrangement can be made at an existing underutilized school or other shared space that would allow both schools to exist in the same building. However, should that not be an option, CEG would pursue the purchase and renovation of an existing building, building a campus from the ground up or the lease of existing space. The primary short-term need would be to ensure a good facility that allows the school to launch in Year 1 in August 2024. The long-term need would be to ensure that the space adequately meets the needs of the students and organization for at least the ten years of the initial charter contract.

The overall square footage required, including items listed above and below, is approximately 50,000-85,000 square feet. This estimate is based on the existing school academic and culture blueprint and the space currently required to successfully execute that blueprint on our Lester Campus. Therefore, CEG believes the estimate is reasonable and uses 85,000 square feet as the square footage necessary at full capacity if a new building were required.

The budget includes rent in addition to all the maintenance, utilities, insurance and other costs to support the current Lester building.

The 2024-25 budget originally contained \$275,000 for rent for the Lester Building. This assumes MSCS chooses to rent the facility to CPL rather than sell. The rent is based on current CPL Lester building utilization of 71,828 sq ft or \$3.82/sq ft. This rate is almost double the rate approved by MSCS for leasing space to another charter school as found in board documents. For 2021-2022, the MSCS board recommended that the Shelby County Board of Education approve the lease with Perea Charter School, Inc. for 87,700 square feet for the premises located at 1250 Vollentine Avenue, Memphis, TN (formerly Klondike Elementary School), for \$172,752 or \$1.96 per square foot. Therefore, CPL's rate of \$3.82 per square foot seems reasonable (though rates may be higher or lower in the future.) However, the rent has been increased to \$5 per square foot in the budget to reflect potential MSCS expected rates for the Lester building, which equates to \$359,090 in year 1.

(c) Describe the organization's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

CEG's board has considerable experience in facilities acquisition and management, including build-out and renovations. Board members have led similar ventures in business and education on previous boards and one member of the board is the owner of a construction company. In addition, the CEO and COO have led multiple building and renovation projects up to and including \$25 million acquisition and building project management.

(d) Describe the process for identifying and securing a facility, including any brokers or real estate consultants you are employing to assist in finding a facility.

The CEO will work with local commercial real estate agents, the Governing Board, local and national philanthropic organizations, and other Executive Directors and school leaders to identify potential school sites. Those sites may include existing, vacant or under-enrolled school buildings, spaces available for renovation, or new site building. In the past, CEG has worked with various commercial real estate brokers, Fleming and Associates Architects and Montgomery Martin Contractors to design, renovate or build. It is expected that CEG will once again work with these organizations. CEG has enough cash on hand to fund most project renovations. However, once a location has been selected, the Board will discuss the potential funding options, including fundraising, debt or other financing options.

(e) Describe the plan for compliance with all Americans with Disabilities Act (ADA) requirements, all applicable city planning review procedures and all health and safety requirements per T.C.A. § 49-13-107. Include associated costs in budget details.

During former projects, CEG relied on the expertise of Fleming and Associates to obtain proper city planning reviews and approvals, zoning approval and evaluate and make necessary modifications to space to comply with the Americans with Disabilities Act (ADA) and all other health and safety requirements per § 49-13-107. CEG plans to continue to utilize Fleming and Associates for the acquisition of the facility.

(f) Present a timeline with reasonable assumptions for facility selection, requisition, state fire marshal and health inspections, and occupation.

CEG hopes to either rent or purchase the existing building, located at 320 Carpenter. However, should that not occur, listed below is a broad outline for a facility acquisition or renovation.

Cornerstone Preparatory	Sip pel	Oth er	Aug	Dec	Jan-Jun
Start Up Plan					
P= Primary; S= Secondary; C= Consultant					
Task/ Planning Area/ Timeline					
Work with commercial real estate broker to identify potential sites	P		X		
Hire gen. contractor & architect to view/evaluate potential sites	S	P		X	
Identify school location	P			X	
Sign lease or purchase agreement	P			X	
Secure financing or decide to use existing cash	P			X	
Perform renovations	C	P		X	
Obtain property insurance	P	S		X	
Pass final inspection and receive occupancy certificate	C	P			X

(g) Broadly describe a contingency plan, should your facility fall through.

Should the facility fall through, CEG would utilize the many relationships with schools, churches and business to locate a temporary location to launch the school. CEG has done that twice previously, sharing space with a high school on one occasion and sharing space with a church on another occasion. CEG feels confident that the wide range of relationships developed over the years at CEG and many life-long Memphians on the school board would lead to a temporary contingency location if needed.

(h) List any properties you may have already identified as suitable.

CEG has explored some viable options but has not finished the due diligence process to be able to describe them as “suitable” at this point.

Because MSCS would be required to rent the facility for three years, beginning in 2024-25, a facility would not be needed until the 2027-28 school year. Therefore, the organization would have 5 years to find a suitable space to continue to serve the families of Binghampton. However, if for some reason that 3-year window was reduced to 18 months, here are the potential locations identified currently:

- 2650 Broad has 77,000 square feet of warehouse space available. Warehouses with large open space make attractive renovation options.
- 3100 Walnut Grove. CEG explored this space previously, it was also targeted by another charter school that did not get approved and therefore could be a viable option in the community
- 470 Tillman is space owned by the city and is next door to the Hamp field used by CPL. This would be centrally located for the neighborhood
- 3040 E Johnson Ave, 3053 E Nathan Ave, 3019 Yale and adjacent properties (behind the Police station) are owned by Binghampton Community Church. CEG has a relationship with the church who may be willing to partner with CPL on the development of the site for the school.

2.4 Personnel/Human Capital

- a. **Describe the school's proposed leadership structure. Include a copy of the school's organizational chart at Year 1 and at full capacity as Attachment G. The organizational chart should clearly delineate the roles and reporting structure of the board, staff, any related bodies (such as advisory bodies or parent/educator councils), and any external organizations that will play a role in managing the school.**

The effectiveness of CEG schools, and therefore CPL, depends on the capacities of school leadership. The school leaders must have the shared desire and belief that all students can achieve and alignment to the CEG blueprint and mission and vision. During the ten years of existence, CEG has used a leadership structure that has proven to be effective. The school leadership team will consist of the Principal, Dean of Culture (DOC), Deans of Instruction (DOI) in k-2, 3-5 Math and Science and 3-5 ELA and SS, and Dean of Operations. Each member of the leadership team plays an important part in the implementation of the school's mission.

The entire school staff reports to one of these leaders. The Principal leads the leadership team, the DOIs lead the teachers for their respective subjects, the DOC leads the Behavior Team and the Dean of Operations supervises the office staff. All the staff members identified on Attachment G support the vision and mission.

- b. **Give a thorough description of the process and timeline for hiring the school leader, identifying the skills, qualifications and characteristics the applicant will seek in a leader. If any leader has already been identified, attach the leader's resume. Explain the responsibilities of the school leader, how the school leader will be supported and developed, and the State- approved administrator evaluation model that you will be using for this individual, as required by State Board Policy 5.201.**

CEG looks for certain skills, qualifications, and characteristics in their leaders. The most important characteristic is the combination of alignment to the CEG mission and a buy-in to the CEG blueprint. All leaders must buy into the mission of CEG. The mission represents the primary purpose of the organization and therefore every school leader should only join the team if they believe in the organization's mission. The blueprint represents the method in which CEG will seek to accomplish the mission. This blueprint represents the model of education that CEG uses and therefore it is vital that all leaders have an approach that aligns with the blueprint. While no one agrees with every single item in the blueprint, it is vital that leaders understand the replication model that CEG uses, and the consistency of execution required based on the CEG blueprint.

CEG also looks for candidates with experience leading adults. Many people aspire to become a leader, but the CEG experience indicates it is much more difficult to lead adults than many people believe. Therefore, CEG seeks leaders with experience leading adults, not only to understand their desire for leading adults but also the intricate ways in which adults must be led.

Mindset is also a critical part of the interview process. Leaders must believe kids can truly learn at high levels, that kids and families can overcome significant obstacles that may be present, understand that high expectations of adults and students is critical to the success of the work, and be willing to accept and apply feedback from support services and others. Everyone in the organization needs to have these mindsets to be successful in the work.

CPL found a school leader that meets the criteria listed above. CEG hired Eve Slaughter to be the principal for CPL beginning in 2021-22. Eve brings significant experience in serving students and families with demographics similar to Binghamton, having taught in SCS/MCS schools for almost 10 years. After teaching, SCS promoted Eve to Instructional Support Advisor- K-12, Literacy where she led collaboration sessions with school administrators to create cycles of support for teachers based on observation trends, assisted school-based leadership teams with implementing Cycles of Professional Development and designed and facilitated professional development sessions centered around ELA curriculum.

During her first year of leading CPL, Mrs. Slaughter led CPL to outstanding achievement compared to prior years of CPL achievement, including:

- CPL record 69% of scholars hitting or exceeding the NWEA goal on the MAP assessment in reading
- CPL record high score TVAAS 5 in ELA
- CPL record of 75% of scholars hitting or exceeding the NWEA goal on the MAP assessment in math
- CPL record school average growth of 1.5 years in math and 1.4 years in reading

Data received May 22, 2023 further validates Mrs. Slaughter’s ability to lead scholars to increased achievement and the overall school improvement occurring under her leadership.

Here is data based on TN Ready received from the TDoE regarding 3rd grade mastery as well as the final year-end MAP results:

- CPL third graders moved from 7% mastery in ELA on TN Ready last year to 16% mastery in 2023 – an increase of 228%!
- An astounding average of 2.3 years of growth in reading for the entire kindergarten class
- CPL record school average growth of 1.6 years in math and 1.6 years in reading (beating the prior school year record)
- 2.3 years of average growth in science
- A perfect first grade score where 100% of scholars reached their NWEA goal in math
- CPL record 74% of scholars hitting or exceeding the NWEA goal on the MAP assessment in reading (beating last year’s record)
- CPL record 78% of scholars hitting or exceeding the NWEA goal on the MAP assessment in reading (beating last year’s record)

Mrs. Slaughter also led her school to outstanding performance compared to others around the country as revealed by the NWEA National Growth Percentile over the past two years. The National Conditional Growth Percentile shows how well each student or group of students grew relative to academic peers within the NWEA norms study. Academic peers are students in the same grade, with the same starting RIT score, and the same amount of instruction between testing in any given subject. The conditional growth measure translates RIT growth for a student or a grade into a meaningful value for comparison.

The data chart below was generated by the NWEA Achievement Status & Growth Norms Calculator for 2020 Norms. The data shows the average National Conditional Growth Percentile (NCGP) of each grade level and subject compared to academic peers. In essence, this chart shows how CPL performed relative to other schools across the nation with students in a similar grade level and subject with a similar starting RIT score.

The average NCGP is a true “apples to apples” comparison. It is considered one of the best metrics for evaluating growth as a school because the NCGP includes all grades K-5; all subjects; and accounts for grade level, subject, starting RIT score, and expected peer growth.

As you can see below in the data chart, CPL 4th grade students scored in the 93rd percentile in reading. This means that CPL 4th grade students grew more from Fall 2021 to Spring 2022 than 93% of students across the nation with a similar starting RIT value. Likewise, the school average NCGP for Reading of 92 means CPL on average performed better than 92% of schools nationally on the Reading assessment with similar fall student RIT scores for the 2021-22 school year.

This is obviously outstanding performance, with 11 grades scoring better than 90% of schools nationally with a similar RIT score. CEG expects this trend to continue and lead to higher levels of student mastery over time.

	Mathematics	Reading	Language	Science
Cornerstone Prep – Lester	87	92	90	70
0	99	99		
1	99	79		
2	99	96	76	
3	82	85	95	57
4	46	93	91	74
5	97	99	99	79

The final 2022-23 school years showed continued outstanding performance, including these highlights:

- 14 grade/subject combinations scoring better than 90% of schools nationally with a similar RIT score
- 9 grade/subject combinations scoring better than 99% of schools nationally with a similar RIT score, the highest percentage possible
- Overall K-4 averages were extremely strong schoolwide:
 - Math – 99%
 - Reading – 89%
 - Language – 96%
 - Science - 99%

This data clearly indicates that Mrs. Slaughter is leading the school well and CEG expects that she will continue to generate outstanding results for scholars in 2022-23 and beyond, overcoming the significant negative affect of the pandemic on scholars, especially as it relates to grade level mastery on TN Ready.

During the ten years of existence, CEG has used a leadership structure that has proven to be effective. The school leadership team will consist of the Principal, Dean of Culture, Deans of Instruction in k-2, 3-5 and 6-8 ELA/SS and 3-5 and 6-8 in Math and Science, and Dean of Operations. Each member of the leadership team plays an important part in the implementation of the school's mission.

The entire school staff reports to one of these leaders. The Principal leads the leadership team, the DOIs lead the teachers for their respective subjects, the Dean of Culture leads the Behavior Team and the Dean of Operations supervises the office staff. All the staff members identified on Attachment G directly support the CEG mission.

The principal is supported by the CEO. The CEO meets weekly with each principal, using an agenda based off Uncommon School principal manager meeting protocol. The protocol includes data review, personnel check-in, focus on special populations and at-risk students, leader status and a school walkthrough.

In addition to the one-on-one meetings, all CEG principals meet regularly during network-wide principal meetings. The CEO and CAO work together to build the agenda for these meetings, which also include principal-only meeting time to share concerns or best practices.

CEG also contracts with Uncommon Schools and Relay to further develop and support principals. For example, the current Cornerstone Prep Lester Campus principal is participating in the Relay Memphis Instructional Leadership Professional Development program. This program aligns to the CEG blueprint (as many of the skills, tools and language came from Relay and Uncommon Schools) and mission, equipping the principal with the skills and knowledge necessary to lead urban schools to high levels of achievement.

CEG currently uses the state-approved evaluation model for teachers and principals, pursuant to State Board Policy 5.201. The CPL principal will be evaluated using this same process. Additionally, the principal is evaluated by the CEO. The evaluation includes measures around teacher retention, student achievement, personal development, enrollment, attendance and the unique priorities developed prior to the start of each school year.

- c. Describe your strategy, plans, and timeline for recruiting and hiring additional key staff, including, but not limited to, operational staff, administrators, and teachers. Identify key selection criteria and any special considerations relevant to the school design. Provide previous student achievement data for the individuals responsible for academic programming (if available) as Attachment H.**

CEG expects that approximately 70% of the current CPL staff will continue with CPL after authorization. The 30% represents natural attrition as teachers change professions, move out of town or discontinue teaching. CPL will fill any open positions through the normal recruiting, posting and interview process that occurs annually. CPL seeks to have all open positions filled by May 15, 2024.

The 70% retention rate is a very conservative number by CEG standards. For example, the retention rate for Cornerstone Prep Denver for the 2023-24 school year exceeds 90%. Therefore, the assumption of 70% provides 20 percentage points of conservative estimate for staffing of CPL for the 2024-25 school year. That

range of hiring based on the current budget of 51 staff members means in the worst-case scenario, planned hires would be 15 but current experience would indicate only 5 persons would need to be hired.

CEG recognizes the competitiveness of hiring certified teachers due to natural attrition. Therefore, the organization takes budgeted staffing needs and adds 10 staff members to create a pool of “auxiliary teachers.” These teachers are hired to cover natural attrition that may occur between the signing of offer letters (typically in March) and the start of the school year. This plan provides significant coverage for teachers who may change plans after signing offer letters. In addition, the Human Resources Specialist continues the teacher posting and interview process through August 1 in case additional teachers are needed.

The key selection criteria and special considerations are very similar to those around leaders. Mindset, as well as characteristics like perseverance, optimism, and a willingness to practice our vital traits for teachers who will be successful in the CPL. Teachers also must have a willingness to work in an extended day environment, understand the importance of data as well as the accountability for data, and be willing to do whatever it takes to ensure students learn and grow into our equipped with the wisdom and knowledge necessary to succeed in college and become leaders in their community.

CEG strives to hire personnel that have the mindset, drive and organizational skills needed to fulfill the mission. Therefore, CEG engages potential candidates in a very rigorous hiring process. CEG’s HR Specialist executes the hiring and dismissal process, which is as follows:

The HR Specialist will post vacancies on CEG’s website and on various other job sites such as Indeed, Teach 901, Memphis Teacher Residency, etc. The posting will include the job title, mission of the organization, qualifications for the position and employee responsibilities.

The HR Specialist receives and reviews the resume, determines the validity of an active TN teacher license (if applicable to position) as well as fit for the desired role based on work experience and education. If accepted, the resume is passed along to the appropriate person in leadership to begin the interview process. If rejected, a rejection email is sent to the candidate.

The activities involved in the interview process provide leaders with an opportunity to see a candidate’s ability to persevere and receive constructive feedback. The interview consists of the following activities: completion of time bound pre-work activities, phone interview, teaching demonstration, classroom observations with educational experts from the organization, debrief of the session, final interview with members of the school’s existing staff.

An email is sent to the HR Specialist to offer a contract to a candidate or not. For those that do not meet expectations, the HR specialist will inform potential candidates via email that they are not being considered for the position. For candidates who are being offered a position, the HR Specialist will send an offer letter and contract to the candidate. The HR Specialist emails the offer letter containing salary, position, start date, and first payroll date and the following statements:

“This offer is contingent on your ability to pass our mandatory drug screen, background check used to check the criminal records of the TBI and the Federal Bureau of Investigation (FBI), verification of employment eligibility (Form I-9), teaching certification and degree verification, and any other requirements or contingencies upon which we agreed. Employment is with the mutual consent of the employee and Capstone Education Group. The employment is “at will” and either party has the right to terminate the employment relationship at any time, with or without cause. This “at will” relationship will remain in effect throughout employment unless specifically modified by an express written agreement signed by both the employee and the CEO or Human Resources Specialist.”

Also included in this initial email is the Employee Handbook and Signature Page of Receipt of Handbook, Employee Benefits Package. When a candidate responds with acceptance of this position, he/she returns the offer letter and signed handbook page to the HR Specialist. The HR Specialist follows up via email with a New Hire Paperwork packet and information with forms including an I-9, w-4, how to complete the TBI background check and drug screening, and instructions on getting a physical and TB skin test. Results from background check and drug screening are sent directly to the organization. If the results back from the background check show “No Indication” and the drug screener is negative, employee submits completed New Hire Paperwork Packet to HR Specialist, and reports to his/her first day of work.

If an employee fails to meet the expectations of the organization after interventions such as Performance Improvement Plans, intensive coaching, etc., the employee will be terminated. The Human Resource Specialist and/or school leaders communicate the decision to the affected staff member. The Human Resource Specialist follows up with an email confirming the staff member's last day of employment, final pay information, and information regarding COBRA. The employee returns all CEG property and receives a final paycheck on the following payroll.

d. How will the applicant's recruiting and hiring practices ensure that the composition of the leadership team and staff reflects the diversity of the student body and surrounding community?

For ten years, CEG has been able to hire staff members whose composition reflects the diversity of the student body and surrounding community. CEG works very hard to attract, hire, and retain leaders and staff that reflect a wide diversity and the community and city in which we live. Current demographics of the CEG staff indicate a successful track record in doing that. Intentionally reaching out to the appropriate candidates, as well as seeking recommendations from the community and the school, help the organization continue to recruit and hire people that reflect the composition of the student body and surrounding community. CEG has also enjoyed success of using referrals from existing staff to hire new staff. This has not only brought good candidates but also wants that fit the demographics of the school and community. CEG expects this success to continue as it fills any open positions at CPL for the 2024-25 school year and beyond.

e. How will you ensure that teachers are licensed and endorsed in their content areas?

CEG currently employs a fully licensed staff for all positions requiring certification or licensure. All job posting and job descriptions include the state mandated certification requirements. Once a candidate has applied for an open position, the Human Resources Specialist reviews the candidate's resume and checks the state website to verify the candidate's appropriate licensure for the posted position. CEG will continue to maintain these requirements and this process of licensure verification if approved by MSCS.

f. Indicate the state-approved evaluation model used for teachers, required by State Board Policy 5.201. Describe the policies and procedures for evaluating staff, providing feedback, and celebrating excellence.

CEG, and therefore CPL, uses the Capstone Education Evaluation Model for all teachers. This model was approved by the state pursuant to State Board Policy 5.201.

All staff are evaluated a minimum of two times a year. At the beginning of the year every staff member meets with their supervisor to set goals around their performance for the coming school year. Then at the midpoint, every staff member completes a career reflection form where they can indicate how they see their current performance as well as their dreams for the coming year and any future leadership positions which interest them. This gives supervisors a chance to celebrate excellence and hear about the dreams and hopes of every employee.

During December, every staff member meets with their supervisor to review the goals they set at the beginning of the year and to be evaluated based on their job performance. For teachers, this includes all the recorded observation data forms as well as student achievement and other objective measures. For non-teachers, this includes a review of the job description as well as their performance in each of those areas. Employees receive that feedback and adjust goals if needed for the remainder of the year.

All employees also complete the staff survey which includes over 100 questions ranging from their perspective on the feedback they have received, systems and communication from other staff members, performance of their supervisor as well as several other areas. This all-inclusive survey is taken by every employee and creates an opportunity for staff to provide feedback to leaders as well as coworkers. The school leaders then take this anonymous data and respond to any issues identified in the survey as well as celebrating things that the staff feel is going well.

At year end all staff members go through a final evaluation which includes the goal set at the beginning of the year or adjusted at mid-year as well as a ranking on a scale of 1 to 5 for every performance area on their job description.

g. Describe how the proposed school intends to handle unsatisfactory leadership or teacher performance, including termination, as well as leadership/teacher changes.

CEG leaders ensure that all staff meets expectations through the intensive coaching model. However, if there are staff members falling below expectations, the following steps are followed to address unsatisfactory leadership or teacher performance:

- Informal feedback from supervisor regarding performance concerns
- Formal, written feedback from supervisor, documenting specific performance issues
- If needed, a Performance Improvement Plan is created and signed by the employee, the supervisor, and the CEO
- The Performance Improvement Plan includes clearly defined areas of needed improvement, the timeline for such improvement and the measures that will indicate satisfactory improvement. These areas align to the teacher evaluation rubric and the personnel handbook
- Performance Improvement Plan is reviewed after 90 days
- If unsatisfactory performance continues, the staff member is placed on 30-day probation, with possible actions for continued poor performance clearly communicated
- Review of 30-day probation performance
- If performance is still unsatisfactory, the employee is terminated by the CEO

h. Outline the proposed salary ranges and employment benefits, as well as any incentive or reward structures that may be a part of the compensation system. Explain the school’s proposed strategy for retaining high-performing teachers.

CEG follows a salary schedule for all teachers based on years of experience and the latest degree earned. The current scales based on educational level and experience of teachers is noted below:

Step	Bachelor	Master
0	\$50,000	\$53,000
1	\$51,000	\$54,000
2	\$52,000	\$55,000
3	\$53,000	\$56,000
4	\$54,000	\$57,000
5	\$55,000	\$58,000
6	\$56,000	\$59,000
7	\$57,000	\$60,000
8	\$58,000	\$61,000
9	\$58,696	\$62,000
10	\$59,400	\$63,000
11	\$60,113	\$63,756
12	\$60,835	\$64,521
13	\$61,565	\$65,295
14	\$62,303	\$66,079
15	\$63,051	\$66,872

CEG also provides significant bonus opportunities to all classroom teachers based on student achievement. The bonus targets align with the school goals, the charter application and state goals. Teachers and school leader bonuses are based on leading indicators and student outcomes but no budget forecast parameters. For example, the bonuses include MAP results, TN Ready results, and attendance. Bonus amounts increase each year with CEG and range from \$3,000 to \$10,000 based on teacher tenure with the organization. CEG leaders

work with school leaders to determine the goals for each year after reviewing the academic data from the prior year.

CEG also uses salary ranges for all other positions, based on market rates and years of relevant experience. Frequently, CEG will request candidates to provide evidence of their income so that CEG can ensure a significant wage increase when joining the organization. CEG has created a range of market rates based on ten years of gathering data from candidates, salary surveys and local and national published documents.

Employees of the CPL will be employees of CEG and will receive the same benefit package as all CEG employees, including the option of the following benefits:

Benefits	Eligibility	Carrier
Medical Insurance	Full time employees, spouse & children to age 26	BlueCross BlueShield of TN
Telehealth Benefit	Full time employees and covered Dependents	BlueCross BlueShield of TN
Health Reimbursement Arrangement (HRA)	Full time employees, spouse & children to age 26 (covered under the medical plan)	Consumer Choice Plans
Dental Insurance	Full time employees, spouse & children to age 26	Delta Dental of TN
Vision Insurance	Full time employees, spouse & children to age 24	Sun Life Financial/Assurant
Employer Paid Life and AD &D Insurance	Full time employees	Sun Life Financial/Assurant
Voluntary Life and AD&D Insurance	Full time employees, spouse & children to age 20 (26 if full time student)	Sun Life Financial/Assurant
Short Term Disability Insurance	Full time employees	Sun Life Financial/Assurant
Long Term Disability	Full time employees	Sun Life Financial/Assurant
Flexible Spending Accounts	Full time employees, spouse & children to 26	Consumer Choice Plans
Supplemental Benefits Critical Illness Accident	Full time employees, spouse & children to age 26	Sun Life Financial Assurant

CEG works diligently to attract and retain high-performing teachers. The school’s compensation plan, combined with the opportunity for significant performance bonuses, provide a strong financial incentive for teachers to join and remain on the CEG staff. CEG also believes that passionate, skilled, focused people find great satisfaction in working on an important task with like-minded individuals. CEG realizes that employees like to be aligned on a vision and then allowed to have freedom to use their gifts to accomplish that vision. Therefore, CEG seeks to create the proper work environment for high-achieving individuals to accomplish great things while working for a worthy cause – namely, the academic success of low-income families in the Memphis community.

i. Explain whether the employees will be at-will or whether the school will use employment contracts.

CEG hires all employees as network employees assigned to a school or role. All employees are at-will employees governed by labor laws and the CEG procedures included in the employee handbook. Therefore, CPL will effectively have no employees, as all employees are employed by the 501c3 known as Capstone Education Group, Inc.

CEG sends candidates an offer letter outlining expectations and salary and benefits. Candidates sign the offer letter, as well as the personnel policy. The offer is contingent on several things, including background check, degree verification and drug test. After the candidate completes all of the required steps in the hiring process, candidates officially become an employee of the organization.

j. Include a copy of the school’s employee manual and personnel policies as Attachment I.

Complete the chart below (as applicable) outlining your staffing projections. Adjust or add functions and titles as needed to reflect variations in school models.

Position	Start-up	Year 1	Year 2	Year 3	Year 4	Year 5
Principal/ School Leader		1	1	1	1	1
Assistant Principal		0	0	0	0	0
Dean(s)		4	4	4	4	4
Additional School Leadership		0	0	0	0	0
Additional School Leadership		0	0	0	0	0
Classroom Teachers		21	21	21	21	21
Classroom Teachers (e.g. special education, ELL, foreign language, etc.)		9	9	9	9	9
Student Support Positions (e.g. social works, psychologist, etc.)		4	4	4	5	5
RTI/Intervention		4	5	6	6	6
Nurse		1	1	1	1	1
Specialized School Staff						
Teaching Aides or Assistants		4	5	5	5	6
School Operations Support Staff		3	3	3	3	3

2.5 Professional Development

- a. Describe the expected number of days and hours for professional development throughout the school year and explain how the calendar, daily schedule, and staffing structure at the proposed school support this plan. Include time scheduled for collaborative planning and how such time will typically be used.**
- b. Identify the person or position responsible for professional development at the CPL.**
- c. Describe the core components of your professional development plan and how those components will support effective implementation of the academic plan. Be sure to address the areas of special education and English learners, including implementation of IEPs, 504 plans and ILPs, discipline of students with disabilities, and communication with EL families.**
- d. Provide a schedule and overview of professional development that will take place prior to the school's opening.**
- e. Describe the training that will be provided to all staff on the topics of diverse, inclusive, and/or culturally relevant pedagogies**
- f. Describe the plan to cultivate future leadership capacity.**
- g. Explain plans for differentiating professional development for different groups of teachers, such as new versus experienced teachers.**
- h. Explain how the proposed school will provide orientation to teachers that are hired mid-year.**

Section 2.5 is not required for category 4 applicants. The original application includes information on Professional Development.

2.6 Insurance

Charter schools must have appropriate insurance coverage. Applicants should check with their district to determine the necessary coverage amounts. As Attachment J, please provide the following:

- a. A list of the types and corresponding amounts of insurance coverage the proposed school will secure. Types of insurance should include, at a minimum, workers' compensation, employer liability, property, professional liability, surety bonds pursuant to Tenn. Code Ann. §49-13-111(n), and sexual abuse.
- b. A letter of coverage from an insurance company stating they will provide the required coverage upon approval of the charter application. The letter should include provisions for assuring that the insurance provider will notify TDOE within ten (10) days of the cancellation of any insurance it carries on the charter school, pursuant to Tenn. Code Ann. § 49-13-107(b)(19).

Note: if the proposed school intends to have school athletics, additional liability coverage will be required.

Attachment J includes a letter of coverage to be provided upon charter approval.

2.7 Transportation

- a. **How will you transport the students to and from school daily, if applicable?**
- b. **How will you transport students to any extracurricular or after school activities, Saturday school, and/or field trips, where applicable. Also include budgetary assumptions and the impact of transportation on the overall budget.**

The original application includes information regarding Transportation and covers 2.7a and 2.7b.

c. **If applicable, outline your proposed transportation plan as follows:**

- **Describe the plan for oversight of transportation operations (e.g., whether the CPL will provide its own transportation, contract out for transportation, request that the ASD provide transportation, or a combination thereof) and who on the school staff will provide this daily oversight:**

CEG schools are authorized to provide transportation services to and from school at no cost for eligible students. CPL currently offers transportation following the MSCS guidelines, resulting in two buses bringing CPL students to campus each day. If authorized by MSCS, CPL will continue to offer these two routes and may offer transportation in addition to these two routes if enough parents express a desire for routes outside of the current routes.

Though CPL would not be required to provide any transportation as a charter school, CPL will continue to provide the 2 current bus routes bringing students to the Lester Campus. CPL has offered these routes for several years and will continue to provide these two routes if authorized by MSCS. The decision to offer additional routes will be dependent on the location of the school, the number of parents expressing a desire for transportation and its proximity to potential students as well as other school options located near the school. CEG and school leaders will work together to determine the effectiveness of providing transportation based on these factors (distance, other school options and number of potential students.) CEG developed this process at their middle school, Lester Prep, over the last three years and has been able to help students attend school through providing transportation.

CEG currently offers bus routes for two other network schools, Cornerstone Prep Denver Campus and Lester Prep. Both schools changed authorizers before the 2022-23 school year, moving from a zoned neighborhood ASD school to a traditional charter school of choice. Both schools offered the bus routes utilized previously after their change in authorizer and parents were satisfied and thankful that the bus routes were continued though they were not required. The change in enrollment policies at those two schools did not affect the need or request for transportation. Based on that experience, CPL expects no significant change in requests for transportation. Binghampton is a smaller neighborhood than Frayser (where CPD is located) and therefore we do not believe the authorizer shift and open enrollment will impact the student need for transportation services beyond the current transportation offered to CPL parents.

CPL may provide general education or special education services under the following guidelines:

All general education students enrolled who reside two (2) miles or more from the school may bring their students to one of the prescribed pickup and drop off locations under the following conditions: The student can get to an existing bus stop by the established pick up time for a bus already going to the school; This transportation would not cause a student overload on the bus or otherwise result in any additional cost to CEG; This transportation is merely a courtesy based on the aforementioned conditions. If any of these conditions change, this transportation shall automatically terminate. CEG will attempt to provide two (2) weeks' notice to parents prior to such termination when possible; The CEG transportation request form shall state that the transportation is merely a courtesy and a privilege, subject to termination if any of the above conditions change.

The provision of such services, although not required for students other than those receiving special education services as determined by a child's individualized education program (IEP), is provided as a service to the general population in accordance with applicable federal and State laws. Regardless of circumstance, students with IEPs requiring transportation services remain eligible for such services after the 10th day of suspension. Criteria for bus ridership eligibility for the general population will be determined by CEG once the location of the school is identified. Student use of transportation provided by the CEG is a privilege and continued

eligibility to use the transportation services provided may be suspended and/or revoked for violation of applicable policies and rules.

The following adults are eligible for transportation on school buses:

- School employees in the line of duty and designated chaperones
- Director of operations or other administrators when observing, supervising or acting as chaperones
- Teachers when supervising or chaperoning student groups, and parents or other adults when authorized as chaperones of a student group

The Transportation Supervisor contact information is:

Patricia Burns, Manager of Student Information and Business Systems, 416-3640,
pburns@cornerstoneprepmemphis.org

If transportation is provided, CPL will utilize the following student-related incident reporting procedure:

Student, family member, or community member contacts the Transportation Supervisor in writing to file the complaint. Alternatively, the complaint may be made in writing to the transportation service provider which will relay the request to the Transportation Supervisor.

Within twenty-four (24) hours of receipt, the Transportation Supervisor commences the investigation by contacting the service provider for any available recording of the described incident.

Within forty-eight (48) hours of receipt of a complaint, a preliminary report is issued to the CEO and Dean of Culture that includes the time and date of receipt of the complaint, a copy or summary of the complaint, the school bus driver involved, and any prior complaints or disciplinary actions taken against the driver. The Dean of Culture conducts an investigation to determine if any school rules were broken during the described incident. The school discipline matrix will be used to determine the consequence of any confirmed cases.

Any student consequence is communicated in writing to the parent/guardian of the student. Within sixty (60) school days of receipt of a complaint, a final report is issued to the CEO in writing that includes any findings of the investigation and any action taken by the school in response to the complaint.

Listed below would be the driver related incident reporting procedure:

Student, family member, or community member contacts the Transportation Supervisor in writing to file the complaint. Alternatively, the complaint may be made in writing to the transportation service provider which will relay the request to the Transportation Supervisor.

Within twenty-four (24) hours of receipt, the Transportation Supervisor commences the investigation by contacting the service provider Supervisor for any available recording of the described incident.

Within forty-eight (48) hours of receipt of a complaint, a preliminary report is issued to the CEO and the service provider Supervisor that includes the time and date of receipt of the complaint, a copy or summary of the complaint, the school bus driver involved, and any prior complaints or disciplinary actions taken against the driver.

The service provider Supervisor investigates, and the results of the investigation are returned to the Transportation Supervisor in a timely manner to assist in completing the final report within sixty (60) days of receiving the complaint.

Within sixty (60) school days of receipt of a complaint, a final report is issued to the CEO and other involved parties in writing that includes any findings of the investigation and any action taken in response to the complaint.

CEG contracts out its bussing service. Currently, Durham provides all transportation needs and it is expected that CPL will continue to use Durham if approved by MSCS.

CEG is exploring the purchase of an 'Activity Van' for attendance purposes which would pick-up students to bring them to school if they missed the regularly scheduled bus. National data reveals a significant increase in

chronically absent students since the start of the Pandemic. CEG is researching the effectiveness of utilizing a van to pick up students who miss the scheduled bus. CEG experience indicates that students who miss the bus will not attend school that day even if they are physically able to do so, noting lack of transportation as the primary reason a healthy child who missed the bus could not come to school later that same day. CEG may provide this secondary option for parents to address Chronic Absenteeism. However, more research is needed on the effectiveness of this approach.

Should CEG purchase an "Activity Van," the cost would be charged to the CEG support services department and therefore would not affect the budget of CPL.

- **Describe how the school will transport students with special transportation needs and how that will impact your budget; and**

CPL provides special education services under the following guidelines:

Students receiving special education services who have a current IEP indicating a need for special transportation services, regardless of distance

Students living within the designated miles for their assigned schools with a 504 plan that indicates a need for student transportation as verified by a physician (a completed Student Information Form must be on file at the school).

Any special education transportation will occur through Durham or another eligible, approved provider and will follow state and federal laws and regulations related to transportation services.

The current CPL budget includes expense for general education, special education and extra-curricular transportation. That budget process will continue if approved by MSCS.

- **Describe how the school will ensure compliance with state and federal laws and regulations related to transportation services, including T.C.A. §49-6-2116.**

CEG provides transportation for all of its existing schools and is therefore very familiar with the state and federal laws and regulations related to transportation services. Patricia Burns, the Transportation Supervisor, will ensure that any general education or special education transportation will occur through Durham or another eligible, approved provider and will follow state and federal laws and regulations related to transportation services. The process and staffing outlined above meets the requirements found in Tenn. Code Ann. § 49-6-2116.

- d. **If there are no plans to provide transportation, explain how you will ensure students can get to school.**

See above.

2.8 Food Service

Describe the proposed school's proposed food service plan and include the following:

- a. **A clear description of how the proposed school will offer food service to the students, including how it will comply with applicable district, state, and federal guidelines and regulations. Include any plans to meet the needs of low-income students.**

CPL currently contracts with Memphis Shelby County Schools, who offers food service for all students and ensures that all applicable district, state, and federal guidelines and regulations are followed. CPL provides MSCS the required information collected through the enrollment process and MSCS handles the process from that point forward, including setting the meal schedule, preparing and serving the meals, providing proper verification of meals served and the collection of the reimbursement. CPL plans to continue that process if authorized by MSCS.

As required by the Tennessee Department of Education, CPL will work with MSCS (or another vendor if needed) to:

- Serve meals free to children from households whose income is at or below the free meal eligibility scale listed in the current income eligibility guidelines, or whose participation in SNAP (formerly Food Stamp Program) or Families First also called Temporary Assistance for Needy Families (TANF) or the Food Distribution Program on Indian Reservations (FDPIR) qualifies them for direct certification for free meals, or whose migrant, homeless, runaway or foster child status or other Federally-approved status as described in a policy memorandum issued by the United States Department of Agriculture, entitles them for categorical eligibility for free meals;
- Serve meals at a reduced price to children from households whose income is at or below the reduced-price meal eligibility scale listed in the current income eligibility guidelines and/or use other available resources for the student co-pay for reduced price breakfast meals (\$.30 per meal) or paid meals to serve breakfast meals at no charge to students who are eligible for reduced price meals or paid meals;
- Set reduced price charges for lunch and breakfast at or below the maximum reduced price allowed by regulations and below the full price of the lunch or breakfast. Reduced price charges for lunch shall be set at \$.40 or less, reduced price breakfast shall be served free of charge to qualifying students using the state allocation provided under Session Law 21-345 or at \$.30 or less and reduced-price snacks shall be served at \$.15 or less;
- Ensure food is not used as a means of rewarding or punishing students for any purpose.
- Ensure no physical segregation of, nor any other discrimination against, any child because of his/her inability to pay the full price. The names of children eligible to receive free or reduced-price meals shall not be distributed, published, posted, or announced in any manner, and there shall be no overt identification of any such children by use of special tokens, tickets, identification numbers or any other means.
- Operate the School Nutrition Programs so that no child shall be discriminated against on the basis of race, color, national origin, sex, age, or disability.

The process noted above includes meeting the needs of low-income students, as all 3 existing CEG schools provide education to more than 95% of students classified as low-income by federal poverty guidelines and all schools are covered by the Community Eligibility Provision.

- b. **How the proposed school intends to collect free and reduced-price lunch information from qualified families (including those schools that will participate in the Community Eligibility Provision).**

CPL will continue to work with MSCS to send to each child's parent or guardian, a letter as outlined herein, including a household application for free or reduced-price meals, at the beginning of each school year. CPL and MSCS will follow a procedure and keep it on file for disseminating applications (school packets, email, website, or combination, etc.). This procedure must define if applications will be paper or electronic and how they will be returned. Parents will be responsible for completing a household application and returning it to the school for review. Such applications and documentation of action taken will be maintained for three (3) years after the end of the school year to which they pertain. Applications are effective for one year. Any parent enrolling a child in a school for the first time, at any time during the year, shall be provided an application for meal benefits. Parents or guardians will be notified, within 10 working days of the acceptance or denial of their

applications. Children will be served meals immediately upon the submission of a complete application; children whose applications are approved for free meal benefits shall not incur charges during the application processing period. CPL and MSCS will use data from the State Agency's Direct Certification Technology System to issue meal benefits to students who are directly certified for free meals and to notify the students' households of free meal benefits and allow the household the opportunity to decline free meal benefits should they choose to do so.

Public Law 111-296 allows certification of a foster child for free meals, without application, if CPL or MSCS obtains documentation from an appropriate State or local agency indicating the status of the child as a foster child whose care and placement is the responsibility of the State or that the foster child has been placed with a caretaker household by a court. The foster child is categorically eligible and may be certified without an application. Households with foster and non-foster children may choose to include the foster child as a household member, as well as any personal income earned by the foster child, on the same household application that includes their non-foster children. This will streamline the application process and may help the foster family's non-foster children qualify for free or reduced-price meals based on household size and income.

In processing the application, CPL and MSCS would certify the foster child for free meals, and then make an eligibility determination for the remainder of the household based on the household's income (including personal income earned by the foster child) or other categorical eligibility information reported on the application. Foster payments received by the family from the placing agency are not considered income and do not need to be reported. The presence of a foster child in the household does not convey eligibility for free meals to all children in the household in the same manner as Food and Nutrition Services (FNS), Temporary Assistance for Needy Families (TANF), Food Distribution Program.

When an application is denied, parents or guardians will be provided written notification which shall include the following: the reason for the denial of benefits, (for example: income in excess of allowable limits or incomplete application); notification of the right to appeal the denial of benefits; specific instructions on how to appeal; and a statement reminding parents that they may reapply for free and reduced price benefits at any time during the school year. (Note: The reasons for ineligibility shall be properly documented and retained on file at the LEA level.)

c. Describe how the food service vendor will be selected or, in the alternative, how the proposed school will provide meals in-house.

See above the expected process. Should MSCS be unable to provide this service as described above, CPL will explore other vendors who meet local, state, and federal guidelines and regulations for providing food to public schools. We have investigated some of these vendors previously and therefore have already established relationships with potential vendors if needed and we know many of these vendors already provide meals for charter schools throughout the city.

2.9 Additional Operations

Describe the applicant's plan for supporting the following operational needs:

a. Technology:

- **List the technology that will be required to meet the academic and operational needs of the school. Include any technology needed for classrooms, computer and science labs, library/media center, auditorium, main office, copy rooms, teacher work rooms, and other relevant spaces.**
- **Describe how the school will ensure student access to the technology required for State-mandated assessments; include infrastructure requirements and costs in the budget section.**

CPL will utilize the academic blueprint currently implemented at CEG and therefore will use the following technology in the classroom:

- 10 Chromebooks in each classroom
- 1 document camera and projector in each classroom
- 1 iPad for teacher use
- 1 laptop for teacher use

The current CEG academic blueprint utilizes 10 Chromebooks assigned to each classroom. Students make use of this technology after whole group instruction and during intervention blocks when students are placed in small groups. Students are divided into three small groups – one receiving instruction with the teacher, one working on independent work at their desk, and one working on a Chromebook. This process gives students exposure to technology as well as utilizing I-Ready or some other learning curriculum where students log in and receive differentiated instruction based on their learning levels. CEG also has Chromebook carts that can be utilized in the event a teacher desires every child have a computer for a specific lesson or assignment.

The CEG class schedule includes a computer class that will be taken by every student every year, ensuring students access and preparation for state mandated assessments. Depending on the facility, computer class will either take place in a designated computer room with 30 Chromebooks or the 30 Chromebooks will be on computer carts that will be transported to existing general education classrooms. This approach will ensure that all students are prepared to use technology on the state mandated tests, the NWEA MAP assessment, and after graduation, high school and college.

The teacher workroom will have a high-volume copier and the entire building will have Wi-Fi services so that students and staff can send documents to the printer for printing.

The budget includes costs for the copiers, classroom technology, internet and communication fees and staff laptops and iPads.

b. Student information management:

- **Describe the Student Information System that will be implemented at the CPL.**
- **Describe how the CPL will ensure compliance with state and federal laws regarding student privacy and disclosure of student data and records, including the Family Educational Rights and Privacy Act.**

CEG utilizes PowerSchool for all its existing schools and will continue to utilize that SIS for the CPL. CEG trains office staff on the systems and the network Chief Operating Officer ensures the effective and accurate use of the EIS and SIS systems.

CEG abides by FERPA law, which is the Family Educational Rights and Privacy Act. FERPA guarantees certain rights to families with respect to their children's education records. The CPL will adhere to the following FERPA standards.

FERPA stands for the Family Educational Rights & Privacy Act administered by the US Department of Education. FERPA guarantees certain rights to families with respect to their children's education records. Tennessee's laws regarding open records, contained in T.C.A. § 10-7-504, further refine the requirements for handling student records and information. Education records include anything that contains information directly tied to a student (i.e., personally identifiable) and is maintained by a school or education organization. These records span formats and include both print and electronic information. The law distinguishes between "education records" and directory information.

Directory information includes things that would generally not be considered harmful or an invasion of privacy if disclosed, such as name, address, photograph, and age. Directory information may not include things such as a student's social security number or grades. Schools are required to notify parents of what information they designate as directory information. If appropriately designated, directory information can be disclosed to anyone. However, parents must have the right to 'opt out' of having their child's information released. Tennessee law does not allow for schools to identify student achievement as directory information. Therefore, schools cannot post honor roll or other academic information without consent.

Under FERPA, a school must annually notify parents of their rights. The annual notification must include information regarding a parent's right to inspect and review his or her child's education records, the right to seek to amend the records, the right to consent to disclosure of personally identifiable information from the records (except in certain circumstances), and the right to file a complaint with the DoE regarding an alleged failure by a school to comply with FERPA. FERPA exempts disclosure of records to school officials with a legitimate educational interest from parental consent. Therefore, the school must also notify parents of its definitions of the terms "school official", and "legitimate educational interest." The annual notification may be published by various means, including any of the following: in a student handbook, at annual registration, in a letter/notice to parents, or on the school's website.

Under FERPA, a school must provide a parent with an opportunity to inspect and review his or her child's education records within 45 days following the receipt of a written request. A school is required to provide a parent with copies of education records or make other arrangements if necessary (e.g. the parent cannot travel to the school to view the record.) Under FERPA, a school is not required to provide information that is not routinely maintained or to create new education records in response to a parent's request. Accordingly, a school is not required to provide a parent with special updates on his or her child's progress in school unless such information already exists in an education record.

Under FERPA, a parent has the right to request that inaccurate or misleading information in his or her child's education records be amended. While a school is not required to amend education records, it must consider all requests. If the school decides not to amend a record in accordance with a parent's request, the school must inform the parent of his or her right to a hearing on the matter. If, as a result of the hearing, the school still decides not to amend the record, the parent has the right to insert a statement in the record setting forth his or her views. That statement must remain with the contested part of the student's record for as long as the record is maintained. The FERPA amendment procedure exists to challenge facts that are inaccurately recorded. It may not be used to challenge a grade, an opinion, or a substantive decision made by a school about a student. FERPA was intended to require that schools keep fair records, not to override the standards and procedures for making academic assessments, disciplinary rulings, or placement determinations.

Under FERPA, a school cannot disclose personally identifiable information from a student's education records unless the student's parent has provided written consent. However, there are a few important exceptions to that rule:

FERPA allows "school officials," including teachers, within a school to access personally identifiable information contained in education records provided the school has determined that they have "legitimate educational interest" in the information. School officials can include: teachers, administrators, support staff, nurse/health staff, etc. As mentioned previously, a school must define both "school officials" and what it deems "legitimate educational interest" in its annual notification to parents. A school official generally has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities.

Another exception permits a school to disclose personally identifiable information from a student's education records, without consent, to another school or district in which the student seeks or intends to enroll. The sending school may make the disclosure if it has included a statement that it forwards education records in such circumstances in its annual notification of FERPA rights.

For students who are in state custody (including foster care), the Tennessee Department of Children's Services may access a student's educational records without parental consent, and school districts are not required to notify the parents of the child before releasing the information pursuant to a court order.

Authorized school officials may release or permit access to a student's education record, without consent, in the following circumstances. School or district officials will make a reasonable effort to notify the student's parent(s) or the eligible student before making a disclosure:

To comply with a judicial order or lawfully issued subpoena;

To comply with the requirements of child abuse reports to the extent known by the school officials including the name, address, and age of the child; the name and address of the person responsible for the care of the child, and the facts requiring the report;

When certain federal and state officials need information in order to audit or enforce legal conditions related to federally supported education programs in the school system;

When the school system has entered into a contract or written agreement for an organization to conduct scientific research on the system's behalf to develop tests or improve instruction, provided that the studies are conducted in a manner which will not permit the personal identification of students and their parents by individuals other than representatives of the organization and the information will be destroyed when no longer needed for the purpose for which the study was conducted;

To accrediting organizations to carry out their accrediting functions;

To financial institutions or government agencies that provide or may provide financial aid to a student in order to establish eligibility, to determine the amount of financial aid, to establish conditions for the receipt of financial aid, and to enforce financial aid agreements;

To make the needed disclosure in a health or safety emergency when warranted by the seriousness of the threat to the student or other persons, when the information is necessary and needed to meet the emergency, when time is an important and limiting factor, and when the persons to whom the information is to be disclosed are qualified and, in a position, to deal with the emergency;

To the Attorney General or his designee for official purposes related to the investigation or prosecution of an act of domestic or international terrorism. An educational agency that, in good faith, produces education records in accordance with an order issued under this Act shall not be liable to any person for that production;

To any agency caseworker or other representative of a state or local child welfare agency or tribal organization authorized to access the student's educational records when such agencies or organizations are legally responsible for the care and protection of the student.

The need to maintain confidentiality implies that records should be stored in a safe and secure location. Student records are kept in a locked file cabinet or another location with equivalent security. If a parent has question, CPL will provide the following guidance:

Consult the following resources:

FERPA General Guidance for Parents: <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/parents.html>

FERPA Revised Guidelines for State Educational Agencies and Local Educational Agencies:
http://www2.ed.gov/policy/gen/guid/fpco/pdf/sealea_overview.pdf

Contact your child's school:

Families have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the Achievement School District to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202

c. **School health and nursing services:**

- **Describe your plan for compliance with the Coordinated School Health Program, including any plans to hire a School Nurse**
- **Address who will supervise the school nurses and their role in ensuring compliance with health regulations.**

CEG agrees with the expectations around the Tennessee Coordinated School Health Program. CEG seeks to connect physical, emotional and social health with education through their schools. Some of the components of the approach to be utilized at the CPL are identified below.

No student will be denied an education solely because of a communicable disease, and his/her educational program shall be restricted only to the extent necessary to minimize the risk of transmitting the disease. Parents or guardians of infected students shall inform appropriate school officials of the infection so that proper precautions for the protection of other students, employees, and the infected student shall be taken. No student with a communicable disease which may endanger the health of either himself/herself or other individuals will enter or remain in the regular school setting. If a school Principal has reason to believe a student has a communicable disease which may endanger the health of either himself/herself or other individuals in the regular school setting, the Principal shall:

Assign the student to a setting which will protect other students, employees and the student himself; or

Exclude the student from school until certification is obtained from a physician or the County Health Department by either the parent or Principal stating that the disease is no longer communicable.

If the superintendent/designee has reason to believe that the student has a long-term communicable disease, the Principal must require confirmation from a physician or the County

Health Department as to the student's condition. If the student is confirmed to have a long-term communicable disease, the Principal shall refer the student for special education services.

The superintendent/designee may request that further examinations be conducted by a physician or County Health Department and may request periodic re-examinations after the student has been readmitted to the school. Expenses incurred from examinations requested by school officials shall be paid by the ASD. The names of all students excluded from school under this policy will be forwarded to the Office of the Superintendent.

Tennessee requires schools residing in school districts with pregnancy rates above 19.5 per 1,000 females ages 15-17 to implement family life education. Because both Davidson County and Shelby County exceed this threshold, CPL will provide an age-appropriate family life planning course that emphasizes abstinence until marriage and includes instructions for the prevention of HIV/AIDS and sexually transmitted diseases. Parents and legal guardians have a right to examine the grade level instructional materials and confer with school leaders regarding any or all portions of family life. A parent or guardian who wishes to excuse a student from any, or all, portions of family life shall submit a request, in writing, to the student's Principal. A student who is excused from any or all portions of family life shall not be penalized for grading purposes if the student satisfactorily performs alternative health lessons.

CPL will provide regular physical education classes for students in all grades taught by a certified teacher. The curriculum will align with the expectations of the state of Tennessee and will provide students with a variety of physical activities.

CEG also believes that the school environment communicates something to and about its students. Therefore, CEG schools seeks to create a healthy school environment that is safe, clean, and aesthetically pleasing. This aligns with the cultural expectation of the school and also shows students that they are valued and important.

CEG provides a fulltime counselor to be available to provide students support they need around emotional, social and mental health needs. CEG may also partner with organizations such as Communities in Schools to ensure that students get all of the wraparound services they need to be successful.

CEG will provide a fulltime nurse. The nurse will be supervised by the Dean of Operations and is responsible for many aspects of the Coordinated School Health Program, including, but not limited to the following:

- Monitors compliance of school health program with federal, state and local laws, regulations and policies.
- Collaborates with other child-support agencies in designing and providing health support to students and families.
- Administer daily and PRN (as needed) medications and nursing care procedures prescribed by the student's physician.
- Provides first aid care and medically prescribed services.
- Maintains security of school health supplies.
- Serves as a resource person on health issues
- Provides staff development on health-related topics for school staff and volunteers.
- Connects with provides to facilitate health screens and health appraisals for students and staff.
- Provides follow-up evaluations on students as required.
- Corresponds with parents on health needs of children.
- Works with school staff to ensure all students have proper immunizations before enrolling
- Records immunizations, health findings, and other relevant health data.
- Prepares health reports as needed.
- Be available to provide input to school leaderships or groups such as Child Study Team.
- Counsel with students concerning problems such as pregnancy, sexually transmitted diseases and substance abuse in order to facilitate responsible decision-making practices
- Implement and record required screening programs; notify parents when further medical evaluation is indicated.
- Prepare and maintain student clinic records and prepare required reports.
- Initiate emergency procedures for students and staff as needed.
- Work with other staff to develop Individual Health Care Plans and 504 Plans for students as needed.
- Orient the staff and teach specific medical procedures for the evaluation and maintenance of the medically involved student in the classroom
- Present, train and maintain appropriate standards from OSHA regarding contact with, and possible exposure to blood borne pathogens and other potentially infectious body materials within the school or employment setting.
- Follow procedures for suspected cases of child abuse and neglect.
- Act as a liaison between the school, home health department professionals, and other community agencies.

d. Safety and security:

- **Describe your plan for safety and security for students, staff, guests, and property. Identify the person or position responsible for school safety operations**
- **What will be the process and timeline for creating a school crisis plan?**

CEG prepares plans for safety and security for students, staff, guests and property based on the needs of the school campus and stakeholders. The Dean of Operations is responsible for school safety operations. Plans are currently in place at each of the existing CEG schools and will be created for the CPL as well.

Some of the key roles and needs for the safety plan are listed below:

- Incident Command: Principal
- Safety Official: School Security
- Public Information Official: Media Liaison
- Liaison Official: Liaison to Outside Agencies and Special Populations
- Planning/Intelligence: Situation Analysis
- Operations: Student Accounting and Release
- Operations: Facility and Environmental
- Operations: First Aid, CPR, Medical
- Operations: Crisis Intervention and Response
- Operations: Food, Water, and Sanitation

- Logistics: Communications
- Logistics: Supplies
- Administration and Finance: Documentation

The plan will also include:

- Identified locations for evacuations,
- Emergency transportation plans for locations requiring transportation,
- Student accounting procedures
- Student release procedures
- Communication plan with parents
- CPR and other emergency training for all staff
- Design and posting of emergency evacuation routes

As soon as the schools are identified, the school crisis plan can be created. The plan will be finalized during summer work and all staff will be trained on the procedures during summer professional development.

e. School maintenance

- **Discuss the plan for school maintenance, including maintenance staff or plans to contract for maintenance services.**

CEG currently contracts with GCA Maintenance Services to maintain the buildings for each of the three current CEG schools. CEG expects to continue this arrangement. GCA either performs or contracts with others to perform all the daily maintenance on the building. They bill CEG for services rendered. All work is approved by the director of operations before beginning work and then signed as completed before the invoice is paid.

f. Any additional operations as applicable.

Not applicable.

- g. For a sponsor of an existing school in the ASD only, describe any operational matters that will be handled differently following the transition to your home LEA (and that have not already been addressed in another section), the rationale for the differences, and any new resources they would require. If there are no additional changes to operations, please respond with N/A to this section**

Not applicable, as CPL will make no changes to operations other than the enrollment process noted in the application.

As noted throughout the application, two other existing CEG schools, Cornerstone Prep Denver Campus and Lester Prep, transitioned from a neighborhood zoned ASD school to a traditional charter school of choice for the 2022-23 school year. In both instances, the transition was essentially seamless with no significant operational differences outside of the enrollment process. The enrollment process went very smoothly, as parents were made aware of the new enrollment policy and system, followed the process and were able to enroll their children if so desired. Based on this experience, CPL anticipates no significant operational matters caused by the change in authorizers.

2.10 Charter Management Organization

(a) If you intend to contract with a charter management organization (CMO), please detail:

- The name of the CMO, if known, and evidence of its educational and management success;
- Selection process and criteria;
- Scope of services and resources to be provided by the CMO;
- Division of roles and responsibilities between the board and the CMO, disclosure and explanation of any existing or potential conflicts of interest between the board and CMO, and how conflicts of interest will be checked;
- How performance of the CMO will be measured, including any deliverables;
- Conditions for renewal and termination of the CMO agreement;
- Any monetary obligations of the CMO agreement; and
- Include a copy of the CMO agreement as Attachment K, if available, that sets forth proposed key terms, including roles and responsibilities of the school governing board, the school staff, and the service provider; the services and resources to be provided; performance-evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider; financial controls and oversight; investment disclosure; methods of contract oversight and enforcement; and conditions for contract renewal and termination

(b) For a sponsor of an existing school in the ASD contracting with a CMO, in lieu of the above, include a copy of the CMO agreement as Attachment K.

CPL does not intend to use an outside CMO and therefore section 2.10 is Not Applicable (n/a).

For clarification purposes, sometimes the back-office support of the organization, currently called support services, may also be referenced as the CMO. This is not an outside agreement but is simply a reference to the support services back-office (CEO, COO, CAO, etc.) that supports the entire CEG network.

2.11 Waivers

Pursuant to Tenn. Code Ann. § 49-13-111, a sponsor of a proposed charter school may apply to either the authorizer or to the Commissioner of Education for a waiver of any state board rule or statute that inhibits or hinders the proposed charter school's ability to meet its goals or comply with its mission statement.

CPL requests the following waivers:

State Statute/Rule/Policy/T.C.A Citation	Description of Statute/Rule/Policy	Replacement Policy/Practice/Rule	How this waiver will student achievement
T.C.A. § 49-5-101(a); SBE Rule 0520-01-02-.03(5)	Staffing Requirements – Licensed Principals	CEG will recruit and interview all highly qualified candidates from around the country.	CEG will recruit the most qualified candidates from around the country and be able to hire the leaders who will most effectively fulfill its mission.
T.C.A. 49-5-401	Hours and Benefits – Teacher Assignment	To accomplish the mission of equipping “all students,” CEG utilizes an extended school day schedule, including increased instructional and professional development hours. The extended school day provides more time for students to receive individualized instruction at their level and close academic gaps. Teachers receive compensation commensurate with the increased work hours necessary to meet the wide range of student needs. The flexible hours, teacher assignments and benefits allow the hiring and compensation necessary to get highly qualified teachers.	Students will receive additional instruction throughout the year through the extended school day. This allows for more whole group instruction as well as individualized instruction. Students will also receive higher quality instruction from teachers that includes regular afterschool professional development and are willing to join the organization based on hours and benefits and teacher assignments.
T.C.A. 49-6-2206-2207	Curriculum – Use of Unapproved Textbooks	CEG will use both state-approved textbooks and other unapproved instructional materials. Frequently textbooks are written to serve students at grade level and therefore supplemental materials are needed to meet students who may be 2 or 3 grade levels behind. The CEG mission drives the organization to meet the needs of all students and therefore the organization must have the ability to find the most effective curriculum to accomplish the mission.	To meet the wide needs of all students, CEG will select the curriculum and textbooks that can meet grade level students as well as those below grade level, as well as students with unique learning needs. These textbooks and/or resources are frequently used during intervention blocks or re-teach sessions.
T.C.A. § 49-3-306(a); SBE Rule 0520-01-02-.02; SBE Policy 5.600	Compensation – Licensed Personnel Salaries	While we ensure that public monies will be used properly and all personnel will be paid adequately, accurately and on time, it is critical to our program that the payroll system reflects our individual school's purpose and philosophy. CEG understands that adequate compensation is a critical component to attracting and retaining the best possible teachers. Compensation includes salary, bonus and stipends as necessary. CEG schools are serving students of high needs who have historically attended low performing schools. This makes the work difficult to staff and therefore CEG needs to use	CEG will use compensation as one tool to attract and retain the best possible teachers, leading to high-quality instruction provided to students in every classroom.

		compensation to incentivize and reward high performing staff.	
T.C.A. 8-23-206(a)	Compensation – Longevity Pay	While we ensure that public monies will be used properly and all personnel will be paid adequately, it is critical to our program that the payroll system reflects our individual school’s purpose and philosophy. CEG will offer incentive pay that compensates them for years of consistent student performance and professional development growth, in addition to years of service.	CEG will utilize compensation to ensure that teachers are striving to improve student performance, grow their content knowledge as instructors and increase tenure length in order to maximize their instructional effectiveness.
T.C.A. 49-5-408-409	Tenure – Evaluation Contracts and Employment Termination	Every teacher will be assessed based on their performance and student achievement. Teachers who attain the required levels of performance, as outlined in their contracts, will be offered a contract for the following school year.	Retaining high-performing teachers allows CEG to maximize student growth and achievement.
T.C.A. 49-5-501-513	Tenure – Tenure	As a charter school, CEG will be results-driven. Accordingly, CEG employees will be “at-will.”	A major element of student success will be CEG’s ability to attract and retain a staff that is committed to our vision and able to deliver effective instruction every day.
T.C.A. 49-3-311	Capital Outlay	It is critical that we have freedom from non-health and safety standards for the school site and have control of the facility, rather than the board of education. CEG has invested several hundred thousand dollars into the Lester building to make it cleaner, safer and more effective for learning. Capital outlays have been made to paint walls, install brighter lights, renovate floors and bathrooms, install filtered water stations, improve ventilation, improve water drainage and install safety features.	CEG will maximize the effectiveness of school site resources to drive student achievement and align our building choices with our mission and goals.

SBE Rule 0520-01-03-.07(2) and SBE Rule 0520-01-03-.07(3)	Staffing Requirements – Library Information Center Personnel	CEG will offer classroom libraries and floating resources to educate students and create a love of reading.	CEG students will have continuous access to a substantial classroom library and the local branch of the public library.
T.C.A. § 49-3-359(a)	Instructional Materials/Supplies	In lieu of distributing funds to teachers to purchase their own instructional materials/supplies, CEG will acquire high-quality instructional materials/supplies for each teacher and will distribute them prior to the first day of school.	Acquiring high-quality instructional materials/supplies for all teachers and distributing them prior to the first day of school, as opposed to distributing funds to teachers for them to buy their own, will ensure that CEG maintains consistency and uniformity among the instructional materials/supplies used in each classroom. This will also ensure that the materials purchased are of high-quality and effective in supporting CEG’s academic model.

2.12 Network Vision, Growth Plan and Capacity

In this section:

- a. **Describe the network’s strategic vision, desired impact, and five-year growth plan for developing new schools in Tennessee. Include the following information: proposed years of opening; number and types of schools; any pending applications; all currently targeted markets/communities and criteria for selecting them; and projected enrollments. If the existing portfolio or growth plan includes schools in other states, explain specifically how Tennessee fits into the overall growth plan.**
- b. **Provide evidence of organizational capacity to open and operate high quality schools in Tennessee and elsewhere in accordance with the overall growth plan. Outline specific timelines for building or deploying organizational capacity to support the proposed schools.**
- c. **If applicable, list any schools that were previously approved by this or another authorizer, but which failed to open or did not open on time, and explain the reasons for the failure or delay.**
- d. **Discuss the results of past replication efforts and lessons learned – including particular challenges and how you have addressed them.**
- e. **Discuss the greatest anticipated risks and challenges to achieving the organization’s desired outcomes in Tennessee over the next five years and how the organization will meet these challenges and mitigate risks.**
- f. **Provide, as Attachment L, the network’s most recent annual report.**

In the next five years, CEG aspires to be an organization that provides 1,800 elementary and middle school seats at 4 charter schools in low-income communities in Memphis. The schools, individually and as a collective network, will display consistent growth in academic achievement and be model schools replicable and sustainable by Memphis Shelby County Schools and be models for schools participating in community redevelopment.

CEG leaders designed the network blueprint to meet the needs of students and schools identified as Priority Schools as well as schools and students earning Reward School Designation or earning Priority School Exit Status (CEG has served students and schools receiving all these designations.) The CEG vision to serve students in low-income communities means the organization will serve students who may have attended schools designated as Priority Schools, or in the case of the ASD, the organization may be asked to transform an entire school designated as a Priority School. Therefore, the organization designed the original blueprint to serve students and communities where academic outcomes have resulted in Priority School status. The blueprint creates intervention and teacher training to meet the needs of these students.

The blueprint also contains the key strategies and systems to lead students to grade level and schools from Priority Status to Priority School Exit Status and potentially Reward School Status. Cornerstone Prep Denver campus provides the best example of how the blueprint supports this vision. CPD was on the Priority List when CEG began the transformation process. Students improved their academic achievement in every grade in every subject as measured by MAP during the four years preceding the pandemic and earned Priority School Exit Status. While the pandemic negatively affected student growth at CPD, the school continued to follow the blueprint and earned Reward School Status. This provides an example of how the blueprint design supports school staff in accomplishing the mission and vision including Priority Schools and Reward Schools.

The organization's desired outcomes for schools in the network over the next 5 years are as follows:

- Ensure that all students currently below grade level grow at least 1.3 years as measured by NWEA's MAP, reducing their existing achievement gap and getting them closer to being college ready.
- Ensure that all students that are on grade level grow at least 1.0 years as measured by NWEA's MAP, keeping them on track for college.
- Ensure that an increasing number of scholars are moving towards mastery and on track levels on TN Ready by adding 5 percentage points annually to the previous year's percentages in the Approaching, On Track and Master categories until surpassing the MSCS district average for similar schools serving similar populations.
- Earn a TVAAS 4 or higher every year in every subject.
- Ensure scholars come to school with a 95% attendance rate, arriving on time and ready to learn.
- Ensure parents feel supported, heard, and part of their child's success at school through annual parent satisfaction rates of 85% or more.
- Ensure parents, community members and scholars work together to support student achievement through consistent volunteer opportunities, formation of a parent advisory committee, community events at the school and weekly parent communication from school leaders and teachers.
- Ensure a powerful student culture that enables students to feel safe at school through the implementation of clear and consistent expectations connected to the school's core values.

CEG expects to continue to operate the existing 4 CEG schools. The capacity of the schools will be within the guidelines identified in each of the MOUs, with the biggest increase coming at CPS, whose MOU states an additional 75 students per year will enroll for the next 8 years until the school reaches full capacity as a k-8 school with 675 students. CEG has no plans to operate schools outside of Tennessee and has never failed to open a school authorized to do so. CEG delayed opening CPS for one year, and opened with one less grade than originally planned, because of the pandemic.

Projected enrollment for Year 1:

- Cornerstone Prep Lester Campus: 410
- Cornerstone Prep Denver Campus: 610
- Lester Prep: 278
- Cornerstone Prep School: 185

CEG applied for authorization by the ASD to operate in the next phase of the state's turnaround district. The timing of authorization by the ASD and the deadline from MSCS regarding this application conflict and therefore CEG assumed no additional ASD schools for this application.

CEG has overcome risks and challenges in expanding in the past and expects to apply those lessons learned over the next five years. The risks can be identified in adding grades at an existing school, meeting the needs of an additional authorizer, and in the process of providing support to all schools.

For example, CEG opened Cornerstone Prep Denver Campus as a replicated prek-5 school in Frayser. CEG learned several valuable lessons in opening the school that will apply as CEG continues to operate schools for the next 5 years. Three of those lessons learned are discussed below.

CEG believes replication breeds successful when implemented with fidelity in a model defined as “tight.” CEG defines “tight” as the consistent application of best practices as defined and executed in the original, flagship school. The first CEG replicated school intended to utilize this tight approach but did not execute the model at the desired level of fidelity. CEG expected the founding Principal, a former CEG teacher and Dean of Instruction (DOI), to know all the critical success factors from the founding school. Unfortunately, several seemingly small, but quite critical, systems and processes did not become part of the culture at CPD, which led to lower than desired academic outcomes for students in Year 1.

CEG addressed this challenge by creating the CEG blueprint. The blueprint captures the critical success factors, including everything from system design and implementation to professional development to desk arrangement to hiring practices. Network leaders used this document to address the issues at CPD, leading to outstanding academic results at that school this year. The utilization of the blueprint will drive the success of all CEG schools in the next five years.

The second lesson learned during the CPD replication relates to having high expectations for students and staff. CEG’s flagship school provided very high expectations for staff and students, leading to strong academic achievement in Year 1 and subsequent years. At CPD, school leaders inadvertently lowered expectations for both staff and students which contributed to the lower than desired success in Year 1. For example, staff attendance during Year 1 was below 90%, significantly below any year at the flagship school. Investigation into the data revealed that school leaders allowed, and sometimes encouraged, teachers to be absent even though there were not health reason for such. Because substitute teachers cannot instruct students as the same level as CEG teachers, student achievement suffered.

CEG rectified these low expectations at the start of the 2017-2018 school year. School leaders communicated clearly from Day 1 the expected attendance goals for staff and students and implemented staff and student incentives and celebrations based on attendance. Student and staff attendance increased compared to the prior year, as did student achievement. CEG learned the importance of clear, consistent, high expectations for all staff and students which leads to strong academic achievement for students. These lessons learned will continue to be applied after approval through the communication and implementation with all stakeholders.

The third lesson learned during the first CEG replicated school pertains to the critical nature of alignment. Unfortunately, a couple of CPD leaders implemented curriculum and assessments misaligned to those of the rest of the organization. This misalignment caused significant declines in student achievement as well as consistent frustration with members of the flagship school and the network. The misalignment led to a great deal of wasted time and energy.

CEG rectified this misalignment through clear communication with all leaders, the implementation of the blueprint and two changes in leadership. CEG learned the value of aligning expectations during the hiring process and again during summer professional development to ensure that everyone agrees with the methods and systems found in the blueprint. Now this school is the highest performing school in the Achievement School District. The early and consistent communication with leaders, staff, parents and students will help all CEG stakeholders stay aligned over the next five years.

Additional risks include academics and operations as CEG seeks to accomplish its desired outcomes over the next five years. Adding MSCS as an authorizer will require some extra attention to detail and adjustments to the processes utilized by a new authorizer.

CEG currently has schools authorized by the ASD and TPCSC, with 2022-23 being the first year under the TPCSC. Each authorizer has different expectations, systems, processes and meetings. Therefore, CEG had to adjust to the new expectations this year and has learned to use systems and strong internal organization and planning to manage the expectations and meet the deadlines of two different authorizers. So far, CEG has met all the expectations of the new authorizer (TPCSC) as well as the ones from the original authorizer (ASD.) If approved by MSCS, CEG would no longer have any ASD schools and would be responding to the needs of two authorizers as it does today. Therefore, CEG expects to be able to meet the challenge of responding to the requests and expectations of MSCS if approved.

Because CEG uses a blueprint created over the past 10 years, the changes in state standards or approved curriculum, combined with the addition of one new grade each year for the next 8 years, creates a CEG risk around school support from the support services group.

CEG support services leaders help principals and deans of instruction prepare and deliver professional development as well as providing significant observation and feedback based on data and school walkthroughs. The growth of CPS as well as the coming changes in state standards and approved curriculum could put time pressure on support services to provide this support. The CEO will meet regularly with the CAO to evaluate the status and progress of supporting schools as the organization responds to the changes and identify any needed staff additions. The current 3-year plan includes the addition of another Content Manager and Director of Operations and Technology to support the organization.

Operational support comes from support services personnel, specifically the Human Resources Specialist, COO, and the CEO. CEG also contracts with outside organizations to support Data, Technology, and Human resources. The growth of CPS and changes mandated by the state could require the organization to increase the hours provided by these outside vendors required to provide this extra support. The CEO will meet regularly with the COO to discuss the status of operational support and any needs for increasing staff or additional outside support above the two positions noted above.

CEG has successfully grown from an organization serving one school with four grades to an organization serving 10 grades across four schools and three campuses. During that time CEG has added the proper organizational capacity at the network level, including positions in data management, technology, English as a Second Language, operations, Special Education, Academic Achievement, Parent Engagement and Business management. The history of adding capacity as needed, combined with the current support structures and planned additions, provide a solid foundation for supporting the network vision.

Deploying organizational capacity to support the growth of CPS and state mandated changes would include leveraging existing staff members and adding support where needed. The current support services structure of CEO, COO, CAO, Director of Special Education, and Human Resource Specialist will continue as CEG transitions to the CPL. The Director of Parent Relations and Recruitment will need additional support as will the academic team to focus on supporting schools with professional development and curriculum work. Depending on the demographics of the enrollment growth of CPS, additional ESL organizational capacity may also be needed. All the other organizational capacity would be included at the school level and would not require additions to the support services organization.

CEG's TN Ready data reveals CEG's organizational capacity to open and operate high quality schools in Tennessee:

- All three CEG schools have moved off the Priority School list based on Published State Priority List or by meeting the Priority School Exit criteria.
- Lester Prep has earned the highest TVAAS score the state awards for three consecutive years, earning the TVAAS 5 designation
- Cornerstone Prep Denver Campus outperformed every other school in the ASD in 2019, earning the highest proficiency rates every recorded by an ASD school in math on the 2019 assessment
- Cornerstone Prep Lester Campus, our Binghampton elementary school, outperformed every other school in the ASD in 2018, earning the highest proficiency rates in both math and science, on the 2018 TN Ready assessment
- Cornerstone Prep Denver Campus has earned the highest TVAAS score the state awards for three of the last four years, earning the TVAAS 5 designation
- CEG schools performed better than 87% of schools nationally in Science and Math with similar fall student RIT scores for the 2021-22 school year on the NWEA MAP assessment
- CEG schools have shown dramatic and consistent growth for 9 years as measured by the NWEA MAP national assessment, with network lifetime growth averages of more than 1.4 years of growth annually across the network in math, 1.5 years of growth annually in language, 1.3 years of growth in reading and 1.4 years of growth annually in science
- Cornerstone Prep Denver Campus earned Reward School Status in 2022

CEG believes this past success in adding capacity as well as improving student outcomes will continue as the organization is authorized by MSCS and adds enrollment at CPS.

2.13 Network Management

- a. Identify the network’s leadership team and their specific roles and responsibilities.
- b. Provide, as Attachment M, the organizational charts for Year 1 network as a whole (including both network management and schools within the network), Year 3 network as a whole and year 5 network as a whole. The network organization charts should clearly delineate the roles and reporting structure of the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the schools. If the proposed school intends to contract with the CMO, clearly show the CMO's role in the organizational structure of the proposed school.
- c. Explain any shared or centralized support services the network will provide to schools in Tennessee, including the cost of those services, how costs will be allocated among schools, and specific service goals. How will the proposed school measure successful delivery of these services?

Here are the current support services leadership team members and their specific roles and responsibilities:

Full name	Job Title	Responsibilities
Andrew Anthony Sippel	CEO	All CEG school performance
Lacee Keria Rodgers	CAO	CEG academics, CEG RTI, CEG planning
Brooke Nicole Litvin	Human Resource Specialist	All CEG human resource functions
Telicia Shawndra Goodman	Content Specialist, Math and Sci	Review and select curriculum and assessments, train deans on math and science state standards and effective instruction
Herbert Lorenzo Dickens III	Director of Public Relations & Recruitment	All CEG school public relations, parent engagement, student recruiting
Donna Sue Brigham	Director of Special Education	CEG Special Education Services
Heather Jean Outlaw	Asst Director of Special Education	CEG Special Education Services
Alexander John Wrobel	COO	CEG data, technology, operations, EIS, systems, facilities

CEG provides shared or centralized support services to the schools. The schools are not charged individually for services but rather are charged a network support services fee at year end of 10% of the BEP for that school.

The centralized support services staff provides the following primary functions:

- ASD and SCS liaison and reporting
- Local, State and National reporting and compliance
- Human resources
- Data collection and distribution
- Special Education, RTI, Gifted and ELL services
- Academic plan and goal setting, including lesson plans, curriculum maps, lesson plan ancillaries, assessments, etc.
- Professional development
- Administrative functions, either outsourced or provided internally, such as payroll, accounting, cash management, fund raising, etc.

While overly simplified, the big goals of the support services group are as follows:

- Remove obstacles and administrative and reporting duties so that schools can focus on students, teachers, parents and the community
- Based on the best practices and the successes of the existing school, provide the tools and support necessary to effectively replicate the academic model and school culture
- Provide clarity of expectations and accountability for school performance

We believe the support services group serves the schools and therefore will use surveys to measure the performance of the group in accomplishing the big goals. Surveys found at schools like Noble in Chicago provide a model that will be used at CEG to receive feedback from the schools on performance and responsiveness of the support services group.

The support of the group can be categorized into 2 areas:

- a. Response to requests or stated needs from the school
- b. Prescribed direction, support and accountability from the network support services to the schools

The support services group looks for constant feedback, both informally and formally, from schools to ensure that the quality of the services provided remains high. Surveys will be a critical part of assessing the performance of the support services group in responding to the needs of the school. The surveys will be designed primarily to answer 2 questions regarding requests received from the schools:

- Was the response timely? We expect that all requests from schools will receive a reply within 48 hours of receipt.
- Did the response adequately resolve the issue? We expect schools to answer “yes” 100% of the time.

Feedback regarding the prescribed direction and accountability from the support services group to the schools will be an ongoing process between the CEO and the school Principals. Monthly meetings with leadership personnel of all schools will be used to ensure that the direction, support and accountability structures are adequate to ensure that the goals set in conjunction with the school board are being accomplished.

Costs of support services are allocated across the network based on BEP dollars. The costs are allocated for the services as a whole and not based on individual services at a particular school. The CEO allocates costs at year-end. This approach is designed to minimize non-valued added cost tracking or allocations during a school year. The network support services group and schools will work together during quarterly meetings to understand excessive resource usage or costs at a particular school.

The CEO is responsible for ensuring that the support services are funded through the combination of school BEP and fund raising and therefore will use the allocations to the schools, in conjunction with the grants and fund-raising receipts, to ensure that the expenses of the group and the schools are adequately covered.

In summary, schools will be able to spend most of their energy and effort working with students, parents, teachers, and the community while support services will cover the other tasks or provides the support necessary to accomplish the mission of the organization.

The CEG support services network is staffed to meet the needs of the schools in the portfolio. The needs, grades served, and number and size of the schools determined the roles and responsibilities of the support services team. The current roles and staffing levels adequately support the existing 4 schools.

The support services organization currently in place will not be affected by swings in enrollment at the existing four schools. The organization has the financial strength and balance sheet to continue to fund the support services department should enrollment fall short of budgeted projections.

However, the addition of new schools or non-renewal of an existing school contract could possibly impact the current staffing plans of the support services department. The CEO would develop a revised support services structure if needed based on a change in the number of schools operated.

The support services staffing levels and roles have changed as the organization has grown and would be expected to continue to increase and change over time, assuming schools are added to the portfolio. The CEO annually discusses this with the board as part of the five-year growth plan.

Should school contracts not be renewed, the CEO would propose to the governing board a contingency plan or changes to the support services network based on the number of schools. Some support may be contracted out, adjusted to occur at the school level, or reduced to meet the reduced number of schools in the network. The CEO would then submit a revised budget reflecting the new support services structure for board review and approval.

Function	Network/Management Organization Decision-Making	School Decision-Making
Performance Goals	These will be set by the governing board in conjunction with the network team and school leaders.	The school may set interim internal goals to insure adequate progress towards the required performance goals.
Curriculum	The network team will provide the curriculum to the schools.	Annually schools meet with network to review
Professional Development	The network will provide teacher standardized professional development during the summer and as requested by the school during the year. The network will provide teacher evaluation rubrics, tools and timing requirements. The network will provide professional development for school leaders.	The school leader will design and execute the individual professional development based on the needs of the personnel located at the school in addition to that provided by the network.
Data Management and Interim Assessments	The network will determine the method, content and frequency of major interim assessments as well as regular data management	The school will have the option to request additional data as well as to design additional interim assessment tools in addition to those required by the network
Promotion Criteria	Defined by the network	Assessed and executed by the school
Culture	Critical components designed by the network	Execution, emphasis, and specific strategies determined by the school leaders
Budgeting, Finance, and Accounting	Budget parameters set by the network. All finance and accounting either outsourced or handled by the network.	Specific allocation within budget parameters determined by the school
Student Recruitment	Supports the schools to recruit students	Works with network but ultimately accountable
School Staff Recruitment and Hiring	Initial communication and screening done by the network	Final interviews and hiring decisions made by the school, firing decisions made by the school
H/R Services (payroll, benefits, etc.)	Provided by the network and/or outsourced through the network	None
Development/ Fundraising	Primarily handled by the network	Will leverage relationships for fundraising as Needed
Community Relations	Supports the schools	The school is primarily responsible

IT	Handled by the network or outsourced	Requests Supports or identifies needs
Facilities Management	Contracts and high-level relationships managed by the network and provided primarily through MSCS services and personnel	Schools determine need and satisfaction levels of service provided
Vendor Management / Procurement	Contracts and procurement managed by the network	Schools determine satisfaction levels
Student Support Services	Contracts negotiated by the network	Daily execution and supervision handled by the Schools
Other operational services, if applicable	n/a	n/a

The chart above provides the plan on network vs. school decisions. The chart reveals that frequently both parties have responsibilities in a particular function. This intentional design provides an environment for collaborative work between schools and the network and between individual schools.

CEG seeks to have an environment where the network values the opinions and input of schools while at the same time having clarity on final decision-making authority. Many of the tasks listed above are discussed each year during the blueprint review process. During this process, school leaders bring their thoughts, data, and experience into meetings with network leaders to discuss what things worked well and what things could be improved based on the performance of the prior year. These robust discussions allow for input and discussion from leaders across the organization, resulting in better systems and approaches to accomplishing the organization’s mission and vision. Many times, these conversations result in a unified decision about a particular system, process, or approach. However, sometimes there are varying opinions that remain after the discussion and the chart above will determine the final decision maker. After the decision is made, the entire network moves together in a unified manner to ensure consistency across all the schools.

2.14 Network Governance

- a. **As applicable, describe the governance structure at the CMO level and how that relates to each individual school. Will each school/campus have an independent governing board, or will there be a single CMO-level board governing multiple schools?**
- b. **Discuss the plan for satisfying the statutory requirement of either having a parent from one of the network's Tennessee schools serve on the governing body or having advisory councils at each school.**
- c. **Describe the size and composition (current and desired) of the board. Explain how the proposed governance structure and composition will help ensure that there will be active and effective representation of key stakeholders.**
- d. **Discuss the powers and duties of the board. Identify key skills, areas of expertise, and constituencies that will be represented on the board.**
- e. **Explain how this governance structure and composition will help ensure that a) the proposed school will be an educational and operational success; and b) the board will evaluate the success of each school and leader.**
- f. **Explain how the interests of individual schools will be balanced with CMO interests and how key stakeholders will be represented.**
- g. **Will the charter be held by the same existing board or will a new board be formed?**
 - **If the existing board will also govern the proposed school, include a copy of the bylaws and organizational chart, with emphasis on what changes, if any, will need to take place at the board level for it to be effective (ie, add members, redistribute rolls, responsibilities, etc.).**
 - **If a new board will be formed, describe how and when the board will be created and what the relationship between the two boards will be (including any overlapping responsibilities). Please include biographies of the new board members, roles and responsibilities needed to govern the proposed school, organizational chart, and governing board structure.**

CEG understands that effective governance and management are critical to the long-term success and viability of any organization. The Governing Board ensures the organization accomplishes the mission and vision of the organization, connects with key stakeholder groups, operates in a fiscally responsible manner, meets stated academic goals and objectives and complies with all applicable local, state and federal laws.

The CEG Governing Board is a policy-making board and supervises the CEO of the organization. The board delegates all school management decisions and functions to the CEO. The board may receive staff or parent complaints related to policy issues after concerned parties have addressed these issues with the Principal and subsequently, the CEO. Finally, all board members have CEG email addresses that allow for parents to reach out to any board members as so desired.

The Governing Board is composed of educational and business leaders in the city of Memphis. The Governing Board includes a person involved with more than 20 urban schools in Memphis, two attorneys, a leader of one of the largest foundations in Memphis that engages in several urban schools, a leading urban developer, an experienced educational leader and a CEG school parent. Members of the board have successfully launched new schools and non-profit organizations throughout the city, providing evidence of their ability to build community relationships and support and launch new organizations that benefit the families of Memphis. The board's experience in education and commitment to the Memphis community make them an ideal group to lead the CPL serving the city.

The Governing Board's experience in leading schools that are academically, operationally and financially successful provide a high level of confidence that all of these areas will be successful in the CPL. This experience includes running CEG that has generated positive cash flow each year, has been the highest performing network in the ASD since inception and has successfully grown from an organization serving 300 students to one that serves over 1400 students. Board members also sit on the boards of some of the most successful charter schools in the city.

The structure and composition of the board, representing many stakeholders, skills and levels of experience, ensures that there is active and effective representation of key stakeholders. This approach will continue after approval, filling any position that become available with others board members who represent the various stakeholders.

This Governing Board is equipped to make the transition to MSCS a smooth and effective process. They have proven their ability to make a school an educational and operational success, as well as ensuring an active and effective representation of key stakeholders, over the past ten years. The board will continue to operate in accordance with all required government and charter school laws and ordinances. The board's experience in public and private education, business, public affairs, and commitment to the Memphis community make them an ideal group to lead throughout the term of the agreement.

The Governing Board governs all CEG schools and therefore there are no independent school specific boards. Each meeting contains agenda items addressing all 4 existing schools and specific school issues when necessary. One parent from one school sits on the governing board and each school also has parent advisory councils. This will continue with the transition to MSCS.

The Governing Board is organized through the Officer positions of Board Chair, Vice Chair, Secretary, Treasurer and Directors. The bylaws allow for a minimum of five members and a maximum of nine members. The Board Chair presides at all meetings, guides the board in the enforcement of all policies and regulations relating to CEG and performs all other duties normally incumbent upon such an officer. The Board Vice-Chair fulfills the responsibilities of Board Chair in his or her absence. The Board Vice-Chair leads or co-leads committees according to interest and expertise, and as needed, serves on a committee or advisory boards. The Board Secretary provides written agendas of the sessions of the full board and the meetings of the standing committees in advance. The Board Secretary distributes to board members appropriate background information on subjects to be discussed in advance of board meeting, prepares, and provides written minutes to board members, files approved minutes, and maintains the official list of board members in accordance with procedure.

The Board Treasurer manages the board's review of and action related to the board's financial responsibilities. The Board Treasurer, along with the Finance and Audit Committee (see below), works with the CEO to ensure that appropriate financial reports are available to the board on a timely basis and are accurate and within budgeted levels. The board Treasurer and Finance and Audit Committee lead the annual audit process.

Currently, board members serve on one of two committees designed to ensure the school is an educational and operational success. The Audit and Finance committee provides extra time and focus on the financial viability of the organization, monitoring the organization from the budgeting process through the monthly accounting and financial reviews through the year-end audit conducted by a third-party certified public accounting firm.

The personnel committee serves to hold the CEO accountable for the educational and operational success of the organization. The committee reviews the CEO's performance as well as goals, objectives, survey results, academic results, and discipline outcomes to ensure the CEO leads the organization to accomplish the overall mission.

The governing board reviews individual school and network data at each meeting, effectively balancing the interests of each school with the interest of the network. Critical success factors, staff and parent surveys, and other data provide school specific results that allow the board to see how individual schools perform in their own community as well as compared to the other schools in the network. Board members proactively seek out feedback from the various stakeholders as well as reviewing surveys from those groups to ensure that key stakeholders are represented.

The board also initiates frequent contact and communication with the key stakeholder groups. Board members meet with parents in various settings, attend school functions, interact with Memphis Shelby County School leaders, serve alongside other volunteers throughout the school year, meet with community leaders and review all parent and staff surveys to effectively gauge the satisfaction levels of all key stakeholder groups. For example, the Governing Board already contains a group of people representing many key stakeholders, including the Binghampton community, educational leaders, financial donors, influential executives and Memphis

educators. The board built these relationships through intentional networking, meetings with community leaders, churches and families, open community meetings and through their extensive business, political and non-profit relationships through the city.

At a minimum, the board meets on a quarterly basis, at least four (4) times per calendar year, at a regularly appointed time and place. Additional meetings occur as needed. It is expected the board may meet more frequently during the start-up of the new school in order to address any issues that arise during start-up. If needed, the board will post and communicate the new board meeting as required by the open meeting laws. The focus of the meetings varies but includes assessment of the school and CEO performance, financial review, legal and other issues, parent feedback, property issues, fiduciary responsibilities and overall assessment of the mission and vision. The board reviews school specific issues as well as any network issues or opportunities for improvement. Currently, CEG operates schools authorized by the ASD and the TPCSC, the CEO provides reporting updates and issues specific to both the school and the authorizer. This approach would continue with the transition to MSCS.

Because the CEG Governing Board is a policy-making board and supervises the CEO, delegating all school management decisions and functions to the CEO, the increased workload caused by joining MSCS will fall primarily on the CEO and support services staff. The board will closely monitor metrics, goals, parent surveys and other measures just like they do for the existing schools to ensure the new school performs at a high level. Any deviations or concerns will be communicated to the CEO, who will be responsible for resolving the issue or answering the question. The board will continue to provide guidance and address issues unresolved by the school leaders and therefore will be able to handle any increased workload created by the transition and growth of CPS.

The Governing structure is based on successful multi-school networks across the country. The structure has been in place for the previous ten years, during which time the board ensured that each school, and collectively the organization, accomplished the mission and was an educational and operational success. These policies and processes will continue with the transition to MSCS.

The Governing Board will use the Performance Management Plan, parent and staff surveys, annual school goals, parent feedback and other measurement tools to evaluate the success of the school and subsequently, the school leaders. Examples of some of these past measures include:

Academic growth and grade-level mastery as indicated by results including the Tennessee Comprehensive Assessment Program (TCAP), TN Ready, Measure of Academic Progress (MAP), Tennessee Value-Added Assessment System (TVAAS), and multiple in-house assessments. These measures cover national comparisons for student, cohort and school growth, Tennessee state measures for growth and achievement and network-wide comparisons by teacher, class, grade and school. These measures are accepted by both local and national funders as well as the ASD. School leaders are held accountable for these goals, as well as the individual career development plans and goals for each leader.

Organizational strength by demonstrating fiduciary and fiscal responsibility, measured by annual budgets for each school year that demonstrate effective allocation of financial resources to ensure effective delivery of the school mission as measured by yearly balanced budget submitted to the board and external, annual audit reports that demonstrate that CEG meets or exceeds professional accounting standards.

Enrollment indicating that CEG schools will be fully enrolled and demonstrate high levels of daily attendance and student retention, measured by attaining CEG student enrollment described in the enrollment plan at the beginning of each year and high levels of daily attendance and students who begin the school year at CEG remaining in the school throughout the academic year and re-enrolling for the following school year.

Parents demonstrate high satisfaction with the academic program and the clear and open communication of CEG that could be measured through annual average parent satisfaction with the academic program, as measured by an annual survey at the end of the school year.

Future board members and directors shall be elected by a majority vote of the incumbent directors. The Directors are elected at the annual Directors meeting held during the second quarter of the calendar year. The term of each Director is three (3) years, as determined by the Directors when in office at the time of the

election of each Director. At the end of the three (3) year term, the Director may elect to step down or be nominated to serve a second three (3) year term.

In the past, the board has recruited new members with identified skills needed at the time on the governing board. The board typically asks school leaders, community leaders, parents, and other board contacts to submit proposed names for future board members. Then the board members work together to contact and vet these proposed candidates to prepare the final list to come before the whole board for approval. The board then votes to add any additional new members. This has occurred in the past when there has been board member attrition or when the board needed to acquire new members to represent parents or a new skill needed. It is expected that this process will continue in the future.

The Governing Board complies with the Open Meetings and Open Records laws. Director and attorney Paul Edwards ensure that the board complies with all laws and meeting requirements. Board regulations are communicated to staff and parents through normal communication channels.

The board members have a duty to disclose potential issues related to the policy. In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with Governing Board delegated powers considering the proposed transaction or arrangement. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the Governing Board meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

An interested person may make a presentation at the Governing Board meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

The Chairperson of the Governing Board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

After exercising due diligence, the Governing Board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Governing Board shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

These structures and policies ensure an active and effective representation of key stakeholders and ensures that the school will be an educational and operational success.

Because the CEG Governing Board is a policy-making board and supervises the CEO, delegating all school management decisions and functions to the CEO, there are no plans to expand the board after approval. Advisory committees could be used to provide necessary feedback and input during the first 24 months of the transition to the CPL. Should the board decide to expand, the process listed in the bylaws will be followed. New board members would receive orientation on CEG from the CEO and training on committee membership from the chair of the board.

New board members receive training from the board chair and the CEO. They receive training and insight on how the board operates, tour the schools, review financial and academic data, review the approved charter agreements and meet key stakeholders. For example, new board members will have a meeting with the board chair before attending their first meeting. During that time together, the board chair will bring the new board member up to speed on the mission and vision, key strategic initiatives, recent board votes as well as upcoming decisions that will be made. The CEO then offers to give new board members a tour of the school so they can get a sense of the school culture, the demographics of students and staff, and the key blueprint strategies that are employed during the school day. The CEO will also be willing to walk through the financial statements and academic data as well as other critical success measures, to ensure the new board member

knows the key measures that the board will use to ensure the success of students in the organization. The CEO will also provide the current authorization MOUs and other key documents and agreements of the organization. Finally, the CEO will invite new board members to meet key school leaders and key stakeholders in the community so that they are comfortable communicating with each other and have the opportunity to develop relationships. These and other onboarding tasks help new board members get up to speed quickly so they can contribute to the accomplishment of the organization's mission.

Likewise, the current board members receive annual board training and development as required by T.C.A 49-13-111(o). Past training included certified Tennessee Charter School Association trainings, various other board certification presentations and on-line study and the hiring of a professional consultant to help equip and develop the board. The board also has conducted a retreat where short-term and long-term plans were discussed and developed. Each year the chairman reviews state provided options for meaningful board training and selects the training that best meets the needs of the board at that time. Then, the evidence of the training is submitted to the state for approval before the required deadline.

It is important to provide parents with fair and reasonable access to the Governing Board and to ensure the day-to-day management of the school remains the purview of school leadership. To achieve this balance, CEG provides a clear communication and grievance policy published in its parent handbook.

CEG considers parent and community support and input vital to school accountability and success. The general policy and procedures for addressing parents' concerns or complaints about CPL or any CEG school in the network are provided below.

If parents or community members have a concern about CPL or any CEG school, they should follow the steps in this policy to reach a satisfactory resolution:

1. Contact the principal: Parents and community members are encouraged to communicate any concerns or complaints that they have directly with school leadership.
2. Contact the executive director: If the principal does not satisfactorily resolve a parent's complaint, the school's grievance policy specifies at least one additional department or leader to whom grievances may be escalated within the organization that operates the school.
3. Contact the Capstone Education Group's (CEG) governing body. Lester Prep and Cornerstone Prep schools are governed by a board of directors under the organizational name of Capstone Education Group (CEG).

CEG is subject to oversight by its authorizer. If a parent or guardian of a student is not satisfied with a school-level or operator-level decision pertaining to a grievance, the parent or guardian may share concerns with the board of directors. The board meets publicly on a regular basis.

CEG, the governing body of Cornerstone Prep and Lester Prep, is the legal entity with authority to make final decisions regarding:

- Staffing;
- Instruction and instructional support program;
- Use of time; and
- Student support services and discipline practices (in accordance with the LEA's Student Discipline policy)

Thus, for most concerns, the LEA does not have authority to overturn the decisions of charter school regarding student services and staff. If warranted, the sole actions that the LEA has the authority to take beyond informing and influencing a charter operator to resolve an inadequately addressed Tennessee statute-defined violation on its own are to: (1) slow or stop the expansion or replication of a school or (2) revoke the charter.

The statutes that govern Tennessee charter schools provide specific criteria for the LEA to consider revocation or renewal of a charter if the operator did any of the following:

- Committed a material violation of any of the conditions, standards or procedures set forth in the charter (including failure to adequately address parent concerns);
- Failed to meet or make adequate yearly progress toward achievement of the state's accountability system for two (2) consecutive years (past the first year of operation); or
- Failed to meet generally accepted standards of fiscal management.

In summary, the policy requires parents to bring any concern first to the school leadership and then to the CEO. If after a good faith effort, the concern cannot be addressed with the school leadership, parents may submit a formal written complaint to the board. Forms and contact information are provided within the parent handbook. The board will redirect complaints to the school administration if no effort was first made to resolve them with the school administration or if they related to day-to-day management decisions. The board will only address complaints that require policy review or that indicate approved school policies are not being followed. The chair of the board will take the lead on exploring complaints. The chair will first review the complaint to see if the proper process has been followed. Next, the chair will review the complaint to decide if it is a school or network decision or is a policy review issue. If the chair decides the complaint does not fit the level that should be brought to the board, the chair will respond to the person providing the complaint and let them know the decision is a school-based decision. If the chair decides it is a policy review issue to be considered by the board, the board chair will engage the board in the process of determining the validity of the complaint. Based on the board's exploration, the board may or may not take action based on their findings. In either case, the board would communicate their findings to the person making the complaint.

In addition to the grievance policy, parents may make public comment in regularly scheduled board meetings. The Governing Board meets formally at least once a quarter. During these meetings, parents or students may attend and make public comment. Families are notified of scheduled board meetings through school newsletters and announcements and other means in accordance with Tennessee Sunshine Law.

2.15 Personnel/Human Capital – Network-wide staffing projections

Complete the following table, indicating projected staffing needs for the entire network over the next five years. Include full-time staff and contract support staff that serve the network 50% or more of their time. Change or add functions and titles as needed to reflect organizational plans. If the proposed school plans to use a staffing model that diverges from the school staffing model in the original application, please explain.

CEG staffing for the next five years are outlined below. The proposed school plans at CPL, as well as the other CEG schools, will not differ from the existing school plan or model found in previous applications.

	Year 1	Year 2	Year 3	Year 4	Year 5
# of elem schools	3	3	3	3	3
# of middle schools	1	1	1	1	1
# of high schools	0	0	0	0	0
Total schools	4	4	4	4	4
Student Enrollment	1,483	1,568	1,653	1,738	1,823

Network Support Services Position	Year 1	Year 2	Year 3	Year 4	Year 5
CEO	1	1	1	1	1
CAO	1	1	1	1	1
COO	1	1	1	1	1
Dir of SPED	1	1	1	1	1
Ass Dir Sped	1	1	1	1	1
HR Specialist	1	1	1	1	1
Content Mgr	1	1	2	2	2
Dir of Public Rel	1	1	1	1	1
Dir of Ops/Tech			1	1	1
CFO					1
Total	8	8	9	9	10

Elem School Staff	Year 1	Year 2	Year 3	Year 4	Year 5
Prin	3	3	3	3	3
Deans	11	12	12	13	13
Core teachers	108	112	116	119	123
Support teachers	8	8	9	9	9
Asst teachers	7	8	8	9	10
Office/support	13	13	14	15	15
Ops	3	3	3	3	3
Total	153	159	165	171	176

Middle School Staff	Year 1	Year 2	Year 3	Year 4	Year 5
Prin	1	1	1	1	1
Deans	3	3	3	3	3
Core teachers	22	22	22	22	22
Support teachers	4	4	4	4	4
Asst teachers	1	1	1	1	1
Office/support	5	5	5	5	5
Total	36	36	36	36	36
Total Network	197	203	210	216	222

SECTION 3 FINANCIAL PLAN AND CAPACITY

3.1 Planning and Budget Worksheet

Public charter schools are required to operate under an annual budget on a July 1 – June 30 fiscal year. For purposes of this application, the proposed charter school must submit the Public Charter School Planning and Budget Worksheet, which is provided on the department's website, as Attachment N.

The budget must include:

- (a) **All anticipated revenues and expenditures**
- (b) **A back-office budget**
- (c) **Financial implications of facilities plans**
- (d) **Explicitly detail major assumptions including but not limited to:**
 - **Student enrollment;**
 - **All anticipated funding sources¹, including:**
 - **Local, state, and federal per-pupil funding; eligibility levels; and annual increases**
 - **Other government resources**
 - **Private fundraising**
 - **eRate**
 - **Student fees**
 - **Compensation, including:**
 - **Salary table and number of staff by position**
 - **Yearly pay increases**
 - **Pension contribution and other benefits**
 - **Line items for each major expense and delineation of assumptions, including:**
 - **Instructional materials and supplies**
 - **School equipment and furniture**
 - **Technology for student and teacher use**
 - **Professional development**
 - **Student assessments**
 - **Student information system**
 - **Special education services**
 - **Student activities**
 - **Authorizer fee**
 - **Contracted services at school (audit, I/T, etc.)**
 - **Rent, utilities and other facility expenses**
 - **Office supplies and equipment**
 - **Technology for administrative use**
 - **Fundraising materials and resources (non-staff)**
 - **Marketing costs**
 - **Management fees and any other management compensation to the CMO or network (if applicable)**
 - **Capital, contingency, and insurance reserve funds**

3.2 Budget Narrative (Attachment O)

As Attachment O, present a budget narrative including detailed descriptions of budget assumptions, and revenue and expenditure projections, reflecting proposed growth over time. In this section include:

- a. **how the proposed budget is adequate to ensure the proposed school model can be implemented fully and how it supports your theory of action concerning student achievement;**
- b. **an explanation of student enrollment and TISA projections;**
- c. **an explanation of all anticipated funding sources, including grants, state, federal, and local per-pupil eligibility, other government resources, private fundraising, eRate, student fees, donations, etc.;**
- d. **an explanation of all anticipated expenditures including those identified in Section 3.1(d);**
- e. **the systems, processes, and policies by which the proposed school will manage accounting, purchasing, payroll, and audits. Include any draft policies on financial controls;**

The proposed budget reflects the staffing, enrollment and spending for the last several years at CPL. In each of those years, CPL fully implemented the proposed school model, generated outstanding student growth and achievement and created a positive cash flow. Therefore, there is ample evidence the budget supports the CEG theory of action regarding student achievement.

The budgeted enrollment is based on the historical CPL approach to budgeting. CPL rolls over actual enrollment totals by grade from one year to the other as the baseline budgeting approach with the addition of 10 students per year based on the 200 new housing units coming into the neighborhood and the MSCS identification of needed seats in Binghampton.

As noted previously, the housing units currently under construction less than a three-minute walk from the school, along with the planned housing units less than 1 mile from CPL, will bring as many as 200 families into the community in the next 3 years. This will certainly increase the number of students enrolled in CPL.

CPL built the budget on the current total enrollment for this year, rolled forward year over year, backfilled by the target enrollment of 75 per year based on the increased neighborhood population expected from the increased housing currently being built and planned. CPL believes the increased housing coming into the community over the next 5 years will provide more than enough children to meet this increase of 10 students per year until Year 5.

The financial budget utilizes the current CPL demographics, the budgeted enrollment and the TISA calculator provided by the state. The calculator is included as an attachment. The workbook provided by the state includes this note: "This funding calculator is meant to serve as an estimating tool for charter operators to get a directional sense of funding under TISA. This tool provides early estimates and should be used as such, not taken as funding actuals at this early stage of TISA transition. "Local Extra" funding (which is in addition to state TISA funding) in particular is an area of the calculator that we will update with new data depending on budget, funding decisions, and initiatives by local governments."

The revenue budget assumes Title I and Title II for all schools at the same rate that CPL receives these funds currently. No Title II funds have been included in the CPL budget as MSCS does not allocate Title II funding directly to the schools. The LEA uses Title II funding for the provision of services, and all schools, including charter schools, may utilize those services. The network revenue budget also includes revenue for 2 Pre-k classes funded with VPK funding at the current funding rate.

CPL will utilize all the existing CEG systems, processes and policies to manage accounting, purchasing, payroll and audits. CEG outsources payroll to Paychex, uses an accounting firm, Cannon Wright Blount (CWB) for accounts payable and monthly financial statements and then hires a separate certified public accounting firm to conduct the annual audit (Henderson Hutcherson & McCullough or HHM CPAs). CEG will continue this process after authorization by MSCS. Samples of existing policies for these processes are found in the application as an attachment.

- f. **how the proposed school will provide an independent annual audit of school-level operations and comply with other federal or state accounting and/or reporting requirements;**

CEG utilizes Henderson Hutcherson & McCullough (HHM) CPA firm, a certified public accounting firm to conduct the annual audit, ensuring the school and organization complies with all federal and state accounting and reporting requirements.

g. the different roles and responsibilities of the proposed school's administration and governing board for school finances;

The Human Resources Specialist leads the payroll process, working with Paychex for bi-monthly payroll. The Dean of Operations and COO work with the accounting firm to process weekly accounts payable. The CEO reviews both payroll and accounts payable before processing. Then, each month, the CEO reviews the financial statements prepared by the accounting firm and presents those to the Governing Board for review and approval at each board meeting. Finally, the auditors work with the finance committee of the board to review and prepare the final audit, which is approved by the full board once completed.

h. if there is a plan to outsource any financial management areas such as payroll, benefits, audits, fundraising, accounting, etc., include a statement on how you will choose and oversee the contractors;

CEG will continue to use its current vendors, which includes Paychex, Henderson Hutcherson & McCullough (HHM) CPA firm and Cannon Wright Blount, PLLC a public accounting firm.

i. the level of financial expertise of the proposed school's internal and external team members;

CEG's CEO and Governing Board contain years of experience and expertise around financial management. The CEO was formerly the Controller of a billion-dollar organization and the board contains a wealth of talent and experience around banking, budgeting and financial management. The board includes a Sr Vice President of a local bank and a business owner, both of whom bring financial capacity to the organization. In addition, the COO has years of experience with budgeting, accounting and financial projections. CEG's 9-year track record of positive cash flow and clean audits testify to the strength of the organization in this area.

j. the proposed school's contingency plans to meet financial needs if anticipated revenues are not received or are lower than expected;

Capstone Education Group has more than \$5 million in operating reserves along with \$2 million in cash that could be used to offset any unforeseen expense items or revenue shortfall from operations.

k. the Year 1 cash flow contingency, in the event that revenue projections are not met in advance of opening; and

Capstone Education Group has more than \$5 million in operating reserves along with \$2 million in cash that could be used to offset any unforeseen expense items or revenue shortfall from operations.

l. how one or more high-needs students with disabilities might affect the budget and your plan to meet student needs that might be more than anticipated.

CEG has served student with disabilities with higher-than-average needs over its 10-year history. The student's needs have been met by a combination of IDEA, high-needs grants from the state, the normal operating budget, and operating reserves. CPL would continue to utilize these sources (excluding IDEA funds if those are not available going forward) to meet the needs of any high-needs students.

3.3 Network Financial Plan (Attachment P)

In this section:

- a. Describe the fiscal health of other schools in your network. Are any of the schools on fiscal probation or in bankruptcy?**

All of the schools in the network are in strong financial position, generating positive cash flow since inception. None of the schools are on fiscal probation or in bankruptcy.

- b. Explain how the organization will reach its fundraising goals over the next five years. Provide a development plan that includes staffing needs.**

There is no required fundraising found in this application for the next five years for CPL other than a \$75,000 Crawford House Grant in Year 1. Crawford House has provided \$100,000 per year for the past three years and is expected to continue that support. The plan is based on expected BEP/TISA and title one funding and nothing further. Historically we have received a number of other grants and donations, however, this plan does not include any of those.

- c. Provide, as Attachment P, a detailed budget for the network. You may reference the school-level budgets provided in Sections 3.1 and 3.2, as appropriate. Applicants must submit financial forms detailing:**

- **A back-office budget;**
- **Financial implications of facilities plans;**
- **All major assumptions including but not limited to:**
 - **Student enrollment;**
 - **All anticipated funding sources² (at the network level), including:**
 - **Local, state, and federal per-pupil funding; eligibility levels; and annual increases;**
 - **Other government resources;**
 - **Private fundraising;**
 - **eRate;**
 - **Student fees;**
- **Total employee compensation (network/CMO level), including the percentage of the total compensation allocated for the proposed school;**
- **Management fees and any other management compensation to the CMO or network (if applicable); and**
- **Capital, contingency, and insurance reserve funds.**

SECTION 4: PORTFOLIO REVIEW/PERFORMANCE RECORD

4.1 Past Performance

- a. Describe your existing educational program and whether or not it is a success.**
- b. Provide detailed student achievement and growth results for each school in the network, including results for grade levels not tested on state assessments, as Attachment Q.**
- c. Provide evidence that demonstrates the success of schools in raising student achievement levels.**

Capstone Education Group created a successful educational program designed primarily to serve low-income students who find themselves performing below grade level. The instructional model relies on teachers delivering effective instruction every day to students with varying academic needs. Therefore, the schedule and blueprint require delivery of grade level content as well as effective scaffolding to reach the instructional level of students. Teachers spend time preparing and internalizing plans to address the varying needs of students through scaffolded questions, visual representations, and the inclusion of academic discourse throughout all subjects and grade levels. These methods provide opportunities for all students, including students who are not on grade level, a chance to engage in challenging work.

CEG schools also has time in the instructional schedule to address students' individual academic needs. Teachers group students by ability to provide intervention or enrichment to students. In classrooms where intervention occurs, co-teachers implement instruction that targets early literacy or math skills and comprehension skills. In classrooms that have students who are on or above grade level, students engage in Socratic seminars, conducting research projects and the teacher serving as the instructional facilitator of the classroom. This time helps to not only close the achievement gap but also expose students to high-level work.

In addition to high academic expectations, CEG has equally high behavioral expectations. All CEG schools have a set of core values and behavior expectations that are taught and is immersed in the daily experiences of students. Students earn merits or demerits, weekly and quarterly incentives, and consequences based on these core values. For students that require additional behavioral support, all CEG schools have a behavior team that provide counseling, mentoring and other personalized behavior supports.

Historically, CEG operated three schools under the Achievement School District (ASD). As part of the yearly performance review, the ASD provides operators with results from the School Performance Framework. The School Performance Framework measures school performance on a variety of areas, including financial management, academic achievement, school success rates, TVAAS, culture and compliance. The CEG Governing Board provides additional measures of success around student achievement, staff retention, fundraising and staff satisfaction.

CEG has consistently performed among the highest operators in the ASD, met or exceeded most academic, cultural and compliance objectives and has been a model of financial management.

To measure academic growth, as identified throughout the application, CEG monitors student achievement in a variety of ways. Highlighted below are historical student achievement results on the NWEA MAP assessment.

Obviously, if students were to begin school at grade level and then achieve one grade level of growth each year, the students would continue to be at grade level and more than likely be on track for college success. Most students enter CEG schools below grade level, indicating they have not consistently received one years' worth of growth during each of their years of education at another school.

In order to close the academic gap, CEG needs to not only exceed the historical growth level of students (i.e. less than one year) but deliver more than one year of growth each school year.

The data below indicates each schools' performance on MAP over time in Math, Science, Reading and ELA. Highlights include the following:

- Consistent growth exceeding one year of growth at every school every year in math with Lester Prep students growing 1.5 to 1.8 years over a 4-year span and the entire network averaging 1.6 years of growth last year.
- Consistent growth exceeding one year of growth at every school every year except one in reading with Lester Prep students growing 2.0 years in two consecutive years and Cornerstone Prep Denver growing 1.5 years last year and Cornerstone Prep Lester growing 1.4 years.
- Strong language growth, including an average 1.8 years at Cornerstone Prep Lester Campus over two consecutive years and 2.2 years of growth over three years at Lester Prep.
- Outstanding science results across the network averaging 1.5 years' growth across the network for all 7 years.

The MAP data shows consistent growth for all schools on a nationally normed test and provides ample evidence that the entire network is raising student achievement for all students. Not only does the MAP data reveal outstanding growth, but it reveals also that CEG students perform better than students around the country who start at a similar learning spot and therefore exceeding national standards.

As Binghampton students came out of the pandemic during their first full year back in the classroom, CPL students performed at outstanding Average National Growth Percentiles on the Spring 2021-22 MAP assessment across each of the 4 tested subjects, far exceeding the performance of students around the nations who started at a similar RIT score:

Average National Growth Percentile 2021-22 NWEA MAP Assessment

	Mathematics	Reading	Language	Science
Cornerstone Prep – Lester	87	92	90	70
0	99	99		
1	99	79		
2	99	96	76	
3	82	85	95	57
4	46	93	91	74
5	97	99	99	79

The final 2022-23 school years showed continued outstanding performance for CPL, including these highlights:

- 14 grade/subject combinations scoring better than 90% of schools nationally with a similar RIT score
- 9 grade/subject combinations scoring better than 99% of schools nationally with a similar RIT score, the highest percentage possible
- Overall K-4 averages were extremely strong schoolwide:
 - Math – 99%
 - Reading – 89%
 - Language – 96%
 - Science - 99%

Likewise, the TCAP/TN Ready results prove that the educational program is a success and that the network has demonstrated the ability to increase student achievement levels by meeting or exceeding state standards:

- All three CEG schools have either earned Priority School Exit Status or earned high enough scores on TN Ready to be off the Priority School list. CPD and LP both earned Priority School Exit Status and therefore applied and were approved to continue under authorization by the Tennessee Public Charter School Commission. CPL moved out of the bottom 5% of schools prior to the pandemic, but the effects of the pandemic caused CPL to fall back onto the priority school list.
- Lester Prep earned the highest TVAAS score the state awards for three consecutive years, earning the TVAAS 5 designation, providing strong evidence that the schools within the network are exceeding state standards and scoring higher than middle schools in Memphis and Shelby County
- Cornerstone Prep Denver Campus outperformed every other school in the ASD in 2019, earning the highest proficiency rates every recorded by an ASD school in math on the 2019 assessment

- Cornerstone Prep Lester Campus, our Binghampton elementary school, outperformed every other school in the ASD in 2018, earning the highest proficiency rates in both math and science, on the 2018 TN Ready assessment,
- Cornerstone Prep Denver Campus has earned the highest TVAAS score the state awards for two consecutive years and three of the last 4 years, earning the TVAAS 5 designation, providing strong evidence that the schools within the network are exceeding state standards
- Since inception, each campus has moved past more than 125 schools in TN Ready achievement, showing that the schools are meeting state standards at a higher rate than similar schools across Tennessee
- Cornerstone Prep Denver Campus earned Reward School Status in 2022

In summary, the data clearly indicates CEG schools have enjoyed significant success in raising student achievement on national and state assessments over the years.

CEG recognizes that the pandemic negatively impacted student achievement and especially student mastery of grade level content for the past two year. National data, as well as CEG’s own experience, confirms that the population of students served by CEG schools lost learning at greater rates than other students through the years of online learning, hybrid learning.

For example, the University of Virginia revealed that “test scores continued to slide considerably for students in high-poverty elementary schools between fall 2020 and fall 2021 while they declined much more modestly in low-poverty elementary schools. In reading, both groups held steady between fall 2019 and fall 2020 and then showed sizable declines between fall 2020 and fall 2021, with moderately larger declines for students in high-poverty schools such that gaps widened.”

In addition, NWEA stated that “historically marginalized and economically disadvantaged students have lost more ground in math and reading compared to advantaged peers. NWEA also stated that increased variability in scores is primarily driven by a widened distance between low and high achievers given students with lower achievement experienced larger initial impacts at the onset of the pandemic and less improvement during 2021–22.”

Finally, the USDOE stated that “emerging evidence shows that the pandemic has negatively affected academic growth, widening pre-existing disparities. In core subjects like math and reading, there are worrisome signs that in some grades students might be falling even further behind pre-pandemic expectations and that COVID-19 appears to have deepened the impact of disparities in access and opportunity facing many students of color in public schools, including technological and other barriers that make it harder to stay engaged in virtual classroom.”

Unfortunately, CPL students experienced the same learning loss trends as other students of color in low-income situations. The following data shows the average TCAP/TN Ready scores prior to and after the pandemic:

TCAP/TN Ready Subject	Mastery/Proficiency Prior to the Pandemic	Mastery/Proficiency After the Pandemic
Math	18%	5%
ELA	10%	6%
Science	22%	11%
Social Studies	44%	n/a

The data reveals that the pandemic created significant learning loss that led to significantly lower levels of student mastery. The national trend of larger, more significant learning loss for students of color in high-poverty neighborhoods certainly proved to be true in Binghampton, one of the highest-need neighborhoods in Memphis.

Student growth, on the other hand, has continued to be strong at CPL, after the pandemic. Mrs. Slaughter’s leadership, combined with the CEG model, continues to help scholars close their academic gaps as they move towards grade level. Here are some CPL post-pandemic growth rates that reveal CPL students are learning at rates that are closing the gaps created during the pandemic.

School / Grade Level GLE Growth	Mathematics	Reading
	2021-22	2021-22
Cornerstone Prep - Lester	1.5	1.4
0	1.6	1.8
1	1.6	1.0
2	1.7	1.3
3	1.2	1.3
4	1.0	1.3
5	1.5	1.7

The GLE growth noted above for the 2021-22 school year provide strong evidence that CPL students are gaining back the learning lost during the pandemic. While it will take 1-3 years of continued “gap-closing” work to reach grade level on TN Ready, the data above provides strong indication that CPL students are on track to overcome the gaps created, or worsened, during the pandemic.

Attachment Q contains student performance data from both national assessments and state assessments in years when assessments were held, including but not limited to: TCAP/TN Ready Achievement, MAP and, TVAAS. Attachment Q contains comparisons of data across the network and national comparisons.

d. If applicable, provide the graduation rates for each school in the network.

N/A

e. Select one or more of the consistently high-performing schools that the network operates and discuss the school’s performance.

- **Be specific about the results on which you base your judgment that the school is high performing.**

Cornerstone Prep Denver Campus consistently outperforms most schools serving a similar demographic and has proven to be a high performing elementary school.

Key highlights include:

- CPD has earned the highest TVAAS score the state awards for three of the last 4 years, earning the TVAAS 5 designation
- An amazing average of 2 years growth in math 2022 on NWEA MAP assessment
- Principal, Michelle Lyons, recognized as the administrator of the year by the Tennessee Charter School Center in 2022
- 1.9 years of growth in language last year as measured by NWEA MAP
- Science growth ranging from 1.6 years to 2.6 years over the last three years as measured by NWEA MAP
- The highest rate of on track and mastery scores among Memphis ASD schools in math on TN Ready
- CPD earned Reward School Status for the 2021-22 school year

In summary, the data indicates CPD has grown students at above average rates in all subjects and outperformed other ASD schools serving similar populations with similar supports. Therefore, CPD has consistently been a high-performing school and has shown significant success in raising student achievement on national and state assessments.

- **Discuss the primary causes to which you attribute the school’s distinctive performance.**

CPD has executed the CEG mission and utilized the blueprint well, leading to the school’s distinctive performance year over year. The blueprint has been described in various places throughout this application, but some of the highlights that have directly led to CPD achievement are listed below.

Strong Leadership Teams: CPD hires and retains strong leaders over time, including 100% retention for the last 5 years.

Commitment to the Blueprint: All CPD leaders communicate to the staff the importance of the blueprint and have committed to fully implement the blueprint in culture and instruction.

Strength of the Instructional Blueprint: CEG's instructional blueprint has explicit expectations for each subject area and CPD teachers implemented these with fidelity.

Consistency of the Culture Blueprint: CEG's culture blueprint has explicit expectations on school culture and discipline and are lived throughout the school.

Data Driven Instruction: CEG is a data driven organization and CPD's data cycle has been a consistent process since inception. All instruction and culture-based decisions include student data as the driving factor. Weekly, monthly and quarterly data meetings follow the prescribed data meeting protocols to ensure that teachers walk away with actionable items to improve instruction the very next day.

Coaching Cycle: CEG implements a unique coaching cycle. CEG leaders are required to spend 70% of their time in classrooms either conducting model lessons, live coaching or performing observations. The remaining time is spent either co-planning with teachers, analyzing student work, or leading data meetings. CPD deans have implemented this with fidelity.

Professional Development: CPD's commitment to consistently practicing lessons with peers and deans has led to amazing growth in teachers.

Learning Lab and Saturday School: CPD has executed Learning Lab and Saturday school well, providing interventions and extra touches to students during these blocks of time.

- **Discuss any notable challenges that the school has overcome in achieving its results.**

CPD endured a leadership change after the 2016-2017 school year. This change created a significant amount of fear and concern for the staff. However, CPD's incoming leadership team rallied together to mitigate the fractured relationships and were able to earn a TVAAS 5 consistently after that transition. This reaffirmed the quality of CEG school and network leadership as well as the strength of the blueprint.

In addition, the mobility of CPD scholars has negatively affected the achievement levels of the school. This is also true at the other schools, as the mobility of the students served each year ranges from 20-35% by school. That makes achievement levels tracking over time by only looking at overall school proficient rate trends difficult to measure, given the number of new students who have entered the organization. Therefore, the growth of the actual students who start and end the school year with CEG schools represents a more effective measure of the school success each year and over time, as the school can control the learning growth of students in the building but not the students who show up each year.

For example, On-Track and mastered rates for RLA declined slightly during 2019 for CPD and yet the school earned a TVAAS of 5 in that subject, reflecting the highest levels of growth. That demonstrates that even while some of the higher achieving scholars may have moved out of the school, the students who took the test at CPD displayed outstanding growth, exceeding the TVAAS scores of MSCS, the ASD and the state of Tennessee, on average, for 3 of the last 4 years.

- **Identify any ways in which the school's success has informed or affected how other schools in the network operate. Explain how the effective practice or structure or strategy was identified and how it was implemented elsewhere in the network.**

CPD's success in designing and executing the academic and cultural blueprint affected the approach at CPL. The Binghampton elementary school met with CPD leaders and staff and observed the delivery of instruction in classrooms, watched CPD leadership team meeting and emulated the data meeting process. In response, CPL modified or created their systems, professional developments, data process and execution to align with the strengths of CPD. CEG recognized the consistent student achievement at CPD and working with the CPD

leadership team, identified the critical success factors for that achievement to ensure they were captured in the CEG blueprint. Those best practices were then implemented across the network.

- f. **Select one or more of the network's schools whose performance is relatively low or not satisfactory and discuss the school's performance. Be specific about the results on which you base your judgment that performance is unsatisfactory.**
- **Describe the primary causes to which you attribute the school's problems**

Cornerstone Prep Lester Campus (CPL) was the highest performing school in the ASD in 2017-2018. However, CPL's performance slipped back in grades 3-5 during the 2018-19 school year as measured by internal and external assessments. CEG's analysis of MAP, SWYK and interim data, compared to prior years and the other elementary school in the network, led to that conclusion. Because all schools use a similar approach to the work, comparisons of school data can easily identify strengths and weaknesses of individual schools. CPL data across all academic assessments in grades 3-5 indicated a need for better execution of the blueprint.

CPL's k-2 performance remained strong during the 2018-19 school year so the problems were clearly around grades 3-5. There were two primary causes of this problem:

- The third-grade math teacher was inconsistent in attendance and performance during the first half of the year and had to be replaced in January. A replacement teacher, along with school leaders, began teaching the subject in late January, and made considerable progress, but was not able to generate the same record-setting results as were present the prior year.
- The 5th grade culture fell below CEG standards, and the academic achievement reflected that. The school leaders worked with the 5th grade staff and students during the year but never created the culture of high expectations necessary for scholars to significantly close their academic gaps.

- **Explain the specific strategies that you are employing to improve performance:**

The strategies employed to improve performance include the following:

Leadership change: CEG hired a new principal and dean of instruction to help correct academic and cultural gaps that existed the prior year in grades 3-5.

Teacher change: CEG hired a new 3rd grade math teacher and moved one of the 5th grade teachers to a new subject.

Instructional resources: The CAO and school level Deans of Instruction increased their observation of lesson plan preparation and the classroom delivery to ensure the use of aligned resources and weekly assessments.

School culture: The CAO and Dean of Culture worked together to review the culture blueprint with all staff members and then conducted regular observations and data reviews to ensure the blueprint was being followed by every staff member.

School walkthroughs: The CAO created school walkthroughs at CPL as well as allowing some CPL teachers to visit CPD to observe the practices and teachers at the highest performing school.

- **How will you know when performance is satisfactory? What are your expectations for satisfactory performance in terms of performance levels and timing?**

CEG reviewed the academic results on SWYK, interim assessments and MAP since the changes were implemented and these data points indicate significant improvement in student achievement over time. That provides satisfactory progress and meets our expectation for performance and timing of improvement. Highlights include:

- CPL record school average growth of 1.5 years in math and 1.4 years in reading
- CPL record of 75% of scholars hitting or exceeding the NWEA goal on the MAP assessment in math
- CPL record school average growth of 1.5 years in math and 1.4 years in reading

- CPL record 69% of scholars hitting or exceeding the NWEA goal on the MAP assessment in reading
- TVAAS 5 in RLA on the 2021-22 TN Ready assessment
- CPL as on average performed better than 92% of schools nationally on the Reading assessment with similar fall student RIT scores for the 2021-22 school year
- SWYK scores trending higher this year compared to last year

The data indicates that CPL is performing above expectations, and we expect the final year end results to show continued improvement in the academic achievement of the students at CPL and return the school to its former high-performing designation.

- g. For all schools operating under another authorizer: provide, as Attachment R, the most recent performance/evaluation/renewal reports produced by the authorizer(s) (or by a third-party evaluator, if applicable).**

All CEG schools operated under the ASD in 2021-22. The most recent performance/evaluation/renewal reports are included in Attachment R.

- h. For all schools operating in the state of Tennessee: provide the following in Attachment S: (a) the last two years of audited financial statements for each school or school(s); and (b) the most recent internal financial statements, including balance sheets and income statements.**

- i. List any contracts with charter schools that have been terminated the network, the school's authorizer or the school, including the reason(s) for such termination and whether the termination was for "material breach."**

CEG has not had any contracts terminated.

- j. List any and all charter revocations, non-renewals, shortened or conditional renewals, or withdrawals/non-openings of schools operated by the network, and explain what caused these actions.**

CEG does not have any charter revocations, non-renewals, shortened or conditional renewals or withdrawals/non openings of schools.

- k. Explain any performance deficiencies or compliance violations that have led to formal authorizer intervention with any school operated by the network in the last three years and how such deficiencies or violations were resolved.**

CEG does not have any performance deficiencies or compliance violations.

- l. Identify any current or past litigation, including arbitration proceedings, that has involved the network or any charter schools it operates. Provide in Attachment T: (1) the demand, (2) any response to the demand, and (3) the results of the arbitration or litigation.**

There have been no performance deficiencies or compliance violations.

There has been one litigation. Back in 2018, a student had her hand stepped on by another student in class. The parent filed a suit to recoup her insurance bills plus other expenses.

The insurance company decided to settle the claim for \$8500.



2024-25 Proposed CEG Calendar

Date	Description	Students	Staff
July 8	Leaders and office staff return full-time	Out	Leaders/office staff: In Instructional Staff: Out
July 15 – July 19	New instructional staff arrive full-time on campus: Professional Development (8-4)	Out	Leaders/office staff: In New instructional staff: In Returning instructional staff: out
July 19	Room setup, team building, welcome, principal discretion for school or teacher events not PD related	Out	All staff back on campus
July 22-Aug 2	Returning instructional staff back on campus: Professional Development (8-4)	Out	All staff back on campus.
August 5	First day of school	In	In
August 12 – August 30	Fall MAP Window (Tentative)	In	In
August 22	Title I Meetings/Open House, 5:30-7pm	In	In
August 30	Free Friday	In	No Afterschool PD
August 26	Fall DRA Window (Tentative)	In	In
September 2	Labor Day	Out	Out
September 3 - 20	Fast Bridges Window	In	In
September 4	Progress Reports sent home	In	In
September 5	Parent Teacher Conferences, 4-6:30pm	In	In
September 27	Free Friday	In	No Afterschool PD
October 7– 11	Fall Break	Out	Out
October 18	Report Cards sent home	In	In
November 5	Election Day / Professional Development	Out	In
November 11	Veterans Day	Out	Out
November 13	Progress Reports sent home	In	In
November 25 – 29	Thanksgiving Break	Out	Out
December 2 – December 18	Winter MAP Window (Tentative)	In	In



December 23 – January 3	Winter Break	Out	Out
January 6	First day back from winter break	In	In
January 10	Report Cards sent home	In	In
January 20	MLK Jr. Day	Out	Out
January 31	Free Friday	In	No Afterschool PD
February 12	Progress Reports sent home	In	In
February 13	Parent Teacher Conferences, 4-6:30pm	In	In
February 17	President's Day	In	In
February 28	Free Friday	In	No Afterschool PD
March 10-14	Spring Break	Out	Out
March 21	Report Cards sent home	In	In
April 14 – May 2	Tentative TN Ready Window	In	In
April 16	Progress Reports sent home	In	In
April 18	Good Friday	Out	Out
April 28 - May 16	Spring MAP Window Spring Fast Bridges Window Spring DRA Window	In	In
May 16	Free Friday	In	No afterschool PD
May 16	Tentative TN Ready Raw Scores Available	In	In
May 23	Last day of school	In	In
May 2	Memorial Day	Out	Out
May 27-28	All staff closeout Workdays if needed	Out	All Staff Complete EOY closeout
May 29	Office/leader Closeout if needed	Out	Office Staff/Leader closeout

Mon-Th school starts at 7:20 and dismissal is 3:30
 Friday school starts at 7:20 and dismissal is 2:30
 Staff hours on campus: 7:15-3:45 Mon-Th, 7:15-4:00 Friday (3:45-4:00 staff meeting)



CEG Student and Family Handbook



Updated: May 23, 2023



Table of Contents

[Welcome Letter](#)

[Capstone Education Group Information](#)

[The Mission of Our Organization and School](#)

[Every Minute Matters](#)

[Student Eligibility and Enrollment Priority](#)

[Nondiscrimination Policy](#)

[Application Process](#)

[Application and Re-enrollment Timeline](#)

[Preference for Admission](#)

[Lottery](#)

[Waitlist](#)

[Open Enrollment](#)

[ASD Requirements](#)

[Enrollment Packet](#)

[Anticipated Timeline](#)

[Withdrawal and Transfer](#)

[Immunizations - 6203](#)

[Student Services](#)

[English Language Learners - 4207](#)

[English Language Program](#)

[Parental Notification](#)

[Migrant Students - 6504](#)

[Students with Disabilities - 1801](#)

[IDEA Grievances](#)

[Communicable Diseases - 6403](#)

[Family Life Planning Curriculum](#)

[School Calendar and Closings](#)

[Key times](#)

[Closing](#)

[Calendar](#)

[Arrival](#)

[Dismissal](#)

[Early Dismissal](#)

[Transportation - 3400](#)

[Cornerstone Prep - Denver \(CPD\)](#)

[Cornerstone Prep - Lester \(CPL\)](#)



[Cornerstone Prep School \(CPS\)](#)

[Lester Prep \(LP\)](#)

[Transportation incident reporting procedure](#)

[Transportation Supervisor](#)

[Transportation Contracts](#)

[LEA Policy and Procedures](#)

[Use of Cameras and Video Cameras on School Busses](#)

[Alternative Education Transportation](#)

[Homeless Transportation](#)

[Homework](#)

[Make-up Work](#)

[After School Work](#)

[Promotion and Retention - 4603](#)

[Promotion](#)

[K - 3 Reading Notification](#)

[3rd Grade Retention and Learning Acceleration](#)

[Retention for other grades \(K-8\)](#)

[School Uniforms](#)

[Uniform Expectations for Girls](#)

[Uniform Expectations for Boys](#)

[Breakfast and Lunch](#)

[Character Traits, Merits, and Demerits](#)

[School Visitor Policy](#)

[Communication](#)

[Administering Medicines to Students](#)

[Cell Phones](#)

[Student Belongings](#)

[Regular Inspection](#)

[Classroom Parties, Birthdays and Other events](#)

[Board of Directors Meetings](#)

[Parent Notifications required by ESEA, as amended by ESSA](#)

[Parent and Community Grievance Policy](#)

[Teacher qualifications](#)

[Non-highly qualified teachers](#)

[Student privacy](#)

[Public release of student directory information \(FERPA\)](#)

[Military recruiter access to student information](#)

[Parental involvement and family engagement policy](#)



[Parent Engagement Plans](#)
[Parental Involvement Annual Meeting](#)
[Parental Involvement Shared Responsibility](#)
[Parental Involvement Capacity Building](#)
[Report cards on statewide academic assessment](#)
[Individual achievement on state assessment](#)
[National Assessment of Education Progress](#)
[School-wide programs](#)
[Progress review](#)
[Safe and drug-free schools programs](#)
[Limited English proficiency programs](#)
[Homeless children](#)
[21st Century Community Learning Centers](#)
[LEA Student Handbook Requirements](#)
[Student Handbook Addendum3](#)
[Complaint and Grievance Policy](#)
[ASD Grievance/Complaint Resolution Guidance Procedure](#)
[TPCSC Grievance/Complaint Resolution Guidance Chart](#)
[Disciplinary Hearing Procedures - 6317](#)
[Charter School Discipline Appeals Process](#)
[Suspensions of Ten \(10\) Days or Less](#)
[Suspensions of More Than Ten \(10\) Days](#)
[Zero-tolerance Offense Requiring Mandatory One Year Expulsion](#)
[Establishing a DHA](#)
[Creating an Official DHA Hearing Record](#)
[Special Circumstances Modification of Required Remand](#)
[Disciplinary Hearing Authority and Appeals Flow Chart](#)
[Parental Involvement and Engagement Policy](#)
[Title I Parent Engagement Plans](#)
[Parental Involvement Annual Meeting](#)
[Parental Involvement Shared Responsibility](#)
[Parental Involvement Capacity Building](#)
[Right to Request Translation of District Information](#)
[Right to request information on teacher/paraprofessional qualifications](#)
[Rights under the Family Educational Rights and Privacy Act \(FERPA\)](#)
[Release of student information to military recruiters or institutions of higher education](#)
[Parent's rights under the Protection of Pupil Rights Amendment \(PPRA\)](#)
[Free and reduced price meals and/or free milk](#)



[School, parent, and family engagement policy](#)

[State mandated tests and tests mandated by the district](#)

[Student code of conduct and/or discipline policy, Zero Tolerance policy, and policy on Disciplinary Hearing Authorities](#)

[Subject to drug testing/grounds for testing/procedures/penalties/right to refuse](#)

[School attendance policy](#)

[School grading policy](#)

[Reading/Language Arts K-2](#)

[Math K-2](#)

[Reading/Language Arts 3-5](#)

[Math 3-5](#)

[Science 3-5](#)

[All subjects, 6th - 8th Grade](#)

[Graduation requirements](#)

[Student harassment, hazing, intimidation, bullying and cyberbullying policy, including reporting and investigation procedures](#)

[Definitions](#)

[Complaints and Investigations](#)

[Reports](#)

[Retaliation and False Accusations](#)

[Sexual Harassment as Sexual Abuse](#)

[List of clubs and organizations available to students](#)

[Asbestos Hazard Emergency Response Act \(AHERA\)](#)

[Process for reporting school bus safety complaints](#)

[Non-discrimination](#)

[Reporting of Crimes, Interrogations and Searches](#)

[Influenza and meningococcal disease and the effectiveness of vaccination](#)



Welcome Letter

Dear parents and guardians,

Thanks so much for the warm welcome you have extended to me this summer! I am thrilled to have met many of you already and look forward to building great relationships with the rest of you as the year progresses.

We are honored that you have selected a Capstone Education Group (CEG) school for your child. We know you desire the best for those in your care – thanks for trusting us to educate your child.

We desire to partner with you in the educational process. We value your input, ideas and support as we work together to provide the highest quality education to your child. We firmly believe that working together we can accomplish our mission:

CEG equips all students with the Wisdom and Knowledge necessary to succeed in college and to become leaders in their community.

Included in the following pages are some of the critical ways in which we can work together to ensure that your child grows in Wisdom and Knowledge during the school year. I want to highlight some of the most important items here.

The most important way you can invest in the future of your child is to make sure they come to school, on time, every day. We accomplish so much during one school day – missing even one day of school, or even arriving late or dismissing early, puts your child behind other Students. So, please make sure your child attends school all day every day.

Homework is another critical success factor in the life of your child. Consistently completed homework provides your child practice that is necessary for mastery of the concept taught during the school day. Your child needs you to remind and require him or her to complete homework each day. Your child shouldn't need help completing the assignment but they do need you to emphasize the importance of it.

Thanks for working with us on these two very important areas of your child's education.

We have many other ways in which you can participate in the life of the school, including helping with classroom celebrations, participating in afterschool programs and events, and providing support for your child's teacher. Please contact the main office for more information on how to get connected at the school.

I am looking forward to a great year working with your child and your family.

Sincerely,

Principal



Capstone Education Group Information

The Mission of Our Organization and School

Capstone Education Group (CEG) is the organization and governing body of Cornerstone Prep and Lester Prep Schools. CEG and its schools equip all students with the Wisdom and Knowledge necessary to succeed in college and to become leaders in their community.

Every Minute Matters

Attendance Expectations

Consistent attendance is a critical aspect of your child's academic achievement. Per the [TDOE Student Membership and Attendance Procedures Manual](#), any student under age 18 is considered a dropout if he or she is absent 10 consecutive days or 15 unexcused absences in a single semester and system policies and procedures on truancy have been followed.

CEG schools require regular attendance in order for a child to be promoted to the next grade. The ambitious nature of our curriculum and school day make regular attendance essential for Students to keep pace with their classmates. Excessive absences will be considered a violation of the family agreement with CEG who miss an excessive number of days may not be promoted to the next grade. As required by law, excessive absences will also be reported to proper authorities. Listed below are the details regarding absences.

Tennessee law requires that all children between the ages of six (6) and seventeen (17) attend school. Attendance is also mandatory for students who have been expelled and remanded to attend alternative education programs. Attendance is a key factor in student achievement and therefore, students are expected to be present and on-time each day that school is in session. Students and parents/guardians are responsible for ensuring regular school attendance. Unexcused absences are prohibited by law and policy. CEG will notify parents/guardians when students are absent, provide opportunities to restore the student's attendance and offer access to resources to address truancy challenges. Referral to Juvenile Court or to the District Attorney General occur when needed.

Excused and Unexcused Absences

Absences for grades K-8 will be classified as either excused or unexcused as determined by the principal or his/her designee. Excused absences will include:

1. Personal illness or hospitalization of the student;
2. Illness or incapacitating condition of a family member that requires the temporary help of a student;
3. Death in the family;



4. Validated court appearances of the student;
5. Religious observances;
6. One-day absence when the parent/guardian or custodian is deployed for military service and one-day absence when the parent/guardian or custodian returns from military service; or
7. Circumstances, which in the judgment of the principal, create emergencies over which the student has no control.

A student who does not receive prior approval from the teacher or principal/designee for an excused absence must submit documentation from a parent or guardian or other appropriate person describing the excused absence immediately upon the student's return to school, but, in any event, no later than three (3) school days after the absence was taken. If no documentation justifying the absence as excusable is submitted within the three-day period, the absence will become an unexcused absence.

Appeals

Disputes over whether an absence is excused or unexcused will be decided by the principal (or designee). After meeting with the parent/guardian, the principal will send the parent/guardian a letter confirming his or her decision and ensure that the student's attendance record is adjusted accordingly. The principal's decision can be appealed to the operator's designee, as specified in the principal's decision confirmation letter.

School Responsibilities

The principal/designee will be responsible for ensuring that:

1. Parents are notified of compulsory attendance laws, the school's attendance goals and expectations, and the consequences for noncompliance;
2. Parents and students are informed of the avenues to talk about attendance-related problems with persons at the school whom they trust when poor attendance and truancy are a result of non-school related issues (e.g., family, social, economic);
3. Attendance is checked and reported daily for each class;
4. All student absences are verified;
5. Written excuses are submitted for absences and tardiness;
6. If necessary, verification is obtained from an official or other source to justify absences (e.g. letter from a doctor's office);
7. The school's student information system is updated daily with all students' attendance information to enable accurate district-wide reporting and monitoring of student attendance and interventions, when necessary; and
8. Unexcused Absence Procedures are implemented, including timely parent communications, attendance intervention support plan development and execution and operator/district notifications.



Unexcused Absence Process

1. If a student is absent without an excuse, the school will implement school-based interventions to encourage regular school attendance. At a minimum, the following attendance procedures will be implemented after the 5th unexcused absence or when a student is identified as chronically absent:
 - a. Formal written communication from the school to parents/guardians informing them of their noncompliance with compulsory attendance laws, the consequences for failing to comply, and a request to participate in a school-level meeting to develop a plan to support the student's regular attendance. The plan will be signed by the student, parent/guardian and principal and included in the student's file.
 - b. The student's truancy or chronic absenteeism will be reported to the LEA and to the TN Department of Education via the school's weekly EIS transmission on student attendance, including the required transmission on student truancy regarding unexcused absences.
 - c. All other forms of communications from the school to parents/guardians regarding student truancy or chronic absenteeism may be conveyed in the form(s) that best meet student and school needs. Documentation of communication attempts and outcomes must be kept in the student's file, accessible by authorized district, state, community agency and law enforcement officials, upon request.
2. If at any time your child is Chronically Absent, the school's Principal Designee will notify the LEA using the electronic form and will contact the Department of Children's Services directly.
3. Within 72 hours of receiving notification from the Operator or Principal Designee, a letter from the LEA will be sent to the parents/guardians to:
 - a. Encourage them to partner with the school in implementing the student's Attendance Intervention Plan and,
 - b. Inform the parent/guardian that if the parent fails to take appropriate action within three (3) days of notice of noncompliance, the Juvenile Court, District Attorney's Office, and/or Department of Children's Services may be notified for appropriate legal action and the student will be dis-enrolled from school.

If at any time your child is Chronically Absent and the parent fails to take appropriate action within three (3) days of notice of noncompliance, the child will be referred to Juvenile Court, the District Attorney's Office, and/or the Department of Children's Services for appropriate legal action. However, every attempt will be made to intervene to support students prior to referral to these agencies.

Any student under age 18 is considered a dropout if he or she is absent 10 consecutive days or 15 unexcused absences in a single semester and system policies and procedures on truancy have been followed.



All Absences Require a Note or Call

Parents are required to provide a doctor's note, a note from the parent/guardian or a phone call to the school to inform the school of the reason for the child's absence. Parents must notify the school within 3 days of the child's absence. We recognize that not every illness requires a doctor's visit. However, after six excused absences, the parent/guardian may be required to provide a doctor's note.

All Absences – “Excused” and “Unexcused” – Are Still Considered Absences

Any day your child does not attend school is considered an absence.

Excessive Absences Diminish a Child's Opportunity for Promotion

A student who is frequently absent in a grading period is missing significant classwork. If a student is missing significant classwork, the family will be called to the school to discuss the problem and develop an attendance plan.

Please Do Not Miss School for Appointments

Families are responsible for scheduling medical appointments outside of school time. The best times are Monday-Thursday afternoons (after 3:30 PM) or Fridays after 2:30PM or days when school is not in session. In the rare case when a student has a medical appointment that cannot be scheduled after school, please be sure the student only misses school for the amount of time necessary to attend the appointment, not the entire school day.

Celebrations for Attendance

Students who have perfect attendance are congratulated and recognized for exceptional attendance and commitment to their education.

Progressive Truancy Intervention Plan

Daily phone calls or texts are made by either an office team member or by Robo-call from the absent and tardy list generated in PowerSchool where guardians of the children are contacted to ensure the parents are aware of the absence or tardy.

If a teacher or staff member notice a pattern of absences (two or more days absent in a row) or long periods of time a student is unaccounted for after visual confirmation is established, the first step is for the teacher to contact the guardian with the information. If the problem persists, the SIS and Attendance specialist will meet with the parent to determine how to best support the student in their online instruction as a guardian-school team. Possible interventions include wake-up calls, technical support, or rewards for consistent improvement.



Tier I shall include schoolwide, prevention-oriented supports.

Tier II shall be implemented upon a student's accumulation of five (5) unexcused absences. The Tier II progressive truancy plan includes,

1. A conference with the student and the student's parent/guardian, or other person having control of the student;
2. An attendance contract, to be signed by the student, the parent/guardian, or other person having control of the student, and the attendance supervisor or designee. The contract shall include:
 - a. A specific description of the school's attendance expectations for the student;
 - b. The period for which the contract is effective; and
 - c. Penalties for additional absences and alleged school offenses, including additional disciplinary action and potential referral to juvenile court; and
3. Regularly scheduled follow-up meetings, which may be with the student and the parent/guardian, or other person having control of the student, to discuss the student's progress;
4. An individualized assessment by a school employee of the reasons a student has been absent from school; and
5. If necessary, referral of the child to counseling, community-based services or other in-school or out-of-school services aimed at addressing the student's attendance problems.

Tier III: If the truancy interventions under Tier II are unsuccessful and the student continues to accumulate additional unexcused absences, Tier III will be implemented. Tier III may consist of one (1) or more of the following interventions:

1. School-based community services;
2. Participation in a school-based restorative justice program;
3. Referral to a school-based teen court; or
4. Saturday or after school courses designed to improve attendance and behavior.

Tier III interventions will address student needs in an age-appropriate manner. In-school or out-of-school suspension shall not be used as part of the progressive truancy plan. If the progressive truancy plan is unsuccessful with a student and the school can document that the student's parent or guardian is unwilling to cooperate in the truancy plan, or that the interventions of the progressive truancy plan have failed to meaningfully address the student's school attendance, the school leader or designee, after written notice to the parent, guardian, or other person having control of the student, shall report the student's absences to the appropriate judge having juvenile jurisdiction in that county.

Attendance extracts from PowerSchool will be sent weekly to the State EIS database. The SIS and Attendance Specialist at each campus will monitor the submission, correcting any potential errors in a



timely manner to ensure accuracy of Truancy and Chronic Absenteeism data.

Student Eligibility and Enrollment Priority

Nondiscrimination Policy

In compliance with T.C.A § 49-13-107(b)(9) and in accordance with our mission to serve all students, Capstone Education Group prohibits discrimination for enrollment into our schools on the basis of race, creed, color, gender, national origin religion, ancestry, English proficiency, or need for special education services.

Application Process

In compliance with T.C.A § 49-13-113(b), Capstone Education Group (CEG) is open to any student residing within the geographic boundaries of the LEA in which the public charter school is located. CEG may enroll students residing outside the geographic boundaries of the LEA in which the public charter school is located pursuant to the out-of-district enrollment policy of the LEA in which the public charter school is located and in compliance with T.C. A. § 49-6-3003 and 49-6-403(f), unless the LEA in which the public charter school is located has a policy prohibiting out-of-district enrollment.

Applications for enrollment may be submitted online or in-person. Staff supports those without access to the internet by allowing applications to be completed on school devices in the building. Our team compiles basic information from the application forms into a secure applicant database so that we may communicate with families about their status. Original applications are maintained until the following year's lottery in case students are later admitted.

Application and Re-enrollment Timeline

Our 2023-34 application and re-enrollment period runs from January 9, 2023 to February 9, 2023. If dates are changed, public notice is provided at least two (2) weeks in advance. All applications and re-enrollment packets received after the deadline are timestamped.

Preference for Admission

In compliance with T.C.A § 49-13-113(d), CEG will enroll all eligible pupils who submit a timely application or re-enrollment packet, unless the number of applications exceeds the capacity of a program, class, grade level, or building. When applications and re-enrollments exceed the planned capacity of Capstone Education Group schools a lottery will be run. CEG schools will give preference to



students that attended a CEG school during the previous school year and completed an on-time re-enrollment packet by excluding those students from the lottery.

In compliance with Public Chapter 206, preference to Economically Disadvantaged students will be given in accordance with guidance provided by the LEA or TDOE. That guidance is not yet available, so no changes have yet been made to the below priorities. Once guidance is provided, CEG will update the below priorities as needed.

In compliance with T.C.A § 49-13-113(d)(4), when a lottery is conducted, CEG gives enrollment preferences in the following order:

1. Students enrolled in a pre-K program operated by the charter school sponsor.
2. Students enrolled in a charter school that has an articulation agreement with the enrolling public charter school; provided that the articulation agreement has been approved by the chartering authority.
3. Siblings of students already enrolled in the public charter school.
4. Students residing within the LEA in which the public charter school is located who were enrolled in another public school during the previous school year; and
5. Students residing outside the LEA in which the public charter school is located.

In accordance with T.C.A § 49-13-113(d)(5), CEG schools reserve the right to hold up to ten percent (10%) or twenty-five seats, whichever is less, for preference of enrollment of children of teachers, or member of the governing body of the charter school if it is based on parent choice and the parent submits a timely application. To be eligible for this priority an on-time application or enrollment packet must be completed.

Lottery

The lottery occurs within five (5) days of the close of the application and re-enrollment period, on or before February 14, 2023. Students are randomly selected according to the priorities listed above using SchoolMint. This process is overseen by at least two CEG staff members.

Notifications are sent within five (5) days of the lottery via email or text, on or before February 19, 2023. Families have until February 28, 2023 to complete the enrollment packet in SchoolMint platform to finalize their seat. If assistance or a paper-based copy of the enrollment packet is needed, families may call the office. Families may confirm seats and extend the completion of the enrollment packet by submitting a written letter or verbally confirming by phone. Families who do not complete this process



on-time or request an extension will lose their seat and be placed on the waiting list. Confirmation of enrollment is sent to families completing all items in the enrollment packet.

Waitlist

If a lottery is required, CEG continues selecting the names of the remaining applicants and places them on the waitlist according to the order in which they are selected. Families of children on waitlist are notified via email or text of their waitlist status at the same time as accepted students.

If a lottery is required, and if applications or re-enrollments are received after the application and re-enrollment period, families will be placed at the bottom of the waitlist in order the submission was received.

Capstone Education Group complies with the Family Education Rights and Privacy Act (20 U.S.C. § 1232g) with respect to the publication of any list of students' names before, during, or after the enrollment and the lottery process. Waitlists are purged at the beginning of each new application period.

Open Enrollment

If no lottery is required, families will be given admission on a first come, first served basis until the number of applications exceeds the capacity of a program, class, grade level, or building. This will be evaluated by the submission time of a completed enrollment or re-enrollment packet. If capacity is reached after no lottery is required, a waitlist will be kept on a first come, first served basis as described above.

ASD Requirements

Because Cornerstone Prep – Lester (CPL) is authorized by the Achievement School District (ASD), CPL must conduct an initial student application period of at least thirty (30) days. This period will be the same as other CEG schools from January 9 – February 9, 2023.

During this period, all students zoned to attend or currently enrolled in a school that is eligible to be placed in the ASD may enroll. If, at the end of the initial application period (February 9, 2023), the number of eligible students seeking to enroll does not exceed the charter school's capacity or the capacity of a program, class, grade level, or building, then the charter school may enroll additional students residing within the geographic boundaries of the LEA in which the charter school is located; provided, however, that a charter school's total enrollment of these students does not exceed twenty-five percent (25%) of the charter school's total enrollment.



Enrollment Packet

Upon admission to the school, all families complete the items on the enrollment or re-enrollment packet, including:

- Additional Student Information
- Student Handbook (signed)
- Transportation/Dismissal Form
- Media Release
- Health Information Record
- Records Release
- Immunization
- Proof of Date of Birth
- Attendance Agreement
- School-Parent Compact
- Report Card
- Uniform Expectations
- Screening Consent
- Residency Form
- Primary Language Form
- TN Migrant Form
- Family Technology Agreement
- Supply List

The enrollment packet is available online through School Mint on the date of the offer. CEG may rescind the offer for families who do not complete a timely enrollment packet or does not attend required family orientation meetings. CEG does not rescind offers if families are unable to pay for a uniform. Families may request a paper copy of the enrollment packet, extend completion of the enrollment packet, and reserve seat as needed if they call school or submit a written letter of confirmation.

Anticipated Timeline

These dates may be adjusted as needed within the bounds of the policy as described above.

- 12/15/2023 – Communication sent home on what to expect and dates are posted for the public to the website
- 1/8/2024 – Application is opened to new students
- 1/8/2024 – Re-enrollment is opened in SchoolMint for returning families
- 2/8/2024 – Application and Re-Enrollment packets are due
- 2/12/2024 – Lottery is run if necessary
- 2/14/2024 – Results are posted publicly if necessary
- 2/15/2024 – Open enrollment begins if necessary

Withdrawal and Transfer

If a family wishes to withdraw or transfer admission of a student, they must submit the request in writing to the office. If the student is moving out of the area, the transfer generally is processed within two days. The office sends copies of the student records to the receiving school indicated by the family. If students depart for other reasons, the school requests exit interviews with the families prior to processing the transfer requests. Students that transfer out may not automatically re-enroll and are added to the end of



the waitlist for the current year upon reapplication. For reapplication for future years, they submit an application and are entered into the lottery.

Immunizations - 6203

It is the responsibility of each authorized charter school to ensure that there is proof of a complete physical examination prior to (a) each student entering school for the first time and (b) each student participating as a member of an interscholastic athletic team or in any other strenuous physical activity program. Therefore CEG requires the parent/guardian to provide proof of this for each child enrolling in school for the first time or if they participate in any strenuous physical activity.

It is the responsibility of the school to ensure that no students are permitted to enroll or attend without proof of immunization. Therefore CEG requires the parent/guardian to provide proof of this for each child enrolling in school. Students may be granted an exemption from immunization requirements if a qualified physician certifies that administration of immunizations would be in any manner harmful to the child. Students may also be granted an exemption from immunization requirements if a parent/guardian files with proper authorities a signed, written statement affirmed under penalties of perjury that such immunization and preventive measures conflict with the religious tenets and practices of the parent/guardian. No student determined to be homeless will be denied admission to school if the student has not yet been immunized or is unable to produce immunization records due to being homeless. The authorized charter school will comply with all federal laws pertaining to the educational rights of homeless children and will assist the parent/guardian in obtaining the proper immunizations for the child.

The school will provide parents/guardians with information about influenza and meningococcal disease and the effectiveness of vaccination against influenza and meningococcal disease at the beginning of every school year. This information will include the causes, symptoms, and the means by which influenza and meningococcal disease are spread and the places where parents/guardians may obtain additional information and vaccinations for their children. Neither a school nor its governing board is required to provide or purchase vaccines against influenza or meningococcal disease. The school will adopt policies in accordance with state law detailing the requirements above and necessary guidelines for recordkeeping. Costs associated with examinations and/or immunizations are the responsibility of the parents/guardians of a student.

Student Services

Each school will provide and/or provide for special services that may be required to facilitate equitable access and participation of students based on varying factors such as being an English Language Learner (ELL), experiencing homelessness, requiring special education or gifted services; students' achievement



level on State assessment; or attending a Title I school. Students and parents/guardians have the right to request teachers' and other paraprofessionals' qualifications.

English Language Learners - 4207

If the inability to speak, read, write, and understand the English language excludes a student from meaningful participation in the educational programs offered by an authorized charter school, the school will take reasonable actions to provide the student equal access to its programs. Students who are English learners (EL) will be identified, assessed, and provided appropriate services. An authorized charter school will identify students as EL using the two (2) step process outlined in State Board policy, which includes administering the Home Language Survey and assessing a student for English proficiency using the state's approved screening assessment for ELs. No child will be admitted to or excluded from any program or extra-curricular activity based on the student's surname or EL status.

The school leader or designee will evaluate the effectiveness of the school's language assistance program to ensure EL students will acquire English proficiency and the ability to meaningfully participate in the standard instructional program within a reasonable period of time.

English Language Program

Authorized charter schools will develop and implement English as a Second Language (ESL) instruction programs that:

1. Appropriately identify EL students in a timely, valid, and reliable manner;
2. Determine the appropriate instructional environment for EL students;
3. Provide EL students with a language assistance program that is educationally sound and proven successful;
4. Annually assess the English proficiency of EL students and monitor the progress of students in order to determine their readiness for standard instructional program;
5. Provide EL students with an Individualized Learning Plan (ILP) and interventions for students who are not meeting the expected growth trajectories outlined in their ILP;
6. Monitor the progress of students that have exited the EL program; and
7. Provide EL students with instruction by teachers who are trained in the WIDA standards

Parental Notification

Parents of EL students will be given notice of and information regarding the instructional program within the first thirty (30) days of the school year, or within the first two (2) weeks of a student being placed in an ESL program, in a language the parent understands. At a minimum, the notice will include the following:

1. The reason for identifying the child as an EL student;



2. The child's level of English language proficiency, including how the level was assessed, and the status of the child's academic achievement;
3. Methods of instruction used in the program, methods of instruction in other available programs, and how they differ;
4. How the program meets the educational strengths and needs of the student, and how the program will help the student reach English language proficiency and meet academic standards;
5. Program exit requirements, rate of transition to standard instructional program classroom, and expected rate of high school graduation;
6. How the program meets the goals of an EL student with an IEP; and
7. Information on the parents' right to withdraw the student from the program or choose another program or method of instruction if available.

The school will encourage parental involvement and regularly apprise parents of their child's progress.⁵ If a parent refuses direct ESL services for the student, the general education classroom teacher will be responsible for providing appropriate accommodations as required in the student's ILP.⁶ Further, retention of an EL student will not be based solely on English language proficiency. The school will follow the procedures outlined in the English Learners Monitoring Procedures when considering an EL student for retention.

Migrant Students - 6504

All eligible students who submit a timely application will be enrolled in an authorized charter school, unless the number of applications exceeds the capacity of the program, in which case enrollment preferences and a lottery will be instituted pursuant to state law. A student's migratory status will not preclude a student from enrolling in a school. Each authorized charter school will develop written procedures for ensuring that migrant students receive services for which they are eligible. The procedures will include the following:

1. Identify potential migrant students using the Occupational Survey, and assess the educational and related health and social needs of each student;
2. Provide a full range of services to migrant students including applicable Title I programs, special education, gifted and talented education, vocational education, language programs, counseling programs, elective classes, fine arts classes, etc.;
3. Provide migratory children with the opportunity to meet the same statewide assessment standards that all students are expected to meet;
4. To the extent feasible, provide advocacy and outreach programs to migratory students and their families and professional development for school staff; and
5. Provide parents/guardians an opportunity to participate in the programs.



If a potential migrant student is identified by a school, the school leader or designee will notify the LEA. The LEA will notify the Department of Education through the Migrant Education Program and request assistance if needed.

Students with Disabilities - 1801

LEA authorized charter schools will provide access to a free appropriate public education to all children with disabilities ages three (3) through twenty one (21), inclusive. The plan for implementation of appropriate instruction and special education services will be in accordance with the current rules of the LEA and state and federal law.

The LEA will work with authorized charter schools to ensure they are properly providing special education services for students with disabilities. Specifically, the LEA will ensure the following:

1. All children with disabilities attending authorized charter schools receive a free and appropriate public education and the services to meet their unique needs; and
2. The rights of children with disabilities and their parents are protected.

LEA authorized charter schools will ensure the following objectives are met:

1. To carry out a comprehensive screening and assessment plan emphasizing the early identification and evaluation of students with disabilities;
2. To use the Individualized Education Program (IEP) team for reviewing assessments, formulating programming, and determining placement for every student with a disability, including review of significant changes in placement (including proposed suspensions) when appropriate, in accordance with the State Board rules;
3. To ensure that placements are made to educate students with disabilities with nondisabled, age-appropriate peers to the maximum extent appropriate;
4. To provide each student with a disability with an IEP specifically designed to meet his/her unique needs;
5. To provide continuing evaluation of the progress of each student with a disability, including at least an annual review of each IEP and re-evaluation at least every three (3) years;
6. To ensure that students with disabilities are disciplined in accordance with the requirements of state and federal laws;
7. To ensure that procedural safeguards required by state and federal laws are adhered to and that parents of students with disabilities are given annual copies of the procedural safeguards;
8. To involve parents of students with disabilities in a meaningful dialogue with school personnel which will begin with an initial referral and continue throughout the student's educational career; and



9. To establish a process to recruit, train, and appoint surrogate parents in the case of students who are wards of the state, unaccompanied homeless youth, or in cases where a parent cannot be located.

IDEA Grievances

CEG schools have a complaint policy whereby general complaints may be filed by parents or students regarding students with disabilities under IDEA. Further, complaints may be submitted to the LEA via the LEA's general complaints process outlined in LEA's Grievance and Complaints Policy 1200 and corresponding procedures. IDEA legal or other administrative actions may be filed without filing a complaint or grievance with the LEA or school. Complaints may be directed to the following:

IDEA Administrative and/or Due Process Complaints
Tennessee Department of Education
Office of General Counsel
9th Floor, Andrew Johnson Tower
710 James Robertson Parkway
Nashville, Tennessee 37243

Telephone: (615) 741-2921

Website: <https://www.tn.gov/education/legal-services/special-education-legal-services.html>

Communicable Diseases - 6403

No student in an authorized charter school will be denied an education solely because of a communicable disease, and his/her educational program will be restricted only to the extent necessary to minimize the risk of transmitting the disease. Parents/guardians of students with communicable diseases will inform appropriate school officials of the infection so that proper precautions for the protection of other students, employees, and the infected student will be taken. No student with a communicable disease which may endanger the health of either him/herself or other individuals will enter or remain in the regular school setting.

If a school leader has reason to believe a student has a communicable disease that may endanger the health of either him/herself or other individuals in the regular school setting, the school leader will :

1. Assign the student to a setting which will protect other students, employees and the student him/herself; or
2. Exclude the student from school until certification is obtained from a physician or the county health department by either the parent or school leader stating that the disease is no longer communicable.

If the school leader has reason to believe that the student has a long-term communicable disease, the school leader must require confirmation from a physician or the county health department as to the



student's condition. If the student is confirmed to have a long-term communicable disease, the school leader may refer the student for homebound instruction, special education services and/or 504 accommodations if appropriate to the situation.

Parents/guardians of students who have been excluded from school will meet with the school leader and school nurse prior to returning to school to ensure that the proper physician or county health department certificate has been provided, and that the student's transition back to school is appropriate.

The names of all students excluded from school under this policy will be forwarded to the office of the Director of Schools.

Family Life Planning Curriculum

Tennessee requires schools residing in school districts with pregnancy rates above 19.5 per 1,000 females ages 15-17 to implement family life education. Because both Davidson County and Shelby County exceed this threshold, every school must provide an age-appropriate family life planning course that emphasizes abstinence until marriage and includes instructions for the prevention of HIV/AIDS and sexually transmitted diseases. Parents and legal guardians have a right to examine the grade level instructional materials and confer with school leaders regarding any or all portions of family life. A parent or guardian who wishes to excuse a student from any, or all, portions of family life will submit a request, in writing, to the student's principal. A student who is excused from any or all portions of family life will not be penalized for grading purposes if the student satisfactorily performs alternative health lessons.

School Calendar and Closings

Key times

	Time
Arrival/Breakfast	7:20 AM
Tardy	7:40 AM
Dismissal	3:30 PM
Friday Dismissal	2:30 PM



Closing

CEG schools will only close school in cases of extreme weather conditions. Please check for a notice via SchoolMint to your preferred method of communication.

Calendar

[Link to Family CEG Calendar](#)

Arrival

The school officially opens to all students at 7:20 AM each day. Please do not leave your child on the campus before 7:20 AM as doors will not open until 7:20. Students are tardy at 7:40.

All students should enter the school through the appropriate doors until 7:40. After 7:40, a family member should bring the student to the main office and sign the student into the school and receive a tardy slip.

Dismissal

Dismissal for walkers is at 3:30. This allows for the campus to be clear of students before vehicles for the carline start moving. Please make sure you select the appropriate method for dismissing your child when completing the enrollment packet, as this will be the method to dismiss your child each day. Families must submit a release form listing the names and information for any individuals other than parents or guardians who are authorized to pick up their child prior to the normal dismissal of the school. Emergency contacts are automatically added to the approved pick up list. Please call the office or provide a written letter if this needs to be adjusted.

Please help us deliver your child safely to you or to your home by following the processes listed below:

- Please meet your student no later than 3:30 if they are walking or riding home in a vehicle.
- Families must submit a release form listing the names and information for any individuals other than parents or guardians who are authorized to pick up their child.

Early Dismissal

Students are expected to stay in school until the very end of the day. Early pickups are disruptive to the learning environment and require a teacher to stop teaching in order to release a student. Therefore, when an early departure cannot be avoided, a CEG staff member will enter the classroom to get your child during a transition in the class. That may mean that a parent may need to wait in the office for 5-15 minutes until the class has reached a transition time. No early departures will be allowed after 2:30 PM.



In order to be counted present per state requirements, students must be in attendance for 50% of the instructional day. Early departures will be treated like late arrivals. Your child may be required to attend an after school tutoring session or make up the time in another specified time if he or she leaves school early more than 3 times in a grading period. Students who are habitually dismissed early are subject to retention in the current grade.

Transportation - 3400

School specific transportation information can be found below. Any routes listed are meant to be illustrative of what stops are typically available. Actual stops may change as student need changes. Please contact the school office for the most current information.

Cornerstone Prep - Denver (CPD)

Green Route
1998 WHITNEY AVE & WOODLAWN TERR
2655 WOODLAWN TER & JAMES AVE
ROLLING HILLS APT
MERCER & WATKINS
2585 CLEARPARK DR & N TREZEVANT ST
KNOB & WELLONS/4077 KNOB DRIVE
3298 MOUNTAIN TERRACE ST & AMSELLE CIR
2283 NUNNELEE AVE & BOONE ST
2207 PUEBLO & UNIVERSITY ST
CORNING AVE & DONNA DR
Red Route
3707 PERSHING PARK DR (PERSHING PARK APTS)
CORNING AVE & TRICIA DR/CORNING VILLAGE APTS
DELLWOOD AVE & MADEWELL ST/3131 MADEWELL ST
BREEZY POINT APTS/2801 RAJA DR
1982 ALTA VISTA
RANGE LINE RD & WOODCLIFF DR (RIDGECREST APTS)



Cornerstone Prep - Lester (CPL)

Cornerstone Prep is authorized to provide transportation services to and from school at no cost for eligible students. The provision of such services, although not required for students other than those receiving special education services as determined by a child's individualized education program (IEP), is provided as a service to the general population in accordance with applicable federal and State laws. Regardless of circumstance, students with IEPs requiring transportation services remain eligible for such services after the 10th day of suspension. Criteria for bus ridership eligibility for the general population are determined by the ASD. Student use of transportation provided by the ASD is a privilege and continued eligibility to use the transportation services provided may be suspended and/or revoked for violation of applicable policies and rules.

The following resident students are eligible for transportation on school buses:

1. To and from a Student's Zoned School
 - a. All students enrolled in elementary schools who reside one and one-half (1 ½) miles or more from their zoned/assigned school
 - b. All students enrolled in middle or high schools who reside two (2) miles or more from their zoned/assigned school
 - c. Students receiving special education services who have a current IEP indicating a need for special transportation services, regardless of distance
 - d. Students living within the designated miles for their assigned schools with a 504 plan that indicates a need for student transportation as verified by a physician (a completed Student Information Form must be on file at the school).
 - e. Students who reside in an area where traffic or other conditions make walking to and from school hazardous. Hazardous areas, as determined annually by an analysis conducted by the office responsible for student transportation services, will be based on the following conditions:
 - i. Age of student
 - ii. Traffic volume and/or speed
 - iii. Roadway design/walkway conditions (i.e. curvy roads, sidewalks, ditches)
 - iv. Railroad tracks and crossings
 - v. River or waterway crossings
2. Other conditions as deemed appropriate

The following adults are eligible for transportation on school buses:

- School employees in the line of duty and designated chaperones.
- Director of Operations or other administrators when observing, supervising or acting as chaperones
- Teachers when supervising or chaperoning student groups, and parents or other adults when authorized as chaperones of a student group.



By federal law, students who lose their homes will continue in the building they attend for that entire school year. Transportation must be provided, within reason, if requested. Transportation should be from a temporary residence, shelter or transitional housing. Foster placement also qualifies under the law. Contact the Special Populations Information Manager to begin the process who will then, in turn, notify the coordinator for transportation services to set up transportation. It is important to notify all parties involved of any changes to the family’s housing status.

Cornerstone Prep School (CPS)

Please contact the office for the most up to date information on available bussing.

Lester Prep (LP)

Frayser Route
Rolling Hills Apts
Denver Campus
Ridgecrest Apts
2260 Tim Tam Ave
Lester Campus
Binghampton Route
Breedlove & Vollintine
University & Vollintine
N Bingham St & Tutwiler Ave
N Bingham St & School Ave
Merton Manor Apts
Hollins & Hollywood
Woodcrest Apts
Highland Park Pl & N Holmes
Lester Campus

Each authorized charter school will provide transportation in accordance with its charter agreement. If a school elects to provide transportation for its pupils as a part of its charter agreement, the school will



receive the additional transportation component as a part of the BEP payments received from the LEA. The transportation will be provided by the school or by agreement with the district in which the school is located in accordance with state law. If a school elects not to provide transportation for its pupils, the school will not receive the additional transportation component of the BEP. All schools will provide transportation to students if required by a student's Individualized Education Program (IEP).

Any student with a disability will be offered transportation as part of the student's IEP. At the time a pupil enrolls in a charter school, the school will provide the child's parent or guardian with information regarding transportation.

Both the charter school and the district in which the school is located will include in their annual reports what transportation plans are in effect for charter schools.

Transportation incident reporting procedure

1. Students, family members, or community members contact the Transportation Supervisor in writing to file the complaint. Alternatively, a complaint may be made in writing to the transportation service provider which will relay the request to the Transportation Supervisor.
2. Within twenty-four (24) hours of receipt, the Transportation Supervisor commences the investigation by contacting the service provider for any available recording of the described incident.
3. Within forty-eight (48) hours of receipt of a complaint, a preliminary report is issued to the Dean of Culture that includes the time and date of receipt of the complaint, a copy or summary of the complaint, the school bus driver involved, and any prior complaints or disciplinary actions taken against the driver.
4. The Dean of Culture conducts an investigation to determine if any school rules were broken during the described incident. The school discipline matrix will be used to determine the consequence of any confirmed cases.
5. Any student consequence is communicated in writing to the parent/guardian of the student.
6. Within sixty (60) school days of receipt of a complaint, a final report is issued to the Executive Director in writing that includes any findings of the investigation and any action taken by the school in response to the complaint.

Transportation Supervisor

Alexander Wrobel
Capstone Education Group
awrobel@cornerstoneprepmemphis.org
(901) 416-3640



Transportation Contracts

CEG schools intends to contract for the provision of transportation services and it will review such transportation contracts to ensure the following:

- Terms of the contract cover home to school, school to home, as well as extracurricular activities;
- Terms of the contract do not allow use of unapproved vans or vehicles (ex: Fifteen (15) passenger vans). All school buses purchased by a school or contractor shall meet the Tennessee Minimum School Bus Standards approved by the State Board and all applicable federal motor vehicle safety standards. NOTE: Vehicles constructed for transporting children with disabilities shall comply generally with the Tennessee Minimum School Bus Standards approved by the State Board but, because of special equipment, appropriate modifications shall be made for children with disabilities;
- Transportation to and from school must be in an approved school bus;
- No school bus shall be operated to transport pupils to and from school unless the school bus is insured for liability and property damage according to LEA rules and regulations;
- All school buses utilized by the contractor to transport students shall be inspected, maintained, serviced, and operated in accordance with state law and LEA rules and regulations; and
- Employment of successfully trained and background checked bus drivers (including drug test, physical and mental examinations, and reference checks) with proper licensure, in accordance with state law.

LEA Policy and Procedures

Further information on the LEA Policy and Procedures that CEG schools follows can be found linked below:

[LEA Transportation Policy 3400](#)

[LEA Transportation Procedures](#)

Use of Cameras and Video Cameras on School Busses

CEG Schools will utilize all available resources to resolve transportation complaints and grievances. This includes, but is not limited to, cameras and video cameras on school buses when available.

Alternative Education Transportation

When students are remanded to an alternative education school, the sending school should ensure transportation accommodations have been made. These may include, but are not limited to, public bus passes, school bus routes, and private vehicle pick-up.

If a student is expelled or remanded to a second alternative school, transportation is the guardian/parent's responsibility.



Homeless Transportation

By federal law, students who lose their homes will continue in the building they attend for that entire school year. Transportation must be provided, within reason, if requested. Transportation should be from a temporary residence, shelter or transitional housing. Foster placement also qualifies under the law. Contact the Special Populations Information Manager to begin the process who will then, in turn, notify the coordinator for transportation services to set up transportation. It is important to notify all parties involved of any changes to the family's housing status.

Homework

Homework is an essential part of the CEG educational program. Homework is designed to reinforce skills taught in the classroom, to help students develop a deeper understanding of concepts, and to promote good study habits. Homework will be assigned every night including weekends in order to keep your child actively learning. Please help your child be successful by creating routines at home for students to follow each day, requiring your student to complete their assignment each day and providing a quiet, organized place to work.

Homework completion is part of each student's grade. In addition, students will earn rewards for homework completion while students who consistently fail to turn in homework may be required to attend Homework club and will lose points on their average for that particular subject.

Make-up Work

Students who are not in school miss critical academic assignments and assessments. Therefore, make-up work needs to be completed in order to ensure that your child masters the standard taught during the day missed. If a student is absent or dismissed early for any reason, all missed homework assignments are due by 7:40 a.m. on the day of the student's return.

A student absent for more than one consecutive school day will have as many school days as absences to submit missed homework for purposes of academic credit. For example, if a student is absent on Monday and Tuesday, the student has two days to complete the homework for purposes of academic credit. In this case, the work is due by Friday morning at 7:40 a.m.

After School Work

Students may be required to stay after school or on Saturdays for various reasons, including:

- Detention Hall for inappropriate behavior
- Make up work caused by excessive absences or tardiness
- Extra tutoring sessions to help students address academic issues



Teachers or the administrative staff will communicate these needs to parents as soon as they are identified.

Promotion and Retention - 4603

Promotion

The school leader or his/her designee will promote students to the next grade level based on the successful completion of required academic work and on the satisfactory progress in each of the relevant academic areas. However, no student enrolled in the third (3rd) grade will be promoted unless the student has shown a basic understanding of the curriculum and the ability to perform the skills required in the subject of reading as demonstrated by the student's grades or standardized test results. This requirement will not apply to students who are participating in a governing board approved, research-based intervention prior to the beginning of the next school year or to students who have an individualized education program (IEP). Students who have difficulty in achieving the requirements for promotion may be considered for retention. Factors used to identify students who may be considered for retention will, at minimum, include:

1. The student's ability to perform at the current grade level standards;
2. The results of local or state assessments, screening, or monitoring tools, if applicable;
3. The overall academic achievement of the student;
4. The student's chance for success with more difficult material if promoted to the next grade;
5. Attendance; and
6. Social and emotional maturity.

Schools will identify students who demonstrate difficulty in achieving the requirements for promotion to the next grade level and therefore may be considered for retention by February 1. However, a student may be identified for retention after February 1 if the delay is due to:

1. Date of enrollment; or
2. Additional information acquired after results of local assessment, screening, or monitoring are released.

When a student is considered for retention, the student's parent/guardian will be notified within fifteen (15) days, and an individualized promotion plan will be developed to help the student avoid retention. The individualized promotion plan will be developed in coordination with the student's teachers and may also include input from the student's parents, school counselor, or other appropriate school personnel. This plan will be provided to the student's parent/guardian and the school will offer to hold a parent-teacher conference to discuss the promotion plan. A student who demonstrates sufficient progress with the strategies included in his or her promotion plan during the school year will be



promoted to the next grade level and will be enrolled in a summer reading or learning program, if available.

The school policy includes procedures governing how decisions on retention will be made after the student begins work on his/her individualized promotion plan. If a student has not demonstrated sufficient progress on his or her promotion plan by the end of the school year to be promoted to the next grade level, the student will be enrolled in a summer reading or learning program, if available.

If a student is enrolled in a summer program, a decision for retention may be made after completion of a summer program but will be made and communicated to the student's parent or guardian at least ten (10) days prior to the start of the next school year. If a student is not enrolled in a summer program, a decision for retention will be made and communicated to the student's parent or guardian at least thirty (30) days prior to the start of the next school year. Parents and guardians will also be notified of their right to appeal a retention decision pursuant to the school's policy.

K - 3 Reading Notification

If it is determined through a student's overall performance or a state or local assessment that a student in grades kindergarten through three (K-3) is not meeting grade-level standards in reading, the student's parent(s)/guardian(s) will be notified within fifteen (15) calendar days of such determination.

3rd Grade Retention and Learning Acceleration

In 2021, the Tennessee General Assembly updated state law to ensure all students have the support they need to read and perform on grade level.

Specifically, all school districts and public charter schools must use phonics instruction, high-quality materials, and administer an approved universal reading screener three times a year to all students in grades K-3 and provide a home literacy report. Additionally, all school districts and public charter schools now offer free reading support and resources, summer programming, and small-group tutoring.

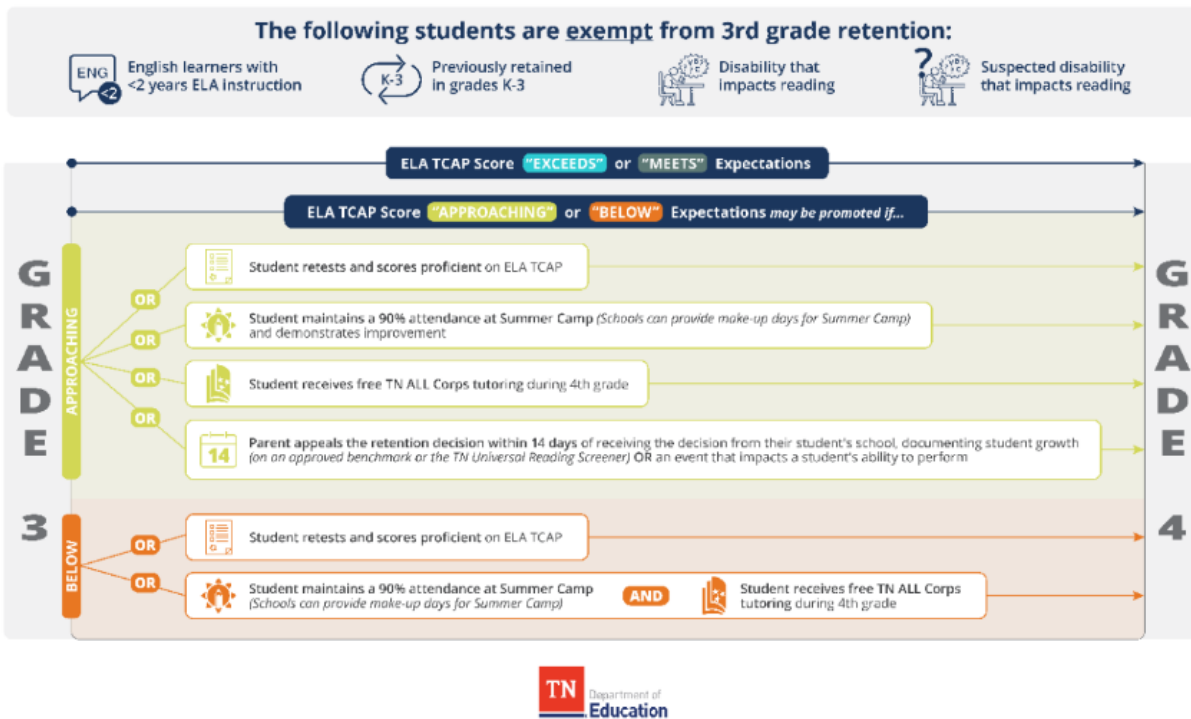
For some 3rd grade students in Tennessee, this updated law requires the student and their family to make some important decisions. Beginning in the 2022-23 school year, 3rd grade students who receive "approaching" or "below" on the English Language Arts (ELA) section of the TCAP assessment are able to get important learning support from their school for free to ensure they are ready to move on to the 4th grade.

If a student's family does not wish to take advantage of these supports, which are outlined below, the student will be retained to 3rd grade the following school year and will not be promoted to 4th grade. However, the following students are exempt from 3rd grade retention: English learners with less than two years of ELA instruction, students previously retained in grades K-3, students with a disability that impacts reading or students with a suspected disability that impacts reading.



The school will notify you if your student is identified for retention and will provide information to you about the pathways that are available to your student to be able to move to 4th grade, including free summer camps and/or tutoring support.

PATHWAYS TO 4TH GRADE



Retention for other grades (K-8)

A student may be retained when, in the judgment of the student's teacher and/or the student's IEP team, such retention is in the best interest of the student. However, a student will not be retained more than once in any grade and retention will not be used without an academic remediation plan with strategies and enhancements different from the previous year or used as a punitive or disciplinary measure or based solely on a student's social and emotional maturity. Additionally, retention of English Learner (EL) students will not be based solely on English language proficiency and will be in compliance with Policy 4207 – English Learners.

If a student is retained, the school leader or his/her designee will develop an individualized academic remediation plan prior to the start of the next school year. A copy of the plan will be provided to the



student's parent/guardian within ten (10) days of its development. This plan will include at least one (1) of the following strategies:

1. Adjustment to the current instructional strategies or materials;
2. Additional instructional time;
3. Individual tutoring outside of school hours;
4. Modification to the student's classroom assignment to ensure the student receives instruction from a highly effective teacher; or
5. Attendance or truancy interventions.

The school policy includes procedures to ensure appropriate record keeping and proper monitoring of students who are retained, including reporting progress to parents at least three (3) times during the school year of retention.

School Uniforms

All students must come to school in the CEG uniform each day. Parents of students wearing inappropriate clothing may be asked to come to the school immediately to correct the uniform violation or face other consequences. Students may miss special events and classes when not wearing the appropriate uniform and also may be required to wear an appropriate uniform shirt to cover attire inconsistent with the uniform dress code. We require school uniforms for several very important reasons:

1. *Uniforms unite us as a community.* When you look at a group of students in the Cornerstone Prep uniform, it is a powerful visual statement of our community.
2. *Uniforms reduce distractions and clothing competition.* Often students spend more time discussing and evaluating what others are wearing or not wearing than they spend focusing on learning. Wearing uniforms eliminates this distraction.
3. *Uniforms eliminate comparisons.* Whether families have high incomes or low incomes, the students come to school looking the same way. No one is made to feel less valued because of the clothes they own.
4. *Uniforms look professional and show students are prepared for school.* Students look neat when they arrive at school with shirts tucked into their pants. The students come mentally prepared for school and "dressed for work."

The uniform shirt is a polo style shirt that you may purchase at the school. A school sweatshirt is also available for purchase if a student needs to wear an extra layer during colder months.

The appropriate complete uniform is described below:

Uniform Expectations for Girls

- CEG logo shirt



- Khaki, black, navy pants (no jeans unless a student earns a jeans pass, no sweatpants, no leggings/tights worn as pants)
- Khaki, black, or navy shorts, skirts, or skorts (no more than 1 inch above the knee)
- Black or brown belt
- Sneakers that are not visually distracting or black dress shoes (no crocs, no house slippers, no slides) with appropriate socks

Uniform Expectations for Boys

- CEG logo shirt
- Khaki or black pants (no jeans unless a student earns a jeans pass, no sweatpants, no sagging pants) or shorts (uniform style, no basketball shorts)
- Black or brown belt
- Sneakers or black dress shoes that are not visually distracting with appropriate socks

Jackets, coats and sweaters often contain pockets, zippers, strings and hoodies that are very distracting and inhibit learning in the classroom. School polos and sweatshirts can be purchased at the school. Other sweatshirts and jackets may be worn to the school, but need to remain in student lockers during the school day. Only school sweatshirts may be worn as an outer layer during the school day.

Exceptions and adjustments will be gladly made for those students who need to wear different clothing for religious convictions.

Breakfast and Lunch

CEG offers both breakfast and lunch. All families must complete a form that enables their child to participate in the meal program. Under the Community Eligibility provision, every student will eat for free.

Families may send breakfast and lunch to school. However, students will not have access to a refrigerator or microwave. If you are sending lunch to school with your child, we ask that you send nutritious foods. Please do not let your child bring unhealthy drinks (e.g., colas or juices heavy in sugar) or unhealthy snacks to school. Candy, gum, and soda are not allowed to be brought to school. If you choose to send lunch, the entire breakfast and lunch must be in one bag or container that has the student's name on it.

Character Traits, Merits, and Demerits

A merit is the recognition of an action worthy of praise that demonstrates a student's progress toward character traits valued by the school. It is highlighted by the acronym PREP ROCKS. PREP ROCKS



represents CEG’s character traits which are designed to create, cultivate, and motivate students towards growing in Wisdom and Knowledge. Students are expected to daily display all character traits in all settings and will be rewarded for displaying these traits or receive consequences for actions contrary to these traits. Please see the chart below for examples of behaviors that exemplify each school value.

Character Traits
Prepared
Respectful
Engaged
Purposeful
Resilient
Optimistic
Courageous
Kind
Self-Controlled

School Visitor Policy

For the safety of our community, parents are welcome to meet with teachers or leaders and to visit classrooms by calling the office to set up a time for the visit. Parents do not enter the building to drop off or pick up scholars. All volunteers may call the school 24 hours in advance to set up an appointment to visit the school. Parents/visitors who are invited to the school for a meeting should arrive on time, or their appointment time will be rescheduled.

The V-Soft Raptor System (commonly referred to as Raptor) is a visitor registration and management system that the network uses. The Raptor system allows the school office staff to produce visitor badges, quickly input student information, and electronically checks visitors against state and federal sex offender databases.

The Raptor system works by comparing each visitor’s official identification (e.g., driver’s license, passport, etc.) with a sex offender database, alerting school officials whether any matches are found. For all non-matches, Raptor will register the visitor’s presence on campus, and produce a temporary ID badge for all visitors to wear while on school grounds.



Unless noted otherwise, all visitors must be checked into and out of the Raptor system during each school visit.

Visitors must sign out before leaving the building. There will be no photos, videotaping or audiotaping by visitors on school grounds without permission.

In case of an emergency, parents or guardians should contact the Main Office either by phone or in person. Under no circumstances should parents or guardians contact students in their classrooms or attempt to remove students from the building without notifying and receiving permission from staff members in the Main Office.

Communication

Communication between parents and the CEG staff enhances the academic achievement of students. Therefore, CEG sends home critical information for all parents weekly. In addition, teachers may send home individual notes in the homework folder as well as making phone calls to parents.

CEG also uses an automated call system to send out mass emails, phone calls, and text messages to families to alert them of important information such as absences, missing homework, uniform violation, early dismissals due to inclement weather, etc. Therefore, it is extremely important that families provide up-to-date contact information to our office staff.

Our staff will be glad to meet with you to discuss any concerns you have regarding your child, CEG policies, etc. We ask that you not pull teachers or staff members during the school day to speak with you, as all staff members have assigned duties during the school day. Please call the office or put a separate note in your child's homework folder in order to schedule a time to meet a teacher or staff member.

Administering Medicines to Students

It is the policy of CEG that all children's medication be administered by a parent or guardian at home. Under exceptional circumstances medication may be administered by school personnel under the appropriate administrative regulations.

If, under exceptional circumstances, a child is required to receive medication during school hours and the parents cannot be at school to administer the medication, principal or the principal's designee will administer the medication in compliance with the regulations that follow:

1. Medication (only if absolutely necessary) - Only medicines which absolutely MUST be given during the school hours should be brought by parent or guardian to school for dispensing at school. Please make arrangements for all other medicines to be given at home, either before or after school time. Most medications which need to be given one, two, or three times a day, can



be given during the hours outside of school hours. Your child's health care provider can give you guidance about whether or not a dosage schedule can be changed. All medication will be brought to school by the parent or guardian, unless other arrangements have been approved by the school principal, but under no circumstance will a student bring the medication to school by himself/herself. All medication must be brought in its original container whether it be a prescription or non-prescription medication.

2. Over-the-counter medicines will not be given at school. There may be some exceptions, but arrangements need to be made with the principal and/or designee. Parents will still have to complete a medication dispensation form.
3. Original Containers- All medicines must be in their original containers and correctly labeled. Prescription medicines must have a pharmacy label or a label from the doctor's office or health care facility which includes the child's name, name of the medicine, and strength of each unit of medicine, dosage amount, and time as well as the doctor's name. Over-the-counter medicines must be labeled with the child's name in a manner which does not cover up the original container label.
4. Parent Authorization- All medicines must have a Parent Authorization form completed, and the medicine container information must match the Parent Authorization. (A copy of this form is available in the school office.)
5. Physician Authorization – All prescription medication must have an medication dispensation form completed by the prescribing physician or facility. (A copy of this form is available in the school office).

Cell Phones

Students are not allowed to use cell phones in school or on school field trips. Phones may be turned in to the homeroom teacher and remain in a lock box until the end of the school day. If a cell phone is used during school, rings during school, or is seen by a staff member, it will be confiscated from the student and only returned after a parent or guardian has come to the school to pick it up. Repeated violations of this policy may result in indefinite confiscation irrespective of any costs or fees students and/or their families may incur as a result.

Student Belongings

Students who disrupt class for any reason are violating school rules. This rule applies to students' personal possessions as well. Items including, but not limited to, game cards, trading cards, portable electronic games, toys, portable electronic devices, and cell phones are not allowed in school. Students who violate this rule will have their item(s) confiscated until the item(s) is picked up by a parent or guardian and will be subject to consequences. Repeated violations of this policy may result in indefinite confiscation irrespective of any costs or fees Students and/or their families may incur as a result.



Lost and Found

The school will keep a small Lost and Found box near the main office. Families may come in any day between 7:20 A.M. and 3:45 P.M. to search the Lost and Found. At the end of every Quarter, items left in the box may be donated to a local charity.

Regular Inspection

School property, such as lockers, desks, and network systems, technology resources and accounts owned or supplied by the school are jointly held by the school and the pupil.

School authorities have the right to conduct general inspection of all such property and resources on a regular basis. During these inspections, items which are school property, such as overdue library books, may be collected. Students should not expect privacy for items and information left in such locations. A single desk, locker or a technology resource/account may be searched if reasonable grounds exist to believe that evidence of a violation of the law or a school rule is contained therein. Illegal items (e.g., weapons, drugs, etc.) or other possessions reasonably determined by proper school authorities to be a threat to the pupil's safety or to others' safety and security may be seized by school officials.

Items which may be used to disrupt or interfere with the educational process may be temporarily removed from the pupil's possession by a staff member. Such items may be returned to the pupil by the staff member or through the Principal's office.

Classroom Parties, Birthdays and Other events

CEG celebrates academic achievement and great character in the classroom every day. CEG celebrates birthdays and other special events on a regular basis. In order to be fair and consistent, snacks are provided by the school on special days. If you would like to bring an additional treat, please be sure to bring enough for every child in the class. The treat will be handed out during lunch. To avoid hurt feelings, private student invitations to parties and other events should be mailed home rather than passed out in class, unless the whole class is invited



Board of Directors Meetings

All meetings will now be held virtually via TEAMS at 5:30 on the noted day unless otherwise noted. Individuals may email the Executive Director to receive the zoom link if so desired. Meeting dates for SY2023-24 are as follows:

- Sep 19
- Dec 12
- March 26
- May 21

Parent Notifications required by ESEA, as amended by ESSA

The Elementary and Secondary Education Act (ESEA) makes it clear that Congress expects Local Educational Agencies (LEAs) and schools receiving federal funds to ensure that parents are actively involved and knowledgeable about their schools and their children's education. The law requires schools to give parents many different kinds of information and notices in a uniform and understandable format and, to the extent practicable, in a language that the parents can understand. Listed below are some of these required notices that must be made to parents by school districts or individual public schools.

Parent and Community Grievance Policy

LEAs disseminate free of charge to parents of students, and to appropriate private school officials or representatives, adequate information about the State Educational Agency's (SEA) written complaint procedures for resolving issues of violation(s) of a Federal statute or regulation that applies to Title I, Part A programs. [34 CFR §200.11(d)]

CEG considers parent and community support and input vital to school accountability and success. The general policy and procedures for addressing parents' concerns or complaints about any CEG school in the network are provided below.

If parents or community members have a concern about a CEG school, they should follow the following policy to reach a satisfactory resolution: (see summary chart: LEA Parent and Community Grievance Resolution Flowchart):

1. *Contact the principal:* Parents and community members are encouraged to communicate any concerns or complaints that they have directly with school leadership.
2. *Contact the executive director:* If the principal does not satisfactorily resolve a parent's complaint, the school's grievance policy specifies at least one additional department or leader to whom grievances may be escalated within the organization that operates the school.



3. *Contact the Capstone Education Group's (CEG) governing body.* Lester Prep and Cornerstone Prep schools are governed by a board of directors under the organizational name of Capstone Education Group (CEG). CEG is subject to oversight by its authorizer. If a parent or guardian of a student is not satisfied with a school-level or operator-level decision pertaining to a grievance, the parent or guardian may share concerns with the board of directors. The board meets publicly on a regular basis.

CEG, the governing body of Cornerstone Prep and Lester Prep, is the legal entity with authority to make final decisions regarding:

- Staffing;
- Instruction and instructional support program;
- Use of time; and
- Student support services and discipline practices (in accordance with the ASD's Student Discipline policy)

Thus, for most concerns, the LEA does not have authority to overturn the decisions of charter schools regarding student services and staff. If warranted, the sole actions that the LEA has the authority to take beyond informing and influencing a charter operator to resolve an inadequately addressed Tennessee statute-defined violation on its own are to: (1) slow or stop the expansion or replication of a school or (2) revoke the charter.

The statutes that govern Tennessee charter schools provide specific criteria for the LEA to consider revocation or renewal of a charter if the operator did any of the following:

- Committed a material violation of any of the conditions, standards or procedures set forth in the charter (including failure to adequately address parent concerns);
- Failed to meet or make adequate yearly progress toward achievement of the state's accountability system for two (2) consecutive years (past the first year of operation); or
- Failed to meet generally accepted standards of fiscal management.

The LEA Grievance Policy and Flowchart can be found in a later section of this student handbook.

Teacher qualifications

At the beginning of each school year, a district that receives Title I funds must notify parents that they may request information regarding the professional qualifications of their children's classroom teachers. If a parent requests the information, it must include at least:

- whether the teacher has met state qualifications and licensing criteria for the grade levels and subject areas taught;
- whether the teacher is teaching under emergency or other provisional status;
- the baccalaureate degree major of the teacher; and



- any other graduate certification or degree held by the teacher and the field of discipline of the certification or degree.

The information must also disclose whether the child is provided services by paraprofessionals, and if so, their qualifications. [20 U.S.C. §6311(h)(6)]

Title III requires that each eligible entity receiving a subgrant under §3114 will include in its plan a certification that all teachers in any language instruction educational program for limited English proficient children that is, or will be, funded under this part are fluent in English and any other language used for instruction, including having written and oral communication skills. [ESEA Title III, Part A, §3116(c)]

At CEG, we are very proud of our teachers and their ability to give your child a high-quality education. As Title I schools, we must meet federal rules related to teacher qualifications. These rules allow you to learn more about your child's teachers' training and credentials. We are happy to provide this information to you. At any time, you may ask:

- Whether the teacher met state qualifications and certification requirements for the grade level and subject he/she is teaching,
- Whether the teacher received an emergency or conditional certificate through which state qualifications were waived, and What undergraduate or graduate degrees the teacher holds, including graduate certificates and additional degrees, and major(s) or area(s) of concentration.

You may also ask whether your child receives help from a paraprofessional. If your child receives this assistance, we can provide you with information about the paraprofessional's qualifications.

Our staff is committed to helping your child develop the wisdom and knowledge he/she needs to succeed in school and beyond. That commitment includes making sure that all of our teachers and paraprofessionals are highly skilled.

If you have any questions about your child's assignment to a teacher or paraprofessional, please contact the school.

Non-highly qualified teachers

A Title I school will provide each individual parent timely notice that the parent's child has been assigned, or has been taught for four or more consecutive weeks, by a teacher who is not highly qualified. [20 U.S.C. §6311(h)(6)(B)] [ESEA Title I, Part A, §1111(h)(6)(A) and (h)(6)(B)(ii)]

CEG requires all administrators, teachers, and paraprofessionals teaching in a program supported with Title I funding to meet appropriate state certification In accordance with state policy, we must disclose if we have a teacher who is in the process of completing their certification. If a teacher or paraprofessional is in the process of receiving their Tennessee Teacher License while instructing your student, you will



receive a letter in the fourth week of consecutive instruction and will indicate when we anticipate that they will have all steps completed this year.

We have no hesitations or reservations about any CEG teacher or paraprofessional's ability to provide high quality instruction to students. If you have any questions, please feel free to contact the school.

Student privacy

Districts must give parents annual notice at the beginning of the school year of the specific or approximate dates during the school year when the following activities are scheduled or expected to be scheduled:

- activities involving the collection, disclosure or use of personal student information for the purpose of marketing or selling that information;
- administration of surveys containing request for certain types of sensitive information;
- any non-emergency, invasive physical examination that is required as a condition of attendance, administered by the school, scheduled in advance and not necessary to protect the immediate health and safety of student.

A district must develop and adopt policies regarding the rights of parents to inspect:

- third party surveys before they are administered or distributed to students;
- measures to protect student privacy when surveys ask for certain sensitive information;
- parental right to inspect any instructional materials;
- administration of physical examinations or screening of students;
- collection, disclosure or use of personal information from students for the purpose of marketing or selling that information; and
- the parental right to inspect any instrument used to collect personal information before it is distributed to students.

Districts must give parents annual notice of an adoption or continued use of such policies and within a reasonable period of time after any substantive change in such policies. *[20 U.S.C. §1232h(c)(2)] [ESEA Title II, Part F, §1061(c)]*

A calendar of events is provided within the student handbook in the "School Calendar and Closings" subsection of the "CEG information" section that details the approximate date of the activities listed above.

The receipt of this handbook constitutes the annual notice and adoption of the policies described above.



Public release of student directory information (FERPA)

Under the Family Education Rights and Privacy Act (FERPA), an LEA must provide notice to parents of the types of student information that it releases publicly. This type of student information, commonly referred to as “directory information,” includes such items as names, addresses and telephone numbers and is information generally not considered harmful or an invasion of privacy if disclosed. The notice must include an explanation of a parent’s right to request that the information not be disclosed without prior written consent.

Additionally, §9528 requires that parents be notified that the school routinely discloses names, addresses and telephone numbers to military recruiters upon request, subject to a parent’s request not to disclose such information without written consent.

A single notice provided through a mailing, student handbook or other method that is reasonably calculated to inform parents of the above information is sufficient to satisfy the parental notification requirements of both FERPA and §9528. The notification must advise the parent of how to opt out of the public, nonconsensual disclosure of directory information and the method and timeline within which to do so. [ESEA §9528]

Notice should include:

- What information the school designates as directory information;
- The right to opt out of the release of
- their child’s directory information;
- The right to provide consent before the school discloses personally identifiable information from the student’s education records, except to the extent that FERPA authorizes disclosure without consent;
- The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest;
- The right to inspect and review the child’s education records and to seek to amend the records; and
- The right to file a complaint regarding an alleged failure to comply with FERPA.
- An example notification can be found [here](#) is used below

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older (“eligible students”) certain rights with respect to the student’s education records. These rights are:

1. The right to inspect and review the student’s education records within 45 days after the day the [Name of school (“School”)] receives a request for access.

Parents or eligible students who wish to inspect their child’s or their education records should submit to the school principal [or appropriate school official] a written request that identifies the records they wish to inspect. The school official will make



arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the [School] to amend their child's or their education record should write the school principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or school district's annual notification for FERPA rights. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. [NOTE: FERPA requires a school or school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request or the disclosure is initiated by the parent



or eligible student.]

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the [School] to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Student Privacy Policy Office

U.S. Department of Education

400 Maryland Avenue, SW

Washington, DC 20202

CEG includes its directory information public notice, as required by § 99.37 of the regulations, with its annual notification of rights under FERPA.

See the list below of the disclosures that elementary and secondary schools may make without consent.

CEG may disclose “directory” information unless the parent/eligible student annually objects to such disclosure in writing to the Superintendent within two weeks of enrollment. Directory information includes: Name, address, phone number, date of birth, grade level, gender, participation in officially recognized activities, weight and height of athletes, dates of attendance and photographs.

CEG may disclose personally identifiable information from an education record to appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

FERPA permits the disclosure of PII from students’ education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student:

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure



is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))

- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as "directory information" if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student's case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))



Military recruiter access to student information

Districts receiving federal education funds must notify parents of secondary school students that they have a right to request their child's name, address and telephone number not be released to a military recruiter without their prior written consent. Districts must comply with any such requests. *[20 U.S.C. §7908(a)(2)] [ESEA §9528]*

Under ESSA, notice to parents must be provided that the school releases the names, addresses, and phone numbers of secondary students to military recruiters and institutions of higher education unless parents opt out. This notice can be given along with the notice of parent's rights under FERPA.

The receipt of this handbook constitutes the annual notice and adoption of the policies described above.

Parental involvement and family engagement policy

A district receiving Title I funds and each school served under Title I must develop jointly with, agree on with, and distribute to, parents of children participating in Title I programs, a written parental involvement policy. If a school or district has a parental involvement policy that applies to all parents, it may amend the policy to meet the requirements under the ESEA. *[ESEA Title I, Part A, §1118(a)(2)] [20 U.S.C. §6318(b); (c)]*

Parents will be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy will be made available to the local community and updated periodically to meet the changing needs of parents and the school. *[ESEA Title I, Part A, §1118(b)(1)]*

Schools must hold at least one annual meeting for Title I parents;

- offer a flexible number of meetings;
- involve parents in an ongoing manner in the planning, review and improvement of Title I programs;
- provide Title I parents with timely information about the programs, a description and explanation of the curriculum, forms of academic assessment and expected levels of student proficiency;
- if requested, provide opportunities for regular meetings to discuss decisions related to the education of their children; and
- develop a school-parent compact that outlines the responsibilities of each party for improved student academic achievement. *[ESEA Title I, Part A, §1118(c)]*

Title III requires that each eligible entity receiving a subgrant under §3114 submit a plan to the SEA that describes how the eligible entity will promote parental and community participation in programs for limited English proficient children. *[ESEA Title III, Part A, §3116(b)(4)]*



Title III-funded LEAs are required to implement an effective means of outreach to parents of limited English proficient children to inform such parents of how they can be involved in the education of their children and be active participants in assisting their children to learn English, achieve at high levels in core academic subjects and meet the same State content and achievement standards all children are expected to meet.

Each school served under Title I must also develop jointly with, agree on with, and distribute to, parents and family members of participating children a written school-level parent and family engagement policy that should be included in the student handbook

[ESEA Title III §3302(e)]

There are many ways CEG seeks to engage and receive input from parents. Some of those ways are listed below.

As we all know, Covid19 has disrupted many aspects of life and school. The plan below reflects parent engagement opportunities that may be on campus or virtual based on the SCHD directives and CEG school plans.

Our school leaders invest time over the summer calling parents, meeting at homes and apartments and community centers. This begins the parent engagement process for the upcoming year.

Once school begins, the Parent Council regularly meets and engages in conversation about improving the school. These meetings are open to all parents, advertised in the regular newsletter and elementary students wear stickers home advertising upcoming meetings.

Parents are encouraged to get involved in the weekly celebration of birthdays and students' achievements. These occur in classrooms and the gym and cafeteria and also in quarterly honors programs.

Elementary parents are invited to tutor once per week or to participate in any of the other volunteer opportunities that are available throughout the year.

A suggestion box is currently found in the school or on the school website. School leaders will respond to all suggestions or concerns expressed through the suggestion box. In addition, parent surveys are conducted twice per year, providing a valuable opportunity for parents to provide feedback on a wide variety of areas. The results are reviewed by school leaders and the school board and any noted issues addressed.

All of the processes mentioned above are in addition to the proactive and reactive teacher phone calls home and individual classroom letters communicating with parents.

Parent Engagement Plans



CEG involves parents of students who are served with Title I, Part A funds through planning, review, and improvement of programs and services supported with Title I, Part A funds. This process begins with a TSIP meeting where parents answer a series of questions as well as provide feedback on how things are currently working at the school as well as possible areas of improvement. Based on that input, the Title I plans and budget are prepared and approved. Then, during parent council meetings, Title I meetings and the bi-annual survey, parents are encouraged to provide feedback on how things are working.

One example of a policy that was impacted by parental involvement was the frequency with which we report academic progress to families. It was noted in our bi-annual parents' survey that parents felt they did not know enough about how their students were doing in class, in between progress reports and report cards. We worked together with them to answer this felt need which resulted in the creation of a Bi-Weekly Grade Update to parents becoming a part of our regular practice. Feedback from this change has been very positive, both parents being heard and increasing lines of communication between parents and teachers, on academics.

Parental Involvement Annual Meeting

To encourage attendance to our annual Title 1 meeting, the schools may offer dinner for families that evening, jeans passes for students to "dress down" the following day for school if parents attend, and holds the meeting prior to Open House festivities. We have found all of these things increase the number of parents who attend this annual meeting.

The school communicates via weekly parent newsletters placed in every child's homework folder, the parent bulletin board, parent teacher conferences, the grade level curriculum meeting held in the fall, report cards, returned daily and weekly assessments, signed daily homework, Prepster paychecks, MAP, TCAP and TNREADY score/summary and growth reports, and through regular communications with the School Leader or staff member.

Parental Involvement Shared Responsibility

The annual TISP meeting provides CEG an opportunity to seek feedback and ideas from parents and seek their assistance in planning for programs that will impact students and school communities. At that meeting parents answer a series of questions as well as provide feedback on how things are currently working at the school as well as possible areas of improvement. Based on that input, the Title I plans and budget are prepared and approved.

CEG schools require all parents to sign a Parent-Student Compact during registration which outlines their parental involvement policy. There are numerous opportunities for parents and the school to work together in addition to the original compact. The school communicates via weekly parent newsletters placed in every child's homework folder, the parent bulletin board, parent teacher conferences, the grade level curriculum meeting held in the fall, report cards, returned daily and weekly assessments,



signed daily homework, Prepster paychecks, MAP, TCAP and TNREADY scores, and through regular communications with the School Leader or staff member.

Title I information is provided during the annual Title I meeting. At this meeting, we inform parents of all supplemental educational services that Title 1 funds provide for students such as extended school day, additional professional development for staff, during and after school tutoring, small group instruction, reteach, computer literacy, technology, co-teacher model, paraprofessionals, behavioral interventionists, and various reading and math supplemental curriculum.

Parents are encouraged to help with Friday celebrations, making copies, helping with arrival and dismissal, after school activities, or supporting teachers on certain projects. Within this student handbook, CEG schools state in their discipline policy that they are a safe and drug-free school. The student handbook also contains information to all parents regarding their rights covered under FERPA.

Parental Involvement Capacity Building

CEG schedules multiple parent engagement opportunities for all schools. The organizational wide events and opportunities are listed as part of the school calendar. In addition to the organizational opportunities, each school conducts events and meetings specific to their school that include such things as:

1. Annual Title 1 Meeting
2. Literacy Night
3. Math Night
4. Black History Night Program
5. Annual ELL Family Connection Night
6. Donuts with Dads and Muffins with Moms
7. Principal Coffees
8. Monthly Character Celebrations
9. Quarterly honors programs
10. Parent training events/classes
11. Graduation Night for PreK, K, 5th grade and 8th grade
12. Out of town college and career visits
14. TSIP Meetings
15. Multiple volunteer opportunities throughout the year

Capstone Education Group believes that the involvement of parents and community members is critical to the success of the students; therefore, we create a variety of opportunities for all stakeholders to be involved in the education of children in our schools. We share academic goals at the start of each year and keep them in front of students and parents throughout, including regular reports on progress towards goals.

CEG schools share a state report card, when it is available, that shows whether the school has been



identified for school improvement, how our students achieved on the TCAP and TNREADY and other indicators of adequate yearly progress compared to those in the district and the state as a whole.

Funding for Parent and Family engagement comes through Title I and the use of BEP funds. 1% of Title I funds have been budgeted to use for parent/community engagement. Title I funds will be used to provide resources to parents, including books to take home and read with their children on Literacy Night and providing dinner to entice families to attend Family Literacy night and the Parent training events. All events are inclusive of all student populations including our economically disadvantaged, ELLs and students with disabilities.

CEG Schools give home language surveys to all enrolled students and has informed all parents of students who are classified as English Language Learners of the academic program they are receiving with our ESL teacher. The ESL teachers have regular communication with all ESL families and ensure all invitations and documents are translated for parents written or verbal. We also partner with the Refugee Empowerment Program, who assists our ESL families with transportation to events, tutoring for students and family programs in their home languages.

If a parent requests the information, CEG Schools will include at least whether the teacher has met state qualifications and licensing criteria for the grade levels and subject areas taught; whether the teacher is teaching under emergency or other provisional status; the baccalaureate degree major of the teacher and any other graduate certification. The information must also disclose whether the child is provided services by paraprofessionals, and if so, their qualifications.

CEG Schools will also give timely notice that the parent's child has been assigned or has been taught for four or more consecutive weeks by a teacher who is not highly qualified.

CEG has three weeks of professional development for teachers each summer. The first week of training is held for new staff only and includes multiple sessions to inform teachers of the programs provided through Title 1 services, getting to know the communities where the schools are operated, and strategies for engaging with parents, families and the community. In the two weeks of time with all returning staff, these topics are revisited as refreshers and community partners come to share with staff what is happening in the neighborhood and how their agencies are partnering with families, students and our schools. Our school Blueprint outlines teacher expectations for parent and family engagement throughout the year which includes one positive family contact in the first two weeks of school, bi-weekly grade updates to families, and always being available to answer any parental concerns or have meetings with them as requested.

Report cards on statewide academic assessment

Each school district that receives Title I, Part A funds must prepare and disseminate an annual report card. Generally, the state or district must include on its report card information about public schools related to student achievement, accountability, teacher qualifications and other required information, as



well as any other information that the state or district deems relevant.

These report cards must be concise and presented in an understandable and uniform format accessible to persons with disabilities and, to the extent practicable, provided in a language that parents can understand. In Tennessee, these requirements are met through our State's report card. *[ESEA Title I, Part A, §1111(h)(1) and (h)(2)]*

CEG schools share a state report card, when it is available, that shows whether the school has been identified for school improvement, how our students achieved on the TCAP and TNREADY and other indicators of adequate yearly progress compared to those in the district and the state as a whole.

Individual achievement on state assessment

A school that receives Title I funds must provide each parent information on the achievement level of their child on each of the state academic assessments as soon as is practicably possible after the test is taken. *[20 U.S.C. §6312(c)(1)(N)] [ESEA Title I, Part A,*

§1111(h)(6)(B)(i)]

All schools must provide to parents, teachers and principals the individual student interpretive, descriptive and diagnostic reports, which allow specific academic needs to be understood and addressed, and include information on the student's achievement on academic assessments aligned with State academic achievement standards. *[ESEA §1111(b)(3)(C)(xii)]*

The school communicates via weekly parent newsletters placed in every child's homework folder, the parent bulletin board, parent-teacher conferences, the grade level curriculum meeting held in the fall, report cards, returned daily and weekly assessments, signed daily homework, Prepster paychecks, MAP, TCAP and TNREADY scores (including the individual student interpretive, descriptive and diagnostic reports) and through regular communications with the School Leader or staff member.

National Assessment of Education Progress

Districts, schools and students may voluntarily participate in the National Assessment of Educational Progress (NAEP). Parents of children selected to participate in any NAEP assessment must be informed before the assessment is administered that their child may be excused from participation for any reason, is not required to finish any assessment and is not required to answer any test question. A district must make reasonable efforts to inform parents and the public about their right to access all assessment data (except personally identifiable information), questions and current assessment instruments. *[ESEA Title VI, Part C, §411(c)(1); (d)(1)–(2)]*

The receipt of this handbook constitutes the annual notice of the policies described above.



School-wide programs

A district must inform eligible schools and parents of school-wide program authority under which such schools may consolidate funds from federal, state and local sources to upgrade the entire educational program of the school. The school must serve an eligible attendance area in which at least 40% of the children in the area or enrolled in the school are from low-income families. [20 U.S.C. §6312(c)(1)(A)] [ESEA Title I, Part A, §1114]

Title I is the largest federal assistance program for our nation's schools. The goal of Title I is a higher quality of education for every child. The program serves millions of children in elementary and secondary schools each year.

Districts receive Title I funds from the federal government (through the TN Department of Education), and distribute these funds to schools based on the number of low-income students (eligible for free/reduced price lunch). However, low-income is only used to distribute funds. Students are selected to receive Title I services if they have an academic need.

CEG students are in a Title I School-wide program. This means that our Title I money can be used to upgrade the educational program in ways that may impact every student in the school. This also means that every parent/guardian of a student in our school is a Title I parent.

Listed elsewhere in this student handbook and specifically below are some of these requirements that CEG is meeting related to Title I:

- Limited English proficiency programs. CEG has given home language surveys to all enrolled students and has informed all parents of students who are classified as English Language Learners of the academic program they are receiving with our ESL teacher.
- Supplemental educational services. CEG has informed parents of all supplemental educational services that we provide for students such as extended school day, additional professional development for staff, during and after school tutoring, small group instruction, re-teach, computer literacy, technology, co-teacher model, paraprofessionals, behavioral interventionists, and various reading and math supplemental curriculum.
- Parental involvement policy. Parents have a number of rights, including:
 - Be involved in and request regular meetings to express concerns
 - Be provided updated information on your child's level of achievement
 - Request and receive information on the qualifications of your child's teachers
 - Cornerstone Prep requires all parents to sign a Parent-Student Compact during registration which outlines their parental involvement policy. There are other opportunities for parents and the school to work together in addition to the original compact.
 - The school communicates via weekly parent newsletters placed in every child's homework folder, the parent bulletin board, parent-teacher conferences, the grade level curriculum meeting held in the fall, report cards, returned daily and weekly assessments,



signed daily homework, Prepster paychecks, MAP, TCAP and TNREADY scores, and through regular communications with the School Leader or staff member.

- Title I information is provided during the Title I meeting
- Parents are encouraged to help with Friday celebrations, making copies, helping with arrival and dismissal, after school activities, or supporting teachers on certain projects.
- Title I funding projects. The Title I funds are providing:
 - Smaller teacher to student ratios
 - Differentiated instruction for all children
 - Parental involvement activities
 - Reading and instructional resources
 - Support classes
 - Professional development

Progress review

Each LEA will publicize the results of the annual progress review to parents, teachers, principals, schools and the community so that the teachers, principals, other staff and schools can continually refine, in an instructionally useful manner, the program of instruction to help all children served under Title I to meet the challenging State student academic achievement standards. *[ESEA §1116(a)(1)(C)]*

The receipt of this handbook constitutes the annual notice and adoption of the policies described above.

Safe and drug-free schools programs

A district receiving safe and drug-free school program funds must inform and involve parents in violence and drug prevention efforts. The district must make reasonable efforts to inform parents of the content of safe and drug-free school programs and activities other than classroom instruction. If a parent objects in writing, the district must withdraw the student from the program or activity. *[20 U.S.C. §7116(b); 20 U.S.C. §7163]*

The receipt of this handbook constitutes the annual notice and adoption of the policies described above.

Limited English proficiency programs

A school district that uses federal funds to provide a language instruction education program for children with limited English proficiency must no later than 30 days after the beginning of the school year inform the parents of each child identified for participation or participating in such a program:

- the reasons for the identification of the child as limited English proficient;
- the child's level of English proficiency;
- how that level was determined and the status of the child's academic achievement;



- methods of instruction used in the program in which their child is participating and methods of instruction used in other available programs;
- how the program will meet the educational strengths and needs of their child;
- how the program will specifically help their child learn English and meet age- appropriate academic achievement standards for grade promotion and graduation;
- the specific exit requirements for the program;
- in the case of a child with a disability, how the program meets the child's IEP objectives;
- and
- information about parental rights detailing the right of parents to have their child immediately removed from such program upon their request and the options that parents have to decline to enroll their child in such program or to choose another available program or method of instruction.

For a child not identified as limited English proficient prior to the beginning of the school year, the district must notify parents within the first two weeks of the child being placed in such a program. [20 U.S.C. §6312(g); §7012(a)-(d)] [ESEA Title I, Part A, §1112(g)(1)-(4)]

Each eligible entity using Title III funds to provide a language instruction education program, and that has failed to make progress on the annual measurable achievement objectives will separately inform the parents of children identified for participation in such program, or participating in such program, of such failure not later than 30 days after such failure occurs. All required information will be provided in an understandable and uniform format and, to the extent practicable, in a language that the parent can understand. [ESEA, Title III, Part C, §3302(b)(c)]

The receipt of this handbook constitutes the annual notice and adoption of the policies described above.

Homeless children

To be eligible for funds, the school must provide written notice, at the time any child seeks enrollment in such school, and at least twice annually while the child is enrolled in such school, to the parent or guardian or unaccompanied youth that, will be signed by the parent or guardian or unaccompanied youth; that sets forth the general rights provided; and specifically states:

- the choice of schools homeless children are eligible to attend;
- that no homeless child is required to attend a separate school for homeless children;
- that homeless children will be provided comparable services, including transportation services, educational services, and meals; and
- that homeless children should not be stigmatized by school personnel.



The school must also:

- provide contact information for the local liaison for homeless children and the State Coordinator for Education of Homeless Children and Youths;
- provide assistance to the parent or guardian or unaccompanied youth to exercise the right to attend their choice of schools as provided for in subsection (g)(3)(A); and
- if applicable, coordinate with the local education agency with jurisdiction for the school selected, to provide transportation and other necessary services. [42 U.S.C.

§11432(e)(3)(C),(E) [ESEA Title X, Part C, §722(e)(3)(C)(i)–(iv)]

If the district sends a homeless child to a school other than the school of origin or the school requested by the parent or guardian, the district must provide the parents a written explanation for, including notice of the right to appeal, the decision. The information must also be provided whenever a dispute arises over school selection. [ESEA Title X, Part C, §722(g)(3)(B)]

Each LEA liaison for homeless children and youth will ensure the parents or guardians of homeless children and youth are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children. [ESEA Title X, Part C, §722(g)(6)(A)(iv)]

Public notice of the educational rights of homeless children and youths is disseminated where such children and youths receive services under this Act, such as schools, family shelters and soup kitchens. [ESEA Title X, Part C, §722(g)(6)(A)(v)]

The receipt of this handbook constitutes the annual notice and adoption of the policies described above.

21st Century Community Learning Centers

A program or activity funded as part of a 21st Century Community Learning Center providing before and after school activities to advance student academic achievement must undergo periodic evaluation to assess its progress toward achieving its goal of providing high quality opportunities for academic enrichment. The results of evaluations will be made available to the public upon request, with public notice of such availability provided. [ESEA §4205(b)(2)]

The receipt of this handbook constitutes the annual notice and adoption of the policies described above.



LEA Student Handbook Requirements

Student Handbook Addendum³

This school is a charter school authorized by the LEA, which serves as the overseeing school district. This document provides important contact information for the school district as well as a link to school district resources and information for parents and students.

General Contact Information:

500 James Robertson Parkway,
5th Floor Nashville, TN 37243

Main Phone: (615) 532-6245 Email: Charter.LEA@tn.gov

The LEA has school district policies and procedures that apply to all of its schools. These policies and procedures, along with additional information about the school district and its schools are located on its website.

³ A translated version of the Student Handbook Addendum is available from the Charter LEA and will be provided to schools as a separate document



Complaint and Grievance Policy

LEAs disseminate free of charge to parents of students, and to appropriate private school officials or representatives, adequate information about the State Educational Agency's (SEA) written complaint procedures for resolving issues of violation(s) of a Federal statute or regulation that applies to Title I, Part A programs. [34 CFR §200.11(d)]

CEG considers parent and community support and input vital to school accountability and success. The general policy and procedures for addressing parents' concerns or complaints about any CEG school in the network are provided below.

If parents or community members have a concern about a CEG school, they should follow the following policy to reach a satisfactory resolution: (see summary chart: LEA Parent and Community Grievance Resolution Flowchart):

1. *Contact the principal:* Parents and community members are encouraged to communicate any concerns or complaints that they have directly with school leadership.
2. *Contact the executive director:* If the principal does not satisfactorily resolve a parent's complaint, the school's grievance policy specifies at least one additional department or leader to whom grievances may be escalated within the organization that operates the school.
3. *Contact the Capstone Education Group's (CEG) governing body.* Lester Prep and Cornerstone Prep schools are governed by a board of directors under the organizational name of Capstone Education Group (CEG). CEG is subject to oversight by its authorizer. If a parent or guardian of a student is not satisfied with a school-level or operator-level decision pertaining to a grievance, the parent or guardian may share concerns with the board of directors. The board meets publicly on a regular basis.

CEG, the governing body of Cornerstone Prep and Lester Prep, is the legal entity with authority to make final decisions regarding:

- Staffing;
- Instruction and instructional support program;
- Use of time; and
- Student support services and discipline practices (in accordance with the LEA's Student Discipline policy)

Thus, for most concerns, the LEA does not have authority to overturn the decisions of charter schools regarding student services and staff. If warranted, the sole actions that the LEA has the authority to take beyond informing and influencing a charter operator to resolve an inadequately addressed Tennessee statute-defined violation on its own are to: (1) slow or stop the expansion or replication of a school or (2) revoke the charter.



The statutes that govern Tennessee charter schools provide specific criteria for the LEA to consider revocation or renewal of a charter if the operator did any of the following:

- Committed a material violation of any of the conditions, standards or procedures set forth in the charter (including failure to adequately address parent concerns);
- Failed to meet or make adequate yearly progress toward achievement of the state's accountability system for two (2) consecutive years (past the first year of operation); or
- Failed to meet generally accepted standards of fiscal management.

The LEA Grievance Policy and Flowchart can be found below from a later section of the student handbook.

ASD Grievance/Complaint Resolution Guidance Procedure

If you or your child encounters a specific problem or concern during the school year, the following step(s) should be taken:

Step 1 - Contact your child's teacher to schedule a conference.

Step 2 - If the issue was not resolved in Step 1, call or make an appointment with the principal.

Step 3 - If the issue was not resolved in Step 2, call or make an appointment with your child's Charter Management Office (CMO) Lead:

Donna Brigham
Director of Special Populations
(901) 416-3640
dbrigham@cornerstoneprepmemphis.org

Step 4 - After talking with the Executive Director, if you feel you need further assistance, contact:

Terrine Momodu
ASD Executive Administrative Assistant
(629) 395-4692
Terrine.A.Momodu@tn.gov



TPCSC Grievance/Complaint Resolution Guidance Chart

Note: The purpose of this chart is to provide guidance to parents who have a concern or problem related to their child's schooling. The chart describes whom a parent should reach out to depending on the category of their problem and what steps they should take to begin addressing the problem.

1. WHICH TYPE OF PROBLEM AM I HAVING?			
General Issues	Enrollment Issues	Special Ed Issues	Critical Issues
<ul style="list-style-type: none"> Disagreement with a teacher or another student. Disagreement over a discipline decision.*Not including expulsion or if the decision involves a special education student or student with a disability. Bullying issues.*Not including bullying that would rise to the level of a civil rights issue under Title IX or VI or bullying on the basis of a disability. General transportation issues (bus is late, bus driver issue, bus stop location). *Not including issues related to transportation of students with disabilities, 	<ul style="list-style-type: none"> Confusion about enrollment. (lottery/application process, documents required) School said we should transfer or school said my child isn't a good fit. 	<ul style="list-style-type: none"> My child is not receiving the special education services required by his/her IEP or 504 plan. I disagree with a decision made by the IEP team. I have concerns about the way my special education student was disciplined. The school is not complying with the requirements of the Americans with Disabilities Act (ADA) regarding accessibility, accommodations, etc. 	<ul style="list-style-type: none"> My child has been expelled, or other serious discipline issues. Serious health, legal or safety issues. Title VI (race, color, national origin), Title IX (sex) civil rights, or ADA/Section 504 discrimination issues. The school is not communicating with me or my child in a language that we understand.



homeless or foster care students.			
2. WHO IS RESPONSIBLE FOR WORKING WITH ME TO FIND A SOLUTION?			
<ul style="list-style-type: none"> • These issues are the responsibility of the school. The LEA cannot mandate decisions in this area. 	<ul style="list-style-type: none"> • Most of these issues can be resolved by the school. 	<ul style="list-style-type: none"> • Most of these issues can be resolved by the school. 	<ul style="list-style-type: none"> • The LEA will work with you and the school to ensure that these issues are resolved.



3. WHAT IS THE FIRST THING I SHOULD DO TO ADDRESS MY PROBLEM?			
<ul style="list-style-type: none"> • Attempt to resolve the issue with the school by contacting the principal or assistant principal. • If you wish to make a formal complaint, review the school's policy on complaints and grievances which should be contained in the student handbook. • For discipline issues, consult the student handbook for the school's discipline policy and any appeal process established by the school. • For bullying issues, consult the school's bullying policy which should set forth a complaint and investigation process for bullying issues. The school's bullying policy should be contained in the student handbook. Also consult the LEA's bullying policy. 	<ul style="list-style-type: none"> • Contact school office personnel, the school counselor, or principal. • Review student enrollment policies and procedures which should be contained in the student handbook or the school's website. Also consult the LEA's enrollment procedures. 	<ul style="list-style-type: none"> • Contact the school's Director of Special Education/Student Support, the Principal, or the Executive Director/CEO of the Charter School. • The school must give you 10-day advance notice for any concerns resulting in an IEP meeting or if you request an IEP meeting. • For students with an IEP, consult the Procedural Safeguards document provided by the Tennessee Department of Education regarding your rights. 	<ul style="list-style-type: none"> • Contact the LEA Superintendent to describe your concern and previous requests for help from the school. • The LEA Superintendent or her designee will work with you and the school to come to a solution. • If your student has been expelled: To request an appeal of a zero tolerance expulsion, see the school's policy on Disciplinary Hearing Authorities, which should be contained in the student handbook. Also consult the LEA DHA policy and procedure.



4. WHAT HAPPENS IF I AM STILL UNABLE TO RESOLVE MY PROBLEM?			
<ul style="list-style-type: none"> If you are unable to resolve your problem by working with the school principal or if the school principal does not respond, you may reach out to the operator’s CEO/ Executive Director or to the governing board of the charter school. To request an appeal of a suspension/remand to alternative school of more than 10 days, see the school’s policy on Disciplinary Hearing Authorities, which should be contained in the student handbook. Also consult the LEA DHA policy and procedure. 	<ul style="list-style-type: none"> If you cannot resolve the issue by speaking with the school principal, you may reach out to the Operator’s CEO/Executive Director. If the issue is still not resolved, and you feel that your child is unlawfully being denied enrollment please contact the LEA at Charter.LEA@tn.gov or (615) 532- 6245. 	<ul style="list-style-type: none"> Contact the LEA’s Special Education Coordinator or Executive Director at (615) 532-6245. They will work with you and the school to attempt to reach a resolution. You may file a formal complaint with the LEA. Consult the LEA complaint policy. You may contact the Tennessee Department of Education to make a complaint regarding special education at (615) 741-2921. Consult the LEA policy on IDEA Complaints or the policy on ADA and Section 504 Complaints for additional options. 	<ul style="list-style-type: none"> You may file a formal complaint with the LEA. Consult the LEA complaint policy.



Disciplinary Hearing Procedures - 6317

State Board LEA Policy 6317 – Required Remands and Student Disciplinary Hearing Authority lays out the broad requirements and expectations for establishing and implementing a discipline appeals process, including the formation of a Disciplinary Hearing Authority (“DHA”). This document provides the standard operating procedures for compliance with state law and State Board LEA policy for State Board authorized charter schools. These procedures cover:

- Charter School Discipline Appeals Process
- Establishing a DHA
- DHA Hearing
- Creating an Official DHA Record
- Special Circumstances Modification of Required Remand
- Required Policies and Procedures

Charter School Discipline Appeals Process

As required by State Board LEA Policy 6313 – Student Discipline, CEG schools adopt policies and procedures that outline the violations and infractions that may lead to disciplinary action. Specifically, CEG schools are be clear about infractions that warrant suspension from school and the length of that suspension. The following procedures outline the appeals process for the remand/suspension of a student at CEG schools. (See also the Disciplinary Hearing Authority and Appeals Flow Chart contained within these procedures.)

Suspensions of Ten (10) Days or Less

CEG school’s policy is to handle suspensions of ten (10) days or less by providing written notice to the student but will not provide the student the right to appeal the suspension decision to a DHA. The State Board will monitor suspension data through the State Board’s student information system for compliance, as necessary.

Pursuant to T.C.A. § 49-6-3401(c)(3) and State Board LEA policy, if a student is suspended for more than five (5) days, the principal of the school will develop a behavior improvement plan. The principal will seek input for the behavior improvement plan from people with knowledge of the student’s behavior, including but not limited to the student, the student’s parent(s)/guardian(s), general education teachers, counselors, behavior interventionists, and special education teachers, if applicable.

Suspensions of More Than Ten (10) Days

If a student commits an infraction that warrants a suspension/expulsion of more than ten (10) days, that student will be remanded to alternative school for the duration of the suspension/expulsion, except under special 2 Version: June 10, 2019 circumstances(detailed on page 5). Immediately following the



decision to suspend/expel/remand for more than ten (10) days, the student and the student's parent(s)/guardian(s) will be immediately notified, in writing, of the suspension and the student's right to appeal to a DHA within five (5) school days. The written notification will be accompanied by copies of all school policies and procedures related to DHA appeals, State Board Policy 6317 - Required Remands and Student Disciplinary Hearing Authority, and this procedure document. CEG schools will also immediately notify the State Board of a decision to suspend/expel/remand a student for more than ten (10) days.

Within five (5) school days of the suspension/expulsion/remand decision, a student or the student's parent(s)/guardian(s) may appeal the suspension/expulsion/remand, orally or in writing, to the school DHA. The chair of the DHA will then provide written notification to the parent(s)/guardian(s) of the student, the student, and any other appropriate person(s), in a language that he or she understands, of the time, location, and date of the hearing. The chair should make every attempt, within reason, to accommodate the schedule and transportation restrictions of the parties involved, particularly those of the student or parent(s)/guardian(s). However, pursuant to T.C.A. § 49-6-3401(c)(4)(A), the hearing will be held no later than ten (10) days after the beginning of the suspension/expulsion/remand.

The DHA hearing will be held according to the policies and procedures set forth by the school and will take one (1) the following disciplinary actions:

- Affirm the decision of the school principal;
- Order removal of the suspension/expulsion/remand unconditionally;
- Order removal of the suspension/expulsion/remand upon such terms and conditions as it deems reasonable; or
- Suspend/expel/remand the student for a specified period of time.

However, the DHA may not suspend a student who has been remanded to alternative school unless the Director of Schools has approved a suspension as a special circumstance. Within five (5) school days of the DHA rendering a decision, the student, student's parent(s)/guardian(s), principal, principal-teacher or assistant principal may request, orally or in writing, a review by the governing board, and the governing board will review the official DHA record.

CEG schools will determine how the governing board will conduct a review of the DHA appeal, including the timeline for a decision and attendance at the appeal hearing. As a best practice, schools will outline in policy how attendance (whether in-person or virtual) will be addressed for a governing board appeal. If outlined in the adopted by-laws, governing boards may follow the attendance/quorum requirements they have adopted. The deadline for the governing board to make a decision will be set forth in each school's policy.

Following the review, the governing board, in writing, will take one (1) of the following actions:

- Deny the request for a hearing and affirm the decision of the DHA;
- Deny the request for a hearing and overturn the decision of the DHA; or



- Grant the request for a hearing, then affirm or overturn the decision of the DHA

The governing board will not impose a more severe penalty than that imposed by the DHA without first providing an opportunity for a hearing before the governing board. The notice of the hearing will include a statement that, unless the student or the student's parent(s)/guardian(s) request an open hearing in writing within five (5) school days of receipt of the notice, the hearing will be closed to the public. The decision of the governing board will be final. The school will immediately notify the State Board of the decision of the governing board.

Zero-tolerance Offense Requiring Mandatory One Year Expulsion

Certain zero-tolerance offenses as set forth in State Board Policy 6309 – Zero Tolerance and school policy require a mandatory one (1)-year expulsion. Any student committing a zero-tolerance offense that requires a one (1)-year expulsion will receive a mandatory one (1)-year expulsion from school and will not be remanded to an alternative school unless the Director of Schools modifies the expulsion as outlined below. A student or parent/guardian may appeal the expulsion decision to the school's DHA within five (5) school days of the student receiving the expulsion. For a zero-tolerance offense, the student will only be permitted to appeal regarding guilt or innocence of the zero tolerance offense and/or whether the student was provided with proper due process. The DHA hearing will follow the procedures set forth by the policy of the school.

Following the DHA hearing, the student has the right to appeal the decision to the Director of Schools within five (5) school days of the DHA's decision in order to request a modification of the mandatory one (1)-year expulsion. (NOTE: A student who does not wish to contest their guilt/innocence of the zero-tolerance offense or the due process provided to them, will be allowed to forego an appeal to the DHA and to appeal directly to the Director of Schools for a modification of the mandatory one (1) year expulsion.) The student must notify the Director of Schools, in writing, of his/her appeal to modify the mandatory one (1)-year expulsion using the form contained within these procedures. The Director of Schools may request a written recommendation from the DHA to accompany the official DHA record submitted for review. As part of the review, the Director of Schools will consider the recommendation from the DHA, if any, regarding a proposed modification of the student's expulsion. The Director of Schools will not be bound by the recommendation of the DHA, if any, and will render a decision within seven (7) calendar days.

Within five (5) school days of the Director of Schools' rendering a decision, the student, student's parent(s)/guardian(s), principal, principal-teacher, or assistant principal may request, in writing, a review of the official DHA record by the governing board regarding the student's guilt/innocence of the zero-tolerance infraction and/or whether the student was provided with proper due process. (NOTE: A student who chooses not to appeal to the DHA and appeals directly to the 4 Version: June 10, 2019 Director of Schools for modification of the mandatory expulsion will not be permitted to appeal to the governing board).



CEG schools will determine how the governing board will conduct a review of the DHA appeal, including the timeline for a decision and attendance at the appeal hearing. As a best practice, schools will outline in policy how attendance (whether in-person or virtual) will be addressed for a governing board appeal. If outlined in the adopted by-laws, governing boards may follow the attendance/quorum requirements they have adopted. The deadline for the governing board to make a decision will be set forth in each school's policy. Following the review, the governing board, in writing, will take one (1) of the following actions:

- Deny the request for a hearing and affirm the decision of the DHA;
- Deny the request for a hearing and overturn the decision of the DHA; or
- Grant the request for a hearing, then affirm or overturn the decision of the DHA.

The governing board of the school will not have the ability to modify the decision of the Director of Schools with regard to modification of the student's expulsion. If the governing board grants a hearing, the notice of the hearing will include a statement that, unless the student or the student's parent/guardian requests an open hearing in writing within five (5) school days of receipt of the notice, the hearing will be closed to the public. The decision of the governing board will be final.

Establishing a DHA

Annually, each school will report all members of the DHA to the State Board by July 31st by submitting the form contained within this guidance document via the State Board's reporting calendar. DHA Hearings Each school will develop a policy for conducting a DHA hearing. The chair of the DHA is responsible for setting the time, location, and date of the DHA hearing and clearly communicating that information to all parties involved in a language that can be understood by the parties. The chair should make every attempt, within reason, to accommodate the schedule and transportation restrictions of the parties involved, particularly those of the student and the student's parent(s)/guardian(s). However, pursuant to T.C.A. § 49-6-3401(c)(4)(A), the hearing will be held no later than ten (10) days after the beginning of the remand/suspension.

Each school's DHA policy will state whether a student is allowed to have an attorney present and, if applicable, what role an attorney may play in the DHA hearing. Additionally, an official record will be created for each DHA hearing.

Creating an Official DHA Hearing Record

Each school will create an official record of every DHA hearing. The official record of a DHA hearing will include minutes and a recorded version of events. The method of recording will be determined by the school and outlined in the school's DHA policy. Acceptable methods of recording include:

- Transcription
- Audio recording
- Video recording with audio



Special Circumstances Modification of Required Remand

If a special circumstance arises that the school believes justifies a disciplinary action other than the required remand to alternative school, the school may submit documentation for a special circumstances modification. Within five (5) school days of the disciplinary decision, the school will notify the Director of Schools, or designee, in writing of the special circumstance using the form contained within these procedures to outline:

- The disciplinary infraction committed by the student;
- The proposed modification of disciplinary action; and
- A detailed explanation outlining the special circumstances and reasons for requesting a modified disciplinary action.

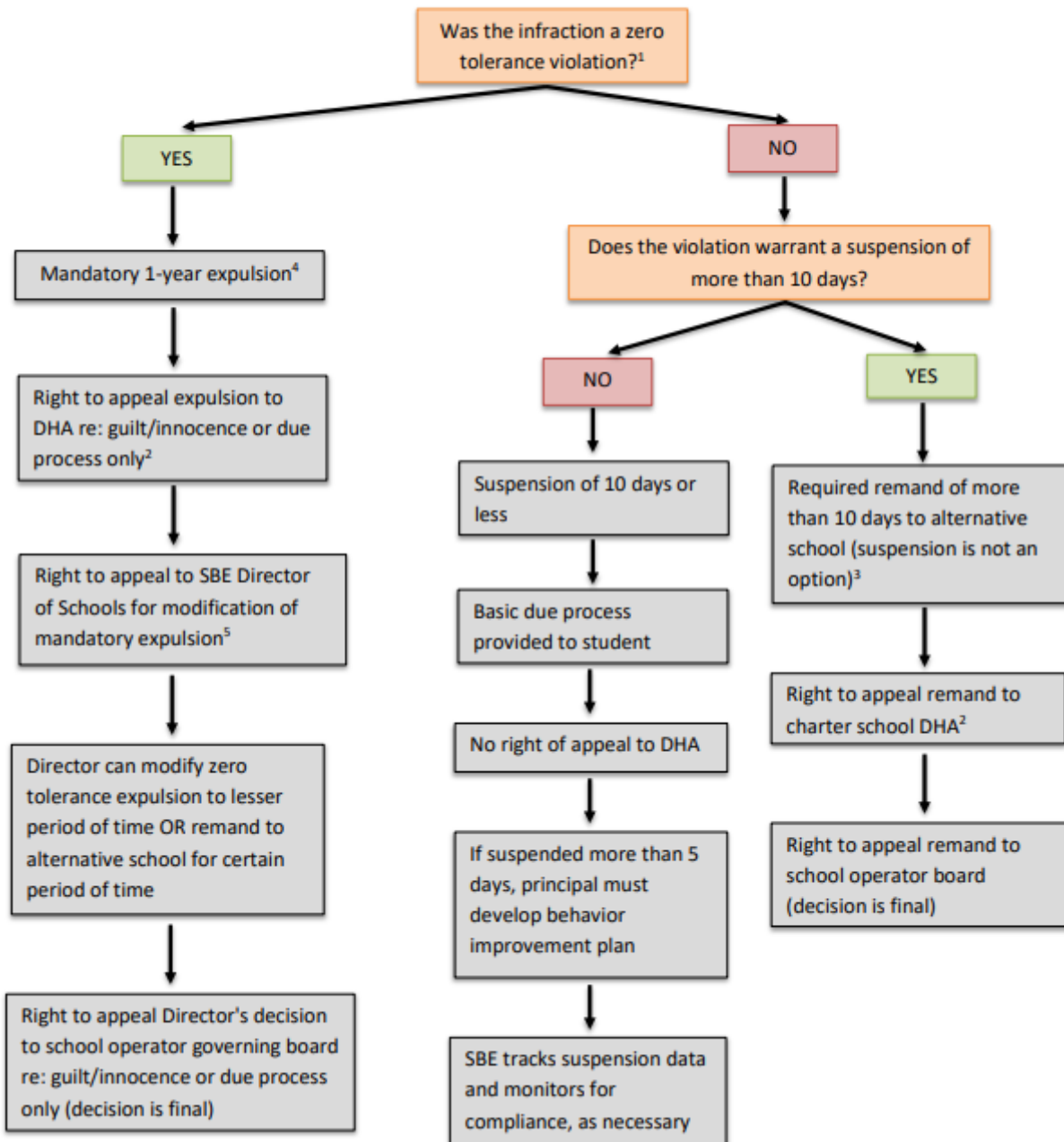
Following receipt of the form, the Director of Schools, or designee, will consult with the school regarding the special circumstance and will make a decision regarding the proposed modification of the required remand within seven (7) school days. The school will be responsible for informing all necessary parties of the decision, including, but not limited to, the student, the student's parent(s)/guardian(s), and the student's teachers.



Disciplinary Hearing Authority and Appeals Flow Chart

Disciplinary Hearing Authority and Appeals Flow Chart

The flow chart below outlines the path a disciplinary action may follow and/or be appealed under State Board LEA Policy 6317 – Required Remands and Student Disciplinary Hearing Authority. Answer the questions in the orange boxes to follow the correct course of action.





Parental Involvement and Engagement Policy

There are many ways we seek to engage and receive input from parents. Some of those ways are listed below.

Our school leaders invest time over the summer calling parents, meeting at homes and apartments and community centers. This begins the parent engagement process for the upcoming year.

Once school begins, the Parent Council regularly meets and engages in conversation about improving the school. These meetings are open to all parents, advertised in the regular newsletter and elementary students wear stickers home advertising upcoming meetings.

Parents are encouraged to get involved in the weekly celebration of birthdays and students' achievements. These occur in classrooms and the gym and cafeteria and also in quarterly honors programs.

Elementary parents are invited to tutor once per week or to participate in any of the other volunteer opportunities that are available throughout the year.

A suggestion box is currently found in the school. School leaders will respond within 48 hours to all suggestions or concerns expressed through the suggestion box. In addition, parent surveys are conducted twice per year, providing a valuable opportunity for parents to provide feedback on a wide variety of areas. The results are reviewed by school leaders and the school board and any noted issues addressed.

The calendar includes various other parent engagement opportunities, including

1. Monthly parent council meetings
2. Title I meeting
3. Literacy Night
4. Black History Night
5. Donuts with dad
6. Quarterly honors programs
7. Parent training nights
8. Graduation Night for prek, k, 5th grade
9. 8th grade grade overnight stay out of town college visits
10. 7th grade one day out of town college visits
11. Parent appreciation night
12. TSIP Meetings
13. Multiple volunteer opportunities throughout the year



All of the processes mentioned above are in addition to the proactive and reactive teacher phone calls home and individual classroom letters communicating with parents.

Title I Parent Engagement Plans

CEG involves parents of students who are served with Title I, Part A funds through planning, review, and improvement of programs and services supported with Title I, Part A funds. This process begins with a TSIP meeting where parents answer a series of questions as well as provide feedback on how things are currently working at the school as well as possible area of improvement. Based on that input, the Title I plans and budget are prepared and approved. Then, during parent council meetings, Title I meetings and the bi-annual survey, parents are encouraged to provide feedback on how things are working.

One example of a policy that was impacted by parental involvement was the frequency with which we report academic progress to families. It was noted in our bi-annual parents' survey that parents felt they did not know enough about how their students were doing in class, in between progress reports and report cards. We worked together with them to answer this felt need which resulted the creation of a Bi-Weekly Grade Update to parents becoming a part of our regular practice. Feedback from this change has been very positive, both parents being heard and increasing lines of communication between parents and teachers, on academics.

Parental Involvement Annual Meeting

To encourage attendance to our annual Title 1 meeting, the schools offer dinner for families that evening, offers jeans passes for students to "dress down" the following day for school if parents attend and holds the meeting prior to Open House festivities. We have found all of these things increase the number of parents who attend this annual meeting.

The school communicates via weekly parent newsletters placed in every child's homework folder, the parent bulletin board, parent teacher conferences, the grade level curriculum meeting held in the fall, report cards, returned daily and weekly assessments, signed daily homework, Prepster paychecks, MAP, TCAP and TNREADY score/summary and growth reports, and through regular communications with the School Leader or staff member.

Parental Involvement Shared Responsibility

The annual TISP meeting provides CEG an opportunity to seek feedback and ideas from parents and seek their assistance in planning for programs that will impact students and school communities. At that meeting parents answer a series of questions as well as provide feedback on how things are



currently working at the school as well as possible area of improvement. Based on that input, the Title I plans and budget are prepared and approved.

Cornerstone Prep-Lester, Denver and Lester Prep School require all parents to sign a Parent-Student Compact during registration which outlines their parental involvement policy. There are numerous opportunities for parents and the school to work together in addition to the original compact. The school communicates via weekly parent newsletters placed in every child's homework folder, the parent bulletin board, parent teacher conferences, the grade level curriculum meeting held in the fall, report cards, returned daily and weekly assessments, signed daily homework, Prepster paychecks, MAP, TCAP and TNREADY scores, and through regular communications with the School Leader or staff member.

Title I information is provided during the annual Title I meeting. At this meeting, we inform parents of all supplemental educational services that Title 1 funds provide for students such as extended school day, additional professional development for staff, during and after school tutoring, small group instruction, reteach, computer literacy, technology, co-teacher model, paraprofessionals, behavioral interventionists, and various reading and math supplemental curriculum.

Parents are encouraged to help with Friday celebrations, making copies, helping with arrival and dismissal, after school activities, or supporting teachers on certain projects. In their Family Handbook, Cornerstone and Lester Prep Schools state in their discipline policy that they are a safe and drug-free school. The Family Handbook also contains information to all parents regarding their rights covered under FERPA.

Parental Involvement Capacity Building

CEG schedules multiple parent engagement opportunities for all three schools. The organizational wide events and opportunities are listed as part of the school calendar. In addition to the organizational opportunities, each school conducts events and meetings specific to their school that include such things as:

1. Annual Title 1 Meeting
2. Literacy Night
3. Math Night
4. Black History Night Program
5. Annual ELL Family Connection Night
6. Donuts with Dads and Muffins with Moms
7. Principal Coffees
8. Monthly Character Celebrations
9. Quarterly honors programs
10. Parent training events/classes
11. Graduation Night for PreK, K, 5th grade and 8th grade
12. 8th grade overnight stay out of town college visits



13. 7th grade one day out of town college visits
14. TSIP Meetings
15. Multiple volunteer opportunities throughout the year

Capstone Education Group believes that the involvement of parents and community members is critical to the success of the students; therefore, we create a variety of opportunities for all stakeholders to be involved in the education of children in our schools. We share academic goals at the start of each year and keep them in front of students and parents throughout, including regular reports on progress towards goals.

CEG academic goals this year are as follows:

- 5-10 point growth on TCAP/TN Ready
- 1.5 grade levels of growth for all students who are below grade level
- 100% of students will meet their individual NWEA growth goal
- 60% of all students will reach their ASD NWEA growth goal

CEG Schools share a state report card, when it is available, that shows whether the school has been identified for school improvement, how our students achieved on the TCAP and TNREADY and other indicators of adequate yearly progress compare to those in the district and the state as a whole.

Funding for Parent and Family engagement comes through Title I and the use of BEP funds. 1% of Title I funds have been budgeted to use for parent/community engagement. Title I funds will be used to provide resources to parents, including books to take home and read with their children on Literacy Night and providing dinner to entice families to attend Family Literacy night and the Parent training events. All events are inclusive of all student populations including our economically disadvantaged, ELLs and students with disabilities.

CEG Schools give home language surveys to all enrolled students and has informed all parents of students who are classified as English Language Learners of the academic program they are receiving with our ESL teacher. The ESL teachers has regular communication with all ESL families and ensures all invitations and documents are translated for parents written or verbal. We also partner with the Refugee Empowerment Program, who assists our ESL families with transportation to events, tutoring for students and family programs in their home languages.

If a parent requests the information, CEG Schools will include at least whether the teacher has met state qualifications and licensing criteria for the grade levels and subject areas taught; whether the teacher is teaching under emergency or other provisional status; the baccalaureate degree major of the teacher and any other graduate certification. The information must also disclose whether the child is provided services by paraprofessionals, and if so, their qualifications.



CEG Schools will also give timely notice that the parent's child has been assigned or has been taught for four or more consecutive weeks by a teacher who is not highly qualified.

CEG has three weeks of professional development for teachers each summer. The first week of training is held for new staff only and includes multiple sessions to inform teachers of the programs provided through Title 1 services, getting to know the communities where the schools are operated, and strategies for engaging with parents, families and the community. In the two weeks of time with all returning staff, these topics are revisited as refreshers and community partners come to share with staff what is happening in the neighborhood and how their agencies are partnering with families, students and our schools. Our school Blueprint outlines teacher expectations for parent and family engagement throughout the year which includes one positive family contact in first two weeks of school, bi-weekly grade updates to families, and always being available to answer any parental concerns or have meetings with them as requested.

Right to Request Translation of District Information

Parents and families of students enrolled in LEA authorized charter schools may request district information to be translated into their primary language (if other than English). District information may include the LEA district policies, procedures, and notices made available to the public.

Parents or family members who wish to request translated district information should email their request, including the title of the document they wish to have translated to the below contact information. Please note that translation of district information may take up to several weeks and will be provided as soon as possible after a request is received.

Right to request information on teacher/paraprofessional qualifications

In accordance with the rules, regulations, and policy detailed in the Parent notification as required ESEA as amended by ESSA, if a parent requests teacher/paraprofessional qualifications, CEG will include at least whether the teacher has met state qualifications and licensing criteria for the grade levels and subject areas taught; whether the teacher is teaching under emergency or other provisional status; the baccalaureate degree major of the teacher and any other graduate certification. The information must also disclose whether the child is provided services by paraprofessionals, and if so, their qualifications. CEG will also give timely notice that the parent's child has been assigned or has been taught for four or more consecutive weeks by a teacher who is not highly qualified.

20 U.S.C. § 6312 (ESSA, § 1112(e)(1)(A))



Rights under the Family Educational Rights and Privacy Act (FERPA)

In this student handbook families can read the full notice and disclosure of their rights under FERPA in the student privacy and public release of directory information (FERPA) subsections of the Parent notification as required by ESEA as amended by ESSA section.

These rights include:

- What information the school designates as directory information;
- The right to opt out of the release of their child's directory information;
- The right to provide consent before the school discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent;
- The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest;
- The right to inspect and review the child's education records and to seek to amend the records; and
- The right to file a complaint regarding an alleged failure to comply with FERPA.

Example notification can be found [here](#).

FERPA, 20 U.S.C. § 1232(g)

Release of student information to military recruiters or institutions of higher education

Under ESSA, notice to parents must be provided that the school releases the names, addresses, and phone numbers of secondary students to military recruiters and institutions of higher education unless parents opt out.

This notice can be given along with the notice of parent's rights under FERPA.

In this student handbook families can read the full notice and disclosure of release of student information to military recruiters or institutions of higher education in the military recruiter access to student information subsection of the Parent notification as required by ESEA as amended by ESSA section.

ESSA, 20 U.S.C. § 7908

Parent's rights under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These



include, but are not limited to, the right to:

Consent before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)–

1. Political affiliations or beliefs of the student or student’s parent;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or student’s parent; or
8. Income, other than as required by law to determine program eligibility.

Receive notice and an opportunity to opt a student out of –

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)

Inspect, upon request and before administration or use –

1. Protected information surveys of students and surveys created by a third party;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

CEG has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. CEG will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. CEG will also directly notify, such as through the U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and



will provide an opportunity for the parent to opt his or her child out of participation in the specific activity or survey. CEG will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

PPRA, 20 U.S.C. § 1232(h)

Free and reduced price meals and/or free milk

CEG offers both breakfast and lunch through the Community Eligibility Program (CEP) and SCS Nutrition. All families must complete a form that enables their child to participate in the meal program. Under the Community Eligibility provision, every student will eat for free. If a school participates in the National School Lunch Program, the School Breakfast Program, or the Special Milk Program, they must provide both parents and the public with information about free and reduced price meals and/or free milk near the beginning of each school year.

Schools may not disclose children's free and reduced eligibility status, unless the requestor of such information falls into one of the categories specified in the National School Lunch Act.

SCS Nutrition will provide meals to Capstone Education Group that comply with the nutrition standards established by the United States Department of Agriculture (USDA) for the Nutrient Standard Menu Planning option. SCS Nutrition will be responsible for claiming reimbursement as necessary for all meals served to children in the Capstone Education Group.

SCS Nutrition will conduct the free reduced- priced application process, including the distribution, review, approval, and verification of applications for Capstone Education Group. All applications and



eligibility requirements will be handled by SCS Nutrition.

SCS Nutrition will maintain all necessary records on nutritional components and quantities of the lunches delivered to the Capstone Education Group and make said records available for inspection by State and Federal authorities upon request.

SCS Nutrition will prepare meals that maintain appropriate state and local health certifications for the facility. Capstone Education Group will ensure that the serving location meets Health Department guidelines. SCS Nutrition will provide services at no charge to Capstone Education Group, under Community Eligibility. Adult meals are offered at a cost of \$4.50 per meal for lunch and a la carte price for breakfast.

SCS Nutrition will comply with all applicable Federal, State and local statutes and regulations with regard to the preparation and consumption of lunches which meet the National School Lunch Program meal requirements, including, but not limited to, all applicable regulations relating to the overt identification of needy pupils, the nutritional content of lunches, and nondiscrimination. All records maintained by SCS Nutrition and Capstone Education Group bearing to the agreement will open to inspection by proper Federal, State and Local authorities in accordance with applicable statutes and regulations.

7 C.F.R. § 245.5

42 U.S.C. §1758(b)(6)(A)(i)-(v)

School, parent, and family engagement policy

Each school served under Title I must also develop jointly with, agree on with, and distribute to, parents and family members of participating children a written school-level parent and family engagement policy that should be included in the student handbook.

In this student handbook families can read the full notice and disclosure of release of School, parent, and family engagement policy in the parental involvement and family engagement policy subsection of the Parent notification as required by ESEA as amended by ESSA section.

ESSA, 20 U.S.C. §6318(b); (c)

State mandated tests and tests mandated by the district

All CEG schools are required to take the following assessments:

- Tennessee Comprehensive Assessment Program (TCAP) and TN Ready for grades 3-12.
- Measure of Academic Progress (MAP) for grade K-12.

Both of these assessments are required for students in the identified grades. Please be sure your child is in school for these assessments. Also, please note that TCAP and TN Ready scores will comprise 15% of a



student's overall grade as required by the ASD if the score reports are available from the State before the end of the school year.

MAP, TCAP and TN Ready scores will be distributed to families with the next quarterly report card.

LEA Policy 4603

Student code of conduct and/or discipline policy, Zero Tolerance policy, and policy on Disciplinary Hearing Authorities

Each student is expected to behave in a manner that exemplifies the Cornerstone Prep culture, which is outlined by PREP ROCKS and includes:

- Prepared
- Respectful
- Engaged
- Purposeful
- Resilient
- Optimistic
- Courageous
- Kind
- Self-Controlled

Students will be held responsible and accountable for behavior that conveys these principles. Proper behavior is expected at all school-sponsored activities both during and after the regular school day. CEG believes it is the role of educators to teach students proper behavior and to work with students who make poor decisions so they can become equipped to be college and career-ready adults. Students who consistently or repeatedly fail to uphold CEG standards of conduct and behavior, however, may be subject to disciplinary action up to and including expulsion.

In accordance with the [LEA's student handbook requirements](#) links to the full text of the policies can be found below:

- [CEG Discipline System](#)
- [Student LEA Discipline Policy 6313](#)
- [LEA Zero Discipline Policy 6309](#)
- [LEA Remands and Disciplinary Hearing Authorities Policy 6317](#)
- [LEA Security Policy 6300](#)

The receipt of this handbook constitutes the annual notice and adoption of the policies described above.



Subject to drug testing/grounds for testing/procedures/penalties/right to refuse

In accordance with the [LEA's student handbook requirements](#) links to the full text of the policies can be found below:

- [LEA Student Alcohol, Drug Use, Testing Policy 6307](#)

The receipt of this handbook constitutes the annual notice and adoption of the policies described above.

School attendance policy

On or before the beginning of each school year, the school leader will notify parents (or legal guardians or person having control) of students in writing that the parent/guardian has a duty to monitor the student's school attendance and require the student to attend school. The notice will include:

- Language that if the student accumulates five (5) days of unexcused absences during the school year, then the student is subject to the school's progressive truancy interventions, and
- Language that continued unexcused absences may result in a referral to juvenile court or other governmental agency.

In accordance with the [LEA's student handbook requirements](#) links to the full text of the policies can be found below:

- [LEA Student Attendance Policy 6200](#)

The receipt of this handbook constitutes the annual notice and adoption of the policies described above.

School grading policy

CEG is committed to maintaining rigorous performance, college and career readiness, and achievement of core standards for all students. Grades earned will be a reflection of a student's mastery of the related and relevant national, state, and industry standards pertaining to the course of study. All assignments, projects, and assessments are aligned with these standards.

Grading policies provide a consistent framework for accurate assessment and documentation of students' mastery of skills and concepts. This is the feedback for students and families as to how the student is performing in class. Grades are completion, practice, and assessment work.



Reading/Language Arts K-2

Category	What is included and graded?	Frequency	Percentage
Classwork	Exit Tickets	2 per week	80%
	Do Nows Independent work Writing Tasks	1 per week	
Homework	Homework completion grade-average	1 per week	10%
Participation	Participation-average	1 per week	10%

Category	What is included and graded?	Frequency	Percentage
Assessments	SWYK & Reassessments	1 per week	100%

Math K-2

Category	What is included and graded?	Frequency	Percentage
Classwork	Exit Tickets	2 per week	80%
	Do Nows Independent work Problem Solving	1 per week	
Homework	Homework completion grade-average	1 per week	10%
Participation	Participation-average	1 per week	10%

Category	What is included and graded?	Frequency	Percentage
Assessments	SWYK & Reassessments	1 per week	100%

Reading/Language Arts 3-5

Category	What is included and graded?	Frequency	Percentage
Classwork	Exit Tickets	2 per week	80%
	Do Nows Independent work Writing Tasks	1 per week	
Homework	One assignment per week graded for accuracy.	1 per week	5%
	Homework completion grade-average (3 assignments per week)	1 per week	5%
Participation	Participation-average	1 per week	10%



Category	What is included and graded?	Frequency	Percentage
Assessments	SWYK & Reassessments	1 per week	100%

Math 3-5

Category	What is included and graded?	Frequency	Percentage
Classwork	Exit Tickets	2 per week	80%
	Do Nows Independent work Problem Solving	1 per week	
Homework	One assignment per week graded for accuracy.	1 per week	5%
	Homework completion grade-average (3 assignments per week)	1 per week	5%
Participation	Participation-average	1 per week	10%

Category	What is included and graded?	Frequency	Percentage
Assessments	SWYK & Reassessments	1 per week	100%

Science 3-5

Category	What is included and graded?	Frequency	Percentage
Classwork	Exit Tickets	2 per week	80%
	Do Nows/Vocabulary Independent work Labs/Activities	1 per week	
Homework	One assignment per week graded for accuracy	1 per week	5%
	Homework completion grade-average	1 per week	5%
Participation	Participation-average	1 per week	10%

Category	What is included and graded?	Frequency	Percentage
Assessments	SWYK & Reassessments	1 per week	100%



All subjects, 6th - 8th Grade

Category	Description	Percentage
Summative	SWYK, Unit Assessments, Performance tasks	50%
Formative	Classwork, Exit Tickets, Homework, Learning Lab	30%
Habits	Homework completion	20%

Grade =A or 3 90-100% (Mastered)

Advanced Level – Exceeds the standard: student takes initiative to exceed the standard; consistently produces excellent work and denotes excellence in performance of each standard being assessed. At this level, a student can apply skills or concepts correctly; shows insight and creativity. In addition, students can evaluate and create new learning.

Grade=B or 2.5 80-89% (On Track)

Proficient Level – Meets the Standard: Student produces work that meets the standard. The students work represents solid performance for each standard being assessed. Students reaching this level have demonstrated competency in meeting challenges and apply problem -solving strategies to real-world situations.

Grade = C or 2 70-79% (Approaching)

Minimally Proficient Level – Basic: Student shows a basic working knowledge of skills or concepts denotes rudimentary mastery of knowledge and skills associated with the standard being assessed.

Grade = D or 1 .5 60-69% (Below Grade Level)

Unsatisfactory proficiency level – Students show a very limited working knowledge of skills and concepts.

Grade = F or 1 0-59% (Significantly Below Grade Level)

Not Yet – Does not Meet the Standard denotes a lack of minimal knowledge and skills associated with the standard and an upgraded resubmission is required after completion of an academic intervention.



Graduation requirements

Each authorized charter school will require students to meet or exceed all course graduation requirements as outlined in State Board Policy 2.103 and LEA rules. CEG offers schools with only Kindergarten to 8th grade and is exempt from this requirement.

LEA Policy 4605

Student harassment, hazing, intimidation, bullying and cyberbullying policy, including reporting and investigation procedures

In order to maintain a safe and supportive school environment, acts of bullying or cyber-bullying, intimidation, discrimination, harassment (including sexual harassment), hazing, or any other victimization of students, based on any actual or perceived traits or characteristics, are prohibited.¹ Each authorized charter school will adopt a policy regarding bullying, cyber-bullying, intimidation, discrimination, harassment, hazing, or any other victimization of students, based on any actual or perceived traits or characteristics, in compliance with state law and this policy. The policy will cover a school's employees, employees' behaviors, students and students' behaviors while on school property, at any school-sponsored activity, on school-provided equipment or transportation, or at any official school bus stop. If the act takes place off school property or outside of a school sponsored activity, this policy is applicable if the conduct is directed specifically at a student or students and has the effect of creating a hostile educational environment or otherwise creating a substantial disruption to the educational environment or learning process. The school is responsible for educating and training their respective staff and students as to the definition and recognition of discrimination/harassment.² Schools will disseminate their policy annually to all school staff, students, and parents.

Definitions

Bullying/Intimidation/Harassment is an intentional act that substantially interferes with a student's educational benefits, opportunities, or performance, and the act has the effect of:

1. Physically harming a student or damaging a student's property;
2. Knowingly placing a student or students in reasonable fear of physical harm to the student or damage to the student's property;
3. Causing emotional distress to a student or students;
4. Creating a hostile educational environment; or
5. Creating unwelcome conduct based on a protected class (race, nationality, ethnicity, gender/sex, age, disability, religion) that is severe, pervasive, or persistent and creates a hostile environment.

Cyber-bullying is a form of bullying undertaken through the use of electronic devices. Electronic devices include, but are not limited to, telephones, cellular phones or other wireless telecommunication devices, computers, text messaging, emails, social networking sites, instant messaging, videos, web sites, or fake



profiles.

Hazing means any intentional or reckless act on or off school property, by one (1) student acting alone or with others, that is directed against any other student(s) that endangers the mental or physical health or safety of the student(s) or that induces or coerces a student to endanger his/her own mental or physical health or safety. Coaches and other employees of a school will not encourage, permit, condone, or tolerate hazing activities. “Hazing” does not include customary athletic events or similar contest or competitions and is limited to those actions taken and situations created in connection with initiation into or affiliation with any organization. The school’s policy regarding hazing will be distributed or made available to each student at the beginning of each school year. During the first month of each new school year, time will be set aside to specifically discuss the hazing policy and its ramifications as a criminal offense and the penalties that may be imposed by the school and/or LEA.

Complaints and Investigations

The school will adopt a policy addressing how complaints and investigations are handled, including the person responsible for handling the investigation, the timeline for completion of an investigation, notification given to all necessary parties of an investigation, and any disciplinary action taken as the result of an investigation. Such policy will include all requirements listed in T.C.A. § 49-6-4503(b). Any investigation involving conduct reported as child abuse or child sexual abuse or another criminal matter will not commence until authorization to proceed with the investigation has been received from the Department of Children’s Services or local law enforcement.

Reports

When a complaint is filed alleging a violation of this or the school’s policy where there is physical harm or the threat of physical harm to a student or a student's property, the school leader/designee of each school will report the findings and any disciplinary actions taken to the Director of Schools/designee. By July 1st of each year, the Director of Schools/designee will prepare a report of all of the bullying cases brought to the attention of school officials during the prior academic year. The report will also indicate how the cases were resolved and/or the reasons they are still pending. This report will be submitted to the Department of Education by August 1st of each year.

Retaliation and False Accusations

Retaliation against any person who reports or assists in any investigation of an act alleged in this policy is prohibited. The consequences and appropriate remedial action for a person who engages in retaliation will be determined by the school after consideration of the nature, severity, and circumstances of the act. False accusations accusing another person of having committed an act prohibited under this policy are prohibited. The consequences and appropriate remedial action for a person found to have falsely accused another will be determined by the school.



Sexual Harassment as Sexual Abuse

Under certain circumstances, sexual harassment of a student may constitute sexual abuse as defined under state law. In such situations, authorized charter 3 schools will comply with state laws as well as LEA and school policies regarding the reporting of suspected abuse to appropriate authorities.

The receipt of this handbook constitutes the annual notice and adoption of the policies described above.

LEA Policy 6304

List of clubs and organizations available to students

Please contact your schools principal at (901) 416-3640 for an up to date list of available clubs and organizations.

T.C.A. § 49-6-1031

Asbestos Hazard Emergency Response Act (AHERA)

The Asbestos Hazard Emergency Response Act (AHERA) requires schools to inspect their buildings for asbestos- containing building materials, and develop, maintain, and update an asbestos management plan.

LEA authorized charter schools must annually notify parents, teachers, and employee organizations in writing of the availability of the management plan and planned or in-progress inspections, reinspections, response actions, and post-response actions, including periodic re-inspection and surveillance activities.

The receipt of this handbook constitutes the annual notice and adoption of the policies described above.

Process for reporting school bus safety complaints

Each authorized charter school providing transportation to students to and from school will develop a policy to govern how students, teachers, staff, and community members will submit bus safety complaints. The policy must include:

1. All complaints will be submitted to the charter school transportation supervisor; and
2. Complaints may be submitted in person, via phone call, mail, or email.
3. The charter school transportation supervisor will begin an investigation of all bus safety complaints within twenty-four (24) hours of receipt.
4. Within forty-eight (48) hours of receipt of the initial complaint, the charter school transportation



supervisor will submit a preliminary report to the State Board's Director of Schools. The report will include:

- a. The time and date the complaint was received;
 - b. The name of the bus driver;
 - c. A copy or summary of the complaint; and
 - d. Any prior complaints or disciplinary actions taken against the driver.
5. Within sixty (60) school days of receiving the initial complaint, the charter school transportation supervisor will submit a final written report to the LEA's Director of Schools that details the investigation's findings as well as the action taken in response to the complaint.

Annual notice of the charter school's complaint process will be provided to parents and students. This information will be made available in the charter school's student handbook.

The receipt of this handbook constitutes the annual notice and adoption of the policies described above.

T.C.A. § 49-6-2101, et. seq.

Non-discrimination

The regulations implementing Title VI, Title IX, Section 504, the Age Discrimination Act, Title II of the Americans with Disabilities Act, and the Boy Scouts of America Equal Access Act, require school districts to notify students, parents, and others that they do not discriminate on the basis of race, color, ethnicity, national origin, sex, pregnancy, disability, or age, and that they provide equal access to the Boy Scouts and other designated youth groups.

CEG does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.¹ The following person has been designated to handle inquiries regarding the non-discrimination policies:

Drew Sippel
PO Box 22569
Memphis, TN 38122
(901) 416-3640

For further information on notice of non-discrimination, visit <https://ocrcas.ed.gov/contact-ocr> for the address and phone number of the office that serves your area, or call 1-800-421-3481.

Title IX, 34 C.F.R. § 106.9

Section 504, 34 C.F.R. § 104.8

Age Discrimination Act, 34 C.F.R. § 110.25

Title II, 28 C.F.R. § 35.106



Boy Scouts Act, 34 C.F.R. § 108.9

Reporting of Crimes, Interrogations and Searches

It is the duty of a school leader of an authorized charter school who has reasonable suspicion to believe, either as a result of a search or otherwise, that any student is committing or has committed any violation of a drug offense or unlawful carrying or possession of a weapon, upon the school grounds or within any school building or structure under the school leader's supervision, to report the reasonable suspicion to the appropriate law enforcement officer.

More information can be found at the link below.

[LEA Reporting of Crimes, Interrogations and Searches Policy 6303](#)

Influenza and meningococcal disease and the effectiveness of vaccination

Charter schools will provide notice to parents at the beginning of every school year. The notice can be included in the Student Handbook or sent as a separate notice.

CEG parents/guardians who would like more information about influenza and meningococcal disease and the effectiveness of vaccination against influenza and meningococcal disease at the beginning of every school year can call the school nurse at (901) 416-3640. This provided information will include the causes, symptoms, and the means by which influenza and meningococcal disease are spread and the places where parents/guardians may obtain additional information and vaccinations for their children. Neither a school nor its governing board is required to provide or purchase vaccines against influenza or meningococcal disease.

Influenza Information: <https://www.cdc.gov/vaccines/hcp/vis/vis-statements/flu.pdf>

Meningococcal Disease Information: <https://www.cdc.gov/meningococcal/index.html>

[LEA Physical Examinations and Immunization Policy 6203](#)



Attachment D Amended

CEG Enrollment Policy

Nondiscrimination Policy

In compliance with T.C.A § 49-13-107(b)(9) and in accordance with our mission to serve all students, Capstone Education Group prohibits discrimination for enrollment into our schools on the basis of race, creed, color, gender, national origin, religion, ancestry, English proficiency, or need for special education services.

Application Process

In compliance with T.C.A § 49-13-113(b), Capstone Education Group (CEG) is open to any student residing within the geographic boundaries of the LEA in which the public charter school is located. CEG may enroll students residing outside the geographic boundaries of the LEA in which the public charter school is located pursuant to the out-of-district enrollment policy of the LEA in which the public charter school is located and in compliance with T.C. A. § 49-6-3003 and 49-6-403(f), unless the LEA in which the public charter school is located has a policy prohibiting out-of-district enrollment.

Applications for enrollment may be submitted online or in-person. Staff supports those without access to the internet by allowing applications to be completed on school devices in the building. Our team compiles basic information from the application forms into a secure applicant database so that we may communicate with families about their status. Original applications are maintained until the following year's lottery in case students are later admitted.

Application and Re-enrollment Timeline

Our 2024-25 application and re-enrollment period runs from January 9, 2024 to February 9, 2024. If dates are changed, public notice is provided at least two (2) weeks in advance. All applications and re-enrollment packets received after the deadline are timestamped.

Preference for Admission

In compliance with T.C.A § 49-13-113(d), CEG will enroll all eligible pupils who submit a timely application or re-enrollment packet, unless the number of applications exceeds the capacity of a program, class, grade level, or building. When applications and re-enrollments exceed the planned capacity of Capstone Education Group schools a lottery will be run. CEG schools will give preference to students that attended a CEG school during the previous school year and completed an on-time re-enrollment packet by excluding those students from the lottery.

In compliance with Public Chapter 206, preference to Economically Disadvantaged students will be given in accordance with guidance provided by the LEA or TDOE. That guidance is not yet available, so no changes have yet been made to the below priorities. Once guidance is provided, CEG will update the below priorities as needed.

In compliance with T.C.A § 49-13-113(d)(4), when a lottery is conducted, CEG gives enrollment preferences in the following order:

1. Students enrolled in a pre-K program operated by the charter school sponsor.
2. Students enrolled in a charter school that has an articulation agreement with the enrolling public charter school; provided that the articulation agreement has been approved by the chartering authority.
3. Siblings of students already enrolled in the public charter school.
4. Students residing within the LEA in which the public charter school is located who were enrolled in another public school during the previous school year; and
5. Students residing outside the LEA in which the public charter school is located.

In accordance with T.C.A § 49-13-113(d)(5), CEG schools reserve the right to hold up to ten percent (10%) or twenty-five seats, whichever is less, for preference of enrollment of children of teachers, or member of the governing body of the charter school if it is based on parent choice and the parent submits a timely application. To be eligible for this priority an on-time application or enrollment packet must be completed.

Lottery

The lottery occurs within five (5) days of the close of the application and re-enrollment period, on or before February 14, 2023. Students are randomly selected according to the priorities listed above using SchoolMint. This process is overseen by at least two CEG staff members.

Notifications are sent within five (5) days of the lottery via email or text, on or before February 19, 2023. Families have until February 28, 2023 to complete the enrollment packet in SchoolMint platform to finalize their seat. If assistance or a paper-based copy of the enrollment packet is needed, families may call the office. Families may confirm seats and extend the completion of the enrollment packet by submitting a written letter or verbally confirming by phone. Families who do not complete this process on-time or request an extension will lose their seat and be placed on the waiting list. Confirmation of enrollment is sent to families completing all items in the enrollment packet.

Waitlist

If a lottery is required, CEG continues selecting the names of the remaining applicants and places them on the waitlist according to the order in which they are selected. Families of children on waitlist are notified via email or text of their waitlist status at the same time as accepted students.

If a lottery is required, and if applications or re-enrollments are received after the application and re-enrollment period, families will be placed at the bottom of the waitlist in order the submission was received.

Capstone Education Group complies with the Family Education Rights and Privacy Act (20 U.S.C. § 1232g) with respect to the publication of any list of students' names before, during, or after the enrollment and the lottery process. Waitlists are purged at the beginning of each new application period.

Open Enrollment

If no lottery is required, families will be given admission on a first come, first served basis until the number of applications exceeds the capacity of a program, class, grade level, or building. This will be evaluated by the submission time of a completed enrollment or re-enrollment packet. If capacity is reached after no lottery is required, a waitlist will be kept on a first come, first served basis as described above.

ASD Requirements

Any schools authorized by the Achievement School District (ASD), must conduct an initial student application period of at least thirty (30) days. This period will be the same as other CEG schools from January 9 – February 9, 2023.

During this period, all students zoned to attend or currently enrolled in a school that is eligible to be placed in the ASD may enroll. If, at the end of the initial application period (February 9, 2023), the number of eligible students seeking to enroll does not exceed the charter school's capacity or the capacity of a program, class, grade level, or building, then the charter school may enroll additional students residing within the geographic boundaries of the LEA in which the charter school is located; provided, however, that a charter school's total enrollment of these students does not exceed twenty-five percent (25%) of the charter school's total enrollment.

Enrollment Packet

Upon admission to the school, all families complete the items on the enrollment or re-enrollment packet, including:

- Additional Student Information
- Student Handbook (to be signed)
- Transportation/Dismissal Form
- Media Release
- Health Information Record
- Records Release
- Immunization
- Proof of Date of Birth
- Attendance Agreement
- School-Parent Compact
- Report Card
- Uniform Expectations
- Screening Consent
- Residency Form
- Primary Language Form
- TN Migrant Form
- Family Technology Agreement
- Supply List

The enrollment packet is available online through School Mint on the date of the offer. CEG may rescind the offer for families who do not complete a timely enrollment packet or does not attend required family orientation meetings. CEG does not rescind offers if families are unable to pay for a uniform. Families may request a paper copy of the enrollment packet, extend completion of the enrollment packet, and reserve seat as needed if they call school or submit a written letter of confirmation.

Anticipated Timeline

These dates may be adjusted as needed within the bounds of the policy as described above.

- 12/15/2023 – Communication sent home on what to expect and dates are posted for the public to the website
- 1/8/2024 – Application is opened to new students
- 1/8/2024 – Re-enrollment is opened in SchoolMint for returning families
- 2/8/2024 – Application and Re-Enrollment packets are due

- 2/12/2024 – Lottery is run if necessary
- 2/14/2024 – Results are posted publicly if necessary
- 2/15/2024 – Open enrollment begins if necessary

Withdrawal and Transfer

If a family wishes to withdraw or transfer admission of a student, they must submit the request in writing to the office. If the student is moving out of the area, the transfer generally is processed within two days. The office sends copies of the student records to the receiving school indicated by the family. If students depart for other reasons, the school requests exit interviews with the families prior to processing the transfer requests. Students that transfer out may not automatically re-enroll and are added to the end of the waitlist for the current year upon reapplication. For reapplication for future years, they submit an application and are entered into the lottery.

Proposed 2024-25 Pre-K Articulation Agreement

Pursuant to T.C.A § 49-13-113(d)(4), Cornerstone Prep – Lester (CPL) has mutually agreed upon articulation agreement with all network schools that allows Pre-K students from Cornerstone Prep – Denver (#987-8115) and Cornerstone Prep School (#987-8035) to receive the second level of priority in the preference for admission at Cornerstone Prep – Lester.

This preference for admission is in accordance with T.C.A § 49-13-113(d)(4) and is described below by priority:

1. Students enrolled in a pre-K program operated by the charter school sponsor.
2. Students enrolled in a charter school that has an articulation agreement with the enrolling public charter school; provided that the articulation agreement has been approved by the chartering authority.
3. Siblings of students already enrolled in the public charter school.
4. Students residing within the LEA in which the public charter school is located who were enrolled in another public school during the previous school year; and
5. Students residing outside the LEA in which the public charter school is located.



Attachment D - Proposed Articulation Agreement

SY2024-25

Capstone Education Group (CEG) and Memphis-Shelby Count Schools (MSCS) agree to the following for the 2024-25 school year.

Enrollment in Cornerstone Prep – Lester (CPL), a proposed CEG school in the MSCS LEA. Preference shall be given in the following order:

- Priority will be given to Pre-K grade students matriculating from CEG Pre-K Programs.
- Preference may be afforded to siblings of students already enrolled in CEG after siblings of students already enrolled in CPL.
- Preference may be afforded to the children of a teacher, or member of the governing body of CEG after children of a teacher of CEG.

MSCS, CEG, CPL are aware of state laws and rules regarding enrollment in charter schools. The enrollment preferences outlined in this agreement do not supersede and are subject to T.C.A. § 49-13-113, Public Chapter 206, or any applicable state laws or rules.

Print Name

Signature

Date

Title of CEG and CPL Official

Print Name

Signature

Date

Title of MSCS Official



258 N. Merton St.
Memphis, TN 38112
(901) 500-3844
staff@repmemphis.org
www.repmemphis.org

May 18, 2023

Dear Memphis-Shelby County Schools,

I write on behalf of **Cornerstone Prep - Lester** in support of their approval to continue operation as a charter school in Binghampton.

Refugee Empowerment Program supports students at Cornerstone with tutors, mentors, parent advocacy, translators, after school programming, and enrollment of REP families.

Our neighborhood needs a high-quality school choice option. I support this application owing to the school's academic performance, exceptional student support, and being an asset to the neighborhood community.

We believe that **Cornerstone Prep - Lester** will not only provide a high-quality school choice option in our community for all students, but we also believe that they will continue to perform at a high-level academically, provide exceptional student support, and continue to be an asset to our community.

I support the school continuing to serve our students because it is an attractive educational alternative and reflects the community's needs and interests. **Cornerstone Prep - Lester** is welcomed by the community.

In partnership,



Camela Echols
Executive Director
Refugee Empowerment Program



**Empowering the children of Binghampton
to create their best futures.**

Thursday, May 18

Board of Directors

Dr. Rush Waller
Chairman

Clark Butcher
Vice Chairman

Anna Vescovo
Secretary

Yolanda Jones

Andrea Morales

Michael Stewart

Danny Valle

Jazmin Miller
Executive Director

Dear Memphis-Shelby County Schools,

I am writing on behalf of **Cornerstone Prep - Lester** in support of their approval to continue operation as a charter school in Binghampton.

Lester Community Center supports students at Cornerstone with tutors, mentors, parent advocacy, after school programming, and enrollment of LCC families.

Our neighborhood needs a high-quality school choice option. I support this application owing to the school's academic performance, exceptional student support, and being an asset to the neighborhood community.

We believe that **Cornerstone Prep - Lester** will not only provide a high-quality school choice option in our community for all students, but we also believe that they will continue to perform at a high-level academically, provide exceptional student support, and continue to be an asset to our community.

I support the school continuing to serve our students because it is an attractive educational alternative and reflects the community's needs and interests. **Cornerstone Prep - Lester** is welcomed by the community.

In partnership,

Jazmin

Jazmin Miller
Executive Director
Carpenter Art Garden

295 Carpenter Street
Memphis, TN 38112

901.249.3577

artgarden@carpenterartgarden.org
carpenterartgarden.org



Dear Memphis-Shelby County Schools,

I write on behalf of Cornerstone Prep – Lester in support of their approval to be authorized by Memphis-Shelby County Schools (MSCS). Because MSCS seeks to provide high quality school choice options for students in Memphis, I support this application due to the school's past academic performance, exceptional student support, and being an asset to the neighborhood community.

Pursuant to Tennessee Code Annotated (T.C.A) § 49-13-102, two of the purposes of a charter school are to improve learning for all students and to ensure that children can reach proficiency on state academic assessments. As such, we understand that the bedrock of the charter school authorization process not only comes with increased school autonomy but also the expectation of high academic achievement.

We believe that Cornerstone Prep – Lester is an attractive educational alternative and reflects the community's needs and interests. We know that Cornerstone Prep – Lester will not only continue to provide a high-quality school choice option in our community for all students, but we also believe that they will continue to perform at a high-level academically, provide exceptional student support, and continue to be an asset to our community.

In summary, I support the school continuing to serve our students because it is an attractive educational alternative and reflects the community's needs and interests. Cornerstone Prep – Lester is welcomed by the community.

In partnership,

Rachel Mackie
D.R.E.A.M. Program Manager
Binghamton Development Corporation

Rachel Mackie • D.R.E.A.M. Program Manager
PO Box 111447 (38111) • 280 Tillman (38112) • Memphis, TN
O: (901) 347-0504 • C: (901) 633-3826 • F: (901) 339-7464 • rachel@bdcmemphis.org




SERVICE OVER SELF

Service Over Self has partnered with **Cornerstone Prep – Lester** for approximately 10 years. CPL has been an integral part of the community in Binghampton and has my full support for their acceptance to be a charter school Memphis-Shelby County Schools.

We know MSCS seeks to provide high quality school choice options for students in Memphis, and believe CPL will continue to provide this for the students and families in Binghampton. Over the past 11 years, CPL has not only grown students academically faster than their peers but have also impacted the community in so many other ways that can't be measured with a test score.

We believe that **Cornerstone Prep – Lester** is a great school that reflects the community's needs and interests. We know that **Cornerstone Prep – Lester** will not only continue to provide a high-quality school choice option in our community for all students, but we also believe that they will continue to perform at a high-level academically, provide exceptional student support, and continue to be an asset to our community.

In summary, we support the school continuing to serve our students because it is an attractive educational alternative and reflects the community's needs and interests. **Cornerstone Prep – Lester** is welcomed by the community.


Philip Walkley, Executive Director
1-19-2023



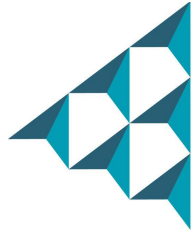
MGM, has partnered with Cornerstone Prep – Lester (CPL) for the past several years. CPL has been an integral part of the community in Binghampton and has my full support for their acceptance to be a charter school with Memphis-Shelby County Schools.

I know MSCS seeks to provide high quality school choice options for students in Memphis, and I believe CPL will continue to provide this for the students and families in Binghampton. Over the past 11 years, CPL has not only grown students academically faster than their peers but have also impacted the community in so many other ways that can't be measured with a test score.

I believe that Cornerstone Prep – Lester is a great school that reflects the community's needs and interests. I know that Cornerstone Prep – Lester will not only continue to provide a high-quality school choice option in our community for all students, but I also believe that they will continue to perform at a high-level academically, provide exceptional student support, and continue to be an asset to our community.

In summary, I support the school continuing to serve our students because it is an attractive educational alternative and reflects the community's needs and interests. Cornerstone Prep – Lester is welcomed by the community.

Nyrone Hawkins
Executive Director
Memphis Gridiron Ministry
(901) 431-2166



**Junior
Achievement**TM
of Memphis and the Mid-South

1.24.

To Memphis Shelby County Schools Leadership,

It is my pleasure to write in support of Cornerstone Prep - Lester's (CPL) application to join MSCS. Junior Achievement will partner with them and believe them to be an integral part of the Binghampton Community. They have my support for their acceptance to be a charter school with Memphis-Shelby County Schools.

I know MSCS seeks to provide high quality school choice options for students in Memphis, and I believe CPL will continue to provide this for the students and families in Binghampton. Cornerstone Prep-Lester students have participated in our JA BizTown programming for several years where their students are thriving participants who are active learners and excited to grow in their learning.

I know that Cornerstone Prep – Lester will not only continue to provide a high-quality school choice option in the community for students, but I also believe that they will continue to perform at a high-level academically, provide exceptional student support, and continue to be an asset to our community and we are honored to do that work in partnership with them.

A handwritten signature in black ink, appearing to read 'Leigh Bonberg'. The signature is written in a cursive, flowing style.

President and CEO
Junior Achievement of Memphis and the Mid-South
516 Tillman
Memphis, TN 38112



STATE OF TENNESSEE
Tre Hargett, Secretary of State
 Division of Business Services
 William R. Snodgrass Tower
 312 Rosa L. Parks AVE, 6th FL
 Nashville, TN 37243-1102

Capstone Education Group, Inc
 4488 POPLAR AVE
 MEMPHIS, TN 38117-3716

March 30, 2012

Filing Acknowledgment

Please review the filing information below and notify our office immediately of any discrepancies.

Control # :	682357	Formation Locale:	SHELBY COUNTY
Filing Type:	Corporation Non-Profit - Domestic	Date Formed:	03/22/2012
Filing Date:	03/22/2012 1:15 PM	Fiscal Year Close	12
Status:	Active	Annual Rpt Due:	04/01/2013
Duration Term:	Perpetual	Image # :	7020-0475
Public/Mutual Benefit:	Public		

Document Receipt

Receipt # : 700993	Filing Fee:	\$100.00
Payment-Check/MO - EVANS PETREE PC, Memphis, TN		\$100.00

Registered Agent Address:
 Drew Sippel
 4488 POPLAR AVE
 MEMPHIS, TN 38117-3716

Principle Address:
 4488 POPLAR AVE
 MEMPHIS, TN 38117-3716

Congratulations on the successful filing of your **Charter** for **Capstone Education Group, Inc** in the State of Tennessee which is effective on the date shown above. You must also file this document in the office of the Register of Deeds in the county where the entity has its principal office if such principal office is in Tennessee.

You must file an Annual Report with this office on or before the Annual Report Due Date noted above and maintain a Registered Office and Registered Agent. Failure to do so will subject the business to Administrative Dissolution/Revocation.

Tre Hargett
 Secretary of State

Processed By: Darlene Baskin

FILL

**STATE OF TENNESSEE
CHARTER
OF
CAPSTONE EDUCATION GROUP, INC.**

Pursuant to the Tennessee Nonprofit Corporation Act (the "Act"), the undersigned hereby adopts the following Charter for the abovementioned corporation:

1. Name. The name of the corporation (the "Corporation") is "Capstone Education Group, Inc."
2. Public Benefit Corporation. The Corporation is a public benefit corporation. It is intended that the Corporation shall have the status of a corporation that is exempt from federal income taxation under §501(a) of the Internal Revenue Code of 1986, as amended (the "Code"), as an organization described in §501(c)(3) thereof.
3. Registered Office and Agent. The address of the Corporation's initial registered office is 4488 Poplar Avenue, Memphis, Shelby County, Tennessee 38117, and the name of the Corporation's initial registered agent at that office is Drew Sippel.
4. Incorporator. The name and address of the Corporation's sole incorporator is Paul F. T. Edwards, Evans Petree PC, 1000 Ridgeway Loop Road, Suite 200, Memphis, Shelby County, Tennessee 38120.
5. Principal Office. The address of the Corporation's initial principal office is 4488 Poplar Avenue, Memphis, Shelby County, Tennessee 38117.
6. Not-for-Profit. The Corporation is not-for-profit.
7. Members. The Corporation will not have members.
8. Purposes. The Corporation is operated exclusively for charitable purposes within the meaning of §§501(c)(3) and 170(c) of the Code, including but not being limited to the establishment, operation and support of one or more Charter Schools in accordance with the Tennessee Public Charter Schools Act of 2002, as amended, restated or replaced from time to time.
9. Board of Directors and Officers. The affairs of the Corporation shall be managed (i) by a Board of Directors whose members will be designated and appointed as provided by the Corporation's Bylaws, and (ii) by such officers as will be described in the Bylaws of the Corporation and elected by the Board of Directors.
10. Limited Personal Liability of Directors. To the full extent that the Act, as it exists on

Received by Tennessee Secretary of State The Hargett 03/22/2012, 13:15:37, 7020.0475

the date hereof or as it may hereafter be amended, permits the limitation or elimination of the liability of directors, a director of the Corporation shall not be personally liable to the Corporation for monetary damages for a breach of fiduciary duty as a director, except for liability: (i) for any breach of the director's duty of loyalty to the Corporation; (ii) for acts or omissions not in good faith or which involve intentional misconduct or a knowing violation of the law; and (iii) under §48-58-304 of the Act, as the same exists or hereafter may be amended. If the Act hereafter is amended to authorize the further elimination or limitation of the liability of directors, then the liability of a director of the Corporation, in addition to the limitation on personal liability provided herein, shall be limited to the full extent permitted by the amended Act. Any repeal or modification of this Section 10 shall be prospective only and shall not adversely affect any limitation on the personal liability of a director of the Corporation existing at the time of such repeal or modification.

11. Private Inurement. No part of the net earnings of the Corporation shall inure to the benefit of or be distributable to any of its directors or officers, or any other private individual; provided that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered to it or on its behalf, to pay reimbursements for reasonable expenses incurred on its behalf, and to make payments and distributions in furtherance of the charitable purposes set forth in Section 8 hereof.

12. Limitation on Activities of Corporation. At all times, notwithstanding any merger, consolidation, reorganization, termination, dissolution or winding up of the Corporation, whether voluntary or involuntary or by operation of law, or any other provisions of the Charter:

(a) The Corporation shall not possess or exercise any power or authority, or engage directly or indirectly in any activity, which is inconsistent with its charitable purposes as stated in Section 8 hereof or that will or might prevent it at any time from qualifying as a corporation described in §§501(c)(3) and 170(c) of the Code;

(b) No part of the assets or net earnings of the Corporation shall ever be used, nor shall the Corporation ever be organized or operated, other than exclusively for the promotion of the charitable purposes of the Corporation as set forth in Section 8 hereof and consistent with §§501(c)(3) and 170(c) of the Code; and

(c) Notwithstanding any other provisions of this Charter, the Corporation shall not conduct or carry on any activities not permitted to be conducted or carried on by an organization described in §§501(c)(3) and 170(c) of the Code.

13. No Legislative or Political Activity. No substantial part of the activities of the Corporation shall be for the carrying on of propaganda or otherwise attempting to influence legislation; and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements), any political campaign on behalf of (or in opposition to) any candidate for public office.

14. Private Foundation Limitations. If the Corporation is a private foundation within the meaning of §509 of the Code for a taxable year, the Corporation:


- (a) Shall not engage in any act of self-dealing, as defined in §4941(d) of the Code;
- (b) Shall not retain any excess business holdings, as defined in §4943(c) of the Code, which would subject the Corporation to tax under §4943 of the Code;
- (c) Shall not make any investments that would subject the Corporation to tax under §4944 of the Code;
- (d) Shall not make any taxable expenditures, as defined in §4945(d) of the Code; and
- (e) Shall distribute the income of the Corporation for each taxable year at such times and in such manner as not to become subject to the tax on undistributed income imposed by §4942 of the Code.

15. Distribution of Assets Upon Dissolution. Upon the dissolution of the Corporation, after paying or making provision for payment of all liabilities of the Corporation then outstanding and unpaid, the Board of Directors shall distribute the assets of the Corporation to one or more organizations then described in §§501(c)(3) and 170(c) of the Code, or any corresponding provisions of any future federal tax laws, as the Board of Directors shall determine. Any assets not so disposed of by the Board of Directors shall be disposed of by a court having equity jurisdiction in the county in which the principal office of the Corporation is then located, with the distribution of assets to be made to such organization or organizations which are organized and operated exclusively for charitable purposes within the meaning of §§501(c)(3) and 170(c) of the Code, or any corresponding provision of any future federal tax laws, as such court shall determine.

16. Religion. The Corporation is not a religious corporation.

17. Captions. All captions used in this Charter are employed solely as a matter of convenience and shall not be considered or relied upon in construing the effect or meaning of any provision of this Charter.

DATED this 21st day of March, 2012.




Paul F. T. Edwards, Incorporator



Tom Leatherwood

Shelby County Register

As evidenced by the instrument number shown below, this document has been recorded as a permanent record in the archives of the Office of the Shelby County Register.

	
12037770	
04/04/2012 - 08:37 AM	
4 PGS	
KATHERINE 938378-12037770	
VALUE	0.00
MORTGAGE TAX	0.00
TRANSFER TAX	0.00
RECORDING FEE	5.00
DP FEE	2.00
REGISTER'S FEE	0.00
WALK THRU FEE	0.00
TOTAL AMOUNT	7.00
TOM LEATHERWOOD	
REGISTER OF DEEDS SHELBY COUNTY TENNESSEE	

1075 Mullins Station, Suite W 165 ~ Memphis, Tennessee 38134 (901) 222-8100
Website: <http://register.shelby.tn.us> Email: Tom.L Leatherwood@shelbycountyttn.gov



TAX EXEMPT AND
GOVERNMENT ENTITIES
DIVISION

DEPARTMENT OF THE TREASURY
INTERNAL REVENUE SERVICE
WASHINGTON, D.C. 20224

Date: **MAY 17 2013**

Capstone Education Group, Inc.
4488 Poplar Avenue
Memphis, TN 38117

Employer Identification Number:
45-4885204
Person to Contact and ID Number:
Maria Di Miceli, 2862951
Toll Free Contact Number:
(877) 829-5500
Accounting Period Ending:
June
Public Charity Status:
509(a)(1) & 170(b)(1)(A)(ii)
Form 990/990-EZ/990-N Required:
Yes
Effective Date of Exemption:
March 22, 2012
Contribution Deductibility:
Yes

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. **Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.**

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed *Compliance Guide for 501(c)(3) Public Charities* for some helpful information about your responsibilities as an exempt organization.

Sincerely,

Ronald J. Steinhilber
for Holly O. Paz
Director, Rulings and Agreements

Enclosure: *Pub. 4221-PC, Compliance Guide for 501(c)(3) Public Charities*

**BYLAWS
OF
CAPSTONE EDUCATION GROUP, Inc.**

**ARTICLE I
NAME**

Section 1.1 Name. The name of the non-profit corporation is Capstone Education Group. (the "Corporation").

**ARTICLE II
OFFICE**

Section 2.1 Principal Office. The principal office for the transaction of the activities and affairs of the Corporation is 4488 Poplar Avenue, Memphis, Tennessee 38117. The Board of Directors may change the principal office from one location to another. Any change of location of the principal office shall be noted by the Secretary on these Bylaws opposite this Section, or this Section may be amended to state the new location.

Section 2.2 Other Offices. The Board of Directors may at any time establish branch or subordinate offices at any place or places where the Corporation is qualified to conduct its activities.

**ARTICLE III
PURPOSE**

Section 3.1 Purpose. The Corporation is organized exclusively for charitable, scientific, literary and educational purposes under Section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal code, including for such purposes, the establishment, operation and support of one or more Charter Schools in accordance with the Tennessee Public Charter Schools Act of 2002, the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code (the "Code"), or corresponding section of any future federal code, and within the aforesaid limitations, to the extent consistent with the Corporation's Charter, to do any and all things permitted for a corporation not for profit under the Tennessee Nonprofit Corporation Act Section 48-51-101, *et. seq.* (the "Act").

Section 3.2 Nondiscriminatory Policy. The Corporation admits students of any race, color, national origin and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national origin and ethnic origin in administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs.

ARTICLE IV BOARD OF DIRECTORS

Section 4.1 Board of Directors. In accordance with its Charter, the Corporation shall have no members. All corporate powers shall be exercised by or under the authority of, and the affairs of the Corporation including financial and business matters managed under the direction of, its Board of Directors.

Section 4.2 Number, Tenure and Qualifications. The Board of Directors shall consist of not less than five (5) and not more than nine (9) individuals, including the Executive Director of the School. The exact number is to be determined by the Board of Directors at its sole discretion. Directors need not be residents of the State of Tennessee. The number of Directors may be fixed or changed from time to time, within the minimum and maximum, by the members of the Board of Directors; provided, however, that a decrease in the number of Directors shall not shorten an incumbent Director's term. Initial Directors may be named in the Charter or, if not, may be elected by the Incorporator(s) of the Corporation. Thereafter, Directors shall be elected by a majority vote of the incumbent Directors of the Corporation present and voting. The Directors shall be elected at the annual Directors' meeting to be held during the second quarter of the calendar year. The term of each Director shall be three (3) years, as determined by the Directors when in office at the time of the election of each Director. At the end of the three (3) year term, the Director may elect to step down or be nominated to serve a second three (3) year term. A Director may serve for an indefinite time unless two-thirds (2/3rds) of the members of the Board of Directors request that the Director resign from his or her position. Despite the expiration of a Director's term, he or she shall continue to serve either until his or her successor is elected and qualified or until there is a decrease in the number of Directors.

Section 4.3 Resignation of a Director. A Director may resign at any time by delivering written notice to the Board of Directors, the President, or to the Corporation. A resignation shall be effective when the notice is delivered unless the notice specifies a later effective date. A vacancy created by a resignation that will occur at a specific later date may be filled before the vacancy occurs, but the new Director may not take office until the vacancy occurs. A Director may voluntarily request to be removed from the Board of Directors and later ask to be reinstated after the next three (3) year term has been completed. A Director shall resign when such Director can no longer agree with or uphold the Corporation's doctrinal statement.

Section 4.4 Removal of Directors. Any member of the Board of Directors may be removed by the affirmative vote of a majority of the then acting Directors, with or without cause, at any annual meeting or any special meeting of the Board of Directors called for that purpose and attended by a quorum of the Directors. Any vacancy in the Board of Directors caused by removal, death, resignation or an increase in the number of Directors by reason of amendment of the Bylaws shall be filled as specified in Section 4.5.

Section 4.5 Vacancies. Any vacancy occurring on the Board of Directors and any directorship to be filled by reason of an increase in the number of Directors may be filled by an affirmative vote of the Directors then in office. A Director elected to fill a vacancy shall be elected for the unexpired term of his or her predecessor in office. In the event of a vacancy on the Board of Directors reducing the number of Directors to less than five (5), an election shall be held as soon as possible and not more than ninety (90) days from the time the Board of Directors, the President, or the Corporation receives the Director's written notice of resignation.

Section 4.6 Regular Meetings of the Board of Directors. The Board of Directors shall meet on a quarterly basis, at least four (4) times per calendar year, at a regularly appointed time and place, as established by the Board of Directors. The President may waive any regular meeting of the Board of Directors. The Board of Directors shall permit any or all of the Directors to participate in a regular meeting by, or conduct such meeting through the use of, any means of communication by which all of the Directors participating may simultaneously hear each other during such meeting. A Director participating in a meeting by this means shall be deemed to be present in person at such meeting.

Section 4.7 Annual Meeting of the Board of Directors. The annual meetings of the Board of Directors shall be held in or out of the State of Tennessee during the second quarter of the calendar year, at such time, date and place as determined by the Board of Directors.

Section 4.8 Special Meetings of the Board of Directors. The Board of Directors may hold special meetings in or out of the State of Tennessee, and such meetings may be called by the President or a majority of the Board of Directors. The Board of Directors shall permit any or all of the Directors to participate in a special meeting by, or conduct such meeting through the use of, any means of communication by which all of the Directors participating can simultaneously hear each other during such meeting. A Director participating in a meeting by this means shall be deemed to be present in person at such meeting.

Section 4.9 Notice of Meetings of the Board of Directors. Written notice regarding the regular meetings of the Board of Directors shall be issued at least seven (7) days in advance of such meeting. Special meetings of the Board of Directors shall be preceded by at least two (2) days' notice to each Director of the date, time and place of such meeting. Except as provided in Section 7.6, the notice need not describe the purpose of the special meeting. Any Board of Directors action to remove a Director or to approve a matter which would require approval by the members if the Corporation had members shall not be valid unless each Director is given at least seven (7) days' written notice that the matter will be voted upon at a Directors' meeting or unless notice is waived pursuant to the provisions of Section 4.11 of these Bylaws. Notice of an adjourned meeting need not be given if the time and place to which the meeting is adjourned are fixed at the meeting at which the adjournment is taken and if the period of adjournment does not exceed one (1) month in any one (1) adjournment.

Section 4.10 Action Without Meeting. Action required or permitted to be taken by the laws

of the State of Tennessee at a meeting of the Board of Directors may be taken without a meeting. If all the Directors consent to taking such action without a meeting, the affirmative vote of the number of Directors that would be necessary to authorize or to take such action at a meeting shall be the act of the Board of Directors. The action must be evidenced by one (1) or more written consents describing the action taken, signed by each Director in one (1) or more counterparts, indicating each signing Director's vote or abstention on the action, and included in the minutes or filed with the corporate records reflecting the action taken. Action taken under this section shall be effective when the last Director signs the consent, unless the consent specifies a different effective date. A consent signed under this section shall have the effect of a meeting vote and may be described as such in any document.

Section 4.11 Waiver of Notice. A Director may waive any notice required by these Bylaws, the Charter, the Act, or by any provision of the laws of the State of Tennessee, before or after the date and time stated in the notice. The waiver must be in writing, signed by the Director entitled to the notice, and filed with the minutes or corporate records. In addition, a Director's attendance at or participation in a meeting waives any required notice to him or her of such meeting unless the Director at the beginning of such meeting (or promptly upon his or her arrival) objects to holding such meeting or transacting business at such meeting and does not thereafter vote for or assent to the action taken at such meeting.

Section 4.12 Quorum and Voting. Except as otherwise provided by the laws of the Act, the Charter or these Bylaws, a quorum of the Board of Directors consists of two-thirds (2/3rds) of the Directors in office immediately before a meeting begins. When a quorum is once present to organize a meeting, a meeting may be later adjourned despite the absence of a quorum caused by the subsequent withdrawal of any of those Directors present. If a quorum is present when a vote is taken, the affirmative vote of a majority of the Directors present is the act of the Board of Directors unless the Act, the Charter or the Bylaws require the vote of a greater number of Directors. A Director who is present at a meeting of the Board of Directors when corporate action is taken shall be deemed to have assented to the action taken unless: (i) he or she objects at the beginning of the meeting (or promptly upon his or her arrival) to holding it or transacting business at such meeting; (ii) his or her dissent or abstention from the action taken is entered in the minutes of the meeting; or (iii) he or she delivers written notice of his or her dissent or abstention to the presiding officer of the meeting before its adjournment or to the Corporation immediately after adjournment of such meeting. The right of dissent or abstention shall not be available to a Director who votes in favor of the action taken.

Section 4.13 Discharge of Duties. A Director shall discharge his or her duties as a Director, including his or her duties as a member of a committee, in good faith, with the care an ordinarily prudent person in a like position would exercise under similar circumstances, and in a manner he or she reasonably believes to be in the best interests of the Corporation. In discharging his or her duties, a Director shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, if prepared or presented by: (i) one (1) or more officers or employees of the Corporation whom the Director reasonably believes to be reliable and competent

in the matters presented; (ii) legal counsel, public accountants or other persons as to matters the Director reasonably believes are within the person's professional or expert competence; or (iii) a committee of the Board of Directors of which he or she is not a member, as to matters within its jurisdiction, if the Director reasonably believes the committee merits confidence. However, a Director is not acting in good faith if he or she has knowledge concerning the matter in question that makes reliance otherwise permitted by these Bylaws unwarranted. A Director shall not be liable for any action taken as a Director, or any failure to take any action, if said Director has performed the duties of said Director's office in compliance with these Bylaws or if said Director is immune from suit pursuant to the provisions of Section 48-58-601 of the Act, as now in effect or as may be hereafter amended. A Director shall not be deemed to be a trustee with respect to the Corporation or with respect to any property held or administered by the Corporation including, without limitation, property that may be subject to restrictions imposed by the donor or transferor of such property.

ARTICLE V OFFICERS

Section 5.1 Officers. The officers of the Corporation shall be elected by the Directors for a term of two (2) years and shall serve until their successors are elected and qualified. Officers must be elected by a majority vote of those Directors present and voting, but not less than two-thirds (2/3rds) of the current Directors serving on the Board of Directors. The officers shall be elected at the Annual Directors' meeting. All terms of office shall begin on July 1. The officers of the Corporation shall consist of at least a President and Secretary. The Board of Directors may also elect vice-presidents, a treasurer, and such other officers as the Board of Directors may, from time to time, deem appropriate. Any person may hold two (2) or more offices, except the same person cannot be both President and Secretary. The officers need not be Directors. If the office of any officer appointed by the Board of Directors becomes vacant for any reason, the vacancy shall be filled by the Board of Directors. Any officer elected or appointed by the Board of Directors shall be subject to removal with or without cause at any time by the affirmative vote of a majority of the Board of Directors. All officers, agents and employees, other than officers appointed by the Board of Directors, shall hold office at the discretion of the officer appointing them.

Section 5.2 Duties of the President. The President shall be the chief executive officer of the Corporation and shall preside at all meetings of the Board of Directors. The President shall have general and active management of the business of the Corporation and shall exercise general supervision and administration over all of the Corporation's affairs, with the power to make all contracts in the conduct of the regular and ordinary course of business of the Corporation, and shall see that all orders and resolutions of the Board of Directors are carried into effect. The President shall execute any and all deeds, bonds, notes, guaranties, financing statements, mortgages, deeds of trust, security agreements and other contracts on behalf of the Corporation. The President shall be ex-officio a member of all standing committees and shall have the general powers and duties of supervision and management usually vested in the office of president of a corporation. The President may appoint and discharge an Executive Director of the Corporation and fix his or her compensation,

subject to the general supervisory power of the Board of Directors, and do and perform such other duties as from time to time may be assigned to said President by the Board of Directors and as may be authorized by law.

Section 5.3 Duties of the Vice President. The Vice President shall, in the President's absence, perform all of the President's duties and responsibilities.

Section 5.4 Duties of the Secretary. The Secretary shall keep the minutes of the meetings of the Board of Directors in one (1) or more books provided for that purpose and shall authenticate records of the Corporation. The Secretary shall attend to the giving and serving of all notices of the Corporation as required by said Secretary, shall attend to such correspondence as may be assigned to said Secretary, shall perform all other duties incidental to the office of Secretary, and shall perform such other duties as from time to time may be assigned to said Secretary by the President or by the Board of Directors.

Section 5.5 Duties of the Treasurer. The Treasurer shall have the care and custody of all of the funds and securities of the Corporation and deposit the same in the name of the Corporation in such bank or banks as the Directors may elect. The Treasurer shall keep full and accurate accounts of receipts and disbursements in books belonging to the Corporation. The Treasurer shall disburse the funds of the Corporation as may be ordered by the Board of Directors or by the President, taking proper vouchers for such disbursements, and shall render to the President and Directors, whenever they may require, an account of all said Treasurer's transaction as Treasurer and of the financial conditions of the Corporation, and at a regular meeting of the Board of Directors a like report for the preceding year. The Treasurer shall have the authority delegated to said Treasurer by the Board of Directors to sign checks, drafts, notes and orders for the payment of money.

Section 5.6 Discharge of Duties. An officer with discretionary authority shall discharge his or her duties under that authority in good faith, with the care an ordinarily prudent person in a like position would exercise under similar circumstances, and in a manner said officer reasonably believes to be in the best interest of the Corporation. In discharging his or her duties, an officer shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, if prepared or presented by: (i) one (1) or more officers or employees of the Corporation whom the officer reasonably believes to be reliable and competent in the matters presented; or (ii) legal counsel, public accountants or other persons as to matters the officer reasonably believes are within the person's professional or expert competence. However, an officer is not acting in good faith if said officer has knowledge concerning the matter in question that makes the reliance otherwise permitted by these Bylaws unwarranted. An officer shall not be liable for any action taken as an officer, or any failure to take any action, if said officer has performed the duties of the office in compliance with these Bylaws.

Section 5.7 Vacancies. If the office of any officer becomes vacant by reason of death, resignation, retirement, disqualification, removal from office or otherwise, the Board of Directors may choose a successor to fill the vacancy who shall hold office until the next annual election or

until such officer's successor shall be duly elected and qualified.

ARTICLE VI COMMITTEES

Section 6.1 Committees of Directors. The Board of Directors, by resolution adopted by a majority of the Directors in office, may designate and appoint one (1) or more committees, each of which shall consist of at least the Executive Director of the school, one (1) member of the Board of Directors, and designated members of the school community, which committees, to the extent provided in said resolution, shall have and exercise the authority of the Board of Directors in the management of the Corporation, as so designated by the Board of Directors. However, no such committee shall have the authority of the Board of Directors in reference to amending, altering or repealing the Bylaws; electing, appointing or removing any member of any such committee or any Director or officer of the Corporation; amending the articles of incorporation; adopting a plan of merger or adopting a plan of consolidation with another corporation; authorizing the sale, lease, exchange or mortgage or all or substantially all of the property and assets of the Corporation; authorizing the voluntary dissolution of the Corporation or revoking proceedings therefor; adopting a plan for the distribution of the assets of the Corporation; or amending, altering or repealing any resolution of the Board of Directors. The designation and appointment of any such committee and the delegation thereto of authority shall not operate to relieve the Board of Directors, or an individual Director, of any responsibility imposed on it or said individual by law. Committees shall at all times remain subject to the control and supervision of the Board of Directors.

Section 6.2 Other Committees. Other committees not having and exercising the authority of the Board of Directors in the management of the Corporation may be designated as by a resolution adopted by a majority of the Directors present at a meeting at which a quorum is present. Except as otherwise provided in such resolution, members of each such committee shall be appointed by the President of the Corporation. Any members thereof may be removed by the person or persons authorized to appoint such member whenever in their judgment the best interests of the Corporation shall be served by such removal.

Section 6.3 Term of Office. Each member of a committee shall continue as such until the next annual meeting of the Directors of the Corporation and until such committee member's successor is appointed, unless the committee is sooner terminated, or unless such member is removed from such committee, or unless such member ceases to qualify as a member thereof. One (1) member of each committee shall be appointed chair by the person or persons authorized to appoint the members thereof.

Section 6.4 Vacancies. Vacancies in the membership of any committee may be filled by appointment made in the same manner as provided in the case of the original appointments.

Section 6.5 Quorum. Unless otherwise provided in the resolution of the Board of

Directors designating a committee, a majority of the whole committee shall constitute a quorum, and the act of the majority of the members present at the meeting at which a quorum is present shall be the act of the committee.

Section 6.6 Rules. Each committee may adopt rules for its own government not inconsistent with the Charter, these Bylaws, or with rules adopted by the Board of Directors.

ARTICLE VII MISCELLANEOUS

Section 7.1 Notice.

- (a) Any notice required or permitted to be given shall be in writing, except that oral notice is effective if it is reasonable under the circumstances and not prohibited by the Act, the Charter, or these Bylaws. Oral notice is effective when communicated if communicated in a comprehensible manner.
- (b) Notice may be communicated in person; by telephone, telegraph, teletype or other form of wire or wireless communication; or by mail or private carrier. If these forms of personal notice are impracticable, notice may be communicated by a newspaper of general circulation in the area where published; or by radio, television or other form of public broadcast communication.
- (c) Written notice by the Corporation to a Director, if in a comprehensible form, is effective when mailed, if mailed first class, postpaid and correctly addressed to the Director's address shown in the Corporation's current record of Directors.
- (d) A written notice or report delivered as part of a newsletter, magazine or other publication regularly sent to Directors shall constitute a written notice or report if addressed or delivered to the Director's address shown in the Corporation's current record of Directors, or in the case of Directors who are residents of the same household and who have the same address in the Corporation's current record of Directors, if addressed or delivered to one (1) of such Directors, at the address appearing on the current list of Directors.
- (e) Written notice to a domestic or foreign corporation (authorized to transact business in this State) may be addressed to its registered agent at its registered office or to the Corporation or its Secretary at its principal office shown in its Charter or Application for a Certificate of Authority, as most recently amended.
- (f) Except as provided above, written notice, if in a comprehensible form, is effective at the earliest of the following: (i) when received; (ii) five (5) days after its deposit in

the United States mail, if mailed correctly addressed and with first class postage affixed thereon; (iii) on the date shown on the return receipt, if sent by registered or certified mail, return receipt requested, and the receipt is signed by or on behalf of the addressee; or (iv) twenty (20) days after its deposit in the United States mail, if mailed correctly addressed, and with other than first class, registered or certified postage affixed.

- (g) If the laws of the State of Tennessee prescribe notice requirements for particular circumstances, those requirements govern. If the Charter or any Bylaw prescribes additional notice requirements, not inconsistent with the laws of the State of Tennessee, those requirements govern.

Section 7.2. Indemnification of Directors and Officers. Subject to any limitations set forth in the Charter, the Corporation shall indemnify and advance expenses to each present and future Director or officer of the Corporation, or any person who may serve at its request as a Director or officer of another company (and, in either case, his or her heirs, estate, executors or administrators) to the full extent allowed by the laws of the State of Tennessee, both as now in effect and as hereafter adopted. The Corporation may indemnify and advance expenses to any employee or agent of the Corporation who is not a Director or officer (and his or her heirs, estate, executors or administrators) to the same extent as to a Director or officer, if the Board of Directors determines that it is in the best interests of the Corporation to do so. The Corporation shall also have the power to contract with any individual Director, officer, employee or agent for whatever additional indemnification the Board of Directors shall deem appropriate. The Corporation shall have the power to purchase and maintain insurance on behalf of an individual who is or was a Director, officer, employee or agent of the Corporation, or who, while a Director, officer, employee or agent of the Corporation, is or was serving at the request of the Corporation as a Director, officer, partner, trustee, employee or agent of another foreign or domestic corporation, partnership, joint venture, trust, employee benefit plan, or other enterprise, against liability asserted against or incurred by him or her in that capacity or arising from his or her status as a Director, officer, employee or agent, whether or not the Corporation would have the power to indemnify him or her against the same liability under these Bylaws.

Section 7.3 Records. The Corporation shall keep as permanent records minutes of all meetings of its Board of Directors; a record of all actions taken by the Board of Directors without a meeting; and a record of all actions taken by a committee of the Board of Directors in place of the Board of Directors on behalf of the Corporation. The Corporation shall maintain appropriate accounting records. The Corporation or its agent shall maintain a record of its Directors in a form that permits preparation of a list of the names and addresses of all Directors, in alphabetical order. The Corporation shall maintain its records in written form or in other form capable of conversion into written form within a reasonable time. The Corporation shall keep at its principal office a copy of its Charter or Restated Charter and all amendments thereto currently in effect; its Bylaws or Restated Bylaws and all amendments to them currently in effect; the minutes of all meetings of the Directors and records of all actions approved by the Directors for the past three (3) years; all written communications to Directors generally within the past three (3) years, including the financial

statements furnished for the last three (3) years under Section 48-66-201 of the Act; a list of the names and business and home addresses of its current Directors and officers; and its most recent annual report delivered to the Secretary of State. The Directors, or their agent or attorney, shall have the right to inspect all books and records for any proper purpose during regular business hours.

Section 7.4 Reports. The Corporation shall prepare annual financial statements that include a balance sheet as of the end of the fiscal year and an income statement for that year. If financial statements are prepared for the Corporation on the basis of generally accepted accounting principles, the annual financial statement must also be prepared on that basis. If the annual financial statements are reported upon by a public accountant, said public accountant's report must accompany them. If not, the statements must be accompanied by a statement of the President or the person responsible for the Corporation's accounting records stating such person's reasonable belief whether the statements were prepared on the basis of generally accepted accounting principles and, if not, describing the basis of preparation, and describing any respects in which the statements were not prepared on a basis of accounting consistent with the statements prepared for the preceding year.

Section 7.5 Seal. The Corporation shall have the power to have a corporate seal, which may be altered at will, and to use it, or a facsimile of it, by impressing or affixing it, or in any other manner reproducing it; provided, however, that the Corporation shall not be required to have a seal and the absence of such seal on any document shall not affect its validity.

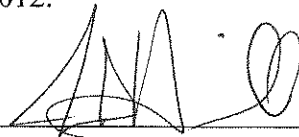
Section 7.6 Expenditures. Except as otherwise provided herein, the Corporation shall not lend funds to any person for personal use. Furthermore, the Corporation shall not assume any responsibility for any expenses or debts incurred by the Directors, officers, employees or volunteers which have not been previously approved by the Board of Directors.

Section 7.7 Amendment of Bylaws. The Bylaws may be amended by the Board of Directors of the Corporation. The Corporation shall provide notice of any meeting of Directors at which an amendment is to be approved at least ten (10) days prior to such meeting. The notice must also state that the purpose, or one of the purposes, of the meeting is to consider a proposed amendment to the Bylaws and contain or be accompanied by a copy or summary of the amendment or state the general nature of the amendment. The amendment must be endorsed by at least two (2) members of the Board of Directors and must be approved by two-thirds (2/3rds) of all members of the Board of Directors in office at the time the amendment is adopted.

Section 7.8 Dissolution and Liquidation of the Corporation. The Corporation may be dissolved only by a three-fourths (3/4ths) vote of the Directors present and voting at a duly called meeting of the Board of Directors. In the event the Corporation is dissolved, the residual assets of the Corporation shall be distributed to one (1) or more organizations, which themselves are organizations described in Sections 501(c)(3) and 170(c)(2) of the Code, or any corresponding section of any future federal tax code, or to the federal, state or local government (or to any political subdivision thereof) for exclusively public purposes as the Board of Directors shall determine in accordance with Section 48-64-101, *et seq.* of the Act.

Section 7.9 Conflict of Interest. Any directors, officers or key employee who has an interest in a contract or other transaction presented to the Board of Directors or a committee thereof for authorization, approval or ratification shall make a prompt and full disclosure of his or her interest to the Board of Directors or committee prior to its acting on such contract or transaction. Such disclosure shall include any relevant and material facts known to such person about the contract or transaction which might be reasonably construed to be adverse to the Corporation's interest. The Board of Directors shall then determine, by a vote of not less than seventy-five percent (75%) of the votes entitled to vote thereon, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor participate in (other than to present factual information or to respond to questions) the discussions or deliberations with respect to such contract or transaction. Such person may be counted in determining whether a quorum is present, but may not be counted when the Board of Directors or a committee of the Board of Directors takes action on the transaction. The minutes of the meeting shall reflect the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation, and whether a quorum was present.

DATED this 29th day of MARCH, 2012.


_____, President and Chairman
of the Board of Directors

Capstone Education Group, Inc. Code of Ethics

Article I

The purpose of the code of ethics policy is to protect the interest of Capstone Education Group, Inc., a Tennessee not-for-profit corporation which qualifies as a tax-exempt entity (the "Organization") when it is discussing a voting or non-voting matter that might benefit the private interest of an officer or director of the Organization. This policy is intended to supplement but not replace any applicable state and federal laws applicable to nonprofit and charitable organizations.

Article II Definitions

1. **Interested Person** Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect personal interest, as defined below, is an interested person.

2. **Personal Interest** A person has a personal interest if the person has, directly or indirectly, through business, investment, or family:

- a. An ownership or investment interest in any entity with which the Organization has a transaction or arrangement,
- b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

Article III Procedures

1. **Disclosure of Personal Interest in Voting Matters.** An official or employee at the school with the responsibility to vote on a measure shall disclose during the meeting at which the vote takes place, before the vote and to be included in the minutes, any personal interest that affects or that would lead a reasonable person to infer that it affects the official's or employee's vote on the measure. In addition, the official or employee may, to the extent allowed by law, recuse himself or herself from voting on the measure.

2. **Disclosure of Personal Interest in Non-Voting Matters.** An official or employee at the school who must exercise discretion relative to any matter other than casting a vote, and who has a personal interest in the matter that affects or that would lead a reasonable person to infer that it affects the exercise of the discretion shall disclose the interest, before the exercise of the discretion when possible. In addition, the official or employee may, to the extent allowed by law, recuse himself or herself from the exercise of discretion in the matter.

3. **Acceptance of Gifts and Other Things of Value.** An official or employee at the school, or a school official's or employee's spouse or child living in the same household, may not accept from anyone other than the State Board or its authorized charter schools, directly or indirectly, any gift, money, gratuity, or other consideration or favor of any kind that a reasonable person would understand was intended to influence the vote, official action or judgment of the official or employee in executing decision-making authority affecting the authorized charter schools. It shall not be considered a violation of this policy for an official or employee to receive entertainment, food, refreshments, meals, health screenings, amenities, foodstuffs, or beverages

that are provided in connection with a conference sponsored by an established or recognized statewide association of school officials or by an umbrella or affiliate organization of such statewide association of school officials.

4. **Misuse of Public Position.** No public official or employee shall corruptly use or attempt to use his or her official position or any property or resource that may be within his or her trust, or perform his or her official duties, to secure a special privilege, benefit or exemption for himself, herself or others.

5. **Use of Government Property.** No public official or employee shall make use of the facilities, equipment, personnel, or supplies of the State Board or its authorized charter schools for private use or gain except to the extent that the use is incidental or minimal or is lawfully available to the general public.

6. **Exceptions to Policy.** The Executive Director may make exceptions to this policy when it is determined to be in the best interest of the school and provided that: (1) The exception does not violate any statutory or regulatory constraints under which the school must operate; (2) The request for exception is made in writing and approved prior to taking the action(s) in question; and (3) The exception is granted in writing and for a specific instance or occurrence. Nothing in this policy should be considered to prohibit a teacher or employee from accepting a gift made in the aggregate from a student group, parent group, or community group or organization in recognition of services rendered to the group, organization or the community in general.

2. **Determining Whether a Conflict of Interest Exists** After disclosure of the personal interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. **Procedures for Addressing the Conflict of Interest**

a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. **Violations of the Code of Ethics Policy**

a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

a. The names of the persons who disclosed or otherwise were found to have a personal interest in connection with an actual or possible conflict of interest, the nature of the personal interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.

b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V Compensation

a. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI Annual Statements

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

a. Has received a copy of the code of ethics policy,

b. Has read and understands the policy,

c. Has agreed to comply with the policy, and

d. Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII Periodic Reviews

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII
Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

Adopted as of the ____ day of ___, 2017.

Capstone Education Group, Inc.

By: _____
Title: _____

Annual Certification of Officers and Directors

Each of the undersigned, being a director, principal officer and member of a committee with governing board delegated powers of Capstone Education Group, Inc., hereby certifies that the undersigned:

- a. Has received a copy of Capstone Education Group, Inc. Code of Ethics Policy,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- d. Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Dated this day of May, 20.

Capstone Education Group, Inc. Conflict of Interest Policy

Article I Purpose

The purpose of the conflict of interest policy is to protect the interest of Capstone Education Group, Inc., a Tennessee not-for-profit corporation which qualifies as a tax-exempt entity (the "Organization") when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Article II Definitions

1. **Interested Person** Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. **Financial Interest** A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. An ownership or investment interest in any entity with which the Organization has a transaction or arrangement,
- b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Article III Procedures

1. **Duty to Disclose** In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. **Determining Whether a Conflict of Interest Exists** After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. **Procedures for Addressing the Conflict of Interest**

- a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting

during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy

a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV

Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.

b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V

Compensation

a. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI
Annual Statements

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

- a. Has received a copy of the conflicts of interest policy,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- d. Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII
Periodic Reviews

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII
Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

Adopted as of the .

Capstone Education Group, Inc.

By: _____

Title: _____

Annual Certification of Officers and Directors

Each of the undersigned, being a director, principal officer and member of a committee with governing board delegated powers of Capstone Education Group, Inc., hereby certifies that the undersigned:

- a. Has received a copy of Capstone Education Group, Inc. Conflicts of Interest Policy,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- d. Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Dated this day of May, 20.

Career Objective

ENERGETIC, HARD-WORKING, TECHNICALLY SKILLED, AND PROFESSIONALLY LICENSED EDUCATOR known for differentiating instruction to meet the needs of all learners. Vast experience in teaching and presenting to a variety of audiences. Compassionate, adaptable and driven leader who seeks to provide equal education for all students. Significant experience in teacher retention and support, designing professional development, and instructing graduate level classes.

Experience

MEMPHIS TEACHER RESIDENCY, Memphis, TN May 2022 – Present Director of Coaching

Responsible for offering coach development throughout the year that is research-based and that aligns to a coach evaluation process.

- Design and implement the goal setting and feedback process for instructional coaches
- Set individual Coaching Growth Plans (proactive, not reactive)
- Meet regularly with each Coach to support and develop SMARTIE goals
- Design and lead professional development for all instructional coaches that offer choice and book studies
- Develop coach professional development that aligns with *coach evaluation*
- Stay abreast of emerging research in the field (best practices in instructional coaching, other residency programs/models, teacher leadership), start with NCTR network and relationships
- Implemented hiring structure for interested candidates which involved pre-screening and interviewing all candidates

MEMPHIS TEACHER RESIDENCY, Memphis, TN June 2016 – Current Christian Brothers University

Adjunct Professor

- Planned, organized and taught Masters Level Reading Assessment Strategies course for Reading Specialist

MEMPHIS TEACHER RESIDENCY, Memphis, TN May 2016 – May 2022 Residency Director/Staffing Manager

Responsible for all aspects that pertain to the training of residents during their 12-month residency year, specifically including the internship, professional development seminars, and the corresponding quarterly evaluation.

- Designed orientation for incoming residents and mentor teachers
- Designed professional development for mentors and residents
- Oriented, supported, trained, and built relationships with residents
- Recruited, selected, and developed training for mentor teachers
- Supported and professionally developed instructional coaches
- Planned appropriate professional development opportunities for new and veteran instructional coaches
- Served as a consultant to new teacher residencies

Education

*Doctorate in Education,
Organizational Leadership,
Grand Canyon University,
Phoenix, AZ
March 2015 – August 2019*

*MBA, Human Resource
Management, Walden
University, Minneapolis, MN
December 2009*

*M.Ed., Curriculum and
Instruction, Tennessee State
University, Nashville, TN
December 2004*

*Bachelor of Science, Elementary
Education, Tennessee State
University, Nashville, TN
December 2003*

Endorsements

402 Elementary K-8

*Board Member, Capstone
Education Group (August 2021)*

- Designed and led professional development trainings at national conferences (NCTR)
- Conducted interview process for potential coaches and resident teachers
- Established a hiring protocol for teachers and worked closely with building leaders to ensure all teachers were hired
- Built long-lasting relationships with building leaders
- Served as a liaison for TPI-US inspections
- Organized and led mentor committee team

MEMPHIS TEACHER RESIDENCY, Memphis, TN **June 2016 – Current**
Union University

Adjunct Professor

- Planned, organized and taught a Classroom Leadership course for novice teachers using Canvas
- Planned, organized and taught Cultural Foundations dealing with the social, cultural, and spiritual foundations of education within the particular context of high-needs Memphis schools

MEMPHIS TEACHER RESIDENCY, Memphis, TN **January 2016 – May 2016**

Instructional Coach

Responsible for supporting and developing novice teachers during their three-commitment at MTR.

- Provided support to varied leveled teachers within the MTR program
- Conducted observations to assist MTR teachers in urban classrooms
- Supported teachers in their first three years in the classroom in lesson planning, instruction, classroom leadership, and professionalism
- Aided MTR teachers in creating a healthy and conducive learning environment for students
- Presented during professional development

MEMPHIS CITY SCHOOLS, Memphis, TN **February 2005 – May 2013**

Teacher

Responsible for delivering data-driven instruction to students.

- Differentiated instruction to a multi-leveled classroom
- Consistently monitored classroom interventions: Headsprout, AIMSWeb, and Destination Learning
- Deliver technology driven lessons through Smartboard usage, Powerpoints, and Discovery Education
- Developed a standard-based Thinkshow project
- Conducted after-school tutoring for students struggling in Language Arts and Reading
- Served as an MTR Mentor Teacher
- School Video Coordinator for the Lucy Camera
- School's Technology Coordinator
- Inspired a higher degree of parental involvement in student education through the use of telephone calls, weekly newsletters and weekly reports
- Constructed unit plans with team members that enhanced student growth
- Composed multi-faceted lessons to encourage and motivate learners
- Constructed a book club that encouraged literacy at the school
- Attended monthly PD sessions to collaborate with exemplary teachers about Read 180
- Attended two National Summer Institutes for Read 180
- Served as Lesson line coordinator to ensure that students received daily enrichment
- Served as Student Council Advisor

- Served as Extended Year Coordinator for summer school
- Served as Extended Year Contract Tutor for after school tutoring

FL

PAUL F. T. EDWARDS
1715 AARON BRENNER DRIVE
MEMPHIS, TN 38120
(901) 521-4576

EMPLOYMENT: 1986-Present - Evans Petree PC

Shareholder in 50-member law firm located in Memphis, TN.

Primary practice areas include the sale and purchase of businesses, commercial real estate, development of residential and commercial developments in Memphis and surrounding areas. Active in negotiating office, warehouse and retail leases for both landlords and tenants. Also active in the negotiation and closing of real estate and commercial loans for borrowers and for several banks and insurance companies, including First Tennessee Bank and SunTrust Bank. Also represent several family and small businesses in their corporate and general legal work and advise in the structuring and creation of new businesses, the sale and purchase of existing businesses and succession planning

EDUCATION: Vanderbilt University (J.D. 1986)

- Recipient of American Jurisprudence Award
- Mid-South Scholarship

University of Mississippi (B.A. 1983)

- Summa Cum Laude
- Omicron Delta Kappa

BOARDS:

Board Member of Christ United Methodist Church
Board Member of Capstone Education Group
Retired Board Member of Evans Petree PC
Board Member of Emmaus and Chrysalis Communities, providing training and retreats for adult and youth church leaders
Board Member of Memphis University School Alumni Board
Board Member of Memphis University School Parents Board
Pro Bono Counsel to several local community service organizations

PERSONAL: Married to Jennifer Edwards and father to five children

REFERENCES:

Stephen Dunavant
Managing Director
CBIZ & Mayer Hoffman McCann
5100 Poplar Avenue, 30th Floor
Memphis, TN 38137
(901) 685-5575

Lee J. Powell, Jr.
Managing Director
Raymond James Associates
50 N. Front Street, Ste 1700
Memphis, TN 38103
(901) 529-3774

William L. Lamar
900 Jefferson Avenue
Oxford, MS 38655
(662) 234-3351

Octavius Nickson

3152 Allison Ave. Memphis, TN 38112— 901/297/8406 — octavius@nicksongeneral.com

Current Job Titles

- Founder of Nickson General Contractors, Inc.
- Nickson General Contractors President
- Project Manager and Lead Estimator for NGC
- President of Nickson Properties, Inc.

Education

- Graduated from FCA - 2006
- Attended Meridian Community College/ East Mississippi Community College and the — 2006-2008
- Binghampton Development Construction Training Program-2009
- Associated Builders & Contractors-20010-2011

Work History

- Service Over Self 2003-06 (Summer Runner)
 - Material Handler for Residential construction
- Wagner General Contractors, Inc. Job Superintendent 2009-2015
 - Director of construction job training
 - Holistic Life Coach
 - Director of job placement
- Owner of Nickson General Contractors 2015-Present
 - Senior project manager for custom residential and commercial construction
 - Senior estimator for custom residential and commercial construction

Additional Community Development Training and Experience

- Board Member for Capstone Education Group 2003-06
www.comerstoneprepmemphis.org

References

Chris Hendrix- 901-626-7359

John Chipley- 901-753-4744

Octavius Nickson ~ Octavius@nicksongeneral.com ~ 901-297-8406 ~ 3152 Allison Avenue, Memphis, TN 38112

Elliot Lemont Perry

• Phone: 901-818-5182 • Fax: 901-260-0882 • E-Mail: esperry@poplarfdn.org

Education

The University of Memphis, Memphis, TN 1987-1991

Bachelor of Arts in Marketing

- Varsity Basketball Team
- 1st Team All-Metro Conference, Runner-Up for Metro Player of the Year, Sport Magazine's Freshman Point Guard of the Year, All-Metro Conference Tournament Selection

Work Experience

The Poplar Foundation 2005-Current

- Community Advisor

National Basketball Association 2004-2005

- Player Representative for Memphis Grizzlies, Phoenix Suns, Denver Nuggets, Washington Wizards, and Charlotte Hornets

National Basketball Association 1991-2002

- Tenth Round Draft Pick of the Second Round by the Los Angeles Lakers
- Played 547 games and averaged 6.3 points and 3.1 assists per game as a point guard playing with Los Angeles Clippers, Charlotte Hornets, Phoenix Suns, Milwaukee Bucks, New Jersey Nets, Orlando Magic, Memphis Grizzlies.
- Runner-up for the NBA's Most Improved Player
- Appeared in 17 career NBA Playoff Games, averaging 4.6 points per game

Continental Basketball Association 1993-1994

- Played 82 career games, averaging 12.8 points per game

Community

2005-Current

- Board Member of the Memphis Grizzlies Charitable Foundation, which provides mentorship opportunities for Memphis youth
- Memphis Grizzlies Ownership Team
- Board Member of Teach For America Memphis
- Commentator for the Grizzlies radio broadcasting team
- Mentor for the Boys and Girls Club

References

Glenda Yarbrough, Glenda@poplarfdn.org

Eric Givens, egivensclothiers@yahoo.com

responsibilities at Valleydale. I participated in congregational care, preaching, and helped to move Valleydale to think more cross-culturally.

FELLOWSHIP OF CHRISTIAN ATHLETES, OXFORD, MS SEPTEMBER 2009-AUGUST 2011

I oversaw and worked with over 100 athletes and coaches daily. I interacted with athletes and coaches regardless of spiritual awareness, socio-economic status and skill level. I coordinated our weekly huddles while co-laboring with 3 staff persons and two interns. I personally helped develop 17 student leaders teaching them inductive bible study methods, writing bible studies, and developing chapel talks. I was integrally involved in fund-raising for my ministry and worked with donors in every strata of income. While at I also traveled throughout the state as a highly sought after speaker.

BIBLE COMMUNICATOR, JASON COOK MINISTRIES – JANUARY 2007-PRESENT

For the last 10 years I have traveled the country sharing the gospel of Jesus Christ with youth groups, churches, camps, conferences, and seminars. As a communicator in diverse settings, I am well adapted to communicate effectively to a wide array of audiences and congregations

EDUCATION

BEESON DIVINITY SCHOOL, BIRMINGHAM, AL – M.DIV 2014

THE UNIVERSITY OF MISSISSIPPI, OXFORD, MS – B.A. AFRICAN AMERICAN STUDIES 2009

THE UNIVERSITY OF MISSISSIPPI, OXFORD, MS – B.A. ENGLISH 2008

SKILLS

Ordained minister through Grace Bible Church of Oxford in November of 2010.

A true pastor/preacher.

Proficient in multi-site strategy, development, and implementation.

Building and maintaining healthy teams.

REFERENCES

- Dr. Robert Smith, Jr. • Charles T. Carter Baptist Chair of Preaching, Beeson Divinity School, Birmingham, AL. (205) 726-2231
- Phillip Bethancourt - Vice President, Ethics and Religious Liberties Commission, Nashville, TN. (615) 244-2495
- John Bryson. Lead Pastor, Fellowship Memphis, Memphis, TN. (901) 230-4128
- Roger Davis. President, YM360, Birmingham, AL. (205) 965-8262

Camela Echols-Blackmon

3379 Northmoor Avenue, Memphis, TN 38128
901-729-2931 (w) 901-230-2315(c) www.camelablackmon@gmail.com

An accomplished professional with over fifteen years experience in nonprofit work and over ten years of experience in nonprofit management. Strategic, compassionate leader with proven ability to create new organizations, spearhead change, and conceptualize and execute innovative, sustainable initiatives. Familiar with all aspects of non-profit management, including: budgeting, fundraising, board development, human resources issues, strategic planning, and numerous administrative functions.

Core Professional Strengths

Community Outreach/Service
Social Services Competency
Cultural Diversity and Aptitude

Program Development
Staff Training and Development
Conflict and Dispute Resolution

Volunteer Recruitment
Team Building
Family Intervention

Professional Experience

Refugee Empowerment Program

Executive Director, 2007 – Present

Directs daily operations managing a staff of four and a program base of over three hundred fifty participants. Responsibilities include: budgeting; fundraising; human resources; and policies and procedures.

- Co-founded Refugee Empowerment Program
- Developed and manages a Board of Directors
- Guides strategic planning for the organization and its programs
- Maintains compliance in funding requirements, HIPPA, OSHA, and HERPA
- Recruits and manages a volunteer base of over two hundred individuals

United Methodist Neighborhood Centers

Director of Community Relations and Programs, 2002 – 2007

Directed daily operations managing five social service sites and fifteen employees. Responsibilities included: assessing community assets and needs; developing community-based programs; networking with other agencies; and implementing best practices.

- Served as interim Executive Director simultaneous to aforementioned duties; 2005 – 2006

Site Director, Jane Hyde Scott Center, 2000 – 2002

Directed daily operations of a social service site. Responsibilities included: managing a staff of three, coordinating food and clothing donations; allocating cash assistance; and facilitating youth summer program.

Administrative Assistant, 1997 – 2000

Responsibilities included: maintaining Executive Director's calendar; receiving visitors and guests; ensuring completion of all relevant clerical work; and overseeing organization's telephone and mail communication.

References

Cassandra Salley csalley@cornerstoneprepmemphis.org
Noah Gray Noah noah@bdcmemphis.org

SCOTT WALKER

2210 Coathbridge Dr, Germantown TN 38139 | swwalker@ftb.com

EXPERIENCE

- 1988-1997 VP, *Leader Federal Bank*
- Manager in Retail Banking Group and Small Business Banking Group
- 1997-2005 Owner/Partner, *Ascent Outdoors*
- Managed all aspects running a small outdoor retail business.
- 2004 - Present · SVP, First Tennessee Bank
- Business Development Manager
 - Manage a team of 21 people in the Business Development Group of Mortgage Warehouse Lending.

EDUCATION

- 1983-1988 BA in Business Finance, Memphis, TN, *University of Memphis*

LEADERSHIP AND SERVICE

- Board Member – Capstone Education Group since 2017.
- Mentor Eikon Ministries.
- Team leader Service Over Self Ministries.

References:

- Robert Garrett, EVP First Tennessee Bank, ragarrett@ftb.com (901) 759-7755
- Adam Webster, Manager of Operations Ducks Unlimited awebster@ducks.org (901) 634-4588
- Mike Zachry, Wells Fargo Advisors, (901) 761-6337
- Scott Lees, Executive Pastor Christ United Methodist Church (901) 598-7281

Thomas Marino
135 South Rose Road, Memphis, Tennessee 38117
(901) 818-5195, tmarino@poplarfdn.org

Career History

The Poplar Foundation, 2005 – Present

Executive Director

Memphis, Tennessee

- Provides oversight and direction to a private foundation whose core mission is to positively impact K-12 education for low-income students in Memphis.

Christ United Methodist Church, 1986-2005

Director of Missions, 2000 – 2005

Director of Service Over Self, 1995 – 2000

Director of Youth, 1986 – 1995

Memphis, Tennessee

Ernst & Whinney, 1982 – 1986

Auditor, Certified Public Accountant

Memphis, Tennessee

Education

Memphis Theological Seminary

Memphis, Tennessee

Master of Divinity, 1994

Mississippi State University

Starkville, Mississippi

Bachelor of Professional Accountancy, 1982

References

Robert Montague, Founder and Executive Director, Tech901 901-229-1774

Maxie Dunnam, Pastor Emeritus, Christ United Methodist Church 901-683-3521

NeShante Brown, Executive Director, The Soulsville Charter School (901) 261-6366



Internal Control Policies and Procedures Summary

Capstone Education Group

Capstone Education Group (CEG) seeks to ensure that the organization documents and follows systems of internal control that at a minimum follow the *Tennessee Code Annotated, 9-18-102(a)* expectations. Specifically, CEG seeks to establish and maintain internal controls which shall provide reasonable assurance that:

- (1) Obligations and costs are in compliance with applicable law;
- (2) Funds, property and other assets are safeguarded against waste, loss, unauthorized use or misappropriation; and
- (3) Revenues and expenditures applicable to agency operations are properly recorded and accounted for to permit the preparation of accurate and reliable financial and statistical reports and to maintain accountability over the assets.

CEG also seeks to document compliance with the requirements set forth above. CEG seeks to provide regular and reasonable assurance of the following:

- (1) Accountability for meeting program objectives;
- (2) Promoting operational efficiency and effectiveness;
- (3) Improving reliability of financial statements;
- (4) Strengthening compliance with laws, regulations, rules, and contracts and grant agreements;
- (5) Reducing the risk of financial or other asset losses due to fraud, waste and abuse.

The following information is designed to provide a summary of the CEG policies that include how each system of internal control includes the five components of internal control:

1. Control Environment
2. Risk Assessment
3. Control Activities
4. Information and Communication
5. Monitoring

Control Environment

Objective	Policy or Documents	Process or activity	Purpose
Ensure that stakeholders know financial decisions benefit students and not individuals	Conflict of interest policy, financial policies	Board members sign conflict of interest annually, staff members sign personnel policy annually which includes conflict of interest expectations	Compliance
Staff know and follow legal and organizational expectations around reporting, conduct, etc.	Personnel policy	Every employee signs the handbook annually, every summer CEG leaders review key expectations with staff	Compliance and operations
Consistent oversight of financial condition	Regular board meetings	The board reviews all financial statements at each meeting. The board reviews audit annually which includes review of financial policies. CEG pays a certified accounting firm to process accounts payable, payroll and a month end closing	Compliance and operations
Clarity to all stakeholders on staffing decisions, purchasing and financial transactions	Financial policies, board approved budget, organizational chart, personnel policies	The board approves an annual budget that includes positions and salaries and benefits, expected spending levels	Operations and reporting
Hire vendors and contractors who support organizational policies	Employee handbook	Contract workers are required to follow all personnel policies, vendors are evaluated in part on their compliance with law and CEG expectations	Operations
Clean audit that meets all reporting requirements	Annual audit	CEG employs reputable firm to conduct annual audit, board reviews audit	Compliance

Risk Assessment

Objective	Policy or Documents	Process or activity	Purpose
Organizational protection against fraud	Certificates of insurance	Annual review and evaluation of insurance policies and companies	Operations
Ensure all earned revenue are received properly	Financial policies, grant management policy, cash management policy	All revenue is received by multiple people, coded to the appropriate account and reconciled monthly to expected revenue	Compliance and operations
Ensure funds spent in accordance with any grants or other restrictions	Financial policies	All grants have approved budget line items that are reconciled monthly. ASD and auditors review all expenditures	Compliance and operations
Reduce the risk of fraud	Financial policies	All invoices require multiple signatures, outside accounting firm processes all payments, credit cards are limited to key	Compliance and operations

		personnel and reviewed by a second person	
--	--	---	--

Control Activities

Objective	Policy or Documents	Process or activity	Purpose
Reduce risk by segregating duties	Financial policies, CWB accounting process	All receipts and invoices require multiple signature, third party accounting firm requires appropriate approval before paying invoices and processing payroll	Operations
Protect and maintain accurate records	Financial policies, document destruction policy	Third party accounting firm maintains invoices and payroll records, schools limit access to secure records on campus, supporting documents required for all transactions	Compliance and operations
Proper approval required for purchases	Financial policies	All invoices approved and reviewed by multiple people, accounting firm requires proper approval before processing invoices, check register and GL reviewed by Exec Dir each month, bank reconciliations prepared by accounting firm	Compliance and operations
All Cash balances and transactions are legitimate	Financial policies	Exec Dir reviews all spending each month, accounting firm creates bank reconciliation, data analyst reviews all invoices, accounting firm only pays invoices with proper approval	Compliance and operations
All payroll activity is accurate and legitimate	Payroll policies, personnel handbook, financial policies	All employees approved by both the Human Resource specialist and Exec Dir, all employees entered by accounting firm into payroll, Human Resource specialist and Exec Dir review all draft payroll	Compliance and operations
Ensure all financial policies are adequate and followed	Financial policies	Annual review of policies by the Exec Dir, Data Analyst, board and auditors	Compliance and operations

Information and Communication

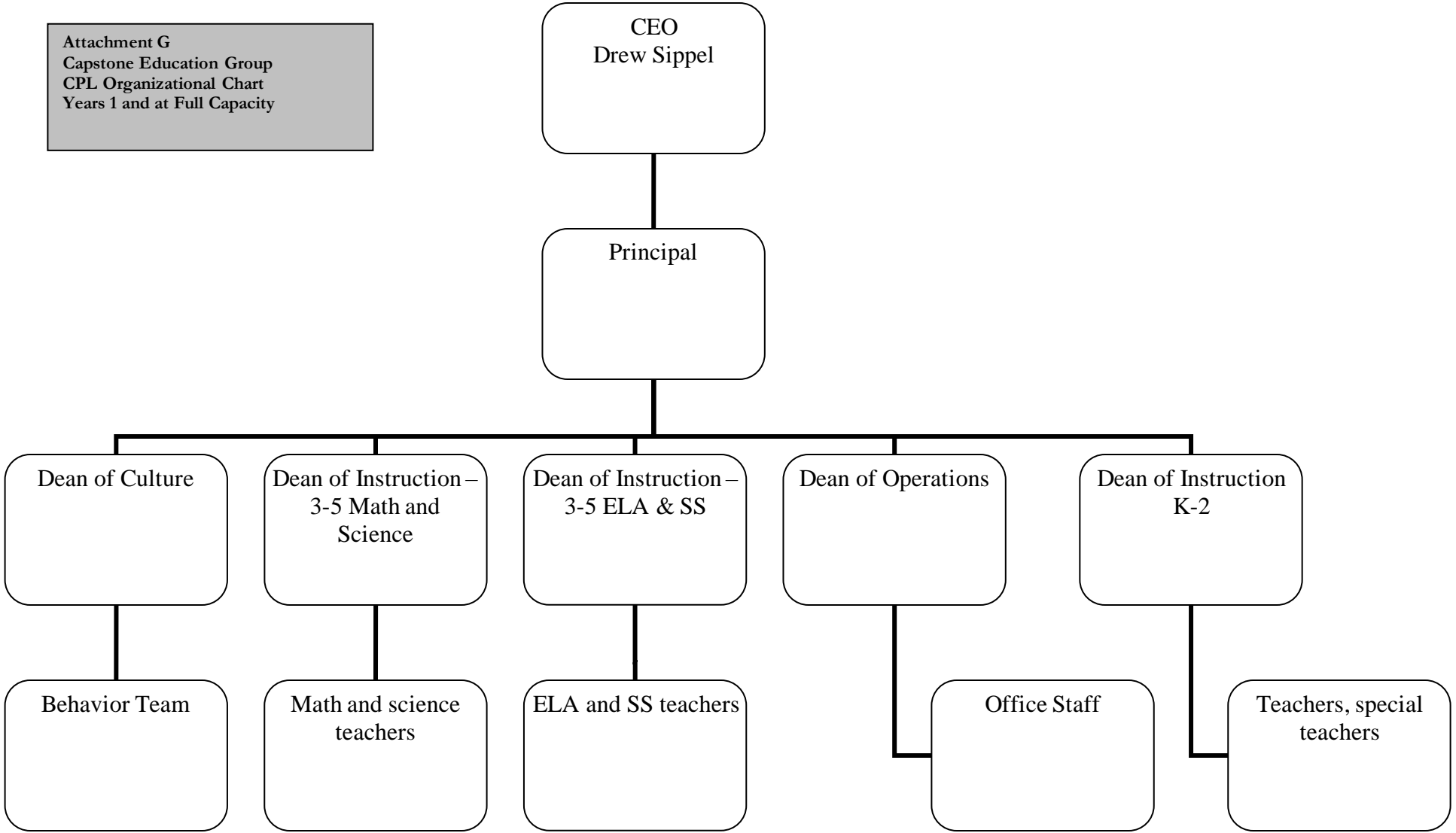
Objective	Policy or Documents	Process or activity	Purpose
Ensure financial reports have high degree of accuracy, reliability and quality	Financial policies, month end reports, audit	Monthly financial statements are prepared by certified accounting firm, reviewed by the Exec Dir. and the board	Reporting

Provide transparency of financial reporting	Audit, W-9	All audits and W-9 are available for public viewing and emailed to grant organizations and the ASD	Reporting
Provide access to public information and follow public reporting requirements	Public school laws	All board meeting dates are posted and open to the public, all minutes are posted on the website, all open meeting laws are followed	Compliance and reporting

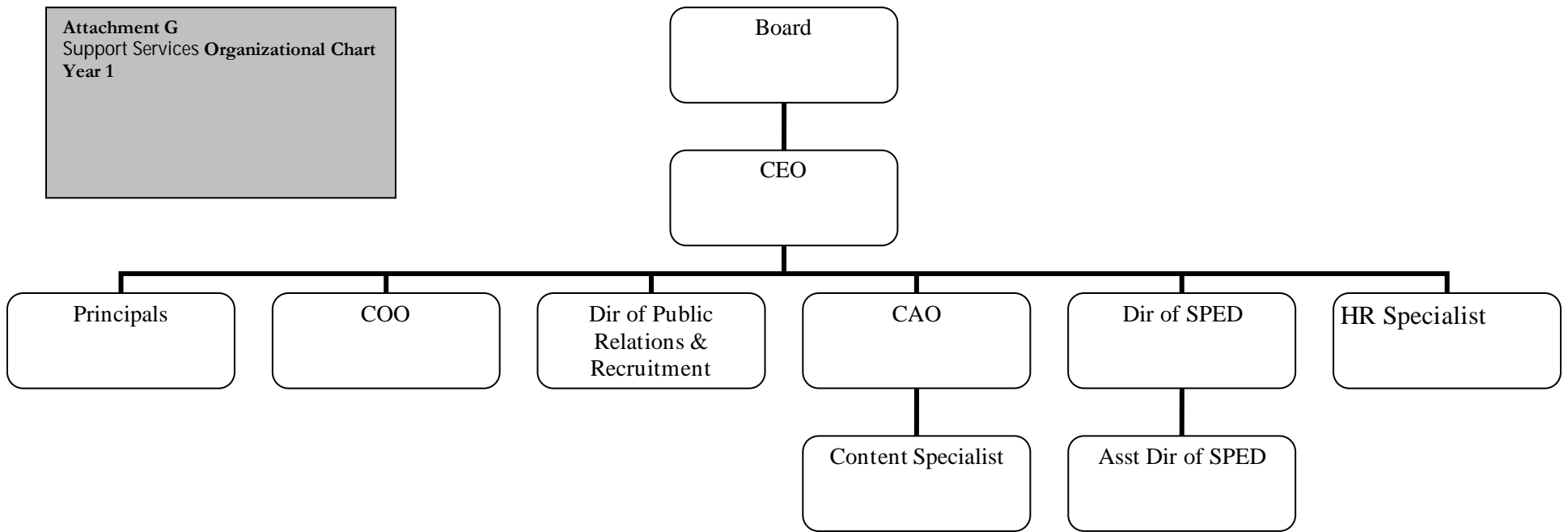
Monitoring

Objective	Policy or Documents	Process or activity	Purpose
Ensure that all processes and policies being followed with fidelity	Financial policies, employee handbook	Exec Dir reviews all spending and personnel policies, accounting firm partner required to sign for large checks, auditors review policies and grant spending, board review financial statements and other data	Monitoring
Ensure financial statements reported in accepted format	Financial policies, grant documents	Grant agencies review financial audit, ASD required clean audit, board reviews financial statements and audit, certified public accounting firms prepares statements	Monitoring
Ensure grant funds spent according to grant specifications	Grant reporting systems, financial policies	Regular reports are provided to the ASD and other grant making organizations, year-end reporting are audited and reconciled	Monitoring

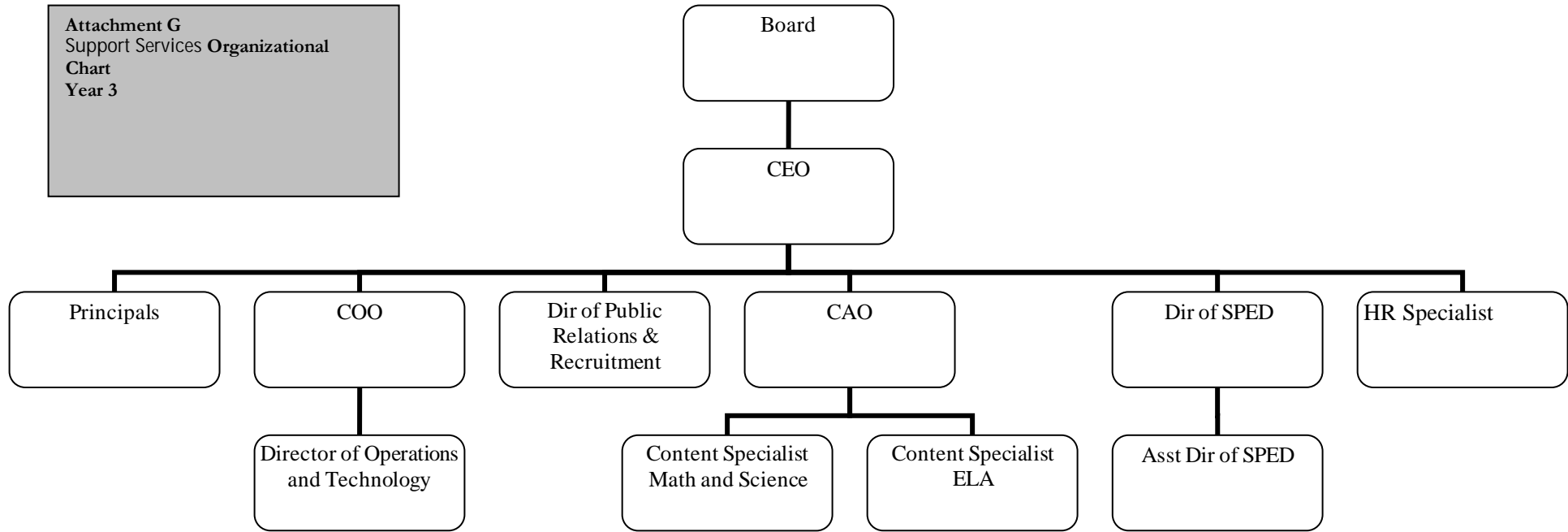
Attachment G
Capstone Education Group
CPL Organizational Chart
Years 1 and at Full Capacity



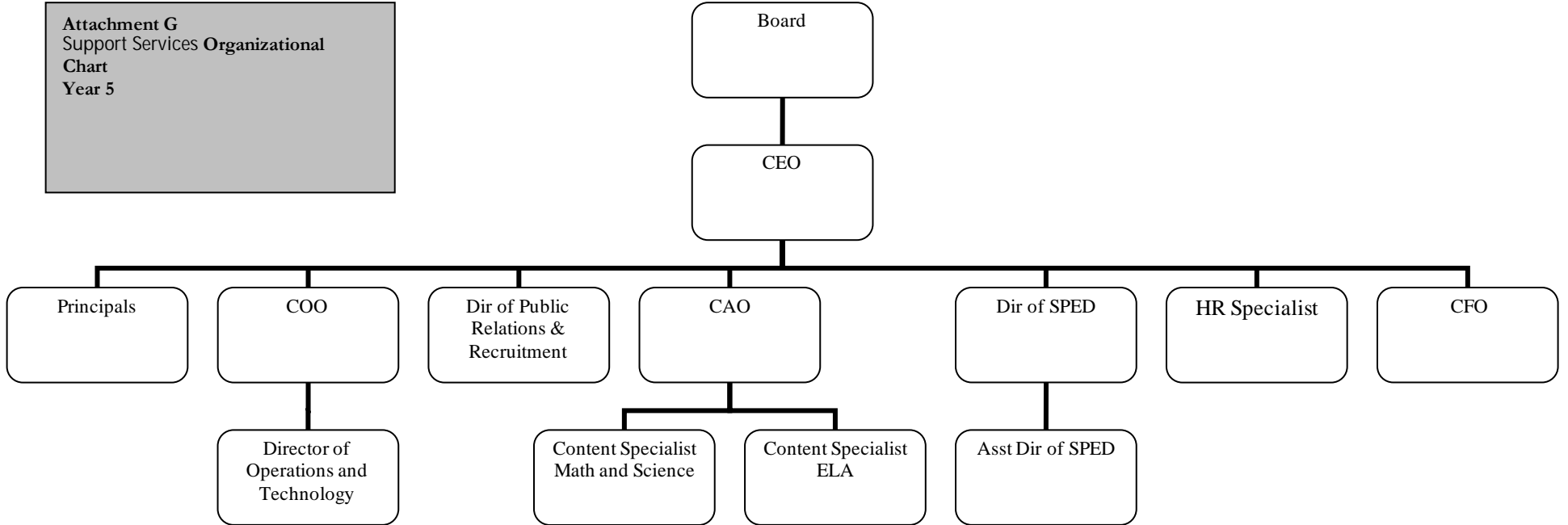
Attachment G
Support Services Organizational Chart
Year 1



Attachment G
Support Services **Organizational**
Chart
Year 3



Attachment G
Support Services **Organizational**
Chart
Year 5



Attachment H

The Chief Academic Officer is responsible for academic programming for all CEG schools, including CPL. The results of CEG schools under the leadership of the CAO can be found throughout the application and below. Some highlights include:

The data below indicates each schools' performance on MAP over time in Math, Science, Reading and ELA. Highlights include the following:

- Consistent growth exceeding one year of growth at every school every year in math with Lester Prep students growing 1.5 to 1.8 years over a 4-year span and the entire network averaging 1.6 years of growth in one year.
- Consistent growth exceeding one year of growth at every school every year except one in reading with Lester Prep students growing 2.0 years in two consecutive years and Cornerstone Prep Denver growing 1.4 years.
- Strong language growth, including an average 1.8 years at Cornerstone Prep Lester Campus over two consecutive years and 2.2 years of growth over three years at Lester Prep.
- Outstanding science results across the network averaging 1.5 years' growth across the network for all 9 years.

The MAP data shows consistent growth for all schools on a nationally normed test and provides ample evidence that the entire network is raising student achievement for all students. Not only does the MAP data reveal outstanding growth, but its reveals also that CEG students perform better than students around the country who start at a similar learning spot and therefore exceeding national standards. For example, CEG students performed at these Average National Growth Percentiles on the Fall 2019 MAP assessment across each of the 4 tested subjects:

- Kindergarten students scored in the 90th percentile in math
- 4th graders scored at 68th percentile in science
- 7th graders scored in the 63rd percentile in language
- 5th graders scored at the 65th percentile in reading

Likewise, the TCAP/TN Ready results prove that the educational program is a success and that the network has demonstrated the ability to increase student achievement levels by meeting or exceeding state standards:

- All three CEG schools have moved off the Priority School list based on the most recent Published State Priority List or by meeting the Priority School Exit criteria.
- Lester Prep has earned the highest TVAAS score the state awards for three consecutive years, earning the TVAAS 5 designation, providing strong evidence that the schools within the network are exceeding state standards and scoring higher than middle schools in Memphis and Shelby County
- Cornerstone Prep Denver Campus outperformed every other school in the ASD in 2019, earning the highest proficiency rates every recorded by an ASD school in math on the 2019 assessment
- Cornerstone Prep Lester Campus, our Binghampton elementary school, outperformed every other school in the ASD in 2018, earning the highest proficiency rates in both math and science, on the 2018 TN Ready assessment and earned an overall TVAAS 4 in 2021 and TVAAS 5 in ELA in 2022
- Cornerstone Prep Denver Campus has earned the highest TVAAS score the state awards for 3 of the past 4 years, earning the TVAAS 5 designation, providing strong evidence that the schools within the network are exceeding state standards
- Since inception, each campus has moved past more than 125 schools in TN Ready achievement, showing that the schools are meeting state standards at a higher rate than similar schools across Tennessee

In summary, the data clearly indicates CEG schools have enjoyed significant success in raising student achievement on national and state assessments with the leadership of the current CAO.

Attachment I

Capstone Education Group Employee Handbook

Capstone Education Group equips all students with the Wisdom and Knowledge necessary to succeed in college and to become leaders in their community.

Revised July 2022

7

ABOUT THIS EMPLOYEE HANDBOOK

For the benefit of all employees, we would like to acquaint you with the policies governing employment with Capstone Education Group (“CEG” or “the School”). The School’s Employee Handbook (“Handbook”) explains the School’s basic employment policies and has been prepared to provide an overview of the School’s policies, practices and benefits. Understanding the School and how it works is an important step helping our employees have a successful career at CEG.

The Handbook provides only general guidance because personnel policies and benefits, by their nature, are constantly under review as they are affected by changes in applicable law, policies, regulations, economic conditions and the way the School operates. Further, different policies and benefits may apply to different groups of employees. Occasionally, it may become necessary to modify, change, update, revoke, replace or even terminate the policies outlined in the Handbook. Therefore, the School reserves the right to make changes at any time at its discretion. Generally, you will be informed about any changes, but changes can also be made without notice. It is the employee’s responsibility to be knowledgeable of and adhere to all current CEG policies and procedures.

*The policies set forth in this Handbook are for information only and are intended to promote, maintain and continue CEG’s tradition of providing a positive work environment. **This Handbook is not a contract, and it is not intended to alter the at-will status of any employee. No supervisor, manager or representative of the School has the authority to make any contrary assurance or agreement whether oral or in writing.***

Please take the time to read, understand, and comply with this Handbook, and if you have any questions, please contact the Executive Director. We wish you the greatest success in your position, hope your employment with the School is a rewarding experience and that you find CEG to be a joyful, professional organization.

TABLE OF CONTENTS

- I. GOVERNING EMPLOYMENT POLICIES OF CEG..... 5
- II. EMPLOYMENT POLICIES.....5
 - A. Equal Employment Opportunity5
 - 1. Complaint Procedures6
 - 2. No Retaliation6
 - 3. Violations of this Policy.....6
 - 4. Administration of this Policy.....6
 - B. Harassment.....6
 - 1. Introduction6
 - 2. Sexual Harassment 6
 - 3. Other Types of Harassment7
 - 4. Complaints of Harassment.....8
 - D. Work Day Schedules, Attendance, and Notification.....8
 - F. Paycheck Policies.....8
 - G. Business Travel.....9
 - H. Performance Review and Evaluation.....9
 - I. Anti-Nepotism Policy.....9
- III. EMPLOYEE CONDUCT..... 10
 - A. Discharge and Other Discipline.....10
 - B. Termination of Employment.....11
 - 1. Termination..... 11
 - 2. Resignation..... 11
 - 3. Completion of work.....11
 - C. Return of Property12
 - D. Smoking Policy.....12
 - E. Drug-Free Workplace Policy13
 - F. Electronic Mail, Communications and Information Systems Policy14
 - 1. Electronic Mail (“e-mail”)15
 - 2. Internet Use.....15
 - 3. Social Networking Sites.....15
 - 4. Disciplinary Action.....15
 - G. Computer Software.....16
 - H. Confidentiality of School Information16
 - I. Conflicts of Interest.....16
 - J. Dress Code.....17
 - K. Policy on Background Checks.....18
 - L. Physical Contact Between Employees and Students at School and During School Sponsored Functions.....18
 - 1. Introduction.....18
 - 2. General Principles.....18
 - 3. Staff Conduct with Students..... 18
 - 4. Summary.....19
 - M. Student Discrimination, Harassment, Bullying, Cyberbullying, and

	Intimidation.....	19
	1. General.....	19
	2. Definitions.....	19
	3. Reporting Complaints.....	19
	4. Investigations.....	20
	5. Consequences.....	20
	6. Retaliation.....	20
	7. Training.....	20
N.	Restraint Policy.....	20
O.	Mandated Reporter.....	21
	1. General.....	21
	2. How to Report.....	21
	3. Criminal Penalties for Failure to Report.....	21
IV.	TIME OFF	
A.	School Holidays and Vacations.....	21
B.	Sick Days, Vacation Days and Personal Days.....	22
	1. General Provisions.....	22
	2. Vacation.....	22
	3. Sick Days.....	22
	4. Personal Days.....	23
C.	Leaves of Absence	23
	1. Family and Medical Leave Act.....	23
	a. Eligibility.....	23
	b. Leave Policy.....	23
	c. Leave Entitlement.....	24
	d. Both Spouses Employed by CEG.....	24
	e. Notice of Leave.....	24
	f. Certification of Need for Leave.....	24
	g. Reporting while on Leave.....	24
	h. Leave Is Unpaid.....	25
	i. Medical and Other Benefits.....	25
	j. Intermittent and Reduced Leave.....	26
	k. Returning from Leave.....	26
	l. State or Local Family and Medical Leave Laws and Other Company Policies.....	26
	2. Military Leave.....	26
	3. Jury Duty.....	26
	4. General Provisions.....	26
V.	EMPLOYEE BENEFITS AND STATUS.....	26
A.	General.....	26
B.	Employee Status.....	26
C.	Workers Compensation.....	27
	ACKNOWLEDGMENT OF RECEIPT OF EMPLOYEE HANDBOOK.....	28

I. GOVERNING EMPLOYMENT POLICIES OF CEG:

Decisions relating to staffing, including staff selection, hiring, management, evaluation, and termination, are generally made within the sole discretion of the School. Questions, concerns or disputes should be taken first to the immediate Supervisor. Concerns that are unresolved by the Employee's direct Supervisor may then be taken to the Executive Director. Employees who report directly to the Executive Director should discuss concerns with the Executive Director first, and if the issue is still unresolved, may take concerns to the Governing Board chairperson.

II. EMPLOYMENT POLICIES

A. Equal Employment Opportunity

CEG is an equal opportunity employer and complies with all applicable federal, state, and local fair employment practices laws. CEG strictly prohibits and does not tolerate discrimination against employees, applicants, or any other covered persons because of race, color, religion, creed, national origin or ancestry, ethnicity, sex (including pregnancy), gender (including gender nonconformity and status as a transgender individual), age, physical or mental disability, citizenship, past, current, or prospective service in the uniformed services, genetic information, or any other characteristic protected under applicable federal, state, or local law. All CEG employees, other workers, and representatives are prohibited from engaging in unlawful discrimination. This policy applies to all terms and conditions of employment, including, but not limited to, hiring, training, promotion, discipline, compensation, benefits, and termination of employment.

Non-Discrimination Statement: CEG's mission statement reflects our value of empowering students of all backgrounds to achieve their full potential. The adult community of CEG will model the best practices and professional behavior of a diverse team. It is also CEG's policy to provide education and any other services to its students, faculty, volunteers or any other interested party without regard to race, color, sexual orientation, age, national origin, disability, gender and/or ability to pay.

Specifically, no person within CEG shall intentionally commit any of the following acts:

- Discriminate in the recruitment, hiring, training, compensation, benefits, promotion, transfer termination, lay-off, reduction in workforce, or any other terms or conditions of employment;
- Make any comments and/or display or distribute any materials that constitute unlawful harassment based on an individual's membership in a legally protected class; or
- Deny a person any service, other program benefits, or financial aid based on the individual's legally-protected classification.

Any CEG employee who has become aware of violations of this provision has the affirmative obligation to report the conduct to their immediate supervisor, or if the supervisor is engrossed in the conduct, to another member of the management team.

CEG complies with the Americans with Disabilities Act (ADA), as amended by the ADA Amendments Act, and all applicable state or local law. Consistent with those requirements, the School will make reasonable accommodations to enable a qualified individual with a disability to perform the essential functions of his or her job, unless doing so would create an undue hardship. If you believe you need an accommodation, please contact the Human Resource Specialist to make a request and discuss the type and nature of any accommodation which would enable you to perform the essential functions of your job. CEG will also, where appropriate, provide reasonable accommodations for an employee's religious beliefs or practices.

1. Complaint Procedure

If you are subjected to any conduct that you believe violates this policy, you must promptly speak to, write, or otherwise contact your immediate supervisor, the Principal, or the Director of Schools, as soon as possible following the offending conduct. If you have not received a satisfactory response within ten (10) days after

reporting any incident of what you perceive to be discriminatory conduct, please immediately contact the Executive Director. These individuals will ensure that a prompt investigation is conducted.

Your complaint should be as detailed as possible, including the names of all individuals involved and any witnesses. CEG will directly and thoroughly investigate the facts and circumstances of all claims of perceived discrimination and will take prompt corrective action, if appropriate. Additionally, any manager or supervisor who observes discriminatory conduct must report the conduct to Executive Director so that an investigation can be made and corrective action taken, if appropriate.

2. No Retaliation

No one will be subject to, and CEG prohibits, any form of discipline, reprisal, intimidation, or retaliation for good faith reports or complaints of incidents of discrimination of any kind, pursuing any discrimination claim, or cooperating in related investigations.

CEG is committed to enforcing this policy against all forms of discrimination. However, the effectiveness of our efforts depends largely on employees telling us about inappropriate workplace conduct. If employees feel that they or someone else may have been subjected to conduct that violates this policy, they should report it immediately. If employees do not report discriminatory conduct, CEG may not become aware of a possible violation of this policy and may not be able to take appropriate corrective action.

3. Violations of this Policy

Any employee, regardless of position or title, whom the Executive Director determines has subjected an individual to discrimination or retaliation in violation of this policy will be subject to discipline, up to and including termination of employment.

4. Administration of this Policy

The Executive Director is responsible for the administration of this policy. If you have any questions regarding this policy or questions about discrimination, accommodations, or retaliation that are not addressed in this policy, please contact the Executive Director.

This policy is not intended to restrict communications or actions protected or required by state or federal law.

B. Harassment

1. Introduction

It is the goal of the School to promote a workplace that is free of harassment by employees, independent contractors, vendors, and/or any other agents. Harassment of employees at School or in any other school-related setting is unlawful and will not be tolerated by the School. Further, retaliation against an individual who has complained about harassment or retaliation against individuals for cooperating with an investigation of a harassment complaint is unlawful and will not be tolerated.

Please note that while this policy sets forth our goals of promoting a harassment-free workplace, the policy is not designed or intended to limit our authority to discipline or take remedial action for workplace conduct that we deem unacceptable, regardless of whether that conduct satisfies the definition of harassment.

2. Sexual Harassment

Sexual harassment means any harassment based on someone's sex or gender. It includes harassment that is not sexual in nature (for example, offensive remarks about an individual's sex or gender), as well as any unwelcome sexual advances or requests for sexual favors or any other conduct of a sexual nature, when any of the following is true:

- (a) Submission to the advance, request or conduct is made either explicitly or implicitly a term or condition of employment;

- (b) Submission to or rejection of the advance, request or conduct is used as a basis for employment decisions such as favorable reviews, salary increases, promotions, increased benefits or continued employment regardless of whether the harasser actually carries through with the threats to alter the subordinate's terms or conditions of employment;
- (c) Such advances, requests or conduct have the purpose or effect of substantially interfering with an individual's work performance by creating an intimidating, hostile, humiliating or offensive work environment.

While it is not possible to list all the circumstances that may constitute sexual harassment, the following are some examples of conduct, which, if unwelcome, may constitute sexual harassment:

- Unwelcome sexual advances - whether or not they involve physical contact;
- Sexual epithets, slurs, jokes, written or oral references to sexual conduct, gossip regarding one's sex life;
- Commenting on an individual's body or about an individual's sexual activity, deficiencies or prowess;
- Displaying sexually suggestive objects, pictures or cartoons;
- Leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments;
- Sending or circulating, whether in print or electronic form, literature or communications (articles, magazines or e-mails) of a sexual nature;
- Inquiries into one's sexual experiences; and
- Discussion of one's sexual activities.

This list is illustrative only, and not exhaustive. No form of sexual harassment, whether verbal, physical, visual or online, will be tolerated. Harassment is prohibited both at the workplace and at school-related events.

3. Other Types of Harassment

The School strongly supports the rights of all its employees to work in an environment free from all forms of harassment. CEG strictly prohibits and does not tolerate unlawful harassment against employees or any other covered persons because of race, color, religion, creed, national origin, ancestry, sex (including pregnancy), gender (including gender nonconformity and status as a transgender or transsexual individual), age (40 and over), physical or mental disability, citizenship, genetic information, past, current, or prospective service in the uniformed services, volunteer rescue squad service, or any other characteristic protected under applicable federal, state, or local law.

Such harassment often takes a similar form to sexual harassment and includes verbal, visual, online or physical conduct that denigrates or shows hostility or aversion toward an individual because of any of the above characteristics, or that of the individual's relatives, friends or associates, or any other covered person and that does the following:

- creates an intimidating, hostile or offensive work environment;
- unreasonably interferes with an individual's work performance; or
- otherwise adversely affects an individual's employment opportunities.

Harassing conduct may include, but is not limited to the following:

- epithets;
- slurs;
- negative stereotyping;
- threatening, intimidating or hostile acts that relate to the above characteristics; and
- written or graphic material that denigrates or shows hostility or aversion toward an individual or group because of the above characteristics, and that is placed on walls, bulletin boards, or elsewhere on the employer's premises, or circulated in the workplace on paper or electronically, and includes postings in any social media platform.

4. Complaints of Harassment

If you believe that you have been subjected to any conduct that you believe violates this policy or witness any such conduct, you must promptly contact the School's Executive Director or the school Principal, ideally within ten (10) days of the offending contact to report the complaint. In cases involving the Executive Director, you may also contact the Director of Schools.

Your complaint should be as detailed as possible, including the names of all individuals involved and any witnesses. This may be done in writing or orally. CEG will directly and thoroughly investigate the facts and circumstances of all claims of perceived harassment and will take prompt corrective action, if appropriate. Additionally, any supervisor who observes harassing conduct must report the conduct to the Executive Director so that an investigation can be made and corrective action taken, if appropriate.

When CEG receives a complaint, CEG will promptly investigate the allegation in a fair and expeditious manner. The investigation will be conducted in such a way as to maintain confidentiality to the extent practicable under the circumstances. If you have not received a satisfactory response within ten (10) days after reporting any incident of what you perceive to be harassment, please immediately contact the Executive Director or the Director of Operations, if involving the Executive Director, and these individuals will ensure that a prompt investigation is conducted.

The Executive Director is responsible for the administration of this policy and is available to discuss any concerns you may have and to provide information to you about our policy on harassment and our complaint process.

All employees should take special note that, as stated above, CEG strictly prohibits any form of discipline, reprisal, intimidation, or retaliation for good-faith reporting of incidents of harassment of any kind, pursuing any harassment claim, or cooperating in related investigations.

C. Work Day Schedules, Attendance, and Notification

If an employee plans to be out of the School for any purpose, the employee is required to advise his/her direct supervisor so that the School may contact you if it becomes necessary. The employee is also required to record his/her absence in the method defined by the organization with the appropriate and accurate reason for the absence. Failure to notify your supervisor and accurately record the absence as soon as the decision to be absent has been made could result in disciplinary action, up to and including termination.

The School expects all employees to arrive to work each day on a timely basis and to stay until the end of the workday. Unless otherwise stated in an employee offer letter, the expected workday on campus for all fulltime employees is 7:15 am until 3:45pm. Fridays for all campuses may be lengthened or shortened for Professional Development. The School reserves the right to review or investigate excessive absences or tardiness, as determined in its sole discretion, even where such absences or tardiness are authorized. Excessive tardiness or absences may result in disciplinary action, up to and including termination.

Teachers who need to arrive late, leave early, or be out of School must notify the Principal or his/her designee by email at least one week in advance, when possible, so that coverage can be arranged. If the period out of school is to occur on the same day of notification, the teacher must notify the Principal or his/her designee by telephone and/or email. In all instances, the employee must immediately record the absence in the organization's recording system. Teachers who are on campus less than 4 hours will be charged for a full day missed and teachers on campus more than 4 hours but leave before the end of the workday will be charged for a ½ day missed.

D. Paycheck Policies

All employees of the School who are employed on July 1 are compensated by electronic deposit paid over either eleven (11) or twelve (12) months via 22, 23 or 24 payments, based on specific jobs, job classifications and individual offer letters. Most employees hired before July 1, who are scheduled to begin work after July 1, will receive their first pay check only after attending the first day of work. In most cases for Instructional Staff, that would mean an employee would begin working after July 15 and receive 24 equal paychecks, receiving one paycheck on July 31 and then receiving two paychecks per month from August through May. The employee would receive 3 paychecks in June of the following year. Most School Leaders and Office Staff will begin working in the office July 1 and therefore will receive 24 equal payments (2 per month), receiving their first check on July 15 and their last check June 30 of the following year. Most part-time positions will be paid over 11 months, from August through the following June. Employees who are hired after July 1 will be paid as stated in their individual offer letter and may be paid over fewer pay periods and may end employment and pay at the end of the Academic Year rather than the end of the School's Calendar Year. (Academic Year and Calendar Year defined below). Employees must provide the required depository information to receive their paycheck.

Employees who resign are expected to provide as much notice as possible of their resignation, ideally four weeks at a minimum. Employees who resign before the end of the school year and provide two weeks' notice in writing AND work those two weeks on campus (defined as ten (10) scheduled school days not including holidays or breaks or sick or personal days) will be compensated for actual days worked during the Academic Year and will receive their final paycheck on the pay period following their termination date for the time worked by such employee prior to his/her resignation. No additional pay will be provided. Employees who resign but do not provide a minimum of two weeks' notice in writing AND work for ten (10) scheduled school days will receive no further compensation. Employees who complete their current year obligations but are not returning for the following year will receive their final paycheck on June 30 unless otherwise stated in their offer letter. Receipt of this policy serves as approval for these paycheck policies.

E. Business Travel

All employees are expected to exercise good business judgment when incurring travel, business, and/or other School-related expenses, where authorized. Employees are entitled to reimbursement for ordinary expenses incurred while engaged in School business. All requests for advance payment or reimbursement of business expenses must be submitted in strict compliance with the procedures and forms adopted by the School, including necessary documentation of business expenses. Extraordinary expenses, as determined by the School in its sole discretion, must be approved by the Executive Director in advance.

F. Performance Review and Evaluation

We expect staff members to continuously reflect upon and endeavor to improve their knowledge, skills, and approach to their work. Performance reviews and evaluations, both informal and formal, will be an integral part of every staff member's professional development.

Informal Performance Reviews: Performance reviews may take place any number of times during the year, and may be in the form of a scheduled meeting or more informal talks or email feedback during the school-day or unannounced pop-in observations or casual unplanned observations. Performance reviews may be utilized as tools to improve employee performance. Employees could receive classroom observations and feedback daily. Employees may be evaluated based on CEG performance rubrics, common best practices, specific skills or tools presented to employees during professional development or other common or CEG-specific expectations. Scores may be tracked and recorded based on observations.

Informal performance reviews or observations may identify unsatisfactory areas of performance. This unsatisfactory performance may be communicated to employees through verbal or written format and may include warnings, timelines for expected improvement or a written performance improvement plan (PIP). Failure to make the noted improvements in a timely manner could result in disciplinary action, up to and including termination.

Evaluations will be scheduled and will occur not less than annually. Non-teaching staff will be evaluated based on our standards of excellence. Teachers will be evaluated primarily, but not exclusively, based on a rubric provided at the beginning of the year or revised and distributed during the year as well as best teaching practice or tools or skills provided during professional development, coaching conversations and the CEG blueprint.

During an employee's review meeting, the employee's Supervisor will discuss areas of strength and areas of concerns. Employees who disagree with an evaluation may request a meeting with the Principal or if reporting directly to the Principal, to the Executive Director. Direct employees of the Executive Director may appeal evaluations to the Chairperson of the Board.

G. Anti-Nepotism Policy

The school believes that employing immediate family members for fulltime work makes supervising and leading more difficult and therefore is not in the best interest of individual schools. Therefore, members of an employee's immediate family will not be considered for fulltime employment in the same school.

However, on rare occasions, immediate family members may be hired based on their qualifications, if hired for a position located on a separate campus. Immediate family may not be hired, however, if employment would:

- (i) Create a supervisor/subordinate relationship with a family member;
- (ii) Have the potential for creating an adverse impact on work performance; or
- (iii) Create either an actual conflict of interest or the appearance of a conflict of interest.

This policy will be considered when assigning, transferring, or promoting an employee. For the purpose of this policy, immediate family includes: spouse, parent, child, sibling, in-law, aunt, uncle, niece, grandparent, grandchild, or members of household. This policy also applies to staff romantic relationships.

Employees who become immediate family members or establish a romantic relationship may continue employment as long as it does not involve any of the problems listed above. If one of the conditions outlined should occur, attempts will be made to find a suitable position within the organization to which one of the employees could transfer.

III. EMPLOYEE CONDUCT

A. Discharge and Other Discipline

As an integral member of the School, you are expected to accept certain responsibilities, adhere to acceptable School practices, and exhibit a high degree of personal integrity at all times. This involves respecting the rights and feelings of others and refraining from any behavior that might be harmful to you, your co-workers, and/or the School. You are expected to observe the highest standards of professionalism at all times. These expectations apply to all staff equally.

These guidelines are fundamental in nature and are matters of judgment and common sense. Since it is impossible to list guidelines to cover every situation, the absence of an illustration from this list will not prohibit the School from taking disciplinary action, up to and including immediate dismissal, when the School believes, in its sole discretion, such action is warranted.

The School expects you to follow rules of conduct that will protect the interests and safety of all employees and the School. Types of behavior and conduct the School considers inappropriate include, but are not limited to, the following:

- Misconduct involving students;
- Falsifying employment or other School records;

- Violating the School's nondiscrimination and/or employee harassment policies, sexual or otherwise.
- Breach of School confidential information;
- Excessive or patterned absenteeism or tardiness;
- Excessive, unnecessary, or unauthorized use of the School's supplies or telephones, particularly for personal purposes;
- Reporting to work intoxicated or under the influence of non-prescribed drugs, or possession, use, distribution, manufacture, sale, or dispensation of any controlled substance or illegal drug;
- Fighting or using obscene, abusive, or threatening language or gestures;
- Stealing from the School, from students, or fellow employees, misappropriation of School assets or failure to report knowledge of such acts;
- Possession of firearms or weapons on the School's premises or during the course of your employment-related activities;
- Disregarding safety or security rules and regulations;
- Sleeping while on the campus or when representing the organization during work hours;
- Acts or language that display lack of integrity, including lying, providing misleading information or withholding critical information;
- Insubordination (i.e., failure to comply with a request from management);
- Failure to truthfully and accurately notify your manager that you will be absent from work in accordance with School policy or failure to accurately record absences immediately as required;
- Falsifying, distorting or inappropriately influencing student assessments, attendance or student grades;
- Defacing or damaging School property or destroying or altering or damaging school documents or systems;
- Interfering with the normal workflow, productivity or morale of any co-worker or the organization;
- Unauthorized departure from accepted operating procedures;
- Abuse or neglect of any kind directed toward a student;
- Any action, whatsoever, that has the potential to negatively affect good relations between the School and its employees or between the School and any of its students or the school and its community; and
- Any violation of School policy.

The School may impose disciplinary action, up to and including termination, in the event that your performance, work habits, attitude, conduct or demeanor become unsatisfactory. The School reserves the right to exercise its discretion to judge unsatisfactory conduct or behavior based on violations of the above, any other School policies, rules or regulations, or for any other lawful reason.

B. Termination of Employment

1. Termination

Employment at the School is "at will," unless otherwise provided by law, which means that employment is not for a specified period of time and that either an employee or the School may terminate the employment relationship at any time for any non-discriminatory reason or for no reason at all, with or without advanced notice. Employees terminated before the end of the school year will receive no future compensation nor have access to school-provided benefits after the date of termination, except through COBRA (to the extent required by law). If additional compensation is due, final paychecks for terminated employees will be provided at the next normal, published pay date. An employee may be required to pay back excess personal or sick days or unearned bonus or other compensation, or the School may deduct the amount from the employee's final check. CEG may also deduct from an employee's final paycheck, any amounts owed to CEG for any outstanding unauthorized or non-qualified health or other benefit expenditures, or for the cost of any other CEG assets the employee does not return. **By acknowledging receipt of this handbook, employees authorize such deductions without receiving advanced notice of such deductions.**

2. Resignation

A resignation is a termination instituted by the employee. All staff members are expected to provide as much notice as possible of their resignation, ideally four weeks at a minimum. Employees who resign before the end of the school year and provide two weeks' written notice AND work those two weeks on campus (defined as ten (10) scheduled school days not including holidays or breaks or sick or personal days) will be compensated for actual days worked during the Academic Year and will receive their final paycheck on the pay period following their termination date for the time worked by such employee prior to his/her resignation. No additional pay will be provided. Employees who resign but do not provide a minimum of two weeks' notice in writing AND work for ten (10) scheduled school days will receive no further compensation. Employees who complete their current year obligations but are not returning for the following year will receive their final paycheck on June 30 unless otherwise stated in their offer letter.

An employee who resigns before the end of the school year may be required to pay back excess personal or sick days or unearned bonuses or other compensation, or CEG may deduct those amounts, if any, from the employee's final check. CEG may also deduct from an employee's final paycheck, any amounts owed to CEG for any outstanding unauthorized or non-qualified health or other benefit expenditures, or for the cost of any other CEG assets the employee does not return. **By acknowledging receipt of this handbook, employees authorize such deductions without receiving advanced notice of such deductions.**

3. Completion of work

Employees have varying employment end dates, based on roles, school needs and individual offer letters. Unless explicitly stated otherwise in a written offer letter, employees earn their full pay by working the following schedule during the school's calendar year, July 1-June 30 (the "Calendar Year"):

- **Instructional Staff:** Instructional Staff is defined as general education, special education, specials, ESL, gifted, part-time and fulltime small group teachers, reading specialists, academic interventionists, behavior teams, and counselors. Instructional Staff begin work with professional development in July and work through the completion and submission of all required materials and completion of all assignments, which is expected to be within five (5) working days of the end of the school-year for students (the "Academic Year").
- **School Leaders:** School Leader is defined as Principals, Assistant Principals, Assistant Deans and Directors, Deans and Directors, RII Coordinators, Math, Reading and/or Science Coaches or Content Specialists, Residents in Training, and all operations and Support Services staff. School Leaders work on a 12-month basis, beginning July 1 and ending June 30 of the following year. School Leaders who may not be returning the following Calendar Year are still expected to work through June 30 to receive their full compensation for the current Calendar Year. Non-returning Staff Leaders may be required to work in areas consistent with their job description based upon the needs of the organization in June. CEG may request daily reports displaying work accomplished between the last day of the Academic Year and June 30 depending on the circumstances.
- **Office Staff:** Office Staff includes all administrative assistants and specialists, receptionists and other office staff. Office Staff begin work the first week of July to support campus, organizational and building needs. Office and Staff's last day of work for the applicable school year will be ten (10) business days following the last day of the Academic Year. Office Staff must work the ten (10) business days following the last day of the Academic Year to receive their full annual salary.

C. **Return of Property**

Upon separation from the School, all files, documents, records, laptops, credit cards, door and file keys, computer access codes or discs, instructional handbooks, and other physical or personal property which the employee has received, prepared, or helped prepare in connection with his/her employment with the School, and any copies, duplicates, reproductions, or excerpts thereof must be returned by the employee on or before the last day of work. Staff who do not return their property, or lose and request replacement of their property, will have the following deducted from their check:

- Lost key or lost badge: \$35,
- lost or damaged iPad or Chrome Book: \$500;
- lost or damaged computer: \$800.

By acknowledging receipt of this handbook, employees authorize such deductions.

D. Smoking Policy

The School's policy on smoking, in accordance with Tennessee Code Annotated, Section 39-17-1804, which prohibits smoking in most enclosed public places and workplaces in Tennessee, is as follows:

- All employees have the right to work in a smoke free environment. It is recognized that smoking is dangerous to the health of the smoker and that second-hand smoke is a cause of disease, including lung cancer, in healthy nonsmokers. The simple separation of smokers and nonsmokers within the same air space may reduce, but does not eliminate, the exposure of nonsmokers to environmental tobacco smoke. This applies to *all* smoking tobacco products, i.e., cigarettes, cigars, and pipes. This policy has been developed to protect all persons from the exposure to environmental tobacco smoke and to ensure a safe working environment.
- Smoking is prohibited in all facilities and areas of the entire workplace with no exceptions. Smoking is not permitted anywhere at the School, including all common work areas, elevators, hallways, vehicles, restrooms, playground, conference and meeting rooms, and all other enclosed or outdoor areas in the workplace. The policy applies to all employees, consultants, contractors, and visitors.
- Any disputes involving smoking will be referred to your immediate supervisor.
- No person or employer shall discharge, refuse to hire, refuse to serve, or in any manner retaliate against any employee, applicant, or student because such employee, applicant or student takes any action in furtherance of the enforcement of this regulation or exercises any right conferred by this regulation.
- The School encourages all smoking employees to quit smoking. The School is available to provide you with contact information for Smoking Cessation resources and self-help materials for those employees who want to quit. For further information about these services please contact the Executive Director.

E. Drug-Free Workplace Policy

Commitment to a Drug and Alcohol-Free Workplace: CEG is committed to providing a safe, healthy, and productive work environment. Consistent with this commitment, this policy establishes CEG's intent to maintain a drug and alcohol-free workplace. Being under the influence of alcohol or illegal drugs (as classified under federal, state, or local laws), including marijuana, while on the job poses serious health and safety risks to employees, students and others, which is not tolerated.

Prohibited Conduct: CEG expressly prohibits the following activities pursuant to applicable Tennessee Statutes:

- The possession, sale, purchase, transfer, or transit of any illegal or unauthorized drug, including prescription medication that is not prescribed to the employee or drug-related paraphernalia, on or off the job;
- Reporting to work under the influence of or while possessing in his or her body, blood or urine, illegal drugs in any detectable amount.
- Reporting to work under the influence of or impaired by alcohol, illegal drugs, or other impairing substances.
- The illegal use or abuse of prescription drugs, i.e., to use prescription drugs that have not been legally obtained or in a manner or for a purpose other than as prescribed.

Nothing in this policy is meant to prohibit the appropriate use of over-the-counter medication or other medication that can legally be prescribed under both federal and state law, to the extent that it does not impair an employee's job performance or safety or the safety of others.

Employees who take over-the-counter medication or other medication that can legally be prescribed under both federal and state law to treat a disability should inform their supervisor if they believe the medication will impair their job performance, safety, or the safety of others or if they believe they need a reasonable accommodation **before** reporting to work while under the influence of that medication.

It is a condition of employment that each Employee notify the Executive Director of any criminal drug conviction within five (5) days of such a conviction. The Executive Director will take appropriate disciplinary action up to and including employment termination, or take such other action as otherwise required by law.

Employer-Sponsored Events: From time to time, CEG may sponsor social or business-related events at which alcohol is served. This policy does not prohibit the use or consumption of alcohol at such events. However, if employees choose to consume alcohol at such events, they must do so responsibly and maintain their obligation to conduct themselves properly and professionally at all times with colleagues and/or others in attendance at such events.

Workplace Searches and Inspections: To achieve the goals of this policy and maintain a safe, healthy, and productive work environment, CEG reserves the right at all times to inspect employees, as well as their surroundings and possessions, for substances or materials in violation of this policy. This right extends to the search or inspection of clothing, desks, lockers, bags, briefcases, containers, packages, boxes, tools and tool boxes, lunch boxes, and employer-owned or leased vehicles and any vehicles on company property where prohibited items may be concealed. Employees should have no expectation of privacy while on CEG premises. Any refusal by an Employee to submit to an inspection is an act of insubordination subject to disciplinary action.

Employee Assistance Programs: CEG offers resource information on various means of employee assistance in our community, including but not limited to drug and alcohol abuse programs. Employees are encouraged to use this resource file; which is located in the human resources office. In addition, we will distribute this information to employees for their confidential use.

Any violation of this policy may result in summary discipline for the employee, up to and including discharge.

F. Electronic Mail, Communications and Information Systems Policy

The School provides some employees with computer equipment (e.g., laptops, hand held devices, personal computers, etc.) and on-line access to internal and external networks, including the Internet, so that such employees may communicate more efficiently to accomplish the School's goals.

Use of the School's computer equipment or on-line access provided by the School is subject to the following general conditions:

- Your use of computer equipment and on-line access should be for the School's purposes and not for more than incidental personal use.
- Use of equipment or on-line access provided by the School for any illegal purpose is prohibited. Such use includes, but is not limited to the following:
 - Gaining unauthorized access to or intentionally damaging other computer systems or networks or the information contained within them;
 - Committing theft, fraud or other criminal acts of any kind;
 - Distributing or obtaining illegally copied software, graphics, sounds, text or other material; and
 - Sending or posting harassing or threatening messages or pornographic or indecent content.
- The School will cooperate with law enforcement authorities to prosecute offenders of any illegal online activity. You must report any suspected, accidental, or intentional illegal online activity.
- The School has the right to monitor all on-line communications to ensure that appropriate and lawful purposes are being pursued and to limit connections solely to School-related resources. All information

stored on School computers, including all e-mail communication, belongs to the School. The School may inspect all such computers and information at any time as necessary for the conduct of its business.

- No direct third party physical or electronic access to School facilities, information, or computers of any type or for any reason may be established without the express permission of the Director of Operations or Executive Director.
- Employees may not download or save any material from any on-line source, however retrieved, unless (a) you have taken measures to verify source reliability, (b) the material is legally permitted to be downloaded without violation of copyright or trademark, and (c) does not otherwise violate these policies.
- Downloading data, information, images, and the like from an outside source increases the risks to our computers of viruses and other damaging agents. You should not retrieve material from outside sources, particularly from sources not known to you, unless you have good reason to do so. Any material downloaded from an outside source should be checked immediately for viruses and other damaging elements.
- The School will frequently capture employees on video to help assist in professional development, or to share events or exceptional teaching moments with the public. By acknowledging receipt of this handbook, you give the school permission to use video or pictures as needed for the benefit of the School or others with the School's permission.

The School realizes that on occasion it may be necessary for employees to make or accept personal calls or check for texts or personal emails during the work day. These personal calls or checks should be limited to planning or off periods, should take place outside of the classroom and they should not interfere with the employee's job duties or performance. Absent prior supervisory approval, employees are prohibited from checking for personal emails, texts or calls or taking pictures during times of instruction. Employees are subject to discipline, up to and including termination, where the non-business use of cellular telephones or checks for personal communication adversely affects their job performance or causes disruption in the classroom or workplace. Unauthorized or improper use of communication devices constitutes grounds for discipline, up to and including termination.

In addition, the following policies apply to the specific services and capabilities described below:

1. Electronic Mail ("e-mail")

The School provides e-mail for purposes of School communications.

- You are prohibited from initiating or forwarding harassing, pornographic, or indecent messages, either to School employees or to anyone else.
- E-mails must be addressed to proper recipients. Carefully check to reduce the possibility of communications being misdirected.
- If your job includes responding to work-related e-mail requests on an informal and unofficial basis (e.g., a personal reference for a colleague or student), make sure that your message clearly states that your views are not necessarily the views of the School. Even so, you must be aware that the address you are sending from may well indicate the School's name and you should keep in mind that the message may be seen to be representing the School, regardless of any disclaimers.
- In all cases, do not reveal any confidential information of the School or its vendors, students and employees.
- You are prohibited from misrepresenting your name, identity, or position or posing as another person in an electronic mail message.

2. Internet Use

The internet should only be accessed for purposes of instructional resources or other purposes directly related to your job.

3. Social Networking Sites

Access to social networking sites, including but not limited to Facebook, Twitter, chat rooms and blogs (collectively, “social networking sites”) are subject to restrictions. Unless otherwise indicated, the following guidelines apply to users regardless of whether such use is made during business or non-business hours or on School-owned or personal computer equipment:

- Access to social networking sites is prohibited when using School-owned computer equipment within the school building, unless such access is for official School purposes or as otherwise authorized by the School.
- You must be aware that the address you are sending from may well indicate the School's name and you should keep in mind that the message may be seen to be representing the School, regardless of any disclaimers.
- You must be aware that any social media postings related to education may be seen to be representing the School, regardless of any disclaimers.
- Users must protect all confidential or proprietary information of the School or of any third party that may have disclosed such information to the School. This includes student information, financial, legal, economic, business and general information on the School's business operations and prospects, including project plans, policies, manuals, plans, business prospects information, vendor information and reports, consultant reports, strategic plans, analyses, compilations, studies, or any other documents containing or based in whole or in part on information furnished by or other information that is not generally available to the public.
- While the School provides internet access to its employees as part of its work resources, it does not monitor the content of every website which it makes available. Provision of a particular website or posting board does not imply the School's endorsement or approval of the content of such site or posting. The School reserves the right but is not obligated to place appropriate limits on the sites it makes available.

4. Disciplinary Action

Abuse of the School's computer equipment or on-line connection or other violation of this policy will result in disciplinary action, up to and including termination, as determined in the School's sole discretion.

G. Computer Software

All employees shall use software only in accordance with its license agreement. Unless otherwise provided in the license, any duplication of copyrighted software, except for backup and archival purposes, is a violation of the law. The following points are to be followed to comply with the School's software licensing agreement(s):

1. We will use all software in accordance with applicable license agreement(s).
2. Legitimate licensed copies of software will promptly be provided to all employees who, in the discretion of the School, need it for the performance of their duties to the School. No employee will make any unauthorized copies of any software under any circumstances. Anyone found copying software other than for backup purposes is subject to termination.
3. We will not tolerate the use of any unauthorized copies of software in our School. Any person illegally reproducing software can be subject to civil and criminal penalties including fines and imprisonment. We do not condone illegal copying of software under any circumstances and anyone who makes, uses, or otherwise acquires unauthorized software shall be appropriately disciplined.
4. No employee shall give School software to any outsiders including students. No employee shall install any software on School computers except the software provided by the School for installation. No employee shall establish a password or encryption protection on a School computer without authorization from the School or without providing such password or the key to such encryption to the School.
5. Any employee who determines that there may be a purposeful or accidental violation of the above software policy within the School shall notify the Executive Director.
6. All software installed and/or used on School computers shall be properly licensed through appropriate procedures.

H. Confidentiality of School Information

The protection of the School's confidential information is vital to the interests and the success of the School.

It is the policy of the School to ensure that the operations, activities, and business affairs of the School are kept confidential to the greatest possible extent. If during the course of employment, you acquire confidential information or proprietary information about the School and its students, such information is to be handled in strict confidence and not to be discussed with persons outside the School. Such confidential information includes, but is not limited to, the following: student information, compensation, certain policies and procedures, building and security-related information, financial, legal, economic, business and general information on the School's business operations and prospects, or any other School documents containing or based in whole or in part on information furnished by or other information that is not generally available to the public. Employees are also responsible for the internal security of such information.

Please remember that keeping all of the School's proprietary information confidential is part of your employment arrangement with the School. This obligation shall remain in effect during your employment at the School and at all times thereafter. Violation of this policy is a serious breach of confidence and may lead to disciplinary action, up to and including immediate termination.

I. Conflicts of Interest

Employees have an obligation to conduct School business within guidelines that prohibit actual or potential conflicts of interest, set forth below. The purpose of these guidelines is to provide general direction so that employees can seek further clarification on issues related to the subject of acceptable standards of operation.

An actual or potential conflict of interest occurs when an employee is in a position to influence a decision that may result in a personal gain for that employee or for a relative as a result of the School's dealings. For the purposes of this policy, a relative is any person who is related by blood or marriage, or whose relationship with the employee is similar to that of persons who are related by blood or marriage.

No "presumption of guilt" is created by the mere existence of a relationship with outside organizations. However, if an employee has any influence on transactions involving purchases, contracts, or leases, it is imperative that the employee disclose to the Executive Director as soon as possible the existence of any actual or potential conflict of interest so that safeguards can be established to protect all parties.

Personal gain may result not only in cases where an employee or relative has a significant ownership in a company with which the School does business, but also when an employee or relative receives any kickback, bribe, substantial gift, or special consideration as a result of any transaction or business dealings involving the School.

In addition, no employee may participate in the selection, award or administration of a contract supported by a Federal award if that employee has a real or apparent conflict of interest.

J. Dress Code

Professional dress is expected of all staff members. The dress code has been designed with two guiding principles in mind.

- We always aim to set high expectations for students and to model those expectations with our own behavior and appearance. As such, staff members should ensure that their attire meets or exceeds the standards of professionalism.
- The dress code demonstrates a strong commitment to the professionalism of all members of the staff. Everyone on the staff is expected to dress like and perform like professionals at all times.

During periods when students are not typically in the building, casual dress is appropriate for all staff members.

Monday, Tuesday, Wednesday, and Thursday CEG staff members dress for success, modeling the professional dress of future organizational leaders as defined below.

On some Wednesdays, CEG staff members dress for unity, displaying our staff and school community. All staff wear CEG polos (not t-shirts) on Wednesday with professional pants/skirts and professional shoes, tennis shoes or professional sandals. No other attire should be worn on Wednesdays other than the CEG polo on these designated days.

On Friday CEG staff members dress for the mission, displaying our extra focus on CEG values, college focus and future leadership development as professionals. Staff may wear CEG polos, CEG or college t-shirts or sweatshirts (no other t-shirts or sweatshirts are permitted) or professional dress.

During the school year, the following dress code will apply when CEG members dress for success:

- Men should wear a collared, button up shirt, with a tie being optional. Collared short-sleeve shirts and CEG polos are also acceptable. Men must wear dress pants or khaki pants. Professional shoes are preferred but tennis shoes are allowed. Attire should never be a distraction to students or other adults in the building.
- Women should wear dress slacks, or skirts of professional length with blouses. Blouses should exceed the level of professionalism of the student polo shirt. Women may also wear dresses which mirror this level of professionalism. Professional shoes are preferred but tennis shoes or professional sandals are allowed. Attire should never be a distraction to students or other adults in the building.
- PE teachers or coaches should wear business casual attire. Tennis shoes are permitted.

Please note the following specifics of the dress code:

- Flip-flops are prohibited. Professional sandals are acceptable.
- Denim jeans of all colors are prohibited. Pants of other material need to meet or exceed the appearance of khaki pants.
- Heavy coats should be taken off when in the classroom. Small jackets are acceptable in the classroom.
- Tank tops, layering T-shirts, and camisoles may only be worn as a layer beneath a sweater, jacket, or other professional shirt. Sleeveless blouses may be worn by women as long as they are professional in nature. The straps on such blouses must extend from the base of the neckline to the top of the shoulder. Cap sleeves are acceptable.
- Attire must be well maintained (i.e., free of stains, wear, holes, tatters or excessive wrinkles)
- Staff should only wear athletic clothing in the building when they are supervising athletic events or classes with students.
- Exceptions to this policy will be made on certain occasions (e.g., field trips, noted dress down days, etc.) and for certain staff medical needs.

K. Policy on Background Checks

CEG conducts criminal background checks on all current and prospective employees, volunteers, school transportation providers, and others that may have direct and unmonitored contact with children, before they are hired and at least every three years during the term of service with the School. All staff positions are conditioned upon successful completion of this background check. The background check will be used to check the criminal history records of the Tennessee Bureau of Investigation (TBI) and the Federal Bureau of Investigation (FBI). Prospective employees whose background check identifies a past offense will be required to provide further information on the incident, which could include a written statement, additional references or eye witnesses, proof of restitution or resolution, and other information related to the offense. Prospective employees whose background check identifies a past offense will have their situation reviewed by the Executive Director and the school board, who will work together to determine the candidate's viability of employment based on the facts related to the offense. The Executive Director and board consider a wide variety of factors

in making employment decisions for candidates whose background check identifies a past offense, including, but not limited to, the nature of the offense, the time since the event and the relation of the event to the job. Tennessee state law identifies certain felonies that would prohibit the hiring of a candidate for a role in a public school. Where a candidate's background check reveals such an incident, CEG will immediately tell the candidate they are disqualified from employment. These same policies, processes and consideration for continued employment will be followed for current employees who provide a criminal background check every three years.

Employees must notify the Executive Director within five (5) days if the employee is charged or convicted of a crime under TCA 40-39-202, or any crimes committed against children or related to Domestic Assault, after successfully passing the original background check.

L. Physical Contact Between Employees and Students at School and During School Sponsored Functions

1. Introduction

The purpose of this policy statement is to provide all employees with guidance and direction with respect to physical contact between employees and students at School and during School sponsored functions. It is an area of educational policy, judgment, and law which is fraught with uncertainties and changing standards. What constitutes appropriate physical contact in one circumstance may be totally inappropriate in another. At the outset, the decision of whether or not to touch or make physical contact with a student must be made by the employee involved. When or if it occurs, its appropriateness will depend on a variety of factors. The School believes that its employees individually and collectively possess the wisdom and expertise necessary to conduct themselves in a manner which is educationally sound and acceptable both within the professional community and the community at large.

2. General Principles

All physical contact between employees and students shall have a valid educational purpose and objective, meeting the student's needs.

The use of physical contact (including touching) or force in order to impose the staff member's personal feelings upon a student, except in an emergency situation, is strictly prohibited.

Employees who observe physical contact between students and employees which they deem to be inappropriate are expected to report such observations to the principal or Executive Director as soon as possible. If the observer believes the contact is or may be immediately harmful, prompt intervention to prevent further harm is expected.

Teachers and Staff should always exercise caution about being alone with any student, regardless of gender. Staff members should not give rides to individual students of the opposite gender without the presence of another adult or a person of the same gender. Teachers and staff must use caution when alone with an individual student in any room where activities are not highly visible to passersby and therefore should make every effort to make sure such meetings occur in a place where the staff member and the student can be seen.

3. Staff Conduct with Students

Questions of the appropriateness of physical contact are to be determined by the context of the contact on a case-by-case basis. Issues such as intent, context, location, circumstances, age, and sex are all considerations which may be relevant. Instances of inappropriate physical contact initiated, encouraged, practiced, and/or tolerated by employees, in even a single instance, may result in disciplinary action up to and including dismissal and/or legal action.

4. Summary

The School recognizes that this is a complex issue, and that some employees may deal with it by implementing a practice of never physically contacting or touching students. That is not the School's intent or objective. It is expected that any physical contact between an employee and a student will have a legitimate purpose consistent with the School's role as educator and caretaker of minor children.

M. Student Discrimination, Harassment, Bullying, Cyberbullying and Intimidation

1. General. CEG has determined that a safe, civil, and supportive environment in school is necessary for students to learn and achieve high academic standards. To maintain that environment, acts of bullying, cyber-bullying, discrimination, harassment, hazing or any other victimization of students, based on any actual or perceived traits or characteristics, are prohibited. TCA §49-6-4505.

This policy shall cover behaviors of students and employees while on school property, at any school-sponsored activity, on school-provided equipment or transportation, or any official school bus stop. If the act takes place off school property or outside of a school-sponsored activity, this policy is in effect if the conduct is directed specifically at a student or students and has the effect of creating a hostile educational environment or otherwise creating a substantial disruption to the educational environment or learning process.

2. Definitions.

Bullying/Intimidation/Harassment - An intentional act that substantially interferes with a student's educational benefits, opportunities, or performance, and the act has the effect of:

- Physically harming a student or damaging a student's property;
- Knowingly placing a student or students in reasonable fear of physical harm to the student or damage to the student's property;
- Causing emotional distress to a student or students; or
- Creating a hostile educational environment.

Bullying, intimidation, or harassment may also be unwelcome conduct based on a protected class (race, nationality, origin, color, gender, age, disability, religion) that is severe, pervasive, or persistent and creates a hostile environment.

Cyberbullying - A form of bullying undertaken using electronic devices. Electronic devices include, but are not limited to, telephones, cellular phones or other wireless telecommunication devices, text messaging, emails, social networking sites, instant messaging, videos, web sites or fake profiles.

Hazing - An intentional or reckless act by a student or group of students that is directed against any other student(s) that endangers the mental or physical health or safety of the student(s) or that induces or coerces a student to endanger his/her mental or physical health or safety. Coaches and other employees of the school district shall not encourage, permit, condone or tolerate hazing activities. "Hazing" does not include customary athletic events or similar contest or competitions and is limited to those actions taken and situations created in connection with initiation into or affiliation with any organization.

3. Reporting Complaints: Any student that believes that he/she is the subject of or has witnessed an act of harassment, intimidation, bullying or cyberbullying shall report the conduct immediately to a teacher, school counselor or school administrator.

Any parent/guardian of a student that believes that his/her child is the subject of or has witnessed an act of harassment, intimidation, bullying or cyberbullying shall report the conduct to any teacher, school counselor, or school administrator.

Any CEG employee or other member of the CEG community, including students, parents, volunteers and visitors, that witness an act of harassment, intimidation, bullying or cyberbullying shall report the conduct to a

school building level principal/designee.

Reports of harassment, intimidation, bullying and/or cyberbullying may be made anonymously to any school teacher, school counselor, school administrator or CEG Support Services representative. All such reports will be immediately reported to the school principal.

False accusations accusing another person of having committed an act prohibited under this policy are prohibited. Any student or employee found to have falsely accused someone of having committed an act of harassment or intimidation, bullying or cyberbullying, as a means of harassment, intimidation, bullying or cyberbullying, shall be disciplined in accordance with CEG's disciplinary policies and procedures.

4. Investigations: The principal at each school shall be responsible for investigating all reports of harassment, intimidation, bullying and/or cyberbullying. Once a report is received, the principal/designee shall initiate an investigation within forty-eight (48) hours of receipt of the report, unless the need for more time appropriately documented.

After the principal has determined that a student was involved in an act of harassment, intimidation, bullying or cyberbullying, the principal shall inform the parent/guardian of the student's involvement in act of harassment, intimidation, bullying or cyberbullying and provide information relative to the availability of counseling and/or support services by school counseling personnel or other resources, when needed or necessary.

All investigations shall be completed and appropriate intervention taken within twenty (20) calendar days from the receipt of the initial report. When a complaint is filed alleging a violation of this policy where there is physical harm or the threat of physical harm to a student or a student's property, the principal shall report the findings and any disciplinary actions taken to the director of schools and the chair of the board of education.

5. Consequences: Any student or employee that commits an act of harassment, intimidation, bullying and/or cyberbullying to a student shall be disciplined in accordance with CEG disciplinary policies and procedures.

6. Retaliation: Retaliation or reprisal against any person who reports or assists in any investigation of an act alleged in this policy is prohibited. The administrator shall determine the consequences and appropriate remedial action for a person and circumstances of the act and who engages in retaliation or reprisal, after consideration of the nature and severity, in accordance with CEG disciplinary policies and procedures.

7. Training: The principal is responsible for ensuring the education and/or training of school staff and students annually as to the definition, prevention, intervention, and recognition of harassment, intimidation, bullying, and cyberbullying.

N. Restraint Policy

The following CEG guidelines apply not only during school hours but also at School-sponsored events and activities, whether or not on school property. School staff may use physical restraint only when non-physical interventions would be ineffective and the student's behavior poses a threat of imminent, serious harm to self and/or others. This restraint may be necessary for general education students or pursuant to a student's IEP or other written plan developed in accordance with state and federal law and approved by the School and parent or guardian. Physical restraint is the use of bodily force to limit a student's freedom of movement.

The regulations do not prevent a teacher, employee or agent of CEG from using reasonable force to protect students, other persons, or themselves from assault or imminent serious harm or from restraining students as needed.

O. Mandated Reporter

1. General: All members of the CEG community are responsible for compliance with Tennessee laws on mandatory reporting of child abuse and child sexual abuse. The following is a summary of key provisions of Tennessee law on mandatory reporting of child abuse and child sexual abuse.

Tennessee law mandates reporting by any person who has knowledge of physical or mental harm to a child if: (1) the nature of the harm reasonably indicates it was caused by brutality, abuse, or neglect; or (2) on the basis of available information, the harm reasonably appears to have been caused by brutality, abuse, or neglect.

Tennessee law also mandates reporting by any person who knows or has reasonable cause to suspect that a child has been sexually abused, regardless of whether it appears the child has sustained an injury as a result of the abuse.

The Tennessee mandatory reporting laws define a child as a person under 18 years of age.

2. How to Report: Call 911 if the situation is a life-threatening emergency. In other cases, a report of child abuse or child sexual abuse must be made immediately to one of the following four authorities:

- The Tennessee Department of Children's Services (reports can be made by calling the Central Intake Child Abuse Hotline at 1-877-237-0004);
- The sheriff of the county where the child resides;
- The chief law enforcement official of the city where the child resides; or
- A judge having juvenile jurisdiction over the child.

Reporting to CEG does not satisfy an individual's duty to report child abuse or child sexual abuse to one of the authorities listed above, however CEG requests that employees report to the Principal first to allow CEG to assist and determine the best course of action.

3. Criminal Penalties for Failure to Report: Any person who knowingly fails to make a report of child abuse as required by Tennessee law commits a Class A misdemeanor. Any person who knowingly and willfully fails to report known or suspected child sexual abuse, or who knowingly and willfully prevents another person from doing so, commits a Class A misdemeanor.

III. TIME OFF

A. School Holidays and Vacations

Instructional Staff are typically not expected to work on days that the School is closed for school vacations and holidays during the school year (generally August through May). However, on occasion, school leaders may require Instructional Staff to work on these days as part of their normal work duties and compensation. Leaders will provide as much advanced notice as possible. In either case, Instructional staff will continue to receive their normal salary during school vacations and holidays. School Leaders and Office Staff may also be required to work during holidays and school vacations during the school year (generally August through May) as part of their required duties and normal compensation. Supervisors determine the need for School Leaders and Office Staff presence or work during these times. All employees are required to work on Professional Development days as part of their normal duties.

B. Sick Days, Vacation Days and Personal Days

1. General Provisions: The School expects staff in attendance every day possible to provide what is needed for students and to model the same kind of commitment expected of students. All employees, including Staff Leaders, who come to work on campus but do not complete the work day will be required to document

their absence. The School reserves the right to review the job performance implications of employees with excessive instances of arriving on campus but leaving before the end of the work day.

Because of the critical nature of being present in the school on scheduled days, employees are not allowed to utilize comp days to substitute work required to be done during a workday when school is in session. All employees who begin the Academic Year on staff have seven (7) sick days and three (3) personal days per Academic Year. Employees hired after the start of the Academic Year have a prorated number of personal and sick days based on the timing of their first day of employment.

Sick days and personal days are available to be used once the school year begins, but they are earned over the ten months of the school year for non-12-month employees and are earned over 12 months for 12-month employees. Therefore, if an Employee is terminated or resigns before the year is over, sick/personal days will be reconciled in a manner proportional to the amount of time earned and excess days taken will be deducted from the Employee's check. For example, if an Employee uses all 10 of the allotted sick/personal days and then terminates after 5 months of the school year, that Employee's paycheck will be reduced by the equivalent of 50% of the Employee's allowable sick/personal days. By acknowledging receipt of this handbook, Employees authorize such deductions for vacations, sick/personal days used but not earned. Unused sick days or personal days will not be paid out upon termination.

Additional absences beyond those allowed for the Academic Year may result in per-day pay deductions which are calculated based on the number of school days and required professional development days when school is not in session. These overage days may be deducted at any time during the school year from the employee's check and typically will be adjusted on the December and June pay checks and certainly no later than the last 2 paychecks for the employee. These excess days may also lead to further consequences, up to and including termination.

Timely and accurate reporting time off is the responsibility of the employee. Failure to report all time off accurately and in a timely fashion may result in disciplinary action. All employees are responsible for reporting their time off in the appropriate system prior to an absence in most cases and no later than 24 hours after an absence, except in the case of an emergency. Employees are responsible for ensuring all absences are coded correctly at the time of entry and may not make changes to the original coding without permission of the Human Resource Specialist. The Human Resource Specialist may require detailed and adequate proof to substantiate making any change. Changes made should occur no later than May 31.

Unused sick or personal days for Instructional Staff, School Leaders and Office Staff may roll over from year to year and may only be used for future sick days, care for an immediate family member who is sick, for time to bond with a newborn child or to bond with an adopted child beginning at the time a team member received custody of the child or for days missed when eligible for events as outlined by the FMLA. The School has the right to require written verification by a licensed physician whenever an employee asks to use sick days.

2. Vacation: School Leaders are to take vacations at the same times as student vacations during the Academic Year (i.e. Winter Break, Spring Break, etc.). School Leaders may be asked to work during student vacations or holidays to provide continuation of an effective school. School Leaders work during June and July and are expected to take summer vacations during designated periods and must have time out of the office approved by the appropriate supervisor and the Executive Director well in advance of the requested time off. On occasion, School Leaders may be allotted a minimum of one week of vacation during the summer term, on a rotating basis or as approved by a supervisor, to ensure that essential school office operations can continue in order to conclude the previous academic year and prepare for the upcoming academic year.

3. Sick Days and Bereavement: Sick days are allotted for days when staff members are sick and not for personal time off. Sick days may also be used to care for an immediate family member who is sick. For the purpose of this policy, immediate family includes: spouse, parent, child, sibling, in-law, aunt, uncle, niece,

grandparent, grandchild, or members of household. Sick days may also be used for time to bond with a newborn child or to bond with an adopted child beginning at the time the employee receives custody of the child.

Two (2) of the allotted sick days per year may be used for bereavement purposes for an immediate family member as defined above. Employees seeking to use a sick day for bereavement should notify the Human Resource Specialist of this request before reporting the sick day in the system and be prepared to provide official documentation if requested.

If an employee needs to use a sick day, the employee should contact the Principal or their appointed designee with as much advanced notice as possible and must record his/her absence in the appropriate system. Any employee who is able to communicate an absence prior to the start of the workday but chooses not to do so may be subject to appropriate discipline. If an employee does not come to work or communicate with the appropriate staff for more than 24 hours, CEG may consider such employee to have abandoned his/her job.

A doctor's note or proof of illness may be requested from time to time as determined by the Executive Director or Human Resources Specialist. Employees who do not report to work because of illness or situations allowable under the sickness policy are not expected to work from home while sick. Employees who may be able to, or choose to, engage in some work from home will still be charged a full sick day, as they were not able to be fully present at work and fulfill their job duties completely.

4. Personal Days: Personal days are allotted for the rare occasions when a staff member must be somewhere else on a school day for reasons other than sickness. Doctor visits and other personal appointments should be scheduled after school or on holidays or on Free Fridays. Requests for a personal day should be made to the school level designee at least one week before the requested day off, unless the day off is a result of an emergency, and must be recorded in the appropriate recording system. Employees are expected to remain at the school until the end of each academic day. Supervisors may provide "black-out" periods where personal days are not allowed based upon the needs of the School. These blackout periods may include professional development days in the summer as well as professional development or testing days during the school year.

Careful consideration should be given to taking a personal day immediately preceding a holiday or school vacation, as the absence of adults prior to these times away from school create significant learning challenges for students in the building. Because the absence of many staff members before or after a holiday has such a negative impact on student achievement, personal days taken the day prior to or the day immediately following a holiday or break will require the use of one employee personal day and also be unpaid. Staff members who have used up all eligible personal days will not be allowed to miss the day before or after a school holiday without risking receiving a consequence, up to and including termination.

Because of the importance and uniqueness of full professional development days and MAP and TN Ready assessment days, personal days taken by school-based personnel on a full professional development or MAP or TN Ready testing day will require the use of one employee personal day and also be unpaid. School-based staff members who have used up all eligible personal days will not be allowed to miss the professional development day without risking receiving a consequence, up to and including termination.

C. Leaves of Absence

1. Family and Medical Leave Act: CEG provides leave according to the Family and Medical Leave Act of 1993 (FMLA), which provides for unpaid, job-protected leave to covered employees in certain circumstances.

a. Eligibility:

To qualify for FMLA leave, you must: (1) have worked for CEG for at least 12 months, though it need not be consecutive; (2) worked at least 1,250 hours in the last 12 months; and (3) be employed at a work site that has

50 or more employees within 75 miles. If you have any questions about your eligibility for FMLA leave, please contact the human resources department

b. Leave Policy:

If eligible, you may take up to 12 or 26 weeks of family or medical leave, whichever is applicable (as explained below), within the relevant 12-month period defined below. While you are on FMLA leave, CEG will maintain your group health insurance coverage at the same level and under the same circumstances as when you were actively working, as explained more fully under the section titled, *Medical and Other Benefits*. Upon returning from approved FMLA leave, you have the right to be restored to the same job or an equivalent position, subject to the terms, limitations and exceptions provided by law.

c. Leave Entitlement:

You may take up to 12 weeks of unpaid FMLA leave in a 12-month period, which uses a "rolling" method that is measured backward from the date you use any FMLA leave for any of the following reasons:

- the birth of a son or daughter and in order to care for such son or daughter (leave to be completed within one year of the child's birth);
- the placement of a son or daughter with you for adoption or foster care and in order to care for the newly placed son or daughter (leave to be completed within one year of the child's placement);
- to care for a spouse, son, daughter or parent with a serious health condition;
- to care for your own serious health condition, which renders you unable to perform any of the essential functions of your position; or
- a qualifying exigency of a spouse, son, daughter or parent who is a military member on covered active duty or called to covered active duty status (or has been notified of an impending call or order to covered active duty).

You may take **up to 26 weeks** of unpaid FMLA leave in a single 12-month period, beginning on the first day that you take FMLA leave to care for a spouse, son, daughter or next of kin who is a covered service member and who has a serious injury or illness related to active duty service, as defined by the FMLA's regulations (known as military caregiver leave).

d. Both Spouses Employed by CEG

Spouses who are both employed by CEG and eligible for FMLA leave may be limited to a:

- Combined total of 12 weeks of leave during the 12-month period if leave is requested:
 - for the birth of a son or daughter and in order to care for such son or daughter;
 - for the placement of a son or daughter with the employee for adoption or foster care and in order to care for the newly placed son or daughter; or
 - to care for an employee's parent with a serious health condition.
- Combined total of 26 weeks in a single 12-month period if the leave is either for:
 - military caregiver leave; or
 - a combination of military caregiver leave and leave for other FMLA-qualifying reasons.

e. Notice of Leave

If your need for FMLA leave is foreseeable, you must give CEG at least 30 days' prior written notice. If this is not possible, you must at least give notice as soon as practicable (within one to two business days of learning of your need for leave). Failure to provide such notice may be grounds for delaying FMLA-protected leave, depending on the particular facts and circumstances.

Additionally, if you are planning a medical treatment or a series of treatments or you are taking military caregiver leave, you must consult with CEG first regarding the dates of such treatment to work out a schedule that best suits the needs of both the employee or the covered military member, if applicable, and CEG.

Where the need for leave is not foreseeable, you are expected to notify CEG within one to two business days of learning of your need for leave, except in extraordinary circumstances. CEG has Family and Medical Leave

Act request forms available from the human resources department. Please submit a written request, using this form, when requesting leave.

f. Certification of Need for Leave

If you are requesting leave because of your own or a covered relation's serious health condition, you and the relevant health care provider must supply appropriate medical certification. You may obtain Medical Certification forms from the human resources department. When you request leave, CEG will notify you of the requirement for medical certification and when it is due (at least 15 days after you request leave). If you provide at least 30 days' notice of medical leave, you should also provide the medical certification before leave begins. Failure to provide requested medical certification in a timely manner may result in denial of FMLA-covered leave until it is provided.

CEG, at its expense, may require an examination by a second health care provider designated by CEG. If the second health care provider's opinion conflicts with the original medical certification, CEG, at its expense, may require a third, mutually agreeable, health care provider to conduct an examination and provide a final and binding opinion. CEG may require subsequent medical recertification. Failure to provide requested certification within 15 days, if such is practicable, may result in delay of further leave until it is provided.

CEG also reserves the right to require certification from a covered military member's health care provider if you are requesting military caregiver leave and certification in connection with military exigency leave.

g. Reporting While on Leave

If you take leave because of your own serious health condition or to care for a covered relation, you must contact CEG at least once every two (2) weeks regarding the status of the condition and your intention to return to work. In addition, you must give notice as soon as practicable (within two business days if feasible) if the dates of leave change or are extended or initially were unknown.

h. Leave Is Unpaid

FMLA leave is unpaid. You may substitute any accrued and unused sick days/personal days for unpaid FMLA leave as described below:

- If you request leave because of a birth, adoption or foster care placement of a child, any accrued and unused sick/personal days' leave may be first be substituted for unpaid family/medical leave and run concurrently with your FMLA leave.
- If you request leave because of your own serious health condition, or to care for a covered relation with a serious health condition, any accrued paid vacation, personal leave/ sick leave may be substituted for any unpaid family/medical leave and run concurrently with your FMLA leave.

The substitution of paid leave time for unpaid FMLA leave time does not extend the 12 or 26 weeks (whichever is applicable) of the FMLA leave period. In no case, can the substitution of paid leave time for unpaid leave time result in your receipt of more than 100% of your salary. Your FMLA leave runs concurrently with other types of leave, for example, accrued vacation time that is substituted for unpaid FMLA leave and any state family leave laws, to the extent allowed by state law.

i. Medical and Other Benefits

During approved FMLA leave, CEG will maintain your health benefits as if you continued to be actively employed. If paid leave is substituted for unpaid FMLA leave, CEG will deduct your portion of the health plan premium as a regular payroll deduction. If your leave is unpaid, you must pay your portion of the premium through either early deduction from a paycheck or a monthly check. Your health care coverage will cease if your premium payment is more than 30 days late. If your payment is more than 15 days late, we will send you a letter to this effect. If we do not receive your premium payment within 15 days after the date of this letter, your coverage may cease. If you elect not to return to work for at least 30 calendar days at the end of the leave period, you will be required to reimburse CEG for the cost of the health benefit premiums paid by CEG for maintaining coverage during your unpaid leave, unless you cannot return to work because of a serious health condition or other circumstances beyond your control.

Employees or former employee who elect to continue to be covered by the organization's insurance plan after FMLA will need to enroll in COBRA per then existing COBRA requirements.

j. **Intermittent and Reduced Schedule Leave**

If medically necessary, FMLA leave occasioned by a serious health condition may be taken intermittently (in separate blocks of time due to a serious health condition) or on a reduced leave schedule (reducing the usual number of hours you work per workweek or workday). FMLA leave may also be taken intermittently or on a reduced leave schedule for a qualifying exigency relating to covered military service.

If leave is unpaid, CEG will reduce your salary based on the amount of time actually worked. In addition, while you are on an intermittent or reduced schedule leave, CEG may temporarily transfer you to an available alternative position that better accommodates your leave schedule and has equivalent pay and benefits.

k. **Returning from Leave**

If you take leave because of your own serious health condition (except if you are taking intermittent leave), you are required, as are all employees returning from other types of medical leave, to provide medical certification that you are fit to resume work. Otherwise, you will not be permitted to resume work until it is provided.

l. **State or Local Family and Medical Leave Laws and Other Company Policies**

Where state or local family and medical leave laws offer more protections or benefits to employees, the protections or benefits that are more favorable to the employee, as provided by such laws, will apply.

2. **Military Leave:** Employees serving in the U.S. Armed Forces or the National Guard are entitled to a military leave of absence. Upon receipt of notice, copies of your military orders should be submitted to your supervisor as soon as practicable. You will be granted leave for the period of your military service.

3. **Jury Duty:** Time-off will be granted for the duration of your jury duty. Please provide your jury duty summons to your supervisor as soon as possible so that proper arrangements can be made to cover in your absence. The court system will provide you with a fee for acting as a juror. You will be eligible for employee benefits as if you were actively employed during an approved jury duty.

4. **General Provisions:** You may not, under any circumstances, engage in other employment in a competitive business while on any kind of leave of absence, unless otherwise authorized by the School.

IV. EMPLOYEE BENEFITS AND STATUS

A. General: Full-time employees are eligible to receive benefits as defined in the Benefits Package.

B. Employee Status: All employees of the School will be classified as either full-time or part-time, and either exempt or non-exempt. The School may also hire consultants, and/or temporary employees.

- **Full-time employees:** Full time employees are those who are scheduled to work the full-academic year and who work no fewer than 30 hours per week. All full-time employees are eligible to participate in the School's benefits program. Full time employees may be "exempt" or "non-exempt" as defined below.
- **Part-Time Employees:** Part time employees are those who work fewer than 30 hours per week. Part-time employees are not eligible to participate in the School's benefits program.
- **Exempt:** Employees whose positions meet specific tests established by the Fair Labor Standards Act (FLSA) and state law and who are exempt from overtime pay requirements.
- **Consultant:** Consultants are independent contractors who work under a consultancy agreement. Consultants have no employee status, and are not eligible for benefits.

- Temporary Employee: Temporary employees are those employees whose employment with the School is for a limited period, generally not exceeding two academic quarters, or five months, whichever is greater. Temporary employees are not entitled to participate in the School's benefits program.
- Hourly Employee: Hourly employees work the schedule that is agreed upon at the time of employment. The School is entitled to change this schedule as needed. Hourly employees may or may not be entitled to receive all or part of the School's employee benefits.

Leased employees, independent contractors and freelancers are not employees of the School and are not entitled to any benefits.

If you change positions during your employment as a result of a promotion, transfer or otherwise, you will be informed by the Executive Director of any change in your exemption status. Please direct any questions regarding your employment classification or exemption status to the Executive Director.

C. Workers Compensation:

All injuries suffered on the job, no matter how minor, must be reported immediately to your supervisor. If an employee suffers a serious work-related injury, the employee should contact the Executive Director who will assist the employee to obtain the worker's compensation insurance forms.

Many thanks to Up Academy Charter School of Boston for providing the framework for this document.

ACKNOWLEDGMENT OF RECEIPT OF EMPLOYEE HANDBOOK

This Employee Handbook covers employees who work for Capstone Education Group, referred to throughout this Handbook as “CEG” or “School.”

I hereby acknowledge receipt of Capstone Education Group’s Employee Handbook, which outlines the current personnel policies of the School. I understand that the information contained in the Handbook represents guidelines only, and that the School has the maximum discretion permitted by law to interpret, administer, change, modify, or delete the rules, regulations, procedures, and benefits contained in the Handbook at any time with or without prior notice. I also understand that any delay or failure by CEG to enforce any rule, regulation, or procedure contained in the Handbook will not constitute a waiver of CEG’s right to do so in the future.

I understand that neither this Handbook nor any other communication by a School representative or any other employee, whether oral or written, is intended in any way to create a contract of employment. I understand that, unless I have a written employment agreement signed by an authorized CEG representative, I am employed at will and this Handbook does not modify my at-will employment status.

I understand and agree that I am to familiarize myself with the contents of this handbook. According to the terms and conditions of employment, I agree to abide by School rules and policies as stated herein or as amended. I understand that I can ask my supervisor at any time for further information on any subject contained in this Handbook.

Please sign and return to the Human Resource Specialist.

Employee’s Signature

Print Employee’s Name

Date



December 13, 2022

Capstone Education Group
PO Box 22569
Memphis, TN 38122

RE: Charter School Insurance Coverage

To Whom It May Concern:

Hub International Mid-South is pleased to provide Proof of Coverage for Capstone Education through Cincinnati Insurance Companies upon approval of an application for the following coverages:

- General Liability - \$1,000,000 per Occurrence / \$2,000,000 Aggregate
- Educator's Legal Liability - \$1,000,000 per Occurrence / \$2,000,000 Aggregate
- Sexual Abuse Liability - \$1,000,000 per Occurrence / \$2,000,000 Aggregate
- Workers' Compensation - Statutory Limits
- Employers Liability - \$1,000,000
- Automobile - Liability Coverage \$1,000,000 Combined Single Limit, Physical Damage per schedule of vehicles
- Umbrella Liability - \$5,000,000 Excess of all other limits listed above
- Cyber Liability - \$10,000,000 per Occurrence / \$10,000,000 Aggregate
- Crime - \$1,000,000 per claim including ERISA and Social Engineering at \$250,000

Notice of Cancellation within 10 days to the TDOE, except for non-payment of premium, will apply to each policy placed on behalf of the Insured.

A handwritten signature in cursive script that reads 'Jennifer Davis'.

Jennifer Davis, CIC
Social Services & Healthcare Unit Leader
Hub International Mid-South
jennifer.davis@hubinternational.com

Attachment K

CPL will not contract with a CMO if authorized by MSCS.



Attachment L

Lester Prep
a Capstone Education Group school
cornerstoneprepmemphis.org

320 Carpenter St.
Memphis, TN 38122

Drew Sippel
Executive Director | Capstone Education Group
(901) 416-3640
(901) 416-3641 (fax)
dsippel@cornerstoneprepmemphis.org

Meagan Tate
Principal | Lester Prep
(901) 416-3640
(901) 416-3641 (fax)
mtate@lesterprepmemphis.org

Date of Report: September 13, 2022



Introduction

Capstone Education Group, Inc. (CEG), a Memphis-based 501c3 incorporated organization, was incorporated in 2012 to manage and lead charter schools. CEG currently runs three neighborhood public charter schools that have historically been ranked in the bottom 5% of schools in Tennessee and are located in two areas of high poverty in Memphis: Lester Prep and Lester Prep, located at 320 Carpenter in Binghampton, and Cornerstone Prep - Denver, located at 1940 Frayser Blvd in Frayser. CEG began serving students in these neighborhoods as part of a transformation strategy for the lowest performing schools in Memphis authorized by the Achievement School District.

CEG exists to provide a quality, college preparatory education to low-income families in Memphis to prepare them for a life of leadership in their community. The mission statement outlines this desire: CEG equips all students with the wisdom and knowledge necessary to succeed in college and to become leaders in their community. More information about the mission and three schools can be found at the organization’s website:

<http://www.cornerstoneprepmemphis.org/>

CEG invests heavily in supporting the students and their families, both inside and outside of the classroom. CEG believes that the of Memphis becomes stronger when its individual communities become healthier and therefore works hard to make its schools the center of a community redevelopment strategy that improves both the lives of the students and the community in which they live.

CEG develops significant relationships with organizations that can provide wrap around or support services in addition to the education provided in the classroom. For example, in Binghampton, CEG partners with the Binghampton Development Corporation, Service Over Self, Communities in Schools, Christ Community Health Services, Agape North, Le Bonheur, and various local churches to meet housing, job training, neighborhood watch, counseling and parenting support. This approach makes CEG a unique organization in the city.

CEG utilizes an approach like many high performing schools serving urban children, most of which are in the northeastern United States. The CEG founder, Drew Sippel, was trained by Building Excellent Schools, a national nonprofit organization committed to improving the academic achievement of underserved students in the nation’s urban centers.

School	Lester Prep	School Hours	Mon-Th 7:20-3:30 Fri 7:20-2:30
Authorizer	ASD (2021-22) Tennessee Public Charter School Commission (2022-23)	Next Renewal Year	2024-25
Year Opened	2014	Max Enrollment Per Charter	350
Current Enrollment	275	Grade span in charter	6-8
Current Grade Span	6-8	Waitlist	None
Instructional Days	175		



Mission	CEG equips all students with the wisdom and knowledge necessary to succeed in college and to become leaders in their community		

School Information

Lester Prep (LP) was authorized by the Achievement School District in 2014 as a school transformation of a previously failing school. LP first opened in the 2014-15 school year serving 6th grade students. Currently, LP is in its eighth year of operation and serves 6th - 8th grade students over 175 on campus school days with hours of:

Monday - Thursday: 7:20AM - 3:30PM
 Friday: 7:20AM - 2:30PM

Lester Prep is on track to meet the projected enrollment for the 2022-23 school year. The current enrollment is 231 students enrolled including those in the registration/enrollment pipeline. This enrollment number shows LP is on track to meet the projected enrollment of 247 students and is within the school’s charter enrollment allowance.

Recent Success

Lester Prep’s mission is to equip all students with the Wisdom and Knowledge necessary to succeed in college and to become leaders in their community. The school is happy to report that it is on track to fulfill its mission as evidenced by the following results:

- Lester Prep was the only school in the District to be identified as a TVAAS Level 5 school on TN Ready 3 consecutive years
- Lester Prep earned a TVAAS 4 in 2021-22, revealing above average growth
- Lester Prep has averaged 1.6 grade levels of growth per year, over 5 years, as measured by NWEA’s MAP assessment
- Lester Prep was the highest performing school in the district on Reading grade level growth in 2015-16
- In 2018-19, Lester Prep was the highest performing middle school in the District
- Lester Prep earned a TVAAS 5 in both RLA and science in 2021-22
- In 2020-21, Lester Prep overcame the pandemic and displayed outstanding growth in several areas

Section I – School Academic Performance

Lester Prep is meeting expectations related to the goals outlined in the current charter agreement. These goals were agreed upon by the school and are in alignment with our chartering authorities school performance framework. The progress towards and attainment of the goals in specific are discussed below.

[Get off the Tennessee School Priority List](#)



Lester Prep is no longer on the Tennessee School Priority List. Priority schools are the 5 percent of schools with the lowest success rates (using up to three years of data) in the state. Because of TN Ready testing concerns and other issues, TDOE chose not to identify new Priority schools in 2017. Furthermore, Lester Prep has qualified for priority exit status through achieving a TVAAS 4 or 5 in each accountability subject in the prior two years (2017-18, 2018-19).

Earn a TVAAS 3,4 or 5

Lester Prep has earned the highest possible score on the Tennessee Value-Added Assessment System (TVAAS) for three straight years, including all subjects scoring a 3 or higher each year. Results in 2020-21 were negatively impacted by COVID 19. However, the school returned to its strong academic growth in 2021-22, earning the highest scores possible in ELA and Science and a composite score of TVAAS 4.

Lester Prep TVAAS					
Subject	2016-17	2017-18	2018-19	2020-21	2021-22
ELA	5	5	5	3	5
Math	5	4	4	1	3
Science	5	3		3	5
Social Studies			5		
Composite	5	5	5	1	4

Attain above average student growth on MAP

The Measure of Academic Progress (MAP) is a nationally normed assessment that is created and scored by Northwest Evaluation Association (NWEA). Lester Prep met the ambitious goal of exceeding the average of 1.0 years of growth on the MAP assessment for every subject and year since the school began. LP students enjoyed sustained academic growth with an average of 1.6 years growth over the past 5 years. The tables below details the breakdown of growth (in grade level equivalents) achieved by LP students based on mid-year scores in COVID years and full year scores in years unaffected by COVID.

Lester Prep MAP Grade Level Growth	
Subject	2021-22
Math	1.2
Reading	1.3



Language	1.4
Science	2.3
Average	1.6

Lester Prep MAP Grade Level Growth	
Subject	2020-21
Math	.9
Reading	1.3
Language	1.4
Science	1.6
Average	1.3

Lester Prep MAP Grade Level Growth	
Subject	2019-20, annualized
Math	1.0
Reading	1.0
Language	2.0
Science	1.6
Average	1.4

Here is our 2018-19 data on MAP:

Lester Prep MAP Grade Level Growth	
Subject	2018-19



Math	1.3
Reading	1.2
Language	1.2
Science	1.2
Average	1.2

The following highlights of the data from the 2018-19 school year show additional success and significant progress towards the goal as well as trends that can be scaled across the entire school in the coming school year. Again, these are mid-year data points annualized:

- Jackson State, an LP 8th grade classroom, was on target to grow 2.2 grade levels in both reading and language
- The entire 7th grade at LP, was trending towards an average of 2.2 grade levels in language
- Emory, a 6th grade homeroom, was on target to grow at least 1.9 grade levels in Science

Listed below are some of the 2020-21 school year highlights:

- The 6th grade averaged 1.8 years of growth in language
- The 8th grade averaged 1.5 years of growth in reading
- The 6th grade averaged an amazing 2.1 years of growth in science

Listed below are some of the 2021-22 school year highlights:

- An overall school average that exceeded 1.5 years, closing many gaps created by COVID
- A LP record growth of 2.3 years in science
- The 6th grade averaged 1.6 years of growth in math
- The 8th grade averaged 1.7 years of growth in reading

Improved attendance

The pandemic hampered Lester Prep’s ability to make progress towards the goal of lowering chronic absenteeism. As noted in prior reports, Lester Prep had their lowest ever rate of chronic absenteeism in the 2017-18 school year. The rate in 2019-20 decreased over the prior year and is significantly lower than the chronic absenteeism rate in the first year of operation. The trends continued in 2020-21 but decreased in 2021-22. The attendance mirrored national trends as well as trends in the Binghampton community. Root cause analysis has been conducted and an internal plan of action is in place to ensure chronic absenteeism continues on the downward trajectory. The table below represents attendance rate by grade level for Lester Prep for the most recent school years.



2021-22 Attendance Rates	
6th Grade	83%
7th Grade	81%
8th Grade	84%
Average	83%

2020-21 Attendance Rates	
6th Grade	96%
7th Grade	88%
8th Grade	93%
Average	92%

Lester Prep partnered with Community In School (CIS) for the 2019-20 school year to reduce absenteeism at the school and has hired an internal staff member to focus on attendance and tardy for 2021-22 and again for 2022-23. Additionally, the following attendance intervention plan is in place to help ensure that parents and students are notified when absences begin to accumulate.

- For each absence a phone call home is made notifying the parent or guardian of the absence.
- The principal makes a phone call to all students who have 2 excused or unexcused absences in a month.
- At 3 and 4 unexcused absences, a district letter is sent home outlining the importance of school attendance and future consequences should absences continue to increase.
- An appointment letter is sent home with the 5th unexcused absences requiring a meeting between the school and the parent or guardian to develop an Attendance Intervention Plan.
- When a student has 7 unexcused absences, a letter from the District Attorney is sent home further explaining the importance of attendance and possible future consequences
- At 9 unexcused absences the Principal calls and sends home a letter notifying the parent on the next unexcused absence a DCS referral for truancy will be filed.
- On the 10th unexcused absence a DCS referral for truancy is filed.
- CIS proactively and continually works a caseload of the highest risk students to ensure any barriers to school attendance are reduced as much as possible.



Enrollment

Lester Prep seeks to provide high quality seats to support increased options for students in Memphis. LP is pleased to report that during the 2021-22 school year the average membership for 6th through 8th grade was 258 students, LP has therefore met its enrollment expectations.

Board priority action steps

Listed below are the three highest priority action steps the board plans to take to address academic performance and drive continuous improvement.

1. We will continue to implement a new ELA curriculum across the board. We will use EL 2.0 for a second year to try to close academic gaps and increase student mastery of ELA concepts.
2. We will continue to use new intervention and classroom positions, decreasing class size and teacher student ratio. The desired outcome is increased individual instruction leading to higher student achievement.
3. We are working with a consultant to improve our implementation of monitoring keys during instruction. The expected outcome is that teachers can utilize the monitoring keys to check student work and make immediate adjustments during instruction.

The board believes these three highest priority action steps will lead to improve student outcomes for all students including those in Tier 1, Tier 2, and Tier 3.

Section II - School Operations

Leadership

Scott Walker
Chairman of the Board
Capstone Education Group
(901) 416-3640
swalker@cornerstoneprepmemphis.org

Meagan Tate
Principal | Lester Prep
(901) 416-3640
(901) 416-3641 (fax)
mtate@lesterprepmemphis.org

There were no changes to the board this year.



The current Principal comes with over 9 years' experience with CEG. She was a founding member of the Lester Prep team and since then has served as the Dean of Culture for Lester Prep, the Dean of Instruction for Lester Prep and the Chief Culture Officer for CEG. We are thrilled to have Meagan leading the school for the 2022-23 school year.

Krystal Parson is Lester Prep's new Dean of Culture and brings a lot of experience to the team. Krystal Parson received her master's degree in Education from Bethel University. She has over 13 years of experience in schools and has held multiple leadership roles during her time at Shelby County Schools and the ASD.

Dr. Latricia Harvell is serving as Lester Prep's Dean of Instruction for English Language Arts and Social Studies. She has worked in schools for more than 11 years and served as a mentor through Nobel Education. She earned her Doctorate Degree in Education from Northcentral University. Dr. Harvell brings great experience and expertise to the Lester team.

Emmanuel Blair has joined the Lester Prep team as Dean of Instruction for math and science and brings with him a wide variety of experience and knowledge. He has had more than 10 years of experience working in schools and has served various capacities. He has taught, held the title of Chief Academic officer, and served as both an Assistant Principal and Principal prior to serving Lester as the Dean of Instruction for Math and Science. Emmanuel earned his Master of Education from Cambridge College.

The leadership team has already translated their extensive, relevant experience in transforming a neighborhood school into an effective school culture for both adults and students. The team has connected very well to the parents and community, meeting frequently with both groups and working with these groups to build the school culture. The leadership team identified the largest learning gaps in scholars and adjusted the schedule, instruction and small group systems to improve learning outcomes throughout the school.

There were no operational deficiencies identified in authorizer performance frameworks or provided in other notices of concern.

Instructional days

The following school learning methods were used during the 2021-22 school year:

- 100% on campus for 175 school days

Student Mobility

Lester Prep serves the Binghampton neighborhood, covered primarily by the 38112 zip code in Memphis. The community has historically been a highly transient population. This can be seen from the most recent US Census where 53% of household units in the neighborhood are renter-occupied which directly contributes to the 80% of student exits at LP that are due to moving out of zone.



Transfer Reason	Number of Students
Family choice	4
Moved	20
No reason indicated	1
Transportation	
Total	25

Further information on the mobility and attrition of students at Lester Prep can be found in the below table.

School	10/1/2021 Enrollment	Ending Enrollment	Entries	Exits	All Movement	Attrition	Mobility Rate	Attrition Rate
Lester Prep	253	263	35	25	60	10	23%	4%

The Manager of Business Operations meets with every parent who withdraws during the school year to understand the reason for student attrition. This information is put into PowerSchool and communicated to school leadership. This data identifies any trends that need to inform school planning for the current year, if possible, and certainly for the following year. School leaders put action plans in place based on this data.

Lester Prep seeks to support all of its students with wrap-around services that help to reduce any barriers to attending LP. Lester Prep will continue to work with families in every possible capacity to encourage year-long student attendance. LP will continue to listen to parent concerns and develop an action plan to resolve any concerns that the school or its partners can address.

Parent and Community Involvement

Lester Prep believes that the involvement of parents and community members is critical to the success of the students; therefore, we create a variety of opportunities for all stakeholders to be involved in the education of children in our schools. We share academic goals at the start of each year and keep them in front of students and parents throughout, including regular reports on progress towards goals.

The school worked hard to continue parent and community engagement efforts during the school year despite the pandemic. Unfortunately, parents or community members were not allowed into the building to keep the learning environment safe during the school year.



However, we continued to reach out via zoom, phone calls, text messaging, and email to stay connected to parents in the community. Work, grades, and other comments were posted to each student's online account and parents were notified whenever new information was available.

Existing community partnerships were maintained but no new community partnerships were cultivated given decoded protocols.

As COVID numbers are decreasing in our community currently, we are reviewing our parent and community involvement. If we can proceed safely, we will follow the plan noted below.

Parental Involvement Policy

LP involves parents of students through planning, review, and improvement of programs and services. This process begins with a TSIP meeting where parents answer a series of questions as well as provide feedback on how things are currently working at the school as well as possible areas of improvement. Based on that input, the Title I plans and budget are prepared and approved. Then, during parent council meetings, Title I meetings and the bi-annual survey, parents are encouraged to provide feedback on how things are working.

One example of a policy that was impacted by parental involvement was the frequency with which we report academic progress to families. It was noted in our bi-annual parents' survey that parents felt they did not know enough about how their students were doing in class, in between progress reports and report cards. We worked together with them to answer this felt need which resulted in the creation of a Bi-Weekly Grade Update to parents becoming a part of our regular practice. Feedback from this change has been very positive, both parents being heard and increasing lines of communication between parents and teachers, on academics.

Parental Involvement Annual Meeting

To encourage attendance to our annual Title 1 meeting, the schools offer dinner for families that evening, offers jeans passes for students to "dress down" the following day for school if parents attend and holds the meeting prior to Open House festivities. We have found all of these things increase the number of parents who attend this annual meeting.

The school communicates via weekly parent newsletters placed in every child's homework folder, the parent bulletin board, parent teacher conferences, the grade level curriculum meeting held in the fall, report cards, returned daily and weekly assessments, signed daily homework, Prepster paychecks, MAP, TCAP and TNREADY score/summary and growth reports, and through regular communications with the School Leader or staff member.

Parental Involvement Shared Responsibility

The annual TISP meeting provides LP an opportunity to seek feedback and ideas from parents and seek their assistance in planning for programs that will impact students and school communities. At that meeting parents answer a series of questions as well as provide feedback on how things are currently working at the school as well as possible areas of improvement. Based on that input, the Title I plans and budget are prepared and approved.

LP requires all parents to sign a Parent-Student Compact during registration which outlines their parental involvement policy. There are numerous opportunities for parents and the school to work together in addition to the original compact. The school communicates via weekly parent newsletters placed in every child's homework folder, the parent bulletin board, parent teacher conferences, the grade level curriculum meeting held in the fall, report cards, returned daily and weekly assessments, signed daily homework, Prepster paychecks, MAP, TCAP and TNREADY scores, and through regular communications with the School Leader or staff member.



Title I information is provided during the annual Title I meeting. At this meeting, LP informs parents of all supplemental educational services that Title 1 funds provide for students such as extended school day, additional professional development for staff, during and after school tutoring, small group instruction, reteach, computer literacy, technology, co-teacher model, paraprofessionals, behavioral interventionists, and various reading and math supplemental curriculum.

Parents are encouraged to help with Friday celebrations, making copies, helping with arrival and dismissal, after school activities, or supporting teachers on certain projects. In their Family Handbook, Cornerstone and Lester Prep Schools state in their discipline policy that they are a safe and drug-free school. The Family Handbook also contains information to all parents regarding their rights covered under FERPA.

Parental Involvement Capacity Building

LP schedules multiple parent engagement opportunities that are listed as part of the school calendar. These events include such things as:

1. Annual Title 1 Meeting
2. Literacy Night
3. Math Night
4. Black History Night Program
5. Annual ELL Family Connection Night
6. Donuts with Dads and Muffins with Moms
7. Principal Coffees
8. Monthly Character Celebrations
9. Quarterly honors programs
10. Parent training events/classes
11. Graduation Night for 8th grade
12. 8th grade overnight stay out of town college visits
13. 7th grade one day out of town college visits
14. TSIP Meetings
15. Multiple volunteer opportunities throughout the year

LP receives a state report card, that shows whether the school has been identified for school improvement, how our students achieved on the TCAP and TNReady and other indicators of adequate yearly progress compare to those in the district and the state as a whole.

Funding for Parent and Family engagement comes through Title I and the use of BEP funds. 1% of Title I funds have been budgeted to use for parent/community engagement. Title I funds will be used to provide resources to parents, including books to take home and read with their children on Literacy Night and providing dinner to entice families to attend Family Literacy night and the Parent training events. All events are inclusive of all student populations including our economically disadvantaged, ELLs and students with disabilities.



LP gives home language surveys to all enrolled students and has informed all parents of students who are classified as English Language Learners of the academic program they are receiving with our ESL teacher. The ESL teachers has regular communication with all ESL families and ensures all invitations and documents are translated for parents written or verbal. We also partner with the Refugee Empowerment Program, who assists our ESL families with transportation to events, tutoring for students and family programs in their home languages.

If a parent requests the information, LP will include at least whether the teacher has met state qualifications and licensing criteria for the grade levels and subject areas taught; whether the teacher is teaching under emergency or other provisional status; the baccalaureate degree major of the teacher and any other graduate certification. The information must also disclose whether the child is provided services by paraprofessionals, and if so, their qualifications.

LP will also give timely notice that the parent's child has been assigned or has been taught for four or more consecutive weeks by a teacher who is not highly qualified.

LP has three weeks of professional development for teachers each summer. The first week of training is held for new staff only and includes multiple sessions to inform teachers of the programs provided through Title 1 services, getting to know the communities where the schools are operated, and strategies for engaging with parents, families and the community. In the two weeks of time with all returning staff, these topics are revisited as refreshers and community partners come to share with staff what is happening in the neighborhood and how their agencies are partnering with families, students and our schools. Our school Blueprint outlines teacher expectations for parent and family engagement throughout the year which includes one positive family contact in first two weeks of school, bi-weekly grade updates to families, and always being available to answer any parental concerns or have meetings with them as requested.

Community partnerships that were maintained included relationships with Memphis Athletic Ministries, Service Over Self, Teach for America, the Carpenter Art Garden, the Binghampton Development Corporation, Memphis Teacher Residency and Christ United Methodist Church.

Promising Practices

Strong Leadership

A committed and strong leader is able to organize and lead staff toward a shared vision of success and put structures, resources, and personnel in place to rapidly improve the school. Compared to more traditional models, Lester Prep increases the distribution of leadership among teachers and staff to build a strong commitment to and ownership of the continued school turnaround. Teacher and staff leaders have partnered with the school leadership team to increase the number of leaders at the school and to increase the impact on student achievement. The school leaders include teachers and non-instructional staff with varying degrees of experience, grades taught and responsibilities. Specifically, this includes:

- Experienced school Principal
- A founding teacher who has become a critical teacher leader during the last 5 years
- Returning staff in critical parent interactive positions
- Community in Schools staff member and a new internal staff person focused on attendance and tardy
- The CEG leader in special education



- Non-instructional staff including a front desk administrative specialist, Data and human resource experts
- Teachers in a wide range of grades and subject taught

LP distributes ownership across the organization, empowering teachers, support staff and community partners to lead in the school's continued turnaround efforts. Specific examples include teachers working collaboratively to improve upon best practices. Child study teams (Counselors, behavior team members, school psychologists, parents, special education and general education and teachers) also work together to design effective plans for students, including individual behavior and learning plans. A Parent Advisory Committee meets throughout the school year to assess the strengths and weaknesses of the school and provide valued input. Community in School team members communicate with office staff, school leaders, parents, counselors and the behavior team to help the 60 families and students who struggle most in attendance, behavior or achievement. Self-nominated teacher-leaders also meet once per month with the principal to discuss the needs of students, families and staff as part of the Teacher Advisory Team.

Teachers, staff, community partners and parents must meet defined criteria to serve as school leaders:

- Grade Level chairs must be interviewed and approved by the Principal and demonstrate ability to meet deadlines, exhibit a growth mindset, be solutions oriented, and be willing to work after school in the summer, fall and spring.
- Child Study Team members must be active participants in the academic, behavioral or emotional life of the student and available to meet as needed
- The Teacher Advisory Team members self-nominate but must exhibit buy-into consistently using data to identify the needs of students and be willing to seek solutions to identified opportunities for improvement
- Parent Advisory Committee members must commit to consistent attendance at meetings throughout the year
- All parents can submit their ideas through parent surveys, the parent committee or through speaking with any LP staff member

Monitor Short- and Long-Term Goals

LP uses Gantt charts, a comprehensive assessment strategy and a school culture data tracking system to closely monitor the progress of the implementation of strategies and action steps and to intervene in the event strategies or practices are not working as necessary to maximize student learning and achievement. This approach truly makes LP a data-driven school that can track the effectiveness of the school's strategic plan.

LP monitors the progress of the implementation of strategies and action steps by tracking both the adult actions and student outcomes. LP monitors adult actions using a Gantt chart. The Gantt chart is a bar chart that illustrates the school's strategic plan schedule based on the information found in this document and subsequently added by the school leaders. The chart identifies the tasks to be performed on the vertical axis, and time intervals and due dates on the horizontal axis. The Director of Operational Systems, Data and Technology creates and owns the chart while the Executive Director and Principal will own the successful execution of the items listed on the chart. The Executive Director conducts meetings twice per month to review progress made on each task found on the chart, looking both at short-term and long-term goals and strategies. The review of this chart provides evidence that the adults are meeting expected deadlines and commitments. Any deadlines missed require an explanation from the responsible person and a revised completion date.



Student outcomes as described in the school's strategic plan will be measured by the comprehensive assessment strategy and school culture data tracking system. The comprehensive assessment strategy contains 5 elements:

1. Instruction
2. Assessment
3. Analysis
4. Reteach
5. Reassess

Instruction and planning are closely monitored and evaluated for rigor and execution daily by school leaders according to the CEG Blueprint. In addition, a thorough Data Driven Instruction (DDI) protocol is followed to ensure root causes are addressed and students are progressing towards meeting the school's long-term and short-term goals. These are monitored each Friday for alignment with the plans and strategies in the school's strategic plan.

Student outcomes are reviewed daily, weekly and every 9 weeks. Daily, student exit tickets are reviewed for class-wide trends of the most missed skill and then reviewed the next day to ensure student mastery. Progress of these exit tickets is tracked and measured by teachers and leaders. Weekly, assessments called Show What You Know quizzes (SWYK) are administered and tracked through the Illuminate Data and Assessment tool. Re-teach assessments are also administered, based on data analysis from the original assessment, to give another opportunity for students to demonstrate mastery after being retaught the material. During weekly data meetings, teachers and leaders collaboratively analyze data by student. This data is then used to gauge relative performance and adjust instruction or curriculum, or the school's strategic plan as needed. Having both a large scale and a smaller weekly/daily data cycle is necessary to identify root causes so instruction and strategies can be adjusted according to the needs identified in the data.

Illuminate Data and Assessment online application and assessment bank is the primary tool used to both create and analyze weekly quizzes, re-teach assessments, and quarterly interims. The assessment bank built into Illuminate allows for leaders to ensure all questions are rigorous, robust, and aligned to the appropriate standard on the school curriculum map and will lead to the accomplishment of the School Turnaround goals.

LP believes the comprehensive assessment strategy described above equips staff to consistently measure performance and progress towards achieving the overarching three-year goal, as well as subsequent smaller goals. Any significant variances from the goals in student achievement data require an explanation from the teacher and Dean of Instruction. The school leaders review the data the week following the miss to look for improvements or to determine if a practice or strategy is not working and needs to be adjusted.

LP tracks the effectiveness of the school's strategic plan related to student support through the School Culture Data Tracking System, which provides both leading indicators and behavioral data. LP tracks and monitors the School Turnaround goals through an online application called Live School that allows for detailed reporting with full visibility on progress towards goals. Live School provides up to the minute tracking of student behavior and well as reporting of



large-scale trends. The school leaders monitor the effectiveness of the implementation of strategies and action steps and intervene immediately when necessary.

The school leaders use Live School to track the following leading indicators:

1. Merits and Demerits
2. Referrals
3. Detentions
4. Suspension

Merits and demerits are monitored in the moment using the Live School timeline feature. This allows for an immediate student restorative conversation and teacher coaching when necessary. This maximizes student time in class and minimize the need for more drastic inventions. The goal is for all students to earn the Friday celebration which is based on the number of merits and demerits a student earns. Quarterly incentive parties can also be earned by students who consistently demonstrate LP's character traits.

Referrals, detentions, and suspensions are earned by varying degrees of student behavior. That data will be reviewed by the school leaders and Dean of Culture to ensure the strategies are working or if not, to coordinate a revised plan with relevant case managers, other school leaders, and classroom teachers.

LP believes the School Culture Data Tracking System described above equips students, teachers, and leaders to consistently measure performance, identify root causes, and measure progress towards achieving behavioral and school culture goals that directly support the achievement of academic goals. Furthermore, teachers and leaders also have the information available to adjust interventions, create behavior plans and school wide systems as needed to best ensure students meet their academic and behavioral goals.

In summary, the regular data reviews of academic data, leading indicators and behavior data (daily, weekly, bi-weekly, monthly and quarterly) provide numerous opportunities for school leaders to intervene when data reflects that the strategies and practices are not working. If the team identifies strategies that need to be adjusted, the team gathers and discusses the best option for adjusting the plan moving forward and then immediately implements those revised plans, adjusting the Gantt chart and any related goals.

Provide High Quality Teacher Development and Training

The single biggest need identified in the most recent needs assessment was increased teacher development and training. Evidenced based research reveals that building the capacity of teachers leads to successful school turnaround results. The book "Leverage Leadership," written by Paul Bambrick-Santoyo and based on successful urban charter schools around the country, states "Low socioeconomic schools that can offer students 3 consecutive years of strong teaching close the achievement gap, correcting for a host of external factors." Therefore, LP needs effective teachers in every class and every grade to ensure all students are truly on track for college.

LP utilizes a Dean of Instruction to provide coaching and feedback for ongoing support to improve instruction. The dean focused on improving the instruction for LP teachers in many ways, including:



- Developing teachers through live coaching, modeling, regular in-class observation of practice and feedback, spending 70% of time in classrooms on teacher development across multiple grade levels.
- Creating and leading professional development sessions for individual, small group and whole staff with a focus on practice to include: 2-3 weeks of Professional Development during Summer, all scheduled Professional Development Days during the school year, practice sessions before and after school, and during teacher planning periods.
- Ensuring alignment to curriculum and fidelity to the academic model including reviewing teacher plans, organizing books and materials, participating in curriculum audits and providing additional training as needed.
- Regularly collaborating with teachers on grade level planning and data meetings designed to create action plans based on the data and ensure 1.5 grade level growth of students.

The Chief Academic Officer and Principal work together to equip the Dean of Instruction with the skills and knowledge necessary to effectively coach teachers on the dean's caseload. The dean records observations in the observation tracker based on the CEG blueprint and teacher rubric, and meets regularly with teachers to help them improve their craft. The dean reviews daily exit tickets, weekly Show What You Know Data and interim results to monitor the progress of students and the effectiveness of the teacher. The teacher and coach are held accountable for year-end goals around NWEA MAP assessment and TN Ready results.

Purposeful Planning

The purpose of planning is to ensure teachers have mastered the content knowledge necessary for instruction and thought through the most critical aspects of planning for a lesson. Purposeful planning ensures that teachers understand the big ideas of the unit, the long-term goals for their students as well as the individual aspects of the lesson and how their student data impacts lesson delivery. Therefore, purposeful planning assumes teachers engage in robust unit unpacking, intellectual prep, lesson execution practice, and looking at student work as part of their regular preparation and development.

Planning is critical to successful execution. We can't have great instruction or great results without a plan. In order to address the three aspects of the instructional core listed in the introduction teachers must spend a considerable amount of time planning and preparing for instruction. Each part of the purposeful planning process is designed to ensure that teachers are prepared to deliver lessons that meet all three aspects of the instructional core.

Unit/Module Unpacking: This process enables teachers to understand the flow of the unit and the key points for assessment in order to adjust instruction as well as identify and plan strategies to address the key prerequisite skill gaps that scholars may have coming into this unit and the potential misconceptions they may develop.

Intellectual Prep Process (IPP): This process enables teachers to internalize the content of their daily lessons. This process focuses on unpacking the standards and aligning the rigor of the task to the standard while also planning necessary adjustments to scaffold the lesson and meet student needs.



Action Steps

Lester Prep is pleased with the growth in academic success that it has achieved during the 2018-19 school year as a full year in school and with the 2019-20 school year through March 15 before the stay at home requirement led to the change to at home learning. LP will continue to be faithful to the mission of equipping all students with the wisdom and knowledge necessary to succeed in college and to become leaders in their community. LP expects to build upon the growth from the last school year to accomplish the mission even more effectively. Therefore, LP will take the following action steps that are in alignment with the promising practices outlined above.

Strong Leadership

1. Communicate to parents, staff and partners about the opportunities to increase their leadership voice at Lester Prep with written criteria for selection
2. Gather all school leaders to review the school's strategic plan and be trained in evidence-based best practices
3. Convene school leaders to review the effectiveness of the first and second quarters and prepare plans based on identified needs for the third quarter
4. Review Community in Schools Quarter 1 caseload report
5. Update parents, staff and community and enlist their support
6. Gather school leaders for update on progress

Monitor Short- and Long-Term Goals

1. Create Gantt Chart
2. Conduct bi-weekly Gantt Chart review meetings
3. Create weekly quizzes and quarterly interim assessments to measure progress towards the school strategic plan
4. Analyze weekly quizzes and quarterly assessments
5. Record and analyze leading culture and behavior data
6. End of Year data review and adjustment. Trends for students and teachers are analyzed, root causes identified, and a revised plan created for upcoming school year

Provide High Quality Teacher Development and Training

1. Train Dean of Instruction on critical curriculum, assessments and coaching tools
2. Observe school leaders providing coaching and feedback
3. Assign Dean of Instruction a caseload of teachers
4. Model coaching and observation feedback loop
5. Conduct weekly data meeting and planning sessions with teachers, Dean of Instruction and Director of Academic Achievement
6. Provide bonus incentives for teachers, Dean of Instruction and Principal based on student achievement

Purposeful Planning

All steps are completed by teachers under the guidance of the Dean of Instruction and Principal

1. Backwards plan from the upcoming assessment
2. Develop core instruction with Lesson Plan annotation and material creation
3. Plans ways to differentiate instruction



4. Analyze weekly data to determine trends and perform root cause analysis

As evidenced in this report and the attached financial audit, Lester Prep has been effectively governed, the school is fiscally sound, has made significant progress towards academic goals, and has satisfactorily met its legal requirements. Capstone Education Group and Lester Prep believe if the school's charter is renewed its plans for the next charter are likely to be achieved.

Section III – School Finance

Lester Prep has proven to be financially and operationally viable since its inception. Attached are the most recent audit results for the entire organization. In 2021-22, Lester Prep ended the year with a positive net cash flow.

As noted in the attached audits, CEG operates its schools with a high level of financial and operational success and accountability. CEG recognizes the importance of using funds wisely and therefore requires strict accountability and efficiency in running its schools. CEG's financial and operational results prove that the organization can adjust to changes in enrollment, student needs, political environment and BEP changes.

Please find below a detailed accounting, including the amounts and sources, of funds other than those funds received under per-pupil state and local funds and federal formula allocations:

Basic Education Program \$2,759,212
Title I \$205,260
IDEA \$ 97,955
Title II \$42,552
Other Federal Through State Funding \$959,377

There were no financial deficiencies identified in authorizer performance frameworks or other notices of concern over the past year.

The school spent \$110,000 on facilities, including renovations, improvements, maintenance and repairs. The school pays no rent.

Approximately \$9,500 were spent in these areas to prevent, prepare for respond to COVID-19.

The annual audit identified no internal control deficiencies or material weaknesses in the most recent audit.

Student Mobility

Lester Prep serves the Binghampton neighborhood, covered primarily by the 38112 zip code in Memphis. The community has historically been a highly transient population. This can be seen from the most recent US Census where 53% of household units in the neighborhood are renter-occupied which directly contributes to the 80% of student exits at LP that are due to moving out of zone.

Transfer Reason	Number of Students
Family choice	4
Moved	20
No reason indicated	1
Transportation	
Total	25

Further information on the mobility and attrition of students at Lester Prep can be found in the below table.

School	10/1/2021 Enrollment	Ending Enrollment	Entries	Exits	All Movement	Attrition	Mobility Rate	Attrition Rate
Lester Prep	253	263	35	25	60	10	23%	4%

Capstone Education Group, Inc. Board Members 2019-20

Name	Position	Email	Start and End Date
Paul F. T. Edwards	Secretary and member of the Personnel committee	pedwards@evanspetree.com	2015-2023
Thomas Matthew Marino	Vice chair	tmarino@poplarfdn.org	2015-2023
Elliot Lemont Perry	Chair of the Personnel committee	eperry@poplarfdn.org	2016-2023
Camela Patrice Echols	member of the Personnel committee	Cam@MLFOnline.org ; camela@repmemphis.org	2016-2023
Octavius Deshun Nickson	Parent rep	octaviusnickson@gmail.com	2019-2025
Dr. Yolunda Bass Beale	Member of the personnel committee	yolunda@memphistr.org	2021-2025
Andrew Anthony Sippel	Staff rep	dsippel@cornerstoneprepmemphis.org	n/a
Scott Walker	chairman	swwalker@firsttennessee.com	2019-2024

School Leadership

Name	Position	Email	Start Date
Meagan Tate	Prin	mtate@lesterprepmemphis.org >	2022
Krystal Parson	Dean of Culture	< kparson@lesterprepmemphis.org >	2022
Emmanuel Blair	Dean of instruction	< eblair@lesterprepmemphis.org >	2022
LaTricia Harvell	Dean of Instruction	< lharvell@lesterprepmemphis.org >	2022



Cornerstone Prep - Lester Campus
a Capstone Education Group school
cornerstoneprepmemphis.org

320 Carpenter St.
Memphis, TN 38122

Drew Sippel
Executive Director | Capstone Education Group
(901) 416-3640
(901) 416-3641 (fax)
dsippel@cornerstoneprepmemphis.org

Eve Slaughter
Principal | Cornerstone Prep - Lester
(901) 416-3640
(901) 416-3641 (fax)
eslaughter@cornerstoneprepmemphis.org

Date of Report: September 13, 2022



Introduction

Capstone Education Group, Inc. (CEG), a Memphis-based 501c3 incorporated organization, was incorporated in 2012 to manage and lead charter schools. CEG currently runs three neighborhood public charter schools that have historically been ranked in the bottom 5% of schools in Tennessee and are located in two areas of high poverty in Memphis: Cornerstone Prep - Lester and Lester Prep, located at 320 Carpenter in Binghampton, and Cornerstone Prep - Denver, located at 1940 Frayser Blvd in Frayser. CEG began serving students in these neighborhoods as part of a transformation strategy for the lowest performing schools in Memphis authorized by the Achievement School District.

CEG exists to provide a quality, college preparatory education to low-income families in Memphis to prepare them for a life of leadership in their community. The mission statement outlines this desire: CEG equips all students with the wisdom and knowledge necessary to succeed in college and to become leaders in their community. More information about the mission and three schools can be found at the organization’s website:

<http://www.cornerstoneprepmemphis.org/>

CEG invests heavily in supporting the students and their families, both inside and outside of the classroom. CEG believes that the of Memphis becomes stronger when its individual communities become healthier and therefore works hard to make its schools the center of a community redevelopment strategy that improves both the lives of the students and the community in which they live.

CEG develops significant relationships with organizations that can provide wrap around or support services in addition to the education provided in the classroom. For example, in Binghampton, CEG partners with the Binghampton Development Corporation, Service Over Self, Communities in Schools, Christ Community Health Services, Agape North, Le Bonheur, and various local churches to meet housing, job training, neighborhood watch, counseling and parenting support. This approach makes CEG a unique organization in the city.

CEG utilizes an approach like many high performing schools serving urban children, most of which are in the northeastern United States. The CEG founder, Drew Sippel, was trained by Building Excellent Schools, a national nonprofit organization committed to improving the academic achievement of underserved students in the nation’s urban centers.

School	Cornerstone Prep - Lester (CPL)	School Hours	Mon-Th: 7:20AM - 3:30PM Fri: 7:20AM - 2:30PM
Authorizer	ASD	Next Renewal Year	2024-25
Year Opened	2012	Max Enrollment Per Charter	550
Current Enrollment	359	Grade span in charter	Prek-5
Current Grade Span	Prek-5	Waitlist	None
Instructional Days	175		



Mission	CEG equips all students with the wisdom and knowledge necessary to succeed in college and to become leaders in their community		

School Information

Cornerstone Prep - Lester (CPL) was authorized by the Achievement School District in 2012 as a school transformation of a previously failing school. CPL first opened in the 2012-13 school year serving grades Pre-Kindergarten through the 3rd grade.

Last year, CEG utilized the “trigger law” to receive state approval to continue to operate as an ASD school for two more years. Currently, CPL is in its tenth year of operation and serves Pre-Kindergarten through the 5th grade students over 175 school days with hours of:

Monday - Thursday: 7:20AM - 3:30PM
 Friday: 7:20AM - 2:30PM

Cornerstone Prep - Lester is on track to meet the projected enrollment for the 2022-23 school year. The current enrollment on August 14, 2022, is 315 enrolled or in the registration/enrollment pipeline. This enrollment number shows CPL is on track to meet the projected enrollment of 359 students and is within the school’s charter enrollment allowance.

Recent Success

Cornerstone Prep - Lester’s mission is to equip all students with the Wisdom and Knowledge necessary to succeed in college and to become leaders in their community. The school is happy to report that it is on track to fulfill its mission as evidenced by the following results from our recent school years:

- A school record 1.5 years of growth on average across the entire school in math in 2021-22
- Average more than 1.4 years of growth across all subjects in 2019 on NWEA-MAP
- In 2018, Cornerstone Prep – Lester outperformed every other school in the ASD, earning the highest proficiency rates in both math and science on the 2017-2018 TN Ready assessment.
- A record 1.4 years of growth school-wide in reading in 2021-22
- Students enjoyed the highest possible score in Science on the Tennessee Value-Added Assessment System (TVAAS) in 2018
- Cornerstone Prep - Lester demonstrated continued success averaging 1.4 grade levels of growth over all subjects and all grades for the past 3 years as measured by the NWEA MAP assessment
- During the heart of the pandemic and hybrid instruction I 20-21, several scholars excelled, including the 5th grade which grew 1.9 years in language and 1.8 years in science



Section I – School Academic Performance

Cornerstone Prep - Lester is meeting expectations related to the goals outlined in the current charter agreement. These goals were agreed upon by the school and are in alignment with our chartering authorities school performance framework. The progress towards and attainment of the goals in specific are discussed below.

Get off the Tennessee School Priority List

Based on 2018 TN Ready results, Cornerstone Prep - Lester is no longer on the Tennessee School Priority List. This is particularly significant as CPL was asked to turnaround the lowest performing school in the entire state.

Priority schools are the 5 percent of schools with the lowest success rates (using up to three years of data) in the state. Because of TN Ready testing concerns and other issues, TDOE chose not to identify new Priority schools in 2017. CPL was previously off of the Priority School List, continuing to build upon the progress already made.

Earn a TVAAS 3,4 or 5

In 2018, Cornerstone Prep - Lester was the highest performing school in the District based on TN Ready proficiency rate and students also scored a Level 5 on Science, and Level 3 composite on the Tennessee Value-Added Assessment System. In 2019, TVAAS expectations were met in three out of four grade/subject groups used in accountability calculations which resulted in a composite TVAAS score of 2.

Outstanding growth results returned in 2021-2022 as student returned fulltime to the campus.

The 2021-22 TVAAS scores were as follows:

- Math 3
- ELA 5
- Science 3
- Overall 3

The 2020-21 TVAAS scores were as follows:

- Math 3
- ELA 4
- Science 3
- Overall 4

CPL was thrilled to see these growth outcomes for students despite the learning hurdles caused by COVID. CPL utilized interventionists, Saturday school and an additional behavior interventionist to address learning gaps created by the COVID 19 pandemic.

Attain above average student growth on MAP

The Measure of Academic Progress (MAP) is a nationally normed assessment that is created and scored by Northwest Evaluation Association (NWEA). During 2018-19 and the partial year of 2019-20, Cornerstone Prep – Lester met the



ambitious goal of exceeding the average of 1.0 years of growth on the MAP assessment, with at least 1.2 years of growth in each subject. The pandemic did negatively affect the learning level of scholars. The growth during the pandemic decreased compared to the prior years where scholars came to the campus for instruction. The data below for 20-21 mirrors national data released by NWEA, where scholars learned less last year than in a typical year. The table below details the breakdown of growth (in grade level equivalents) achieved by CPL students based on the mid-year MAP scores in 19-20 and the full year data for 2020-21 during hybrid instruction.

2019-20 MAP Grade Level Growth, annualized	
Mathematics	1.4
Reading	1.8
Language	1.6
Science	2.2
Average	1.6

Here is our last full year data on MAP:

2018-19 MAP Grade Level Growth	
Mathematics	1.5
Reading	1.2
Language	1.2
Science	1.8
Average	1.4

2020-21 MAP Grade Level Growth	
Mathematics	.6
Reading	.6
Language	.7
Science	1.0
Average	.7



During 2021-22, CPL closed many academic gaps caused by the pandemic and earned several record levels of achievement during the school year. The chart below highlights the significant academic growth enjoyed during the 2021-22 school year.

2021-22 MAP Grade Level Growth	
Mathematics	1.5
Reading	1.4
Language	1.4
Science	1.5
Average	1.5

The following 2019-20 highlights of the data show additional success and significant progress towards the goal as well as trends that can be scaled across the entire school in the coming school year. Again, these are mid-year data points annualized:

- 5th Graders in the Dartmouth homeroom was on pace to average of 3.0 grade levels in reading
- Cornell, a kindergarten homeroom at CPL, was trending to grow 1.8 grade levels in Math
- CAU, a 4th grade classroom, was trending to grow 2.2 grade levels in Science

Highlights from our 20-21 year include:

- 1st graders in Stanford 1 growing 1.4 years in math and 1.1 years in reading
- Students in Dartmouth 5 growing 1.3 years in reading and 2.8 years in language
- 4th graders in CAU grew 1.1 years in language and 1.5 years in science

Highlights from the record making year of 2021-22 school year include:

- A record 1.5 years of growth in math on average across the entire school
- A record 1.4 years of growth in reading on average across the entire school
- A record 1.4 years of growth in language on average across the entire school

Improved attendance

COVID had a significant effect on attendance during the two most recent school years. Attendance dipped to by 4 percentage points in each of the last two years. Prior to the pandemic, Cornerstone Prep - Lester was making progress towards the goal of lowering chronic absenteeism. As noted in prior reports, Cornerstone Prep - Lester had their lowest



ever rate of chronic absenteeism in the 2017-18 school year. The 2019-20 rate decreased from the prior year and is significantly lower than the chronic absenteeism rate in the first year of operation. Root cause analysis has been conducted and an internal plan of action is in place to ensure chronic absenteeism returns to the more favorable trend experienced prior to the pandemic. The table below represents attendance rate by grade level for Cornerstone Prep - Lester in the 2019-20 school year.

2021-22 Attendance Rates	
Kindergarten	82%
1st Grade	78%
2nd Grade	86%
3rd Grade	78%
4th Grade	83%
5th Grade	86%
Average	82%

2020-21 Attendance Rates	
Kindergarten	80%
1st Grade	83%
2nd Grade	85%
3rd Grade	86%
4th Grade	94%
5th Grade	91%
Average	86%

2019-20 Attendance Rates	
Kindergarten	89%
1st Grade	91%



2nd Grade	92%
3rd Grade	91%
4th Grade	90%
5th Grade	89%
Average	90%

Cornerstone Prep - Lester partnered with Community In School (CIS) for the 2019-20 school year to reduce absenteeism at the school and has hired an internal staff member to focus on attendance and tardy issues for 2021-22 and again in 2022-23. Additionally, the following attendance intervention plan is in place to help ensure that parents and students are notified when absences begin to accumulate.

- For each absence a phone call home is made notifying the parent or guardian of the absence.
- The principal makes a phone call to all students who have 2 excused or unexcused absences in a month.
- At 3 and 4 unexcused absences, a district letter is sent home outlining the importance of school attendance and future consequences should absences continue to increase.
- An appointment letter is sent home with the 5th unexcused absences requiring a meeting between the school and the parent or guardian to develop an Attendance Intervention Plan.
- When a student has 7 unexcused absences, a letter from the District Attorney is sent home further explaining the importance of attendance and possible future consequences
- At 9 unexcused absences the Principal calls and sends home a letter notifying the parent on the next unexcused absence a DCS referral for truancy will be filed.
- On the 10th unexcused absence a DCS referral for truancy is filed.
- CIS proactively and continually works a caseload of the highest risk students to ensure any barriers to school attendance are reduced as much as possible.

Enrollment

Cornerstone Prep - Lester seeks to provide high quality seats to support increased options for students in Memphis. CPL is pleased to report that during the 2021-22 school year the average membership for Pre-K to 5th grade was 399 students, 361 students Kindergarten to 5th grade. CPL therefore met its enrollment expectations.

Board priority action steps

Listed below are the three highest priority action steps the board plans to take to address academic performance and drive continuous improvement.

1. We will continue to implement a new ELA curriculum across the board. This was a key driver of the record success in 2021-22.



2. We will continue to utilize ESSER funded intervention and classroom positions, decreasing class size and teacher student ratio. The desired outcome is increased individual instruction leading to higher student achievement.
3. We are working with a consultant to improve our implementation of monitoring keys during instruction. The expected outcome is that teachers can utilize the monitoring keys to check student work and make immediate adjustments during instruction.

The board believes these three highest priority action steps will lead to improve student outcomes for all students including those in Tier 1, Tier 2, and Tier 3.

Section II - School Operations

Leadership

Scott Walker
Chairman of the Board
Capstone Education Group
(901) 416-3640
swalker@cornerstoneprepmemphis.org

Eve Slaughter
Principal
Cornerstone Prep - Lester
(901) 416-3640
eslaughter@cornerstoneprepmemphis.org

The Principal is in her 2nd year as a leader at Cornerstone Prep – Lester. The Dean of Culture is new to the team but brings significant leadership experience to the staff. The Dean of Instruction for ELA/SS returns again in 2022-23 and the Dean for Math/Science is new to CPL. The Dean of Instruction for K-2 has returned for the 2022-23 school year. She had been a highly-successful mentor teacher for 5 years at Cornerstone Prep – Lester, a Dean for 3 years and brings significant relationships and practical experience.

The leadership team has already translated their extensive, relevant experience in transforming a neighborhood school into an effective school culture for both adults and students. The team has connected very well to the parents and community, meeting frequently with both groups and working with these groups to build the school culture. The leadership team identified the largest learning gaps in scholars and adjusted the schedule, instruction and small group systems to improve learning outcomes throughout the school.

There were no operational deficiencies identified in authorizer performance frameworks or provided in other notices of concern.

Instructional days

The following school learning methods were used during the 2021-22 school year:

Capstone Education Group | Cornerstone Prep | Cornerstone Prep - Lester
Physical: 320 Carpenter St, Memphis, TN 38112 | Mailing: PO Box 22569, Memphis, TN 38122
Office: (901) 416-3640 | Fax: (901) 416-3641 | www.cornerstoneprepmemphis.org



- 175 days on campus instruction

Student Mobility

Cornerstone Prep - Lester serves the Binghampton neighborhood, covered primarily by the 38112 zip code in Memphis. The community has historically been a highly transient population. This can be seen from the most recent US Census where 53% of household units in the neighborhood are renter-occupied which directly contributes to the 55% of student exits at CPL that are due to moving out of zone.

Transfer Reason	Number of Students
Family choice	5
Moved	24
Transportation	13
No reason given	1
Total	43

Further information on the mobility and attrition of students at Cornerstone Prep - Lester can be found in the below table.

School	10/1/2021 Enrollment	Ending Enrollment	Entries	Exits	All Movement	Attrition	Mobility Rate	Attrition Rate
Cornerstone Prep – Lester	368	408	83	43	126	40	31%	11%

The Manager of Business Operations meets with every parent who withdraws during the school year to understand the reason for student attrition. This information is put into PowerSchool and communicated to school leadership. This data identifies any trends that need to inform school planning for the current year, if possible, and certainly for the following year. School leaders put action plans in place based on this data.

Through the partnership with Community In School (CIS) and the newly hired attendance person, Cornerstone Prep - Lester seeks to support all of its students with wrap-around services that help to reduce any barriers to attending CPL. Cornerstone Prep - Lester will continue to work with families in every possible capacity to encourage year-long student attendance. CPL will continue to listen to parent concerns and develop an action plan to resolve any concerns that the school or its partners can address.



Parent and Community Involvement

Cornerstone Prep - Lester believes that the involvement of parents and community members is critical to the success of the students; therefore, we create a variety of opportunities for all stakeholders to be involved in the education of children in our schools. We share academic goals at the start of each year and keep them in front of students and parents throughout, including regular reports on progress towards goals.

The school worked hard to continue parent and community engagement efforts during the school year despite the pandemic. Unfortunately, parents or community members were not allowed into the building to keep the learning environment safe during the school year.

However we continued to reach out via zoom, phone calls, text messaging, and email to stay connected to parents in the community. Work, grades, and other comments were posted to each student's online account and parents were notified whenever new information was available.

Existing community partnerships were maintained but no new community partnerships were cultivated given decoded protocols.

As COVID numbers are currently decreasing in our community, we are reviewing our parent and community involvement. If we can proceed safely, we will follow the plan noted below.

Parental Involvement Policy

CPL involves parents of students through planning, review, and improvement of programs and services. This process begins with a TSIP meeting where parents answer a series of questions as well as provide feedback on how things are currently working at the school as well as possible areas of improvement. Based on that input, the Title I plans and budget are prepared and approved. Then, during parent council meetings, Title I meetings and the bi-annual survey, parents are encouraged to provide feedback on how things are working.

One example of a policy that was impacted by parental involvement was the frequency with which we report academic progress to families. It was noted in our bi-annual parents' survey that parents felt they did not know enough about how their students were doing in class, in between progress reports and report cards. We worked together with them to answer this felt need which resulted in the creation of a Bi-Weekly Grade Update to parents becoming a part of our regular practice. Feedback from this change has been very positive, both parents being heard and increasing lines of communication between parents and teachers, on academics.

Parental Involvement Annual Meeting

To encourage attendance to our annual Title 1 meeting, the schools offer dinner for families that evening, offers jeans passes for students to "dress down" the following day for school if parents attend and holds the meeting prior to Open House festivities. We have found all of these things increase the number of parents who attend this annual meeting.

The school communicates via weekly parent newsletters placed in every child's homework folder, the parent bulletin board, parent teacher conferences, the grade level curriculum meeting held in the fall, report cards, returned daily and weekly assessments, signed daily homework, Prepster paychecks, MAP, TCAP and TNREADY score/summary and growth reports, and through regular communications with the School Leader or staff member.

Parental Involvement Shared Responsibility

The annual TISP meeting provides CPL an opportunity to seek feedback and ideas from parents and seek their assistance in planning for programs that will impact students and school communities. At that meeting parents answer a series of



questions as well as provide feedback on how things are currently working at the school as well as possible areas of improvement. Based on that input, the Title I plans and budget are prepared and approved.

CPL requires all parents to sign a Parent-Student Compact during registration which outlines their parental involvement policy. There are numerous opportunities for parents and the school to work together in addition to the original compact. The school communicates via weekly parent newsletters placed in every child's homework folder, the parent bulletin board, parent teacher conferences, the grade level curriculum meeting held in the fall, report cards, returned daily and weekly assessments, signed daily homework, Prepster paychecks, MAP, TCAP and TNREADY scores, and through regular communications with the School Leader or staff member.

Title I information is provided during the annual Title I meeting. At this meeting, CPL informs parents of all supplemental educational services that Title 1 funds provide for students such as extended school day, additional professional development for staff, during and after school tutoring, small group instruction, reteach, computer literacy, technology, co-teacher model, paraprofessionals, behavioral interventionists, and various reading and math supplemental curriculum.

Parents are encouraged to help with Friday celebrations, making copies, helping with arrival and dismissal, after school activities, or supporting teachers on certain projects. In their Family Handbook, Cornerstone and Lester Prep Schools state in their discipline policy that they are a safe and drug-free school. The Family Handbook also contains information to all parents regarding their rights covered under FERPA.

Parental Involvement Capacity Building

CPL schedules multiple parent engagement opportunities that are listed as part of the school calendar. These events include such things as:

1. Annual Title 1 Meeting
2. Literacy Night
3. Math Night
4. Black History Night Program
5. Annual ELL Family Connection Night
6. Donuts with Dads and Muffins with Moms
7. Principal Coffees
8. Monthly Character Celebrations
9. Quarterly honors programs
10. Parent training events/classes
11. Graduation Night for PreK, K, 5th grade
12. TSIP Meetings
13. Multiple volunteer opportunities throughout the year

CPL receives a state report card, that shows whether the school has been identified for school improvement, how our students achieved on the TCAP and TNReady and other indicators of adequate yearly progress compared to those in the district and the state as a whole.

Funding for Parent and Family engagement comes through Title I and the use of BEP funds. 1% of Title I funds have been budgeted to use for parent/community engagement. Title I funds will be used to provide resources to parents, including books to take home and read with their children on Literacy Night and providing dinner to entice families to attend



Family Literacy night and the Parent training events. All events are inclusive of all student populations including our economically disadvantaged, ELLs and students with disabilities.

CPL gives home language surveys to all enrolled students and has informed all parents of students who are classified as English Language Learners of the academic program they are receiving with our ESL teacher. The ESL teachers has regular communication with all ESL families and ensure all invitations and documents are translated for parents written or verbal. We also partner with the Refugee Empowerment Program, who assists our ESL families with transportation to events, tutoring for students and family programs in their home languages.

If a parent requests the information, CPL will include at least whether the teacher has met state qualifications and licensing criteria for the grade levels and subject areas taught; whether the teacher is teaching under emergency or other provisional status; the baccalaureate degree major of the teacher and any other graduate certification. The information must also disclose whether the child is provided services by paraprofessionals, and if so, their qualifications.

CPL will also give timely notice that the parent's child has been assigned or has been taught for four or more consecutive weeks by a teacher who is not highly qualified.

CPL has three weeks of professional development for teachers each summer. The first week of training is held for new staff only and includes multiple sessions to inform teachers of the programs provided through Title 1 services, getting to know the communities where the schools are operated, and strategies for engaging with parents, families and the community. In the two weeks of time with all returning staff, these topics are revisited as refreshers and community partners come to share with staff what is happening in the neighborhood and how their agencies are partnering with families, students and our schools. Our school Blueprint outlines teacher expectations for parent and family engagement throughout the year which includes one positive family contact in first two weeks of school, bi-weekly grade updates to families, and always being available to answer any parental concerns or have meetings with them as requested.

Community partnerships that were maintained included relationships with Memphis Athletic Ministries, Service Over Self, Teach for America, the Carpenter Art Garden, the Binghampton Development Corporation, Memphis Teacher Residency and Christ United Methodist Church.

Promising Practices

Strong Leadership

A committed and strong leader is able to organize and lead staff toward a shared vision of success and put structures, resources, and personnel in place to rapidly improve the school. Compared to more traditional models, Cornerstone Prep - Lester increases the distribution of leadership among teachers and staff to build a strong commitment to and ownership of the continued school turnaround. Teacher and staff leaders have partnered with the school leadership team to increase the number of leaders at the school and to increase the impact on student achievement. The school leaders include teachers and non-instructional staff with varying degrees of experience, grades taught and responsibilities. Specifically, this includes:

- An experienced new school Principal
- A founding teacher who has become a critical teacher leader during the last 5 years
- A new leader with Resident Principal experience in the New Leaders program
- A leader in charter school education



- Returning staff in critical parent interactive positions
- The CEG leader in special education

CPL distributes ownership across the organization, empowering teachers, support staff and community partners to lead in the school's continued turnaround efforts. Specific examples include teachers working collaboratively to design curriculum and assessments as part of a teacher-leader role known as CART (Curriculum and Assessment Review Team). Child study teams (Counselors, behavior team members, school psychologists, parents, special education and general education and teachers) also work together to design effective plans for students, including individual behavior and learning plans. A Parent Advisory Committee meets throughout the school year to assess the strengths and weaknesses of the school and provide valued input. Community in School team members communicate with office staff, school leaders, parents, counselors and the behavior team to help the 60 families and students who struggle most in attendance, behavior or achievement. Self-nominated teacher-leaders also meet once per month with the principal to discuss the needs of students, families and staff as part of the Teacher Advisory Team.

Teachers, staff, community partners and parents must meet defined criteria to serve as school leaders:

- CART members must be interviewed and approved by the Director of Academic Achievement and demonstrate ability to meet deadlines, exhibit a growth mindset, be solutions oriented, and be willing to work after school in the summer, fall and spring.
- Child Study Team members must be active participants in the academic, behavioral or emotional life of the student and available to meet as needed
- The Teacher Advisory Team members self-nominate but must exhibit buy-into consistently using data to identify the needs of students and be willing to seek solutions to identified opportunities for improvement
- Parent Advisory Committee members must commit to consistent attendance at meetings throughout the year
- All parents can submit their ideas through parent surveys, the parent committee or through speaking with any CPL staff member

Monitor Short- and Long-Term Goals

CPL uses Gantt charts, a comprehensive assessment strategy and a school culture data tracking system to closely monitor the progress of the implementation of strategies and action steps and to intervene in the event strategies or practices are not working as necessary to maximize student learning and achievement. This approach truly makes CPL a data-driven school that can track the effectiveness of the school's strategic plan.

CPL monitors the progress of the implementation of strategies and action steps by tracking both the adult actions and student outcomes. CPL monitors adult actions using a Gantt chart. The Gantt chart is a bar chart that illustrates the school's strategic plan schedule based on the information found in this document and subsequently added by the school leaders. The chart identifies the tasks to be performed on the vertical axis, and time intervals and due dates on the horizontal axis. The Director of Operational Systems, Data and Technology creates and owns the chart while the Executive Director and Principal will own the successful execution of the items listed on the chart. The Executive Director conducts meetings twice per month to review progress made on each task found on the chart, looking both at short-term and long-term goals and strategies. The review of this chart provides evidence that the adults are meeting



expected deadlines and commitments. Any deadlines missed require an explanation from the responsible person and a revised completion date.

Student outcomes as described in the school's strategic plan will be measured by the comprehensive assessment strategy and school culture data tracking system. The comprehensive assessment strategy contains 5 elements:

1. Instruction
2. Assessment
3. Analysis
4. Reteach
5. Reassess

Instruction and planning are closely monitored and evaluated for rigor and execution daily by school leaders according to the CEG Blueprint. In addition, a thorough Data Driven Instruction (DDI) protocol is followed to ensure root causes are addressed and students are progressing towards meeting the school's long-term and short-term goals. These are monitored each Friday for alignment with the plans and strategies in the school's strategic plan.

Student outcomes are reviewed daily, weekly and every 9 weeks. Daily, student exit tickets are reviewed for class-wide trends of the most missed skill and then reviewed the next day to ensure student mastery. Progress of these exit tickets is tracked and measured by teachers and leaders. Weekly, assessments called Show What You Know quizzes (SWYK) are administered and tracked through the Illuminate Data and Assessment tool. Re-teach assessments are also administered, based on data analysis from the original assessment, to give another opportunity for students to demonstrate mastery after being retaught the material. During weekly data meetings, teachers and leaders collaboratively analyze data by student. This data is then used to gauge relative performance and adjust instruction or curriculum, or the school's strategic plan as needed. Having both a large scale and a smaller weekly/daily data cycle is necessary to identify root causes so instruction and strategies can be adjusted according to the needs identified in the data.

Illuminate Data and Assessment online application and assessment bank is the primary tool used to both create and analyze weekly quizzes, re-teach assessments, and quarterly interims. The assessment bank built into Illuminate allows for leaders to ensure all questions are rigorous, robust, and aligned to the appropriate standard on the school curriculum map and will lead to the accomplishment of the School Turnaround goals.

CPL believes the comprehensive assessment strategy described above equips staff to consistently measure performance and progress towards achieving the overarching three-year goal, as well as subsequent smaller goals. Any significant variances from the goals in student achievement data require an explanation from the teacher and Dean of Instruction. The school leaders review the data the week following the miss to look for improvements or to determine if a practice or strategy is not working and needs to be adjusted.

CPL tracks the effectiveness of the school's strategic plan related to student support through the School Culture Data Tracking System, which provides both leading indicators and behavioral data. CPL tracks and monitors the School Turnaround goals through an online application called Live School that allows for detailed reporting with full visibility on



progress towards goals. Live School provides up to the minute tracking of student behavior and well as reporting of large-scale trends. The school leaders monitor the effectiveness of the implementation of strategies and action steps and intervene immediately when necessary.

The school leaders use Live School to track the following leading indicators:

1. Merits and Demerits
2. Referrals
3. Detentions
4. Suspension

Merits and demerits are monitored in the moment using the Live School timeline feature. This allows for an immediate student restorative conversation and teacher coaching when necessary. This maximizes student time in class and minimize the need for more drastic inventions. The goal is for all students to earn the Friday celebration which is based on the number of merits and demerits a student earns. Quarterly incentive parties can also be earned by students who consistently demonstrate CPL’s character traits.

Referrals, detentions, and suspensions are earned by varying degrees of student behavior. That data will be reviewed by the school leaders and Dean of Culture to ensure the strategies are working or if not, to coordinate a revised plan with relevant case managers, other school leaders, and classroom teachers.

CPL believes the School Culture Data Tracking System described above equips students, teachers, and leaders to consistently measure performance, identify root causes, and measure progress towards achieving behavioral and school culture goals that directly support the achievement of academic goals. Furthermore, teachers and leaders also have the information available to adjust interventions, create behavior plans and school wide systems as needed to best ensure students meet their academic and behavioral goals.

In summary, the regular data reviews of academic data, leading indicators and behavior data (daily, weekly, bi-weekly, monthly and quarterly) provide numerous opportunities for school leaders to intervene when data reflects that the strategies and practices are not working. If the team identifies strategies that need to be adjusted, the team gathers and discusses the best option for adjusting the plan moving forward and then immediately implements those revised plans, adjusting the Gantt chart and any related goals.

Provide High Quality Teacher Development and Training

The single biggest need identified in the most recent needs assessment was increased teacher development and training. Evidenced based research reveals that building the capacity of teachers leads to successful school turnaround results. The book “Leverage Leadership,” written by Paul Bambrick-Santoyo and based on successful urban charter schools around the country, states “Low socioeconomic schools that can offer students 3 consecutive years of strong teaching close the achievement gap, correcting for a host of external factors.” Therefore, CPL needs effective teachers in every class and every grade to ensure all students are truly on track for college.



CPL utilizes a Dean of Instruction to provide coaching and feedback for ongoing support to improve instruction. The dean focused on improving the instruction for CPL teachers in many ways, including:

- Developing teachers through live coaching, modeling, regular in-class observation of practice and feedback, spending 70% of time in classrooms on teacher development across multiple grade levels.
- Creating and leading professional development sessions for individual, small group and whole staff with a focus on practice to include: 2-3 weeks of Professional Development during Summer, all scheduled Professional Development Days during the school year, practice sessions before and after school, and during teacher planning periods.
- Ensuring alignment to curriculum and fidelity to the academic model including reviewing teacher plans, organizing books and materials, participating in curriculum audits and providing additional training as needed.
- Regularly collaborating with teachers on grade level planning and data meetings designed to create action plans based on the data and ensure 1.5 grade level growth of students.

The Chief Academic Officer and Principal work together to equip the Dean of Instruction with the skills and knowledge necessary to effectively coach teachers on the dean's caseload. The dean records observations in the observation tracker based on the CEG blueprint and teacher rubric, and meets regularly with teachers to help them improve their craft. The dean reviews daily exit tickets, weekly Show What You Know Data and interim results to monitor the progress of students and the effectiveness of the teacher. The teacher and coach are held accountable for year-end goals around NWEA MAP assessment and TN Ready results.

Purposeful Planning

The purpose of planning is to ensure teachers have mastered the content knowledge necessary for instruction and thought through the most critical aspects of planning for a lesson. Purposeful planning ensures that teachers understand the big ideas of the unit, the long-term goals for their students as well as the individual aspects of the lesson and how their student data impacts lesson delivery. Therefore, purposeful planning assumes teachers engage in robust unit unpacking, intellectual prep, lesson execution practice, and looking at student work as part of their regular preparation and development.

Planning is critical to successful execution. We can't have great instruction or great results without a plan. In order to address the three aspects of the instructional core listed in the introduction teachers must spend a considerable amount of time planning and preparing for instruction. Each part of the purposeful planning process is designed to ensure that teachers are prepared to deliver lessons that meet all three aspects of the instructional core.

Unit/Module Unpacking: This process enables teachers to understand the flow of the unit and the key points for assessment in order to adjust instruction as well as identify and plan strategies to address the key prerequisite skill gaps that scholars may have coming into this unit and the potential misconceptions they may develop.

Intellectual Prep Process (IPP): This process enables teachers to internalize the content of their daily lessons. This process focuses on unpacking the standards and aligning the rigor of the task to the standard while also planning necessary adjustments to scaffold the lesson and meet students' needs.



Action Steps

Cornerstone Prep - Lester is pleased with the growth in academic success that it has achieved during the 2018-19 school year but has been less pleased with results during the pandemic. CPL will continue to be faithful to the mission of equipping all students with the wisdom and knowledge necessary to succeed in college and to become leaders in their community. CPL expects to build upon the growth from the last school year to accomplish the mission even more effectively. Therefore, CPL will take the following action steps that are in alignment with the promising practices outlined above.

Strong Leadership

1. Communicate to parents, staff and partners about the opportunities to increase their leadership voice at Cornerstone Prep - Lester with written criteria for selection
2. Gather all school leaders to review the school's strategic plan and be trained in evidence-based best practices
3. Convene CART to review the effectiveness of the first and second quarters and prepare plans based on identified needs for the third quarter
4. Review Community in Schools Quarter 1 caseload report
5. Update parents, staff and community and enlist their support
6. Gather school leaders for update on progress

Monitor Short- and Long-Term Goals

1. Create Gantt Chart
2. Conduct bi-weekly Gantt Chart review meetings
3. Create weekly quizzes and quarterly interim assessments to measure progress towards the school strategic plan
4. Analyze weekly quizzes and quarterly assessments
5. Record and analyze leading culture and behavior data
6. End of Year data review and adjustment. Trends for students and teachers are analyzed, root causes identified, and a revised plan created for upcoming school year

Provide High Quality Teacher Development and Training

1. Train Dean of Instruction on critical curriculum, assessments and coaching tools
2. Observe school leaders providing coaching and feedback
3. Assign Dean of Instruction a caseload of teachers
4. Model coaching and observation feedback loop
5. Conduct weekly data meeting and planning sessions with teachers, Dean of Instruction and Director of Academic Achievement
6. Provide bonus incentives for teachers, Dean of Instruction and Principal based on student achievement

Purposeful Planning

All steps are completed by teachers under the guidance of the Dean of Instruction and Principal

1. Backwards plan from the upcoming assessment
2. Develop core instruction with Lesson Plan annotation and material creation
3. Plans ways to differentiate instruction



4. Analyze weekly data to determine trends and perform root cause analysis

As evidenced in this report and the attached financial audit, Cornerstone Prep - Lester has been effectively governed, the school is fiscally sound, has made significant progress towards academic goals, and has satisfactorily met its legal requirements. Capstone Education Group and Cornerstone Prep - Lester believe if the school's charter is renewed its plans for the next charter are likely to be achieved.

**Section III – School Finance
Operations and Finance**

Cornerstone Prep - Lester has proven to be financially and operationally viable since its inception. Attached are the most recent audit results for the entire organization. In 2021-22, Cornerstone Prep - Lester ended the year with a positive net cash flow and expects the audit to reflect that as well.

As noted in the attached audits, CEG operates its schools with a high level of financial and operational success and accountability. CEG recognizes the importance of using funds wisely and therefore requires strict accountability and efficiency in running its schools. CEG's financial and operational results prove that the organization can adjust to changes in enrollment, student needs, political environment and BEP changes.

Please find below a detailed accounting, including the amounts and sources, of funds other than those funds received under per-pupil state and local funds and federal formula allocations:

Basic Education Program \$3,806,000
Childhood Education Program \$164,970
Title I \$289,720
IDEA \$132,393
Title II \$50,434
Other Federal Through State Funding \$1,302,655

There were no financial deficiencies identified in authorizer performance frameworks or other notices of concern over the past year.

The school spent \$542,675 on facilities, including renovations, improvements, maintenance and repairs. The school pays no rent.

Approximately \$6,500 were spent in these areas to prevent, prepare for respond to COVID-19.

The annual audit identified no internal control deficiencies or material weaknesses in the most recent audit.

Student Mobility

Cornerstone Prep - Lester serves the Binghampton neighborhood, covered primarily by the 38112 zip code in Memphis. The community has historically been a highly transient population. This can be seen from the most recent US Census where 53% of household units in the neighborhood are renter-occupied which directly contributes to the 55% of student exits at CPL that are due to moving out of zone.

Transfer Reason	Number of Students
Family choice	5
Moved	24
Transportation	13
No reason given	1
Total	43

Further information on the mobility and attrition of students at Cornerstone Prep - Lester can be found in the below table.

School	10/1/2021 Enrollment	Ending Enrollment	Entries	Exits	All Movement	Attrition	Mobility Rate	Attrition Rate
Cornerstone Prep – Lester	368	408	83	43	126	40	31%	11%

Capstone Education Group, Inc. Board Members 2021-22

Name	Position	Email	Start and End Date
Paul F. T. Edwards	Secretary and member of the Personnel committee	pedwards@evanspetree.com	2015-2023
Thomas Matthew Marino	Vice chair	tmarino@poplarfdn.org	2015-2023
Elliot Lemont Perry	Chair of the Personnel committee	eperry@poplarfdn.org	2016-2023
Camela Patrice Echols	member of the Personnel committee	Cam@MLFOnline.org ; camela@repmemphis.org	2016-2023
Octavius Deshun Nickson	Parent rep	octaviusnickson@gmail.com	2019-2025
Dr. Yolunda Bass Beale	Member of the personnel committee	yolunda@memphistr.org	2021-2025
Andrew Anthony Sippel	Staff rep	dsippel@cornerstoneprepmemphis.org	n/a
Scott Walker	chairman	swwalker@firsttennessee.com	2019-2024

School Leadership

Name	Position	Email	Start Date
Eve Slaughter	Principal	<eslaughter@cornerstoneprepmemphis.org	2021
Tamika Hunter	Dean of Instruction	<thunter@cornerstoneprepmemphis.org>	2021
Erica Fox	Dean of Instruction	<efox@cornerstoneprepmemphis.org	2020
Craig Robinson	Dean of Culture	<crobinson@cornerstoneprepmemphis.org>	2021
Kelli Zomer	Dean of Instruction	kzomer@cornerstoneprepmemphis.org	2018



Cornerstone Prep - Denver
a Capstone Education Group school
cornerstoneprepmemphis.org

1940 Frayser Blvd.
Memphis, TN 38127

Drew Sippel
Executive Director | Capstone Education Group
(901) 416-3640
(901) 416-3641 (fax)
dsippel@cornerstoneprepmemphis.org

Michelle Lyons
Principal | Cornerstone Prep - Denver
(901) 416-3936
(901) 416-3938 (fax)
mlyons@cornerstoneprepmemphis.org

Date of Report: September 13, 2022



Introduction

Capstone Education Group, Inc. (CEG), a Memphis-based 501c3 incorporated organization, was incorporated in 2012 to manage and lead charter schools. CEG currently runs three neighborhood public charter schools that have historically been ranked in the bottom 5% of schools in Tennessee and are located in two areas of high poverty in Memphis: Cornerstone Prep - Lester and Lester Prep, located at 320 Carpenter in Binghampton, and Cornerstone Prep - Denver, located at 1940 Frayser Blvd in Frayser. CEG began serving students in these neighborhoods as part of a transformation strategy for the lowest performing schools in Memphis authorized by the Achievement School District.

CEG exists to provide a quality, college preparatory education to low-income families in Memphis to prepare them for a life of leadership in their community. The mission statement outlines this desire: CEG equips all students with the wisdom and knowledge necessary to succeed in college and to become leaders in their community. More information about the mission and three schools can be found at the organization’s website:

<http://www.cornerstoneprepmemphis.org/>

CEG invests heavily in supporting the students and their families, both inside and outside of the classroom. CEG believes that the of Memphis becomes stronger when its individual communities become healthier and therefore works hard to make its schools the center of a community redevelopment strategy that improves both the lives of the students and the community in which they live.

CEG develops significant relationships with organizations that can provide wrap around or supports services in addition to the education provided in the classroom. For example, in Binghampton, CEG partners with the Binghampton Development Corporation, Service Over Self, Communities in Schools, Christ Community Health Services, Agape North, Le Bonheur, and various local churches to meet housing, job training, neighborhood watch, counseling and parenting support. This approach makes CEG a unique organization in the city.

CEG utilizes an approach like many high performing schools serving urban children, most of which are in the northeastern United States. The CEG founder, Drew Sippel, was trained by Building Excellent Schools, a national nonprofit organization committed to improving the academic achievement of underserved students in the nation’s urban centers.

School	Cornerstone Prep Denver Campus	School Hours	7:40-3:30
Authorizer	ASD (2021-22) Tennessee Public Charter School Commission (2022-23)	Next Renewal Year	2024-25
Year Opened	2015	Max Enrollment Per Charter	720
Current Enrollment	606	Grade span in charter	Prek-5
Current Grade Span	Prek-5	Waitlist	None
Instructional Days	175		



Mission	CEG equips all students with the wisdom and knowledge necessary to succeed in college and to become leaders in their community		

School Information

Cornerstone Prep - Denver (CPD) was authorized by the Achievement School District in 2015 as a full school transformation of a previously failing school. CPD first opened in the 2015-16 school year serving grades Pre-Kindergarten through the 5th grade. Currently, CPD is in its sixth year of operation and continues serve Pre-Kindergarten through the 5th grade students over 175 school days with hours of:

Monday - Thursday: 7:20AM - 3:30PM
 Friday: 7:20AM - 2:30PM

CPD earned Priority School Exit Status and has subsequently moved out of the ASD and is now authorized by the Tennessee Public Charter School Commission. The Commission authorized CPD to continue to work in the existing building and neighborhood through the end of the ASD MOU.

CPD is on track to meet the projected enrollment for the 2022-23 school year. The current enrollment is 606 which includes students in the registration/enrollment pipeline. This enrollment number shows CPD is on track to meet the projected enrollment of 600 students and is within the school’s charter enrollment allowance.

Recent Success

Cornerstone Prep - Denver’s mission is to equip all students with the Wisdom and Knowledge necessary to succeed in college and to become leaders in their community. The school is happy to report that it is on track to fulfill its mission as evidenced by the following results from our last full year (18-19) and partial year results where applicable (19-20) and many of the year-end results from the 2020-21 school year and 2021-22:

- Cornerstone Prep - Denver was the highest performing school in the District in 2019 and again in 2021
- 9 point gains in proficiency over the prior year were seen in Math in 2019
- CPD set a school record for ELA mastery in 2021-22
- Students enjoyed a composite score of 5, the highest possible composite score on the Tennessee Value-Added Assessment System (TVAAS) for 3 of the last 4 years
- In 2018, Cornerstone Prep - Denver had the second highest proficiency rate in Math in our District, second only to another CEG school
- Cornerstone Prep - Denver had double digit gains in proficiency in Math from the prior year in 2018
- Students enjoyed their highest academic growth ever on NWEA-MAP for two years in a row, meeting or exceeding prior grade level growth in four out of four subjects and having strong results despite the pandemic in 2020-21.



Section I – School Academic Performance

Listed below are the results for 2021-22 as well as results of the previous years. Cornerstone Prep - Denver is meeting expectations related to the goals outlined in the current charter agreement. These goals were agreed upon by the school and are in alignment with our chartering authorities school performance framework. The progress towards and attainment of the goals in specific are discussed below.

Get off the Tennessee School Priority List

Cornerstone Prep - Denver is off the Priority List. Based on data from 2019 TN Ready and communication from TDOE, Cornerstone Prep - Denver has received the designation of Priority List Exiting by receiving TVAAS 4 or 5 in each accountability subject and composite for two years in a row.

Earn a TVAAS 3,4 or 5

Prior to the pandemic, Cornerstone Prep - Denver has received a TVAAS 4 or 5 in each accountability subject and composite for two years in a row. The online learning due to COVID led to lower scores than have been historically true during the 2020-21 school year. However, we were thrilled to earn a 5 again in ELA and a 3 overall.

We are thrilled to share that CPD has once again earned a TVAAS 5 in every subject in 2021-22.

Cornerstone Prep - Denver TVAAS				
Subject	2017-18	2018-19	2020-21	21-22
ELA	5	5	5	5
Math	5	4	1	5
Science	5		3	5
Composite	5	5	3	5

CPD also earned Reward School Status in 2021-22. This is one of the highest awards given by the state and reflects the outstanding performance of the scholars and staff during the school year.

Attain above average student growth on MAP

The Measure of Academic Progress (MAP) is nationally normed assessment that is created and scored by Northwest Evaluation Association (NWEA). Cornerstone Prep – Denver made significant progress towards meeting the ambitious goal of exceeding the average of 1.0 years of growth on the MAP assessment. Prior to the pandemic, CPD students enjoyed their highest academic growth ever, meeting or exceeding all prior year’s grade level growth in four out of four subjects.



In 2020-21, CPD was still able to attain above average growth, exceeding one year's growth in 3 out of 4 subjects, despite the pandemic. Teachers were able to deliver effective instruction on line to help students close their academic gaps, even though the growth rates were lower than in prior year.

CPD returned to outstanding academic achievement in 2021-22, setting several records for student growth. The table below details the breakdown of growth (in grade level equivalents) achieved by CPD students.

2021-22 MAP Grade Level Growth	
Mathematics	2.0
Reading	1.5
Language	1.9
Science	2.6
Average	2.0

2020-21 MAP Grade Level Growth	
Mathematics	1.2
Reading	1.0
Language	1.3
Science	1.6
Average	1.2

2019-20 MAP Grade Level Growth, annualized	
Mathematics	2.0
Reading	2.0
Language	1.8
Science	2.6



Average	2.0
----------------	------------

2018-19 MAP Grade Level Growth	
Mathematics	2.1
Reading	1.4
Language	1.4
Science	1.7
Average	1.7

Here are some of the highlights for the 2020-21 school year, despite the pandemic.

- The entire kindergarten class grew 1.3 years in math
- The fourth grade averaged 2.0 years of growth in reading and language
- The fifth grade grew and average of 1.9 years in science

Then, the following amazing highlights reflect the performance from the 2021-22 school year:

- A school record 2.0 years average growth across the entire school in math
- The 4th grade grew 2.3 years in language
- The second grade 1.7 years in reading
- The fifth grade grew 3.0 years in math

CPD make several adjustments in 2021-22 to close gaps created by the COVID 19 pandemic. CPD used ESSER funds to create lower teacher student ratios, to employ interventionists and to conduct summer school. These adjustments all contributed to the outstanding performance of CPD during the 2021-22 school year.

Improved attendance

COVID had a significant effect on attendance during the most recent two school years. Attendance dipped to by 5 percentage points in the first full year after COVID and another 3 points the following year. Prior to the pandemic, Cornerstone Prep - Denver was making progress towards the goal of lowering chronic absenteeism. As noted in prior reports, Cornerstone Prep - Denver the 2019-20 Chronic Absenteeism rate decreased from the prior year and is significantly lower than the chronic absenteeism rate in the first year of operation. Root cause analysis has been conducted and an internal plan of action is in place to ensure chronic absenteeism returns to the downward trajectory experienced prior to the pandemic. The table below represents attendance rate by grade level for CPD in the the most recent school years.



2021-22 Attendance Rates	
Kindergarten	79%
1st Grade	84%
2nd Grade	83%
3rd Grade	85%
4th Grade	84%
5th Grade	86%
Average	83%

2020-21 Attendance Rates	
Kindergarten	80%
1st Grade	89%
2nd Grade	84%
3rd Grade	88%
4th Grade	91%
5th Grade	88%
Average	86%

2019-20 Attendance Rates	
Kindergarten	91%
1st Grade	91%
2nd Grade	91%
3rd Grade	92%
4th Grade	92%



5th Grade	91%
Average	89%

2018-19 Attendance Rates	
Kindergarten	89%
1st Grade	89%
2nd Grade	90%
3rd Grade	90%
4th Grade	88%
5th Grade	89%
Average	89%

Cornerstone Prep - Denver partnered with Community In School (CIS) for the 2019-20 school year and has hired an internal staff member to focus on attendance and tardy for 2021-22 and again in 2022-23 to reduce absenteeism at the school. Additionally, the following attendance intervention plan is in place to help ensure that parents and students are notified when absences begin to accumulate.

- For each absence and tardy a phone call home is made notifying the parent or guardian of the absence.
- The principal makes a phone call to all students who have 2 excused or unexcused absences in a month.
- At 3 and 4 unexcused absences, a district letter is sent home outlining the importance of school attendance and future consequences should absences continue to increase.
- An appointment letter is sent home with the 5th unexcused absences requiring a meeting between the school and the parent or guardian to develop an Attendance Intervention Plan.
- When a student has 7 unexcused absences, a letter from the District Attorney is sent home further explaining the importance of attendance and possible future consequences
- At 9 unexcused absences the Principal calls and sends home a letter notifying the parent on the next unexcused absence a DCS referral for truancy will be filed.
- On the 10th unexcused absence a DCS referral for truancy is filed.
- CIS proactively and continually works a caseload of the highest risk students to ensure any barriers to school attendance are reduced as much as possible.



Enrollment

Cornerstone Prep - Denver seeks to provide high quality seats to support increased options for students in Memphis. CPD is pleased to report that during the 2021-22 school year the average membership for Pre-K to 5th grade was 571 students, 552 students Kindergarten to 5th grade. CPD therefore met the enrollment goal in the current charter agreement.

Board priority action steps

Listed below are the three highest priority action steps the board plans to take to address academic performance and drive continuous improvement.

1. We will continue the use of the fully integrated ELA curriculum across the board. The board believes this was a critical part of the success in 2021-22.
2. We will utilize intervention and classroom positions as implemented last year, decreasing class size and teacher student ratio. The desired outcome is increased individual instruction leading to higher student achievement.
3. We are working with a consultant to improve our implementation of monitoring keys during instruction. The expected outcome is that teachers can utilize the monitoring keys to check student work and make immediate adjustments during instruction.

The board believes these three highest priority action steps will lead to improve student outcomes for all students including those in Tier 1, Tier 2, and Tier 3.

Section II - School Operations

Leadership

Scott Walker
Chairman of the Board
Capstone Education Group
(901) 416-3640
swalker@cornerstoneprepmemphis.org

Michelle Lyons
Principal
Cornerstone Prep - Denver
(901) 416-3639
mlyons@cornerstoneprepmemphis.org

There were no changes to the school board during the 2021-22 school year.



CPD proudly shares that 100% of the school leadership team hired last year returned for the 2022-23 school year. The leaders brought significant school experience to the school, as noted by the following highlights:

- Former school leadership in principal, assistant principal and teacher coaching roles
- 7 years of experience leading a school in CPD’s neighborhood, Frayser
- 11 years of experience in setting school culture in urban settings
- 7 years of experience serving in the school district, the ASD
- More than 15 years of experience in charter school leadership

The leadership team translated their extensive, relevant experience in transforming a neighborhood school into an effective school culture for both adults and students. The team connected very well to the parents and community, meeting frequently with both groups and working with these groups to build the school culture. The leadership team identified the largest learning gaps in scholars and adjusted the schedule, instruction and small group systems to improve learning outcomes throughout the school.

The academic and leading indicator data reviewed during the most recent needs assessment provided consistent evidence in all areas that the new leadership team produced the improvement across the school. The new team led students to increased achievement in every single subject on TN Ready and MAP, led parents to the highest satisfaction levels ever as indicated by parent surveys and improved leading indicators such as suspensions, remands and demerits issued.

There were no operational deficiencies identified in authorizer performance frameworks or provided in other notices of concern.

Instructional days

The following school learning methods were used during the 2021-22 school year:

- 175 days on campus instruction

Student Mobility

Cornerstone Prep - Denver serves the Frayser neighborhood, covered primarily by the 38127 zip code in Memphis. The community has historically been a highly transient population. This can be seen from the most recent US Census where 46% of household units in the neighborhood are renter-occupied which directly contributes to the high percentage of student exits at CPD that are due to moving out of zone.

Transfer Reason	Number of Students
Family choice	5
Moved	30



No reason indicated	28
Transportation	0
Total	63

Further information on the mobility and attrition of students at Cornerstone Prep - Denver can be found in the below table.

School	10/1/2021 Enrollment	Ending Enrollment	Entries	Exits	All Movement	Attrition	Mobility Rate	Attrition Rate
Cornerstone Prep - Denver	565	577	112	61	173	12	30%	2%

The Manager of Business Operations or EIS Manager meets with every parent who withdraws during the school year to understand the reason for student attrition. This information is put into PowerSchool and communicated to school leadership. This data identifies any trends that need to inform school planning for the current year, if possible, and certainly for the following year. School leaders put action plans in place based on this data.

Cornerstone Prep - Denver seeks to support all of its students with wrap-around services that help to reduce any barriers to attending CPD. CPD will continue to work with families in every possible capacity to encourage year-long student attendance. CPD will continue to listen to parent concerns and develop an action plan to resolve any concerns that the school or its partners can address.

Parent and Community Involvement

Cornerstone Prep - Denver believes that the involvement of parents and community members is critical to the success of the students; therefore, we create a variety of opportunities for all stakeholders to be involved in the education of children in our schools. We share academic goals at the start of each year and keep them in front of students and parents throughout, including regular reports on progress towards goals.

The school worked hard to continue parent and community engagement efforts during the school year despite the pandemic. Unfortunately, parents or community members were not allowed into the building to keep the learning environment safe during the school year.

However we continued to reach out via zoom, phone calls, text messaging, and email to stay connected to parents in the community. Work, grades, and other comments were posted to each student's online account and parents were notified whenever new information was available.

Existing community partnerships were maintained but no new community partnerships were cultivated given decoded protocols.

As COVID numbers continue to fluctuate in our community, we are reviewing our parent and community involvement. If we can proceed safely, we will follow the plan noted below.



Parental Involvement Policy

CPD involves parents of students through planning, review, and improvement of programs and services. This process begins with a TSIP meeting where parents answer a series of questions as well as provide feedback on how things are currently working at the school as well as a possible area of improvement. Based on that input, the Title I plans and budget are prepared and approved. Then, during parent council meetings, Title I meetings and the bi-annual survey, parents are encouraged to provide feedback on how things are working.

One example of a policy that was impacted by parental involvement was the frequency with which we report academic progress to families. It was noted in our bi-annual parents' survey that parents felt they did not know enough about how their students were doing in class, in between progress reports and report cards. We worked together with them to answer this felt need which resulted in the creation of a Bi-Weekly Grade Update to parents becoming a part of our regular practice. Feedback from this change has been very positive, both parents being heard and increasing lines of communication between parents and teachers, on academics.

Parental Involvement Annual Meeting

To encourage attendance to our annual Title 1 meeting, the schools offer dinner for families that evening, offers jeans passes for students to "dress down" the following day for school if parents attend and holds the meeting prior to Open House festivities. We have found all of these things increase the number of parents who attend this annual meeting.

The school communicates via weekly parent newsletters placed in every child's homework folder, the parent bulletin board, parent teacher conferences, the grade level curriculum meeting held in the fall, report cards, returned daily and weekly assessments, signed daily homework, Prepster paychecks, MAP, TCAP and TNREADY score/summary and growth reports, and through regular communications with the School Leader or staff member.

Parental Involvement Shared Responsibility

The annual TISP meeting provides CPD an opportunity to seek feedback and ideas from parents and seek their assistance in planning for programs that will impact students and school communities. At that meeting parents answer a series of questions as well as provide feedback on how things are currently working at the school as well as possible areas of improvement. Based on that input, the Title I plans and budget are prepared and approved.

CPD requires all parents to sign a Parent-Student Compact during registration which outlines their parental involvement policy. There are numerous opportunities for parents and the school to work together in addition to the original compact. The school communicates via weekly parent newsletters placed in every child's homework folder, the parent bulletin board, parent teacher conferences, the grade level curriculum meeting held in the fall, report cards, returned daily and weekly assessments, signed daily homework, Prepster paychecks, MAP, TCAP and TNREADY scores, and through regular communications with the School Leader or staff member.

Title I information is provided during the annual Title I meeting. At this meeting, CPD informs parents of all supplemental educational services that Title 1 funds provide for students such as extended school day, additional professional development for staff, during and after school tutoring, small group instruction, reteach, computer literacy, technology, co-teacher model, paraprofessionals, behavioral interventionists, and various reading and math supplemental curriculum.

Parents are encouraged to help with Friday celebrations, making copies, helping with arrival and dismissal, after school activities, or supporting teachers on certain projects. In their Family Handbook, Cornerstone and Lester Prep Schools state in their discipline policy that they are a safe and drug-free school. The Family Handbook also contains information to all parents regarding their rights covered under FERPA.



Parental Involvement Capacity Building

CPD schedules multiple parent engagement opportunities that are listed as part of the school calendar. These events include such things as:

1. Annual Title 1 Meeting
2. Literacy Night
3. Math Night
4. Black History Night Program
5. Annual ELL Family Connection Night
6. Donuts with Dads and Muffins with Moms
7. Principal Coffees
8. Monthly Character Celebrations
9. Quarterly honors programs
10. Parent training events/classes
11. Graduation Night for PreK, K, 5th grade
12. TSIP Meetings
13. Multiple volunteer opportunities throughout the year

Funding for Parent and Family engagement comes through Title I and the use of BEP funds. 1% of Title I funds have been budgeted to use for parent/community engagement. Title I funds will be used to provide resources to parents, including books to take home and read with their children on Literacy Night and providing dinner to entice families to attend Family Literacy night and the Parent training events. All events are inclusive of all student populations including our economically disadvantaged, ELLs and students with disabilities.

CPD gives home language surveys to all enrolled students and has informed all parents of students who are classified as English Language Learners of the academic program they are receiving with our ESL teacher. Last year there were no ELL students identified at the school.

If a parent requests the information, CPD will include at least whether the teacher has met state qualifications and licensing criteria for the grade levels and subject areas taught; whether the teacher is teaching under emergency or other provisional status; the baccalaureate degree major of the teacher and any other graduate certification. The information must also disclose whether the child is provided services by paraprofessionals, and if so, their qualifications.

CPD will also give timely notice that the parent's child has been assigned or has been taught for four or more consecutive weeks by a teacher who is not highly qualified.

CPD has three weeks of professional development for teachers each summer. The first week of training is held for new staff only and includes multiple sessions to inform teachers of the programs provided through Title 1 services, getting to know the communities where the schools are operated, and strategies for engaging with parents, families and the community. In the two weeks of time with all returning staff, these topics are revisited as refreshers and community partners come to share with staff what is happening in the neighborhood and how their agencies are partnering with families, students and our schools. Our school Blueprint outlines teacher expectations for parent and family engagement throughout the year which includes one positive family contact in first two weeks of school, bi-weekly grade updates to families, and always being available to answer any parental concerns or have meetings with them as requested.



Community partnerships that were maintained included relationships with Memphis Police Department, Teach for America, Memphis Teacher Residency and Christ United Methodist Church.

Promising Practices

Strong Leadership

A committed and strong leader is able to organize and lead staff toward a shared vision of success and put structures, resources, and personnel in place to rapidly improve the school. Compared to more traditional models, Cornerstone Prep - Denver increases the distribution of leadership among teachers and staff to build a strong commitment to and ownership of the continued school turnaround. Teacher and staff leaders have partnered with the school leadership team to increase the number of leaders at the school and to increase the impact on student achievement. The school leaders include teachers and non-instructional staff with varying degrees of experience, grades taught and responsibilities. Specifically, this includes:

- 100% returning school leadership team consisting of the principal, assistant principal, director of instruction and assistant principal of operations
- A founding teacher who has become a critical teacher leader during the last 3 years
- Returning staff in critical parent interactive positions
- The CEG leader in special education
- Non-instructional staff including a front desk administrative specialist, Data and human resource experts
- Teachers in a wide range of grades and subject taught

CPD distributes ownership across the organization, empowering teachers, support staff and community partners to lead in the school's continued turnaround efforts. Specific examples include teachers working collaboratively to design curriculum and assessments as part of a teacher-leader role known as CART (Curriculum and Assessment Review Team). Child study teams (Counselors, behavior team members, school psychologists, parents, special education and general education and teachers) also work together to design effective plans for students, including individual behavior and learning plans. A Parent Advisory Committee meets throughout the school year to assess the strengths and weaknesses of the school and provide valued input. Community in School team members communicate with office staff, school leaders, parents, counselors and the behavior team to help the 60 families and students who struggle most in attendance, behavior or achievement. Self-nominated teacher-leaders also meet once per month with the principal to discuss the needs of students, families and staff as part of the Teacher Advisory Team.

Teachers, staff, community partners and parents must meet defined criteria to serve as school leaders:

- Grade Level chairs must be interviewed and approved by the Chief Academic Officer and demonstrate ability to meet deadlines, exhibit a growth mindset, be solutions oriented, and be willing to work after school in the summer, fall and spring.
- Child Study Team members must be active participants in the academic, behavioral or emotional life of the student and available to meet as needed
- The Teacher Advisory Team members self-nominate but must exhibit buy-into consistently using data to identify the needs of students and be willing to seek solutions to identified opportunities for improvement



- Parent Advisory Committee members must commit to consistent attendance at meetings throughout the year
- All parents can submit their ideas through parent surveys, the parent committee or through speaking with any CPD staff member

Monitor Short- and Long-Term Goals

CPD uses Gantt charts, a comprehensive assessment strategy and a school culture data tracking system to closely monitor the progress of the implementation of strategies and action steps and to intervene in the event strategies or practices are not working as necessary to maximize student learning and achievement. This approach truly makes CPD a data-driven school that can track the effectiveness of the school's strategic plan.

CPD monitors the progress of the implementation of strategies and action steps by tracking both the adult actions and student outcomes. CPD monitors adult actions using a Gantt chart. The Gantt chart is a bar chart that illustrates the school's strategic plan schedule based on the information found in this document and subsequently added by the school leaders. The chart identifies the tasks to be performed on the vertical axis, and time intervals and due dates on the horizontal axis. The Director of Operational Systems, Data and Technology creates and owns the chart while the Executive Director and Principal will own the successful execution of the items listed on the chart. The Executive Director conducts meetings twice per month to review progress made on each task found on the chart, looking both at short-term and long-term goals and strategies. The review of this chart provides evidence that the adults are meeting expected deadlines and commitments. Any deadlines missed require an explanation from the responsible person and a revised completion date.

Student outcomes as described in the school's strategic plan will be measured by the comprehensive assessment strategy and school culture data tracking system. The comprehensive assessment strategy contains 5 elements:

1. Instruction
2. Assessment
3. Analysis
4. Reteach
5. Reassess

Instruction and planning are closely monitored and evaluated for rigor and execution daily by school leaders according to the CEG Blueprint. In addition, a thorough Data Driven Instruction (DDI) protocol is followed to ensure root causes are addressed and students are progressing towards meeting the school's long-term and short-term goals. These are monitored each Friday for alignment with the plans and strategies in the school's strategic plan.

Student outcomes are reviewed daily, weekly and every 9 weeks. Daily, student exit tickets are reviewed for class-wide trends of the most missed skill and then reviewed the next day to ensure student mastery. Progress of these exit tickets is tracked and measured by teachers and leaders. Weekly, assessments called Show What You Know quizzes (SWYK) are administered and tracked through the Illuminate Data and Assessment tool. Re-teach assessments are also administered, based on data analysis from the original assessment, to give another opportunity for students to demonstrate mastery after being retaught the material. During weekly data meetings, teachers and leaders collaboratively analyze data by student. This data is then used to gauge relative performance and adjust instruction or



curriculum, or the school's strategic plan as needed. Having both a large scale and a smaller weekly/daily data cycle is necessary to identify root causes so instruction and strategies can be adjusted according to the needs identified in the data.

Illuminate Data and Assessment online application and assessment bank is the primary tool used to both create and analyze weekly quizzes, re-teach assessments, and quarterly interims. The assessment bank built into Illuminate allows for leaders to ensure all questions are rigorous, robust, and aligned to the appropriate standard on the school curriculum map and will lead to the accomplishment of the School Turnaround goals.

CPD believes the comprehensive assessment strategy described above equips staff to consistently measure performance and progress towards achieving the overarching three-year goal, as well as subsequent smaller goals. Any significant variances from the goals in student achievement data require an explanation from the teacher and Dean of Instruction. The school leaders review the data the week following the miss to look for improvements or to determine if a practice or strategy is not working and needs to be adjusted.

CPD tracks the effectiveness of the school's strategic plan related to student supports through the School Culture Data Tracking System, which provides both leading indicators and behavioral data. CPD tracks and monitors the School Turnaround goals through an online application called Live School that allows for detailed reporting with full visibility on progress towards goals. Live School provides up to the minute tracking of student behavior and well as reporting of large-scale trends. The school leaders monitor the effectiveness of the implementation of strategies and action steps and intervene immediately when necessary.

The school leaders use Live School to track the following leading indicators:

1. Merits and Demerits
2. Referrals
3. Detentions
4. Suspension

Merits and demerits are monitored in the moment using the Live School timeline feature. This allows for an immediate student restorative conversation and teacher coaching when necessary. This maximizes student time in class and minimize the need for more drastic inventions. The goal is for all students to earn the Friday celebration which based on the number of merits and demerits a student earns. Quarterly incentive parties can also be earned by students who consistently demonstrate CPD's character traits.

Referrals, detentions, and suspensions are earned by varying degrees of student behavior. That data will be reviewed by the school leaders and Dean of Culture to ensure the strategies are working or if not, to coordinate a revised plan with relevant case managers, other school leaders, and classroom teachers.

CPD believes the School Culture Data Tracking System described above equips students, teachers, and leaders to consistently measure performance, identify root causes, and measure progress towards achieving behavioral and school culture goals that directly support the achievement of academic goals. Furthermore, teachers and leaders also have the



information available to adjust interventions, create behavior plans and school wide systems as needed to best ensure students meet their academic and behavioral goals.

In summary, the regular data reviews of academic data, leading indicators and behavior data (daily, weekly, bi-weekly, monthly and quarterly) provide numerous opportunities for school leaders to intervene when data reflects that the strategies and practices are not working. If the team identifies strategies that need to be adjusted, the team gathers and discusses the best option for adjusting the plan moving forward and then immediately implements those revised plans, adjusting the Gantt chart and any related goals.

Provide High Quality Teacher Development and Training

The single biggest need identified in the most recent needs assessment was increased teacher development and training. Evidenced based research reveals that building the capacity of teachers leads to successful school turnaround results. The book “Leverage Leadership,” written by Paul Bambrick-Santoyo and based on successful urban charter schools around the country, states “Low socioeconomic schools that can offer students 3 consecutive years of strong teaching close the achievement gap, correcting for a host of external factors.” Therefore, CPD needs effective teachers in every class and every grade to ensure all students are truly on track for college.

CPD utilizes a Dean of Instruction to provide coaching and feedback for ongoing support to improve instruction. The dean focused on improving the instruction for CPD teachers in many ways, including:

- Developing teachers through live coaching, modeling, regular in-class observation of practice and feedback, spending 70% of time in classrooms on teacher development across multiple grade levels.
- Creating and leading professional development sessions for individual, small group and whole staff with a focus on practice to include: 2-3 weeks of Professional Development during Summer, all scheduled Professional Development Days during the school year, practice sessions before and after school, and during teacher planning periods.
- Ensuring alignment to curriculum and fidelity to the academic model including reviewing teacher plans, organizing books and materials, participating in curriculum audits and providing additional training as needed.
- Regularly collaborating with teachers on grade level planning and data meetings designed to create action plans based on the data and ensure 1.5 grade level growth of students.

The CAO, CEO and Principal work together to equip the Dean of Instruction with the skills and knowledge necessary to effectively coach teachers on the dean’s caseload. The dean records observations in the observation tracker based on the CEG blueprint and teacher rubric, and meets regularly with teachers to help them improve their craft. The dean reviews daily exit tickets, weekly Show What You Know Data and interim results to monitor the progress of students and the effectiveness of the teacher. The teacher and coach are held accountable for year-end goals around NWEA MAP assessment and TN Ready results.

Purposeful Planning

The purpose of planning is to ensure teachers have mastered the content knowledge necessary for instruction and thought through the most critical aspects of planning for a lesson. Purposeful planning ensures that teachers understand the big ideas of the unit, the long term goals for their students as well as the individual aspects of the lesson



and how their student data impacts lesson delivery. Therefore, purposeful planning assumes teachers engage in robust unit unpacking, intellectual prep, lesson execution practice, and looking at student work as part of their regular preparation and development.

Planning is critical to successful execution. We can't have great instruction or great results without a plan. In order to address the three aspects of the instructional core listed in the introduction teachers must spend a considerable amount of time planning and preparing for instruction. Each part of the purposeful planning process is designed to ensure that teachers are prepared to deliver lessons that meet all three aspects of the instructional core.

Unit/Module Unpacking: This process enables teachers to understand the flow of the unit and the key points for assessment in order to adjust instruction as well as identify and plan strategies to address the key prerequisite skill gaps that scholars may have coming into this unit and the potential misconceptions they may develop.

Intellectual Prep Process (IPP): This process enables teachers to internalize the content of their daily lessons. This process focuses on unpacking the standards and aligning the rigor of the task to the standard while also planning necessary adjustments to scaffold the lesson and meet students needs.

Action Steps

Cornerstone Prep - Denver is pleased with the growth in academic success that it has achieved during the 2021-22 school year. CPD will continue to be faithful to the mission of equipping all students with the wisdom and knowledge necessary to succeed in college and to become leaders in their community. CPD expects to build upon the growth from the last school year to accomplish the mission even more effectively. Therefore, CPD will take the following action steps that are in alignment with the promising practices outlined above.

Strong Leadership

1. Communicate to parents, staff and partners about the opportunities to increase their leadership voice at Cornerstone Prep - Denver with written criteria for selection
2. Gather all school leaders to review the school's strategic plan and be trained in evidence-based best practices
3. Convene teachers and leaders to review the effectiveness of the first and second quarters and prepare plans based on identified needs for the third quarter
4. Review Community in Schools Quarter 1 caseload report
5. Update parents, staff and community and enlist their support
6. Gather school leaders for update on progress

Monitor Short- and Long-Term Goals

1. Create Gantt Chart
2. Conduct bi-weekly Gantt Chart review meetings
3. Create weekly quizzes and quarterly interim assessments to measure progress towards the school strategic plan
4. Analyze weekly quizzes and quarterly assessments
5. Record and analyze leading culture and behavior data



6. End of Year data review and adjustment. Trends for students and teachers are analyzed, root causes identified, and a revised plan created for upcoming school year

Provide High Quality Teacher Development and Training

1. Train Dean of Instruction on critical curriculum, assessments and coaching tools
2. Observe school leaders providing coaching and feedback
3. Assign Dean of Instruction a caseload of teachers
4. Model coaching and observation feedback loop
5. Conduct weekly data meeting and planning sessions with teachers, Dean of Instruction and Director of Academic Achievement
6. Provide bonus incentives for teachers, Dean of Instruction and Principal based on student achievement

Purposeful Planning

All steps are completed by teachers under the guidance of the Dean of Instruction and Principal

1. Backwards plan from the upcoming assessment
2. Develop core instruction with Lesson Plan annotation and material creation
3. Plans ways to differentiate instruction
4. Analyze weekly data to determine trends and perform root cause analysis

As evidenced in this report and the attached financial audit, Cornerstone Prep - Denver has been effectively governed, the school is fiscally sound, has made significant progress towards academic goals, and has satisfactorily met its legal requirements. Capstone Education Group and Cornerstone Prep - Denver believe if the school's charter is renewed its plans for the next charter are likely to be achieved.

Section III – School Finance

Cornerstone Prep - Denver has proven to be financially and operationally viable since its inception. Attached are the most recent audit results for the entire organization. In 2021-22, Cornerstone Prep - Denver ended the year with a positive net cash flow.

As noted in the attached audits, CEG operates its schools with a high level of financial and operational success and accountability. CEG recognizes the importance of using funds wisely and therefore requires strict accountability and efficiency in running its schools. CEG's financial and operational results prove that the organization can adjust to changes in enrollment, student needs, political environment and BEP changes.

Please find below a detailed accounting, including the amounts and sources, of funds other than those funds received under per-pupil state and local funds and federal formula allocations:

Basic Education Program \$6,045,000

Childhood Education Program \$253,000

Capstone Education Group | Cornerstone Prep | Lester Prep
Physical: 1940 Frayser Blvd, Memphis, TN 38127 | Mailing: PO Box 22569, Memphis, TN 38122
Office: (901) 416-3936 | Fax: (901) 416-3938 | www.cornerstoneprepmemphis.org



Title I \$453,000

IDEA \$140,000

Title II \$48,000

Other Federal Through State Funding \$2,126,000

There were no financial deficiencies identified in authorizer performance frameworks or other notices of concern over the past year.

The school spent \$479,000 on facilities, including utilities, maintenance and repairs. The school pays no rent.

Approximately \$25,000 were spent in these areas to prevent, prepare for respond to COVID-19.

The annual audit identified no internal control deficiencies or material weaknesses in the most recent audit.

Student Mobility

Cornerstone Prep - Denver serves the Frayser neighborhood, covered primarily by the 38127 zip code in Memphis. The community has historically been a highly transient population. This can be seen from the most recent US Census where 46% of household units in the neighborhood are renter-occupied which directly contributes to the high number of student exits at CPD that are due to moving out of zone.

Transfer Reason	Number of Students
Family choice	5
Moved	30
No reason indicated	28
Transportation	0
Total	63

Further information on the mobility and attrition of students at Cornerstone Prep - Denver can be found in the below table.

School	10/1/2021 Enrollment	Ending Enrollment	Entries	Exits	All Movement	Attrition	Mobility Rate	Attrition Rate
Cornerstone Prep - Denver	565	577	112	61	173	12	30%	2%

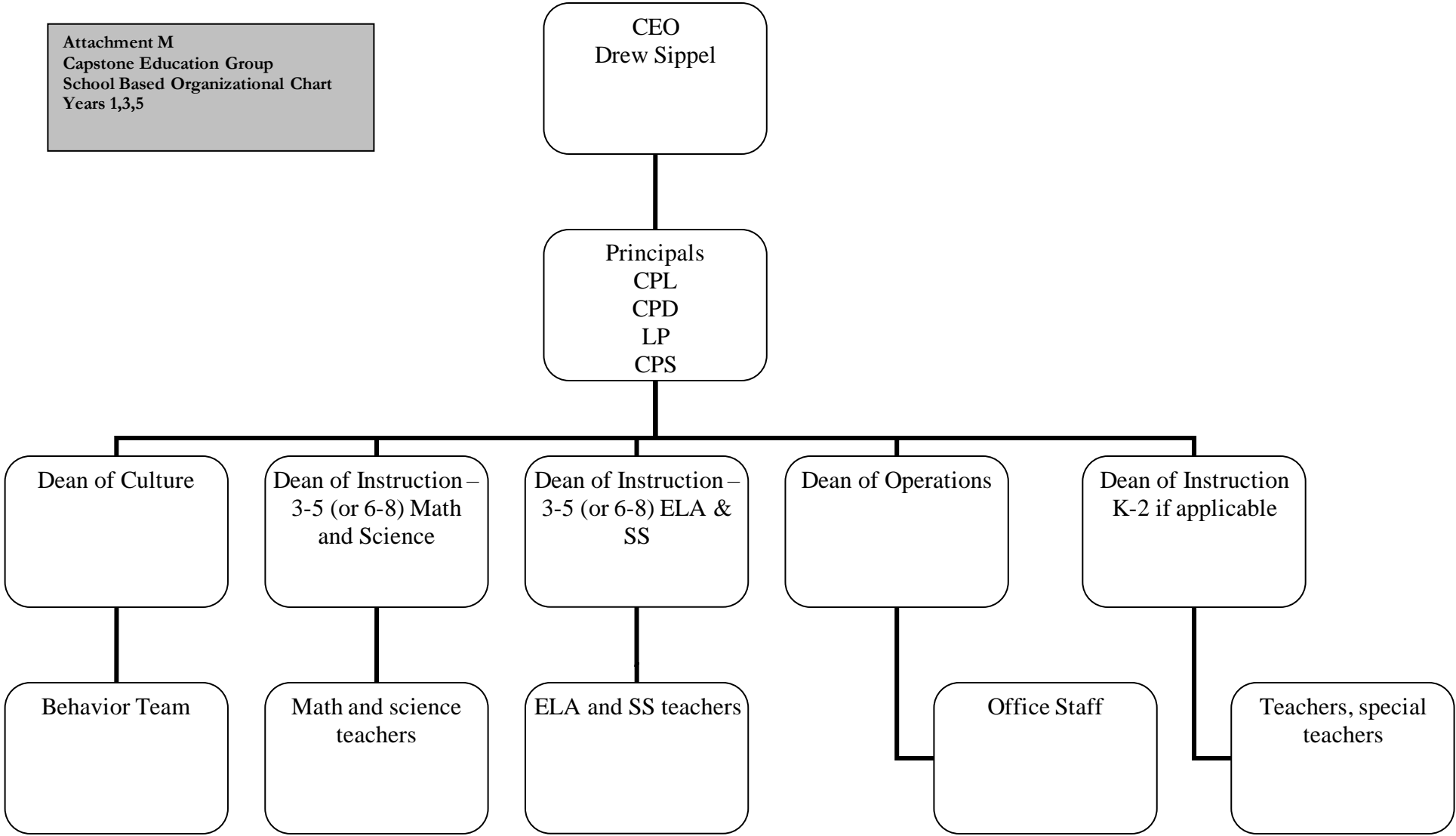
Capstone Education Group, Inc. Board Members 2022-23

Name	Position	Email	Start and End Date
Paul F. T. Edwards	Secretary and member of the Personnel committee	pedwards@evanspetree.com	2015-2023
Thomas Matthew Marino	Vice chair	tmarino@poplarfdn.org	2015-2023
Elliot Lemont Perry	Chair of the Personnel committee	eperry@poplarfdn.org	2016-2023
Camela Patrice Echols	member of the Personnel committee	Cam@MLFOnline.org ; camela@repmemphis.org	2016-2023
Octavius Deshun Nickson	Parent rep	octaviusnickson@gmail.com	2019-2025
Dr. Yolunda Bass Beale	Member of the personnel committee	yolunda@memphistr.org	2021-2025
Andrew Anthony Sippel	Staff rep	dsippel@cornerstoneprepmemphis.org	n/a
Scott Walker	chairman	swwalker@firsttennessee.com	2019-2024

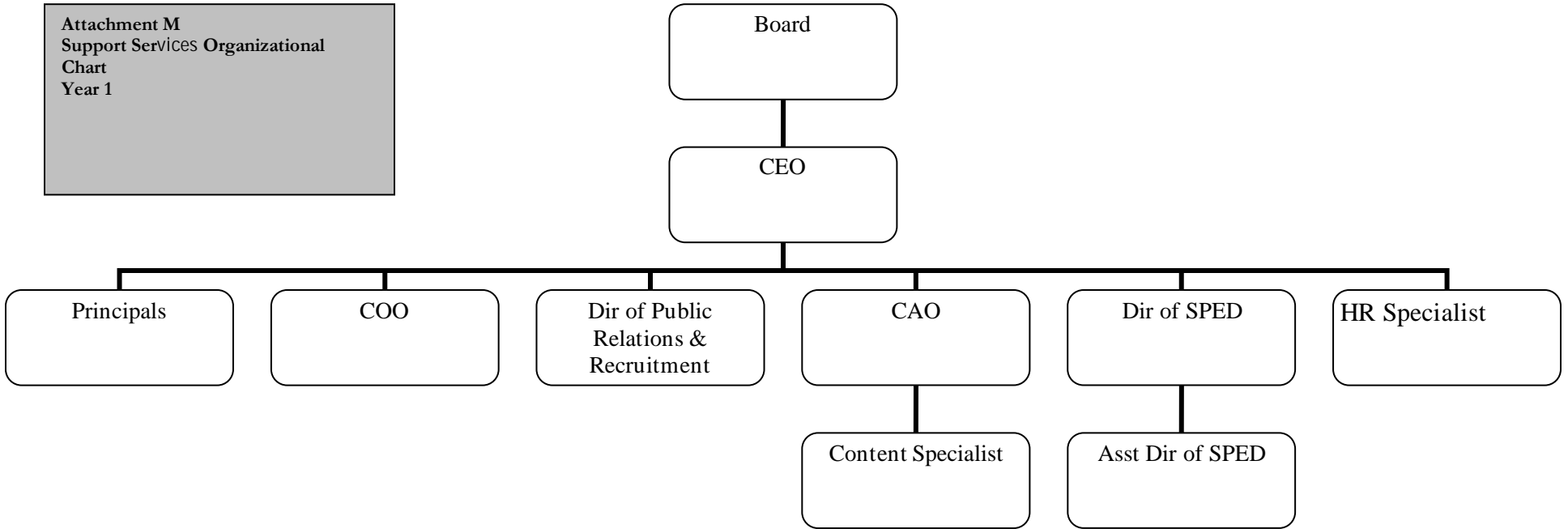
School Leadership

Name	Position	Email	Start Date
Michelle Lyons	Prin	<mlyons@cornerstoneprepmemphis.org>	2018
Deneia Maxie	Dean of instruction	<dmaxie@cornerstoneprepmemphis.org>	2018
Ebony Jones	Dean of instruction	<ejones@cornerstoneprepmemphis.org>	2018
Ericka Hull	Dean of instruction	<ehull@cornerstoneprepmemphis.org>	2018
Bridgette Simmons	Dean of Culture	<bsimmons@cornerstoneprepmemphis.org>	2018

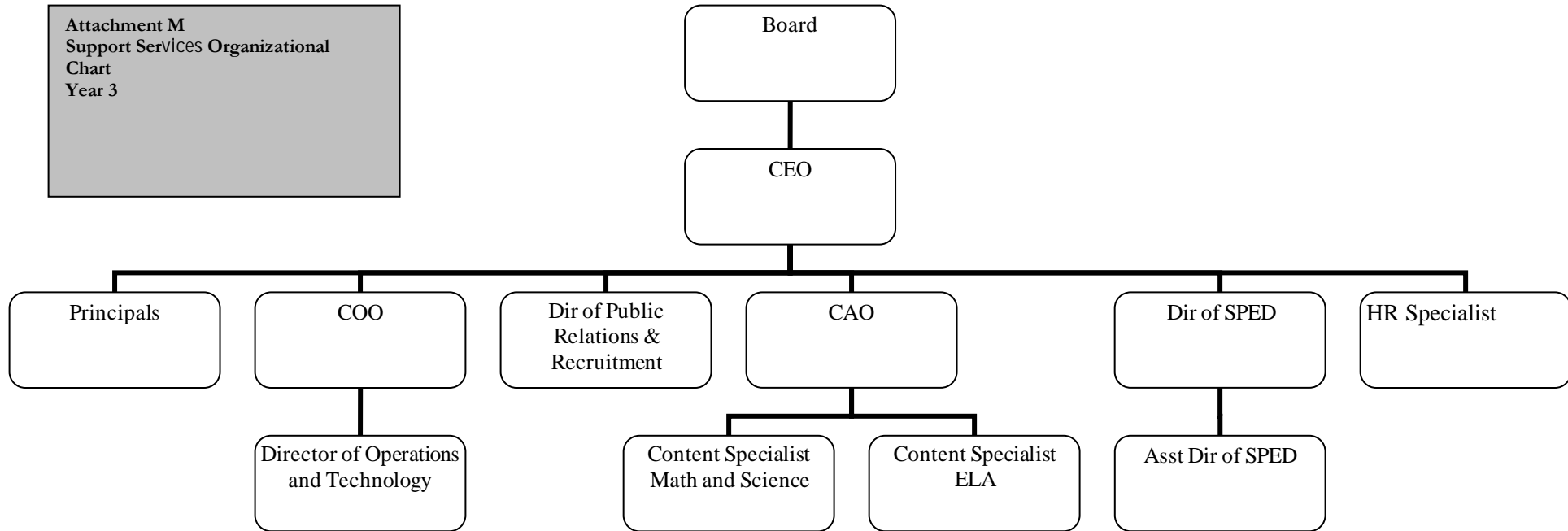
Attachment M
Capstone Education Group
School Based Organizational Chart
Years 1,3,5



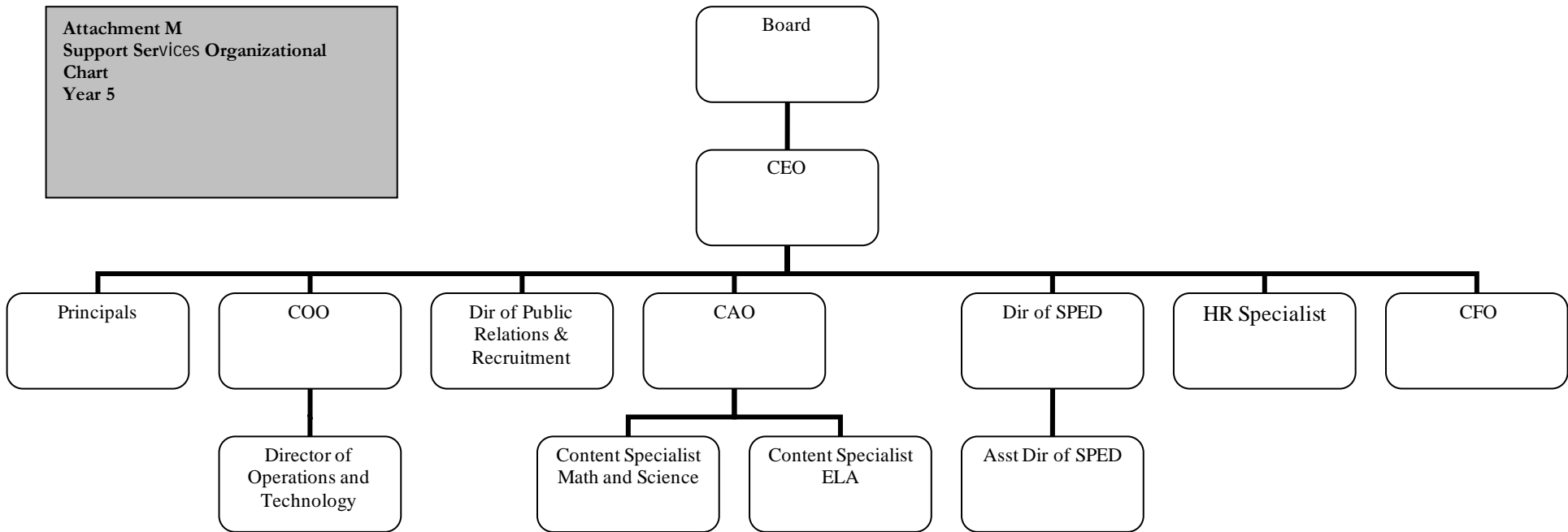
Attachment M
Support Services Organizational
Chart
Year 1



Attachment M
Support Services Organizational
Chart
Year 3



Attachment M
Support Services Organizational
Chart
Year 5





New Charter School Application Budget Template Instructions

Template Tabs

1) Proposed School Information	Enter proposed school name, contact information, and proposed year of opening
2) Student Assumptions	Enter enrollment and key student demographic information assumptions
3) Pre-Opening Budget	Enter budget details and assumptions for 12 month period prior to Year 1
4) Pre-Opening Cash Flow	Enter cash flow details and assumptions for 12 month period prior to Year 1
5) Years 1-5 Staff Assumptions	Enter staffing assumptions; assumptions will drive over tabs
6) Year 1 Budget	Enter budget details and assumptions for Year 1
7) Year 1 Cash Flow	Enter cash flow details and assumptions for Year 1 (July to June 12 month period)
8) Years 2 through 5 Budget	Enter budget details and assumptions for Years 2 through 5
9) Summary	Informational; enter a starting fund balance if applicable

Template Guidance

- Input financial information into light yellow cells
- Input assumption information or notes into light green cells
- Provides additional information or instruction for specific tab or section of tab
- Cells with red comment tag include additional guidance and instruction

Note: This is not a budgeting tool, but rather a standardized format for sharing key budget information for the proposed charter school. You may add additional worksheets to this workbook to otherwise supplement the information being provided on the existing worksheets.

Developed in partnership with



Template Version 12152022

**Cornerstone Prep Lester Campus
New Charter School Application Budget Template
Proposed School Information**



Proposed School Name	Cornerstone Prep Lester Campus
Lead Sponsor Name	Drew Sippel CEO
Lead Sponsor E-mail Address	dsippel@cornerstoneprepmemphis.org
Lead Sponsor Phone Number	901-416-9569
CMO/EMO Affiliation	Capstone Education Group Drew Sippel CEO

Proposed Authorizer	Memphis Shelby County Schools
Proposed Opening Grade Level(s)	k-5
Proposed Final Grade Level(s)	k-5
Proposed First Year of Operations	2024-25

	Year 1	Year 2	Year 3	Year 4	Year 5
Anticipated Enrollment	410	420	430	440	450

Note: These cells auto-populate after completing Tab 2.

**Cornerstone Prep Lester Campus
New Charter School Application Budget Template
Student Assumptions**

Enrollment Assumptions

Year 1	Year 2	Year 3	Year 4	Year 5
2024-25	2025-26	2026-27	2027-28	2028-29

Pre-Kindergarten (Informational Only)

40	40	40	40	40
----	----	----	----	----

Kindergarten

75	75	75	75	75
----	----	----	----	----

1st Grade

75	75	75	75	75
----	----	----	----	----

2nd Grade

70	75	75	75	75
----	----	----	----	----

3rd Grade

70	70	75	75	75
----	----	----	----	----

4th Grade

58	70	70	75	75
----	----	----	----	----

5th Grade

62	55	60	65	75
----	----	----	----	----

6th Grade

0	0	0	0	0
---	---	---	---	---

7th Grade

0	0	0	0	0
---	---	---	---	---

8th Grade

0	0	0	0	0
---	---	---	---	---

9th Grade

0	0	0	0	0
---	---	---	---	---

10th Grade

0	0	0	0	0
---	---	---	---	---

11th Grade

0	0	0	0	0
---	---	---	---	---

12th Grade

0	0	0	0	0
---	---	---	---	---

Total Enrollment (excluding Pre-Kindergarten)

410	420	430	440	450
------------	------------	------------	------------	------------

Change in Net Enrollment

410	10	10	10	10
------------	-----------	-----------	-----------	-----------

of Classes By Grade

Year 1	Year 2	Year 3	Year 4	Year 5
--------	--------	--------	--------	--------

Pre-Kindergarten (Informational Only)

2	2	2	2	2
---	---	---	---	---

Kindergarten

3	3	3	3	3
---	---	---	---	---

1st Grade

3	3	3	3	3
---	---	---	---	---

2nd Grade

3	3	3	3	3
---	---	---	---	---

3rd Grade

3	3	3	3	3
---	---	---	---	---

4th Grade

3	3	3	3	3
---	---	---	---	---

5th Grade

3	3	3	3	3
---	---	---	---	---

6th Grade

0	0	0	0	0
---	---	---	---	---

7th Grade

0	0	0	0	0
---	---	---	---	---

8th Grade

0	0	0	0	0
---	---	---	---	---

9th Grade

0	0	0	0	0
---	---	---	---	---

10th Grade

0	0	0	0	0
---	---	---	---	---

11th Grade

0	0	0	0	0
---	---	---	---	---

12th Grade

0	0	0	0	0
---	---	---	---	---

Total # of Classes

18	18	18	18	18
-----------	-----------	-----------	-----------	-----------

**Cornerstone Prep Lester Campus
New Charter School Application Budget Template
Student Assumptions**

Change in Net # of Classes	18	0	0	0	0
-----------------------------------	-----------	----------	----------	----------	----------

Other Key Assumptions				
Enter Estimated Percentages				

SPED %	20%	20%	20%	20%	20%
SPED Count	82	84	86	88	90
ELL %	8%	8%	8%	8%	8%
ELL Count	33	34	34	35	36
Anticipated Paid %	0%	0%	0%	0%	0%
Anticipated Reduced %	0%	0%	0%	0%	0%
Anticipated Free %	100%	100%	100%	100%	100%
Anticipated Paid Count	0	0	0	0	0
Anticipated Reduced Count	0	0	0	0	0
Anticipated Free Count	410	420	430	440	450
Total Free and Reduced Count	410	420	430	440	450
School Days	180	180	180	180	180
Attendance Rate	95%	95%	95%	95%	95%

**Cornerstone Prep Lester Campus
New Charter School Application Budget Template
Pre-Opening Budget**

Revenue Assumptions

Year 0
2023-24

Federal Revenues

Rate/Assumption

Amount

Assumption Notes

CSP Startup Grant

\$0

-

Approved schools must apply for this grant; funding not guaranteed and therefore no funds have been budgeted

Fundraising & Philanthropy

Detail any private funding sources

Other	
Other	
Other	
Other	
Other	

\$0
\$0
\$0
\$0
\$0

Total Revenues

-

Additional Space to Provide Fundraising Details

**Cornerstone Prep Lester Campus
New Charter School Application Budget Template
Pre-Opening Budget**

Compensation Assumptions

Year 0
2023-24

Administrative Staff	FTE Count	Year 0	Assumption Notes
Principal/School Leader	0.00	\$0	Since CPL is currently operating, all Year 0 expenses will be funded from the existing CPL and CMO operating budget or reserves. Therefore nothing is budgeted for new Year 0 expense
Assistant Principal	0.00	\$0	
Special Education Coordinator	0.00	\$0	
Deans, Directors	0.00	\$0	
Other (Specify in Assumptions)	0.00	\$0	
Total Administrative Compensation	0.00	-	
Instructional Staff			
Teachers	0.00	\$0	
Special Education Teachers	0.00	\$0	
Educational Assistants/Aides	0.00	\$0	
Elective Teachers	0.00	\$0	
Other (Specify in Assumptions)	0.00	\$0	
Total Instructional Compensation	0.00	-	
Non-Instructional Staff			
Clerical Staff	0.00	\$0	
Custodial Staff	0.00	\$0	
Operations	0.00	\$0	
Social Workers/Counseling	0.00	\$0	
Other (Specify in Assumptions)	0.00	\$0	
Total Non-Instructional Compensation	0.00	-	
Bonus		-	
Other Non FTE Compensation		-	
Other Non FTE Compensation		-	
Other Non FTE Compensation		-	
Total FTE Count	0.00		
Total Compensation		-	

**Cornerstone Prep Lester Campus
New Charter School Application Budget Template
Pre-Opening Budget**

Employer Benefits & Tax Assumptions

Year 0
2023-24

	Base Assumption		Assumption Notes
Social Security	6.20%	\$0	
Medicare	1.45%	\$0	
State Unemployment	\$400 per employee	\$0	
Disability/Life Insurance	0.00%	\$0	
Workers Compensation Insurance	0.00%	\$0	
Other Fringe Benefits	0.00%	\$0	
Medical Insurance	\$0	\$0	
Dental Insurance	\$0	\$0	
Vision Insurance	\$0	\$0	
Other Retirement	0.00%	\$0	
Total Employer Benefits & Taxes		-	

**Cornerstone Prep Lester Campus
New Charter School Application Budget Template
Pre-Opening Budget**

Operating Expenses

Year 0
2023-24

Contracted Services

Assumption Notes

Professional Development	\$0	\$0	
Financial Services	\$0	\$0	
Audit Services	\$0	\$0	
Legal Fees	\$0	\$0	
Copier Lease and Usage	\$0	\$0	
Internet and Phone Service	\$0	\$0	
Cell Phone Service	\$0	\$0	
Payroll Services	\$0	\$0	
Health Services	\$0	\$0	
Transportation	\$0	\$0	
IT Services	\$0	\$0	
Contracted SPED Services	\$0	\$0	
Insurance	\$0	\$0	
Postal Charges	\$0	\$0	
Bank Charges	\$0	\$0	

Supplies & Materials

Textbooks and Instructional Supplies	\$0	\$0	
Education Software	\$0	\$0	
Student Supplies	\$0	\$0	
Faculty Supplies	\$0	\$0	
Library Books	\$0	\$0	
Testing & Evaluation	\$0	\$0	
Student Laptops	\$0	\$0	
Faculty Laptops	\$0	\$0	
Office Supplies	\$0	\$0	
Printing Paper	\$0	\$0	
Marketing Materials	\$0	\$0	
Student Uniforms	\$0	\$0	
Gifts & Awards - Students	\$0	\$0	
Gifts & Awards - Teachers and Staff	\$0	\$0	
Health Supplies	\$0	\$0	

**Cornerstone Prep Lester Campus
New Charter School Application Budget Template
Pre-Opening Budget**

Facility Related Expenses			
Rent	\$0	\$0	
Utilities	\$0	\$0	
Custodial	\$0	\$0	
Waste	\$0	\$0	
Faculty Furniture	\$0	\$0	
Student Furniture	\$0	\$0	
Internet/Network Equipment	\$0	\$0	
Other Equipment	\$0	\$0	
Building Decorum	\$0	\$0	
Tenant Improvements	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other Charges			
Staff Recruitment	\$0	\$0	
Student Recruitment & Community Engagement	\$0	\$0	
Parent & Staff Meetings	\$0	\$0	
Authorizer Fee	\$0	\$0	
Other	\$0	\$0	
Debt Service			
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Total Operating Expenses		-	
Total Expenses		-	

Cornerstone Prep Lester Campus
New Charter School Application Budget Template
Pre-Opening Cash Flow

Cash Flow Summary

	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0
	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP
Beginning Cash	450,000	450,000	450,000	450,000	450,000	450,000	450,000	450,000	450,000	450,000	450,000	450,000	450,000	
Revenues														
Federal Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising & Philanthropy	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Expenses														
Staffing	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Employer Benefits & Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Contracted Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Facility-Related Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Charges	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Debt Service	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operating Income (Loss)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Changes in Accounts Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Changes in Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Line of Credit Proceeds	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Line of Credit Repayments	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Balance Sheet Activity	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	450,000	450,000	450,000	450,000	450,000	450,000	450,000	450,000	450,000	450,000	450,000	450,000	450,000	

Cornerstone Prep Lester Campus
New Charter School Application Budget Template
Pre-Opening Cash Flow

Details of Cash Flow

Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0
2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP

Revenues

Revenues

Assumption Notes

Federal Revenues																
CSP Startup Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising & Philanthropy																
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-	-
Total Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

**Cornerstone Prep Lester Campus
New Charter School Application Budget Template
Pre-Opening Cash Flow**

Compensation

Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0
2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP

Compensation

Assumption Notes

Principal/School Leader	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Assistant Principal	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Special Education Coordinator	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Deans, Directors	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other (Specify in Assumptions)	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Total Administrative Compensation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	

Instructional Staff

Teachers	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Special Education Teachers	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Educational Assistants/Aides	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Elective Teachers	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other (Specify in Assumptions)	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Total Instructional Compensation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	

Non-Instructional Staff

Clerical Staff	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Custodial Staff	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Operations	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Social Workers/Counseling	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other (Specify in Assumptions)	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Total Non-Instructional Compensation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	

Bonus

Bonus	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other Non FTE Compensation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other Non FTE Compensation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other Non FTE Compensation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	

Total Compensation

Total Compensation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
---------------------------	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	--

Employer Benefits & Taxes

Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0
2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP

Assumption Notes

Social Security	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Medicare	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
State Unemployment	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Disability/Life Insurance	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Workers Compensation Insurance	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other Fringe Benefits	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Medical Insurance	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Dental Insurance	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Vision Insurance	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other Retirement	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	

Total Employer Benefits & Taxes

Total Employer Benefits & Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
--	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	--

**Cornerstone Prep Lester Campus
New Charter School Application Budget Template
Pre-Opening Cash Flow**

Operating Expenses

Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0
2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP

Contracted Services

	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Assumption Notes
	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	
Professional Development	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Professional Development
Financial Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Financial Services
Audit Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Audit Services
Legal Fees	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Legal Fees
Copier Lease and Usage	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Copier Lease and Usage
Internet and Phone Service	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Internet and Phone Service
Cell Phone Service	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Cell Phone Service
Payroll Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Payroll Services
Health Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Health Services
Transportation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Transportation
IT Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- IT Services
Contracted SPED Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Contracted SPED Services
Insurance	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Insurance
Postal Charges	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Postal Charges
Bank Charges	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Bank Charges

Supplies & Materials

Textbooks and Instructional Supplies	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Textbooks and Instructional Supplies
Education Software	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Education Software
Student Supplies	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Student Supplies
Faculty Supplies	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Faculty Supplies
Library Books	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Library Books
Testing & Evaluation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Testing & Evaluation
Student Laptops	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Student Laptops
Faculty Laptops	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Faculty Laptops
Office Supplies	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Office Supplies
Printing Paper	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Printing Paper
Marketing Materials	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Marketing Materials
Student Uniforms	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Student Uniforms
Gifts & Awards - Students	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Gifts & Awards - Students
Gifts & Awards - Teachers and Staff	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Gifts & Awards - Teachers and Staff
Health Supplies	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Health Supplies

Cornerstone Prep Lester Campus
New Charter School Application Budget Template
Pre-Opening Cash Flow

Facility Related Expenses

Rent	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Rent
Utilities	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Utilities
Custodial	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Custodial
Waste	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Waste
Faculty Furniture	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Faculty Furniture
Student Furniture	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Student Furniture
Internet/Network Equipment	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Internet/Network Equipment
Other Equipment	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other Equipment
Building Decorum	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Building Decorum
Tenant Improvements	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Tenant Improvements
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other

Other Charges

Staff Recruitment	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Staff Recruitment
Student Recruitment & Community Engagement	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Student Recruitment & Community Engagement
Parent & Staff Meetings	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Parent Meetings
Authorizer Fee	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Staff Meetings
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other

Debt Service

Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Total Operating Expenses

	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
--	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

Total Expenses

	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
--	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

**Cornerstone Prep Lester Campus
New Charter School Application Budget Template
Year 1-5 Staff Assumptions**

FTE Assumptions

	Year 1	Year 2	Year 3	Year 4	Year 5
Fiscal Year	2024-25	2025-26	2026-27	2027-28	2028-29
Enrollment	410	420	430	440	450
# of Classes	18	18	18	18	18
Administrative Staff					
Principal/School Leader	1.00	1.00	1.00	1.00	1.00
Assistant Principal	0.00	0.00	0.00	0.00	0.00
Special Education Coordinator	0.00	0.00	0.00	0.00	0.00
Deans, Directors	4.00	4.00	4.00	4.00	4.00
Other (Specify in Assumptions)	0.00	0.00	0.00	0.00	0.00
Total Administrative FTE	5.00	5.00	5.00	5.00	5.00
Instructional Staff					
Teachers	21.00	21.00	21.00	21.00	21.00
Special Education Teachers	4.00	4.00	4.00	4.00	4.00
Educational Assistants/Aides	4.00	5.00	5.00	5.00	6.00
Elective Teachers and EL	5.00	5.00	5.00	5.00	5.00
RTI/Intervention	4.00	5.00	6.00	6.00	6.00
Total Instructional FTE	38.00	40.00	41.00	41.00	42.00
Non-Instructional Staff					
Clerical Staff	2.00	2.00	2.00	2.00	2.00
Custodial Staff	0.00	0.00	0.00	0.00	0.00
Operations	1.00	1.00	1.00	1.00	1.00
Social Workers/Counseling/Behavior	4.00	4.00	4.00	5.00	5.00
Nurse	1.00	1.00	1.00	1.00	1.00
Total Non-Instructional FTE	8.00	8.00	8.00	9.00	9.00
Total FTE	51.00	53.00	54.00	55.00	56.00

Compensation Assumptions

	Year 1	Year 2	Year 3	Year 4	Year 5
	2024-25	2025-26	2026-27	2027-28	2028-29
Annual Increase	4.00%	4.00%	4.00%	4.00%	4.00%
Cumulative Increase	104.00%	108.16%	112.49%	116.99%	121.67%
Administrative Staff					
Principal/School Leader	\$111,300	115,752	120,382	125,197	130,205
Assistant Principal	\$0	-	-	-	-
Special Education Coordinator	\$0	-	-	-	-
Deans, Directors	\$90,000	374,400	389,376	404,951	421,149
Other (Specify in Assumptions)	\$0	-	-	-	-
Total Administrative Compensation	490,152	509,758	530,148	551,354	573,409
Instructional Staff					
Teachers	\$58,500	1,277,640	1,328,746	1,381,895	1,437,171

Assumption Notes

Based on staffing model and annual wage increase
Based on staffing model and annual wage increase
Based on staffing model and annual wage increase

**Cornerstone Prep Lester Campus
New Charter School Application Budget Template
Year 1-5 Staff Assumptions**

Special Education Teachers	\$63,500	264,160	274,726	285,715	297,144	309,030
Educational Assistants/Aides	\$28,500	118,560	154,128	160,293	166,705	208,048
Elective Teachers and EL	\$59,535	309,582	321,965	334,844	348,238	362,167
RTI/Intervention	\$56,000	232,960	302,848	377,954	393,072	408,795
Total Instructional Compensation		2,202,902	2,382,413	2,540,702	2,642,330	2,782,698
Non-Instructional Staff						
Clerical Staff	\$36,500	75,920	78,957	82,115	85,400	88,816
Custodial Staff	\$0	-	-	-	-	-
Operations	\$53,000	55,120	57,325	59,618	62,003	64,483
Social Workers/Counseling/Behavior	\$45,000	187,200	194,688	202,476	263,218	273,747
Nurse	\$42,000	43,680	45,427	47,244	49,134	51,099
Total Non-Instructional Compensation		361,920	376,397	391,453	459,754	478,145
Bonus		137,523	143,024	148,745	154,695	160,882
Other Compensation		-	-	-	-	-
Other Compensation		-	-	-	-	-
Other Compensation		-	-	-	-	-
Total Compensation		3,192,497	3,411,592	3,611,048	3,808,134	3,995,134

Based on staffing model and annual wage increase
Based on staffing model and annual wage increase
Based on staffing model and annual wage increase
Based on staffing model and annual wage increase
Based on staffing model and annual wage increase

Based on staffing model and annual wage increase
Based on staffing model and annual wage increase
Based on staffing model and annual wage increase
Based on staffing model and annual wage increase
Based on staffing model and annual wage increase

Bonus based on student achievement

Employer Benefits & Tax Assumptions

		Year 1 2024-25	Year 2 2025-26	Year 3 2026-27	Year 4 2027-28	Year 5 2028-29
Base Assumption						
Social Security	6.20%	\$197,935	\$211,519	\$223,885	\$236,104	\$247,698
Medicare	1.45%	\$46,291	\$49,468	\$52,360	\$55,218	\$57,929
State Unemployment	\$400 per employee	\$20,400	\$21,200	\$21,600	\$22,000	\$22,400
Disability/Life Insurance	0.00%	\$0	\$0	\$0	\$0	\$0
Workers Compensation Insurance	1.00%	\$31,925	\$34,116	\$36,110	\$38,081	\$39,951
Other Fringe Benefits	1.00%	\$31,925	\$34,116	\$36,110	\$38,081	\$39,951
Health Insurance						
Annual Increase	4.00%	4.00%	4.00%	4.00%	4.00%	4.00%
Cumulative Increase		104.00%	108.16%	112.49%	116.99%	121.67%
Medical Insurance	\$6,500	\$331,500	\$358,280	\$379,642	\$402,139	\$425,829
Dental Insurance	\$0	\$0	\$0	\$0	\$0	\$0
Vision Insurance	\$0	\$0	\$0	\$0	\$0	\$0
TCRS Certified Legacy	6.00%	\$191,550	\$204,696	\$216,663	\$228,488	\$239,708
TCRS Certified Hybrid	3.00%	\$95,775	\$102,348	\$108,331	\$114,244	\$119,854
TCRS Classified Legacy	0.00%	\$0	\$0	\$0	\$0	\$0
TCRS Classified Hybrid	0.00%	\$0	\$0	\$0	\$0	\$0
Other Classified Retirement	0.00%	\$0	\$0	\$0	\$0	\$0
Other Retirement	0.00%	\$0	\$0	\$0	\$0	\$0

Assumption Notes

Assumes the fed rate remains flat
Assumes the fed rate remains flat
Assumes the fed rate remains flat
based on current experience
based on current experience
based on current plan and projected cost increase
employees pay 100%
employees pay 100%
Assumes current staffing and contribution rates
Assumes current staffing and contribution rates

**Cornerstone Prep Lester Campus
New Charter School Application Budget Template
Year 1 Budget**

Revenue Assumptions

	Year 1
	2024-25
Annual Revenue Increase	3.00%
Cumulative Increase	103.00%

State Revenues

	Rate/Assumption		Assumption Notes
TISA Base Rate	\$6,860.00	\$2,812,600	Based on TISA calculator
TISA Weights	\$2,777.46	\$1,138,759	Based on TISA calculator
TISA Direct	\$698.79	\$286,504	Based on TISA calculator
Local	\$2,081.00	\$853,210	Based on TISA calculator
Other			

Federal Revenues

		\$0	
Title I	\$636	\$260,874	Based on current CPL experience
Title II	\$0	\$0	
Title III	\$0	\$0	
NSLP	\$0	\$0	
E-Rate	\$0	\$0	
CSP Startup Grant	\$0	\$0	
Crawford House Grant	\$75,000	\$75,000	Crawford House has committed more than \$100,000 for each of the last three years
Other	\$0	\$0	

School Activity Revenues

Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	

Fundraising & Philanthropy

Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	

Total Revenues

5,426,947

**Cornerstone Prep Lester Campus
New Charter School Application Budget Template
Year 1 Budget**

Compensation

Year 1
2024-25

Administrative Staff	FTE Count		Assumption Notes
Principal/School Leader	1.00	115,752	based on current staff member
Assistant Principal	0.00	-	
Special Education Coordinator	0.00	-	
Deans, Directors	4.00	374,400	based on current staff members
Other (Specify in Assumptions)	0.00	-	
Total Administrative Compensation	5.00	490,152	
Instructional Staff			
Teachers	21.00	1,277,640	based on current staff members
Special Education Teachers	4.00	264,160	based on current staff members and student demographics
Educational Assistants/Aides	4.00	118,560	based on current staff members and student demographics
Elective Teachers	5.00	309,582	includes 2 for EL
Other (Specify in Assumptions)	4.00	232,960	RTI coordinator and interventionists
Total Instructional Compensation	38.00	2,202,902	
Non-Instructional Staff			
Clerical Staff	2.00	75,920	office
Custodial Staff	0.00	-	
Operations	1.00	55,120	mgr of ops
Social Workers/Counseling	4.00	187,200	counselor and behavior team
Other (Specify in Assumptions)	1.00	43,680	nurse
Total Non-Instructional Compensation	8.00	361,920	
Other Compensation		137,523	bonus
Other Compensation		-	
Other Compensation		-	
Other Compensation		-	
Total Compensation		3,192,497	

Employer Benefits & Taxes

Year 1
2024-25

		Assumption Notes
Social Security	197,935	based on current rates
Medicare	46,291	based on current rates
State Unemployment	20,400	based on current rates
Disability/Life Insurance	-	
Workers Compensation Insurance	31,925	based on current rates
Other Fringe Benefits	31,925	based on current rates
Medical Insurance	331,500	based on current rates
Dental Insurance	-	
Vision Insurance	-	
TCRS Certified Legacy	191,550	based on current rates
TCRS Certified Hybrid	95,775	based on current rates

**Cornerstone Prep Lester Campus
New Charter School Application Budget Template
Year 1 Budget**

TCRS Classified Legacy	-	
TCRS Classified Hybrid	-	
Other Classified Retirement	-	
Other Retirement	-	
Total Employer Benefits & Taxes		947,301

**Cornerstone Prep Lester Campus
New Charter School Application Budget Template
Year 1 Budget**

Operating Expenses

Year 1
2024-25

Contracted Services

Assumption Notes

Professional Development	\$15,000	\$15,000	Sending our folks to PD as needed or bringing PD on campus
Financial Services	\$0	\$0	
Audit Services	\$0	\$0	
Legal Fees	\$0	\$0	
Copier Lease and Usage	\$14,000	\$14,000	based on current lease and usage
Internet and Phone Service	\$2,500	\$2,500	based on current net cost
Cell Phone Service	\$0	\$0	
Payroll Services	\$0	\$0	
Health Services	\$0	\$0	
Transportation	\$88,000	\$88,000	1 bus at 88,000
IT Services	\$0	\$0	
Contracted SPED Services	\$125,000	\$125,000	Evaluation, contracted services, LeBonheur, pschologists
Insurance	\$25,000	\$25,000	contents, liab, other
Postal Charges	\$2,500	\$2,500	misc
Bank Charges	\$0	\$0	

Supplies & Materials

Textbooks and Instructional Supplies	\$25,000	\$25,000	based on current curriculum and supply usage
Education Software	\$73,000	\$73,000	based on current curriculum and software
Student Supplies	\$15,000	\$15,000	based on school experience
Faculty Supplies	\$2,500	\$2,500	based on school experience
Library Books	\$1,500	\$1,500	Replacing worn out books
Testing & Evaluation	\$15,000	\$15,000	Tests
Student Laptops	\$425	\$34,850	425 per chromebook for replacement of 20% per year
Faculty Laptops	\$800	\$8,000	800 per laptop for annual replacement of 10 laptops
Office Supplies	\$7,500	\$7,500	based on school experience
Printing Paper	\$25,000	\$25,000	based on school experience
Marketing Materials	\$2,500	\$2,500	based on school experience
Student Uniforms	\$0	\$0	
Gifts & Awards - Students	\$7,500	\$7,500	celebrations and incentives
Gifts & Awards - Teachers and Staff	\$7,500	\$7,500	rewards and celebrations
Health Supplies	\$2,500	\$2,500	nurse office usage

**Cornerstone Prep Lester Campus
New Charter School Application Budget Template
Year 1 Budget**

Facility Related Expenses

Rent	\$359,090	\$359,090	assumes MSCS chooses to rent the facility to CPL rather than sell. Based on current CPL of 71,828 sq ft or \$5/sq ft
Utilities	\$140,000	\$140,000	Based on current experience
Custodial	\$183,000	\$183,000	Based on current experience
Waste	\$15,000	\$15,000	Based on current experience
Faculty Furniture	\$2,500	\$2,500	Based on current experience
Student Furniture	\$8,500	\$8,500	Based on current experience
Internet/Network Equipment	\$1,500	\$1,500	Based on current experience
Other Equipment	\$0	\$0	
Building Decorum	\$0	\$0	
Tenant Improvements	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	

Other Charges

Staff Recruitment	\$5,000	\$25,000	Posting and materials and fees to MTR and TFA
Student Recruitment & Community Engagement	\$6,500	\$6,500	as needed
Parent & Staff Meetings	\$1,500	\$1,500	food and supplies
Authorizer Fee	\$35,000	\$35,000	Per the MSCS office of charter schools doc
Other	\$0	\$0	

Debt Service

Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	

Total Operating Expenses

1,276,940

Total Expenses

5,416,738

**Cornerstone Prep Lester Campus
New Charter School Application Budget Template
Year 1 Cash Flow**

Cash Flow Summary

	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1
	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25
	Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP
Beginning Cash	450,000	450,000	49,982	150,321	256,698	363,075	469,452	575,829	682,205	788,582	894,959	1,001,336	1,107,712		
Revenues															
State Revenues	5,091,073	-	509,107	509,107	509,107	509,107	509,107	509,107	509,107	509,107	509,107	509,107	-	5,091,073	-
Federal Revenues	335,874	6,250	6,250	32,337	32,337	32,337	32,337	32,337	32,337	32,337	32,337	32,337	32,337	335,874	-
School Activity Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising & Philanthropy	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenues	5,426,947	6,250	515,357	541,445	541,445	541,445	541,445	541,445	541,445	541,445	541,445	541,445	32,337	5,426,947	-
Expenses															
Staffing	3,192,497	254,581	254,581	254,581	254,581	254,581	254,581	254,581	254,581	254,581	254,581	254,581	392,104	3,192,497	-
Employer Benefits & Taxes	947,301	78,942	78,942	78,942	78,942	78,942	78,942	78,942	78,942	78,942	78,942	78,942	78,942	947,301	-
Contracted Services	272,000	6,583	2,583	23,883	23,883	23,883	23,883	23,883	23,883	23,883	23,883	23,883	47,883	272,000	-
Supplies & Materials	227,350	11,613	14,113	12,863	12,863	12,863	12,863	12,863	12,863	12,863	12,863	12,863	85,863	227,350	-
Facility-Related Expenses	709,590	48,883	59,133	59,133	59,133	59,133	59,133	59,133	59,133	59,133	59,133	59,133	69,383	709,590	-
Other Charges	68,000	5,667	5,667	5,667	5,667	5,667	5,667	5,667	5,667	5,667	5,667	5,667	5,667	68,000	-
Debt Service	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	5,416,738	406,268	415,018	435,068	435,068	435,068	435,068	435,068	435,068	435,068	435,068	435,068	679,841	5,416,738	-
Operating Income (Loss)	10,209	(400,018)	100,339	106,377	106,377	106,377	106,377	106,377	106,377	106,377	106,377	106,377	(647,503)	10,209	-
Changes in Accounts Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Changes in Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Line of Credit Proceeds	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Line of Credit Repayments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Balance Sheet Activity	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	49,982	150,321	256,698	363,075	469,452	575,829	682,205	788,582	894,959	1,001,336	1,107,712	460,209			

Cornerstone Prep Lester Campus
New Charter School Application Budget Template
Year 1 Cash Flow

Details of Cash Flow

Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1
2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP

Revenues

Revenues

Assumption Notes

State Revenues

Assumption Notes

TISA Base Rate	2,812,600	\$0	\$281,260	\$281,260	\$281,260	\$281,260	\$281,260	\$281,260	\$281,260	\$281,260	\$281,260	\$281,260	\$0	2,812,600	-	TISA base rate for SY2023-24 is \$6860.
TISA Weights	1,138,759	\$0	\$113,876	\$113,876	\$113,876	\$113,876	\$113,876	\$113,876	\$113,876	\$113,876	\$113,876	\$113,876	\$0	1,138,759	-	TISA Weights based on TISA Calculator.
TISA Direct	286,504	\$0	\$28,650	\$28,650	\$28,650	\$28,650	\$28,650	\$28,650	\$28,650	\$28,650	\$28,650	\$28,650	\$0	286,504	-	TISA Direct based on TISA Calculator.
Local	853,210	\$0	\$85,321	\$85,321	\$85,321	\$85,321	\$85,321	\$85,321	\$85,321	\$85,321	\$85,321	\$85,321	\$0	853,210	-	TISA Local based on TISA Calculator.
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	

Federal Revenues

Title I	260,874	\$0	\$0	\$26,087	\$26,087	\$26,087	\$26,087	\$26,087	\$26,087	\$26,087	\$26,087	\$26,087	\$26,087	260,874	-	assumes grants lag one month
Title III	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
NSLP	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
E-Rate	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
CSP Startup Grant	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Crawford House Grant	75,000	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	75,000	-	
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	

School Activity Revenues

Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	

Fundraising & Philanthropy

Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	

Total Revenues

	5,426,947	6,250	515,357	541,445	541,445	541,445	541,445	541,445	541,445	541,445	541,445	541,445	541,445	32,337	5,426,947	-
--	-----------	-------	---------	---------	---------	---------	---------	---------	---------	---------	---------	---------	---------	--------	-----------	---

**Cornerstone Prep Lester Campus
New Charter School Application Budget Template
Year 1 Cash Flow**

Compensation

Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1
2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP

Assumption Notes

Compensation															
Principal/School Leader	115,752	\$9,646	\$9,646	\$9,646	\$9,646	\$9,646	\$9,646	\$9,646	\$9,646	\$9,646	\$9,646	\$9,646	115,752	-	all employees paid over 12 months
Assistant Principal	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	all employees paid over 12 months
Special Education Coordinator	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	all employees paid over 12 months
Deans, Directors	374,400	\$31,200	\$31,200	\$31,200	\$31,200	\$31,200	\$31,200	\$31,200	\$31,200	\$31,200	\$31,200	\$31,200	374,400	-	all employees paid over 12 months
Other (Specify in Assumptions)	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	all employees paid over 12 months
Total Administrative Compensation	490,152	40,846	40,846	40,846	40,846	40,846	40,846	40,846	40,846	40,846	40,846	40,846	490,152	-	
Instructional Staff															
Teachers	1,277,640	\$106,470	\$106,470	\$106,470	\$106,470	\$106,470	\$106,470	\$106,470	\$106,470	\$106,470	\$106,470	\$106,470	1,277,640	-	all employees paid over 12 months
Special Education Teachers	264,160	\$22,013	\$22,013	\$22,013	\$22,013	\$22,013	\$22,013	\$22,013	\$22,013	\$22,013	\$22,013	\$22,013	264,160	-	all employees paid over 12 months
Educational Assistants/Aides	118,560	\$9,880	\$9,880	\$9,880	\$9,880	\$9,880	\$9,880	\$9,880	\$9,880	\$9,880	\$9,880	\$9,880	118,560	-	all employees paid over 12 months
Elective Teachers	309,582	\$25,799	\$25,799	\$25,799	\$25,799	\$25,799	\$25,799	\$25,799	\$25,799	\$25,799	\$25,799	\$25,799	309,582	-	all employees paid over 12 months
Other (Specify in Assumptions)	232,960	\$19,413	\$19,413	\$19,413	\$19,413	\$19,413	\$19,413	\$19,413	\$19,413	\$19,413	\$19,413	\$19,413	232,960	-	all employees paid over 12 months
Total Instructional Compensation	2,202,902	183,575	183,575	183,575	183,575	183,575	183,575	183,575	183,575	183,575	183,575	183,575	2,202,902	-	
Non-Instructional Staff															
Clerical Staff	75,920	\$6,327	\$6,327	\$6,327	\$6,327	\$6,327	\$6,327	\$6,327	\$6,327	\$6,327	\$6,327	\$6,327	75,920	-	all employees paid over 12 months
Custodial Staff	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	all employees paid over 12 months
Operations	55,120	\$4,593	\$4,593	\$4,593	\$4,593	\$4,593	\$4,593	\$4,593	\$4,593	\$4,593	\$4,593	\$4,593	55,120	-	all employees paid over 12 months
Social Workers/Counseling	187,200	\$15,600	\$15,600	\$15,600	\$15,600	\$15,600	\$15,600	\$15,600	\$15,600	\$15,600	\$15,600	\$15,600	187,200	-	all employees paid over 12 months
Other (Specify in Assumptions)	43,680	\$3,640	\$3,640	\$3,640	\$3,640	\$3,640	\$3,640	\$3,640	\$3,640	\$3,640	\$3,640	\$3,640	43,680	-	all employees paid over 12 months
Total Non-Instructional Compensation	361,920	30,160	30,160	30,160	30,160	30,160	30,160	30,160	30,160	30,160	30,160	30,160	361,920	-	
Other Compensation	137,523	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$137,523	137,523	-	bonus paid in June
Other Compensation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other Compensation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other Compensation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Total Compensation	3,192,497	254,581	254,581	254,581	254,581	254,581	254,581	254,581	254,581	254,581	254,581	254,581	392,104	3,192,497	-

Employer Benefits & Taxes

Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1
2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP

Assumption Notes

Social Security	197,935	\$16,495	\$16,495	\$16,495	\$16,495	\$16,495	\$16,495	\$16,495	\$16,495	\$16,495	\$16,495	\$16,495	197,935	-	all employees paid over 12 months
Medicare	46,291	\$3,858	\$3,858	\$3,858	\$3,858	\$3,858	\$3,858	\$3,858	\$3,858	\$3,858	\$3,858	\$3,858	46,291	-	all employees paid over 12 months
State Unemployment	20,400	\$1,700	\$1,700	\$1,700	\$1,700	\$1,700	\$1,700	\$1,700	\$1,700	\$1,700	\$1,700	\$1,700	20,400	-	all employees paid over 12 months
Disability/Life Insurance	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	all employees paid over 12 months
Workers Compensation Insurance	31,925	\$2,660	\$2,660	\$2,660	\$2,660	\$2,660	\$2,660	\$2,660	\$2,660	\$2,660	\$2,660	\$2,660	31,925	-	all employees paid over 12 months
Other Fringe Benefits	31,925	\$2,660	\$2,660	\$2,660	\$2,660	\$2,660	\$2,660	\$2,660	\$2,660	\$2,660	\$2,660	\$2,660	31,925	-	all employees paid over 12 months
Medical Insurance	331,500	\$27,625	\$27,625	\$27,625	\$27,625	\$27,625	\$27,625	\$27,625	\$27,625	\$27,625	\$27,625	\$27,625	331,500	-	all employees paid over 12 months
Dental Insurance	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	all employees paid over 12 months
Vision Insurance	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	all employees paid over 12 months
TCRS Certified Legacy	191,550	\$15,962	\$15,962	\$15,962	\$15,962	\$15,962	\$15,962	\$15,962	\$15,962	\$15,962	\$15,962	\$15,962	191,550	-	all employees paid over 12 months
TCRS Certified Hybrid	95,775	\$7,981	\$7,981	\$7,981	\$7,981	\$7,981	\$7,981	\$7,981	\$7,981	\$7,981	\$7,981	\$7,981	95,775	-	all employees paid over 12 months
TCRS Classified Legacy	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
TCRS Classified Hybrid	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other Classified Retirement	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other Retirement	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Total Employer Benefits & Taxes	947,301	78,942	78,942	78,942	78,942	78,942	78,942	78,942	78,942	78,942	78,942	78,942	947,301	-	

**Cornerstone Prep Lester Campus
New Charter School Application Budget Template
Year 1 Cash Flow**

Operating Expenses

Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1
2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP

Assumption Notes

Contracted Services

Professional Development	15,000	\$5,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$0	15,000	-	Professional Development
Financial Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Financial Services
Audit Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Audit Services
Legal Fees	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Legal Fees
Copier Lease and Usage	14,000	\$1,167	\$1,167	\$1,167	\$1,167	\$1,167	\$1,167	\$1,167	\$1,167	\$1,167	\$1,167	\$1,167	\$1,167	14,000	-	Copier Lease and Usage
Internet and Phone Service	2,500	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	2,500	-	Internet and Phone Service
Cell Phone Service	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Cell Phone Service
Payroll Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Payroll Services
Health Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Health Services
Transportation	88,000	\$0	\$0	\$8,800	\$8,800	\$8,800	\$8,800	\$8,800	\$8,800	\$8,800	\$8,800	\$8,800	\$8,800	88,000	-	Transportation
IT Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	IT Services
Contracted SPED Services	125,000	\$0	\$0	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	125,000	-	Contracted SPED Services
Insurance	25,000												\$25,000	25,000	-	Insurance
Postal Charges	2,500	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	2,500	-	Postal Charges
Bank Charges	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Bank Charges

Supplies & Materials

Textbooks and Instructional Supplies	25,000	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	25,000	-	Textbooks and Instructional Supplies
Education Software	73,000												\$73,000	73,000	-	Education Software
Student Supplies	15,000	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	15,000	-	Student Supplies
Faculty Supplies	2,500	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	2,500	-	Faculty Supplies
Library Books	1,500	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	1,500	-	Library Books
Testing & Evaluation	15,000		\$2,500	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	15,000	-	Testing & Evaluation
Student Laptops	34,850	\$2,904	\$2,904	\$2,904	\$2,904	\$2,904	\$2,904	\$2,904	\$2,904	\$2,904	\$2,904	\$2,904	\$2,904	34,850	-	Student Laptops
Faculty Laptops	8,000	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667	8,000	-	Faculty Laptops
Office Supplies	7,500	\$625	\$625	\$625	\$625	\$625	\$625	\$625	\$625	\$625	\$625	\$625	\$625	7,500	-	Office Supplies
Printing Paper	25,000	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	25,000	-	Printing Paper
Marketing Materials	2,500	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	2,500	-	Marketing Materials
Student Uniforms	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Student Uniforms
Gifts & Awards - Students	7,500	\$625	\$625	\$625	\$625	\$625	\$625	\$625	\$625	\$625	\$625	\$625	\$625	7,500	-	Gifts & Awards - Students
Gifts & Awards - Teachers and Staff	7,500	\$625	\$625	\$625	\$625	\$625	\$625	\$625	\$625	\$625	\$625	\$625	\$625	7,500	-	Gifts & Awards - Teachers and Staff
Health Supplies	2,500	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	2,500	-	Health Supplies

Cornerstone Prep Lester Campus
New Charter School Application Budget Template
Year 1 Cash Flow

Facility Related Expenses																
Rent	359,090	\$29,924	\$29,924	\$29,924	\$29,924	\$29,924	\$29,924	\$29,924	\$29,924	\$29,924	\$29,924	\$29,924	\$29,924	359,090	-	Rent
Utilities	140,000	\$11,667	\$11,667	\$11,667	\$11,667	\$11,667	\$11,667	\$11,667	\$11,667	\$11,667	\$11,667	\$11,667	\$11,667	140,000	-	Utilities
Custodial	183,000	\$5,000	\$15,250	\$15,250	\$15,250	\$15,250	\$15,250	\$15,250	\$15,250	\$15,250	\$15,250	\$15,250	\$25,500	183,000	-	Custodial
Waste	15,000	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	15,000	-	Waste
Faculty Furniture	2,500	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	2,500	-	Faculty Furniture
Student Furniture	8,500	\$708	\$708	\$708	\$708	\$708	\$708	\$708	\$708	\$708	\$708	\$708	\$708	8,500	-	Student Furniture
Internet/Network Equipment	1,500	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	1,500	-	Internet/Network Equipment
Other Equipment	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other Equipment
Building Decorum	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Building Decorum
Tenant Improvements	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Tenant Improvements
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
Other Charges																
Staff Recruitment	25,000	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	25,000	-	Staff Recruitment
Student Recruitment & Community Eng	6,500	\$542	\$542	\$542	\$542	\$542	\$542	\$542	\$542	\$542	\$542	\$542	\$542	6,500	-	Student Recruitment & Community Engagement
Parent & Staff Meetings	1,500	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	1,500	-	Parent Meetings
Authorizer Fee	35,000	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	35,000	-	Staff Meetings
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
Debt Service																
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Expenses	1,276,940	72,745	81,495	101,545	101,545	101,545	101,545	101,545	101,545	101,545	101,545	101,545	101,545	208,795	1,276,940	-
Total Expenses	5,416,738	406,268	415,018	435,068	435,068	435,068	435,068	435,068	435,068	435,068	435,068	435,068	435,068	679,841	5,416,738	-

Cornerstone Prep Lester Campus
New Charter School Application Budget Template
Year 2 Through 5 Budget

Revenue Assumptions

	Year 1	Year 2	Year 3	Year 4	Year 5
Annual Revenue Increase	2024-25	2025-26	2026-27	2027-28	2028-29
	3.00%	3.00%	3.00%	3.00%	3.00%
Cumulative Increase	103.00%	106.09%	109.27%	112.55%	115.93%

State Revenues

	Assumption	Year 1	Year 2	Year 3	Year 4	Year 5	Assumption Notes
TISA Base Rate	\$6,860	2,812,600	\$2,967,636	\$3,129,443	\$3,298,287	\$3,474,446	Based on annual revenue increase and increased annual enrollment
TISA Weights	\$2,747	1,138,759	\$1,188,231	\$1,253,018	\$1,320,623	\$1,391,156	Based on annual revenue increase and increased annual enrollment
TISA Direct	\$922	286,504	\$398,926	\$420,677	\$443,374	\$467,055	Based on annual revenue increase and increased annual enrollment
Local	\$2,081	853,210	\$900,241	\$949,325	\$1,000,545	\$1,053,983	Based on annual revenue increase and increased annual enrollment
Other		-	\$0	\$0	\$0	\$0	

Federal Revenues

Title I	\$636	260,874	\$275,254	\$290,262	\$305,922	\$322,261	Based on annual revenue increase and increased annual enrollment
Title II	\$0	-	\$0	\$0	\$0	\$0	
Title III	\$0	-	\$0	\$0	\$0	\$0	
NSLP	\$0	-	\$0	\$0	\$0	\$0	
E-Rate	\$0	-	\$0	\$0	\$0	\$0	
CSP Startup Grant	\$0	-	\$0	\$0	\$0	\$0	
Crawford House Grant	\$0	75,000	\$77,250	\$77,250	\$77,250	\$77,250	
Other	\$0	-	\$0	\$0	\$0	\$0	

School Activity Revenues

Other	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	

Fundraising & Philanthropy

Other	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	

Total Revenues

5,426,947	5,807,538	6,119,975	6,446,001	6,786,150
-----------	-----------	-----------	-----------	-----------

**Cornerstone Prep Lester Campus
New Charter School Application Budget Template
Year 2 Through 5 Budget**

Compensation

Year 1	Year 2	Year 3	Year 4	Year 5
2024-25	2025-26	2026-27	2027-28	2028-29

Administrative Staff

	Year 1	Year 2	Year 3	Year 4	Year 5	Assumption Notes
Principal/School Leader	115,752	120,382	125,197	130,205	135,413	per the staffing chart and annual wage increases
Assistant Principal	-	-	-	-	-	
Special Education Coordinator	-	-	-	-	-	
Deans, Directors	374,400	389,376	404,951	421,149	437,995	per the staffing chart and annual wage increases
Other (Specify in Assumptions)	-	-	-	-	-	
Total Administrative Compensation	490,152	509,758	530,148	551,354	573,409	

Instructional Staff

Teachers	1,277,640	1,328,746	1,381,895	1,437,171	1,494,658	per the staffing chart and annual wage increases
Special Education Teachers	264,160	274,726	285,715	297,144	309,030	per the staffing chart and annual wage increases
Educational Assistants/Aides	118,560	154,128	160,293	166,705	208,048	per the staffing chart and annual wage increases
Elective Teachers	309,582	321,965	334,844	348,238	362,167	per the staffing chart and annual wage increases
Other (Specify in Assumptions)	232,960	302,848	377,954	393,072	408,795	RTI and intervention per the staffing chart and wage increases
Total Instructional Compensation	2,202,902	2,382,413	2,540,702	2,642,330	2,782,698	

Non-Instructional Staff

Clerical Staff	75,920	78,957	82,115	85,400	88,816	2 office stff with annual wage increases
Custodial Staff	-	-	-	-	-	
Operations	55,120	57,325	59,618	62,003	64,483	Mgr of ops with annual wage increases
Social Workers/Counseling	187,200	194,688	202,476	263,218	273,747	Counselor and behavior team per staffing chart and wage increases
Other (Specify in Assumptions)	43,680	45,427	47,244	49,134	51,099	Nurse
Total Non-Instructional Compensation	361,920	376,397	391,453	459,754	478,145	

Other Compensation	137,523	143,024	148,745	154,695	160,882	Bonus based on student achievement
Other Compensation	-	-	-	-	-	
Other Compensation	-	-	-	-	-	
Other Compensation	-	-	-	-	-	
Total Compensation	3,192,497	3,411,592	3,611,048	3,808,134	3,995,134	

Cornerstone Prep Lester Campus
New Charter School Application Budget Template
Year 2 Through 5 Budget
Employer Benefits & Taxes

Year 1	Year 2	Year 3	Year 4	Year 5
2024-25	2025-26	2026-27	2027-28	2028-29

Assumption Notes

Social Security	197,935	211,519	223,885	236,104	247,698	assumes current rates
Medicare	46,291	49,468	52,360	55,218	57,929	assumes current rates
State Unemployment	20,400	21,200	21,600	22,000	22,400	assumes current rates
Disability/Life Insurance	-	-	-	-	-	
Workers Compensation Insurance	31,925	34,116	36,110	38,081	39,951	current rates plus inflation
Other Fringe Benefits	31,925	34,116	36,110	38,081	39,951	current rates plus inflation
Medical Insurance	331,500	358,280	379,642	402,139	425,829	current rates plus inflation
Dental Insurance	-	-	-	-	-	
Vision Insurance	-	-	-	-	-	
TCRS Certified Legacy	191,550	204,696	216,663	228,488	239,708	current rates plus inflation
TCRS Certified Hybrid	95,775	102,348	108,331	114,244	119,854	current rates plus inflation
TCRS Classified Legacy	-	-	-	-	-	
TCRS Classified Hybrid	-	-	-	-	-	
Other Classified Retirement	-	-	-	-	-	
Other Retirement	-	-	-	-	-	
Total Employer Benefits & Taxes	947,301	1,015,742	1,074,702	1,134,356	1,193,321	

**Cornerstone Prep Lester Campus
New Charter School Application Budget Template
Year 2 Through 5 Budget**

Operating Expenses

	Year 1	Year 2	Year 3	Year 4	Year 5
	2024-25	2025-26	2026-27	2027-28	2028-29
Annual Expense Increase	3.00%	3.00%	3.00%	3.00%	3.00%
Cumulative Increase	103.00%	106.09%	109.27%	112.55%	115.93%

Contracted Services

	Year 1	Year 2	Year 3	Year 4	Year 5	Assumption Notes	
Professional Development	\$0	15,000	\$15,450	\$15,914	\$16,391	\$16,883	Sending our folks to PD as needed or bringing PD on campus
Financial Services	\$0	-	\$0	\$0	\$0	\$0	
Audit Services	\$0	-	\$0	\$0	\$0	\$0	
Legal Fees	\$0	-	\$0	\$0	\$0	\$0	
Copier Lease and Usage	\$0	14,000	\$14,420	\$14,853	\$15,298	\$15,757	based on current lease and usage
Internet and Phone Service	\$0	2,500	\$2,575	\$2,652	\$2,732	\$2,814	based on current net cost
Cell Phone Service	\$0	-	\$0	\$0	\$0	\$0	
Payroll Services	\$0	-	\$0	\$0	\$0	\$0	
Health Services	\$0	-	\$0	\$0	\$0	\$0	
Transportation	\$0	88,000	\$90,640	\$93,359	\$96,160	\$99,045	1 bus at 88,000 plus inflation
IT Services	\$0	-	\$0	\$0	\$0	\$0	
Contracted SPED Services	\$0	125,000	\$128,750	\$132,613	\$136,591	\$140,689	Evaluation, contracted services, LeBonheur, pschologists
Insurance	\$0	25,000	\$25,750	\$26,523	\$27,318	\$28,138	contents, liab, other
Postal Charges	\$0	2,500	\$2,575	\$2,652	\$2,732	\$2,814	misc
Bank Charges	\$0	-	\$0	\$0	\$0	\$0	

Supplies & Materials

	Year 1	Year 2	Year 3	Year 4	Year 5	Assumption Notes	
Textbooks and Instructional Supplies	\$0	25,000	\$25,750	\$26,523	\$27,318	\$28,138	based on current curriculum and supply usage
Education Software	\$0	73,000	\$75,190	\$77,446	\$79,769	\$82,162	based on current curriculum and software
Student Supplies	\$0	15,000	\$15,450	\$15,914	\$16,391	\$16,883	based on school experience
Faculty Supplies	\$0	2,500	\$2,575	\$2,652	\$2,732	\$2,814	based on school experience
Library Books	\$0	1,500	\$1,545	\$1,591	\$1,639	\$1,688	Replacing worn out books
Testing & Evaluation	\$0	15,000	\$15,450	\$15,914	\$16,391	\$16,883	Tests
Student Laptops	\$0	34,850	\$35,896	\$36,972	\$38,082	\$39,224	425 per chromebook for replacement of 20% per year plus inflation
Faculty Laptops	\$0	8,000	\$8,240	\$8,487	\$8,742	\$9,004	800 per laptop for annual replacement of 10 laptops plus inflation
Office Supplies	\$0	7,500	\$7,725	\$7,957	\$8,195	\$8,441	based on school experience
Printing Paper	\$0	25,000	\$25,750	\$26,523	\$27,318	\$28,138	based on school experience
Marketing Materials	\$0	2,500	\$2,575	\$2,652	\$2,732	\$2,814	based on school experience
Student Uniforms	\$0	-	\$0	\$0	\$0	\$0	
Gifts & Awards - Students	\$0	7,500	\$7,725	\$7,957	\$8,195	\$8,441	celebrations and incentives
Gifts & Awards - Teachers and Staff	\$0	7,500	\$7,725	\$7,957	\$8,195	\$8,441	rewards and celebrations
Health Supplies	\$0	2,500	\$2,575	\$2,652	\$2,732	\$2,814	nurse office usage

**Cornerstone Prep Lester Campus
New Charter School Application Budget Template
Year 2 Through 5 Budget**

Facility Related Expenses

Rent	\$0	359,090	\$369,863	\$380,959	\$392,387	\$404,159	assumes MSCS chooses to rent the facility to CPL rather than sell. Based on current CPL of 71,828 sq ft or \$5/sq ft
Utilities	\$0	140,000	\$144,200	\$148,526	\$152,982	\$157,571	Based on current experience plus inflation
Custodial	\$0	183,000	\$188,490	\$194,145	\$199,969	\$205,968	Based on current experience plus inflation
Waste	\$0	15,000	\$15,450	\$15,914	\$16,391	\$16,883	Based on current experience plus inflation
Faculty Furniture	\$0	2,500	\$2,575	\$2,652	\$2,732	\$2,814	Based on current experience plus inflation
Student Furniture	\$0	8,500	\$8,755	\$9,018	\$9,288	\$9,567	Based on current experience plus inflation
Internet/Network Equipment	\$0	1,500	\$1,545	\$1,591	\$1,639	\$1,688	Based on current experience plus inflation
Other Equipment	\$0	-	\$0	\$0	\$0	\$0	
Building Decorum	\$0	-	\$0	\$0	\$0	\$0	
Tenant Improvements	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	

Other Charges

Staff Recruitment	\$0	25,000	25,750	\$26,523	\$27,318	\$28,138	Posting and materials and fees to MTR and TFA
Student Recruitment & Community Engagement	\$0	6,500	6,695	\$6,896	\$7,103	\$7,316	as needed
Parent & Staff Meetings	\$0	1,500	1,545	\$1,591	\$1,639	\$1,688	food and supplies
Authorizer Fee	\$0	35,000	35,000	\$35,000	\$35,000	\$35,000	Per the MSCS office of charter schools doc
Other	\$0	-	-	-	-	-	

Debt Service

Other	\$0	-	-	-	-	-	
Other	\$0	-	-	-	-	-	
Other	\$0	-	-	-	-	-	
Other	\$0	-	-	-	-	-	
Other	\$0	-	-	-	-	-	

Total Operating Expenses

1,276,940	1,314,198	1,352,574	1,392,101	1,432,814
------------------	------------------	------------------	------------------	------------------

Total Expenses

5,416,738	5,741,532	6,038,324	6,334,591	6,621,269
------------------	------------------	------------------	------------------	------------------

**Cornerstone Prep Lester Campus
New Charter School Application Budget Template
Year 0 & Years 1 through 5 Summary**

Revenue Assumptions

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Starting Fund Balance	450,000	450,000	460,209	526,215	607,865	719,276
State Revenues	-	5,091,073	5,455,034	5,752,463	6,062,829	6,386,639
Federal Revenues	-	335,874	352,504	367,512	383,172	399,511
School Activity Revenues	-	-	-	-	-	-
Fundraising & Philanthropy	-	-	-	-	-	-
Total Revenues	-	5,426,947	5,807,538	6,119,975	6,446,001	6,786,150
Staffing	-	3,192,497	3,411,592	3,611,048	3,808,134	3,995,134
Employer Benefits & Taxes	-	947,301	1,015,742	1,074,702	1,134,356	1,193,321
Contracted Services	-	272,000	280,160	288,565	297,222	306,138
Supplies & Materials	-	227,350	234,171	241,196	248,431	255,884
Facility-Related Expenses	-	709,590	730,878	752,804	775,388	798,650
Other Charges	-	68,000	68,990	70,010	71,060	72,142
Debt Service	-	-	-	-	-	-
Total Expenses	-	5,416,738	5,741,532	6,038,324	6,334,591	6,621,269
Net Income	-	10,209	66,006	81,651	111,410	164,881
Ending Fund Balance	450,000	460,209	526,215	607,865	719,276	884,157

**Attachment O
Budget Narrative (amended)**

Summary

The CPL budget includes all the requested line items in the state approved form included as Attachment N. Assumptions can be found below and on Attachment N.

The CEG budget includes all current schools as well as the back office/Support services budget for the 2024-25 school year, the first full year of operation for the proposed school. The CEG portfolio is assumed to consist of 3 elementary schools and 1 middle school. Support services expenses are funded through a combination of grants, philanthropy, school operating cash flow and working capital reserves.

Because of the past financial management, development, and generosity of partners, Capstone Education Group has more than \$5 million in operating reserves along with \$2.0 million in cash that could be used to offset any unforeseen expense items or revenue shortfall during the pre-opening or first two years of operation. This provides a very sound financial foundation for the organization.

The answers to the questions found in Sections 3.1 and 3.2 are provided in the application narrative or in Attachment N. The information below represents key assumptions that drive the financial projections.

Pre-opening (Year 0)

Any pre-opening expenses for the transition from the ASD to MSCS will be charged to the current operating budget of CPL or Capstone Education Group. The current cash reserves will cover any expense in Year 0 that could not be covered by the 2023-24 CEG budget. CPL does plan to apply for the \$750,000 start up grant but has assumed no revenue from this grant in the current budget.

Potential Year 0 expenses could include hiring a principal or dean of operations, teacher recruiting fees, professional development for teachers hired, marketing materials to be mailed to the community, potential parents and other stakeholders, or other similar start-up expenses or fees. All these expenses would be covered by the support services budget or the normal operating budget of CPL.

The 2024-25 School Year

Revenue

The primary source of revenue will be funds received from government sources for the Basic Education Program (BEP). Capstone Education Group has used the expected TISA Charter School funding calculator based on the Binghamton neighborhood, the location of CEG's founding elementary and middle school. The workbook is attached and states "This funding calculator is meant to serve as an estimating tool for charter operators to get a directional sense of funding under TISA. This tool provides early estimates and should be used as such, not taken as funding actuals at this early stage of TISA transition. "Local Extra" funding (which is in addition to state TISA funding) in particular is an area of the calculator that we will update with new data depending on budget, funding decisions, and initiatives by local governments."

The rates used in Year 1 are as follows:

TISA Base Rate	\$6,860.00
----------------	------------

TISA Weights	\$2,777.46
TISA Direct	\$698.79
Local	\$2,081.00

Enrollment for CPL and other schools is aligned with the enrollment projections found in the narrative. CPL enrollment by year:

Total Enrollment (excluding Pre-Kindergarten)			410	420	430	440	450
--	--	--	------------	------------	------------	------------	------------

CEG assumes Title I for all schools at the same rate that CEG receives these funds for their current schools and Title II for all schools except CPL. CPL did not budget Title II funds as MSCS does not allocate Title II funding directly to the schools. The LEA uses Title II funding for the provision of services, and all schools, including charter schools, may utilize those services.

CEG currently has 4 Prek classes, two at CPD and two at CPL. Each class is fully funded, with VPK funding the classes at CPL and First 8 funding the classes at CPD. The budget assumes these classes continue at the current funding rate.

CEG budgets the net costs of eRate as an expense item under technology and therefore does not budget a revenue amount for that item.

Federal Lunch Program receipts and expenses are not shown on the financial statements. Under the current arrangement with Memphis Shelby County Schools, CEG pays no fees and collects no revenue for providing breakfast, lunch or snacks to students. This budget assumes that arrangement, or one that will either net zero or positive cash flow, will be in place after the change in authorizer, so therefore no revenue or expense is budgeted.

CEG sells student uniforms at cost and therefore there is no revenue or expense budgeted from any of the schools.

CEG does not receive student fees for any required programming during the school day. CEG pays 100% of the cost for any field trip or required event. After school activities provided by non-CEG parents may or may not collect fees from parents. Therefore, there are no student fees included in the revenue line.

Other than \$75,000 from Crawford House, which has committed over \$100,000 per year for CPL for the past three years, no grants other than Title I and Title II (for all schools except CPL) are budgeted for schools, except for CPS who has a \$250,000 grant approved for 2024-25. CEG has received more than \$5 million in grants (excluding ESSER) since its inception and therefore the expected grant revenue is a very conservative estimate.

Individual donations have been a steady stream of income for the last ten years. CEG believes current and prospective donors will be excited to support CPL after the transition. To be very conservative, the CPL budget does not include any new donors, only the commitments currently made by Charter School Growth Fund, Christ United Methodist Church and the Crawford House Foundation to support the work of existing CEG schools.

Though the revenue estimates noted above grants and individuals are conservative by historical standards, Capstone Education Group would be able to accomplish the budgeted revenue targets for several years with reduced giving from any of these areas. Capstone Education Group has more than \$5 million in operating reserves that could be used to fund operations if needed. Therefore, Capstone Education Group has no plans to borrow money and feels very confident in the revenue numbers presented in the application.

Expenditures

Compensation, Benefits and Tax Expense

Capstone Education teacher salaries are budgeted based on the expected salaries for 2024-25. CEG's current teachers experience level makes the expected average salary for 2024-25 reasonable with the budgeted annual inflation rate. This represents a very competitive rate with Memphis Shelby County Schools and therefore CEG feels confident the average salary would be as budgeted.

The staffing model is based on the current CEG staffing models. The model includes special education support teachers as well as a learning lab block where all staff work together to ensure that each student gets instruction at their level in addition to the scaffolding and differentiation that occurs during the normal lesson during the scheduled block of time. This staffing and approach allow for every student, and especially those furthest behind, to receive instruction at their level.

Administrative salaries represent the current fair market value of salaries for those positions increased by 4% annually. Capstone Education Group compensates employees at market rate and therefore should be able to hire non-teachers at the budgeted wage rates.

Benefits are based on the actual costs of current Capstone Education Group employer provided benefits increased by 4% annually until 2024-25. Health insurance costs reflect the actual employer paid portion of the annual premium costs for family coverage. The budget assumes that employees will choose to use the Capstone Education Group insurance plan at the same rate as the current 169 employees do with the same ratio of coverage between individual and family. CEG health insurance premiums remained flat during the most recent renewal.

Other benefits include the required 7.65% for FICA/Medicare, budgets for unemployment, workers compensation and other benefits. Retirement expense is based on the current CEG contribution for TCRS legacy or hybrid.

Teachers, Deans, and the Principal can earn a bonus based on student achievement. The budget assumes 75% of eligible staff members will receive the bonus available to them. Given the lofty goals found in the bonus program, it is unlikely that every teacher, DOI and the Principal will meet all their stated goals. Based on experience, 75% is a conservative scenario.

Contracted Services

Most Professional Development is conducted inhouse by network or school level personnel. Budgeted PD costs covers the costs of attending seminars (live or via zoom) or having educators come to Capstone Education Group as available. Several local organizations

frequently allow Capstone Education Group teachers to attend some of their Professional Development at no charge.

Capstone Education Group's approach to providing student material is based on high-performing schools around the country. Teachers mostly create their own classroom and homework materials and make copies to distribute to students. Students place these copies in their student binders for each subject. Therefore, copier expense is higher than in other schools. When appropriate, CEG does use curriculum-based workbooks to supplement the student work required in class.

Internet and telephone services is an estimate for the costs to provide internet service to the classrooms and offices assuming CEG earns the same Erate contract as currently exists for the four CEG schools.

\$88,000 per bus has been budgeted to provide transportation for general education and special education students to travel to and from school as well as for field trips or sporting events. CEG is currently exploring the use of an "Activity bus." Should the organization purchase a vehicle, the bus would be funded by fundraising or the current operating reserve and therefore no additional expense is included in the CPL budget.

Contracted SPED services cover expenses for students that may need extra support inside or outside of the CEG campus.

Insurance covers buildings and furniture specific to each school. Other insurance increases will be covered by the network budget line items.

Capstone Education Group sends almost all communication to parents home through a weekly newsletter put in student homework folders. The website and texts are also used for communication to parents, donors and prospective students. Therefore, postage is not a significant expense.

Supplies & Materials

Capstone Education Group uses very few textbooks for students. Most information provided to students is created by teachers. Therefore, Capstone Education Group budgeted funds based on CEG experience for supplies and materials.

CEG uses several software or licensed products, including LiveSchool, PowerSchool, Illuminate and school messenger. These are all budgeted and paid at the school level or network level as appropriate.

Library expense is designed to fill any gaps in the library as identified over time.

Special Education assessments are the primary expense found in the testing and evaluation line. Funds budgeted in this line are for assessments, evaluations, and outside services provided for Special Education services. SPED teachers and normal operating resources are budgeted elsewhere.

Student and staff Technology has been budgeted based on the expected replacement items. Computers are budgeted at \$800 per new employee who would need computers or for a staff

replacement. This covers the cost of a new laptop. Student technology is based on \$425 per Chromebook.

Office supplies, printing paper and marketing expense are based on the historical usage at CEG schools.

Capstone Education Group believes strongly in rewarding students for accomplishments and showing resilience and other core CEG character traits. We have budgeted gifts and awards cost based on CEG experience. In addition, gifts are frequently donated by interested individuals. Capstone Education Group believes this will continue but has budgeted funds to cover this to be conservative.

Staff rewards are gifts and gift cards given to the staff at the discretion of the Principal and CEO.

Health supplies are the supplies to be used by the nurse during normal health-related issues.

Facility Related Expenses

CEG currently incurs no rent expense for its ASD schools and expects that to be true in 2024-25 for the Denver Campus. Current MOU length and law allows the other ASD schools to remain in their buildings for at least three years either by renting the space or by purchasing the current building from MSCS. CEG hopes to buy the Lester Campus building prior to the 2024-25 school year. However, the 2024-25 budget contains \$5 per sq ft for rent for the Lester Building and CPS includes rent based on their current agreement.

Utilities are based on CEG current usage.

Custodial expense and waste disposal are based on outsourcing those services and at rates like the ones experienced at existing CEG schools.

Internet/network equipment and other equipment covers the cost for both faculty and students.

Other Charges

Recruiting expense covers the cost of placing ads with services that charge a fee or fees for hiring MTR or TFA residents at \$5000 per employee. Capstone Education Group has historically used Monster.com, indeed, word of mouth, personal connections, the CEG website and free college events to find their teachers.

Student recruiting, community engagement and parent and staff meeting funds are budgeted to cover costs like communication, events, food and other expenses incurred in building relationships with key stakeholders and recruiting students.

The authorizer fee is assumed to be 3% of BEP for CPS, LP and CPD and is \$35,000 for CPL based on the current MSCS Charter School document.

Other contract services covers anything needed for the building that is not part of the leasing arrangement.

Other notes

Because CEG leads three other existing schools, many other potential costs associated with CPL that would be part of a standalone budget for one school are not necessary to be added to the expense line for CPL. For example, Legal Fees, audit fees, Payroll and Accounting Services, Director of special education, ESL and gifted services costs, etc are found in the existing CEG budget and are expected to be covered by that current budget or with the slight increases budgeted for support services. The support services budget already contains the funding of these expenses.

An independent accounting firm produces all financial statements for CEG, including accounts payable, cash management, balance sheets and revenue/expense reporting. Paychex, an outsourcing payroll company, produces the direct deposit payroll and files all necessary paperwork, including the production and mailing of year-end tax statements. No payroll checks or deposit slips are created – all information is electronic, keeping Capstone Education Group fees at a minimum.

No annual revenue or expense is budgeted for food service, as the budget assumes to continue the current MSCS relationship where they handle all the food purchase and preparation and reimbursement. CEG will work with MSCS to obtain the necessary paperwork up front and MSCS will handle it from there.

CEG does not budget management fees for individual schools prior to the start of the year. At year-end, CEG allocates all back-office expenses across the network, based on actual BEP revenue.

The application or Attachment N contains the answers to the questions explicitly stated in section 3.1 and 3.2 of the application.

Both the Lester Campus and the Denver campus host 2 pre-k classrooms. The revenue and expense for those programs are included in the CEG network budget.

Back-office Budget

As requested, the CEG back-office budget has been included. This budget contains the expenses for all CEG back-office staff and expenses to cover items such as legal expenses, payroll, etc that cover all CEG schools in the network.

Attachment O

Budget Assumptions for the Network in Attachment P

Key Assumptions for the Network budget:

- Enrollment at existing CEG schools follow the MOU and enrollment as stated in the narrative
- No new grants are added
- BEP is based TISA Charter School funding calculator based on the Binghamton neighborhood
- Prek classes continue to exist at CPD and CPL and funded from current sources (VPK at CPL and First 8 at CPD)
- Staffing levels remain unchanged for all existing schools except CPS, which increases as stated in the narrative
- **Support services** staffing levels increased per the organizational chart found in Attachment M
- Wage increases assumed to be 4% annually
- Health insurance assumed to increase 4% annually
- All non-personnel expenses assumed to increase 3% annually
- Authorizer fee assumed to be 3% of BEP for CPD, CPS and LP
- Management fee continues to be 10% of BEP revenue for all schools but is not budgeted as the entry is made at year end based on actual BEP and is a net zero outflow

CEG Network Budget 2024-25 Amended	CEG Schools	CMO	CEG Total
44570 · Contributions & Gifts	0	270,000	270,000
44571 · MSDF/Other Grant	0	0	0
44572 · CSGF	0	300,000	300,000
46511 · Basic Education Program	18,414,514	0	18,414,514
46515 - Early Childhood	417,313		417,313
47141 · Title I - Grants to Local Educa	930,539	0	930,539
47143 · SPED	84,964	0	84,964
47189 · Title II - Grants to Local Educ	74,947	0	74,947
47590 · Other Federal/SIG	285,000	0	285,000
Income	20,207,277	570,000	20,777,277

7110116 · Teachers	7,086,585	0	7,086,585
7110163 · Educational Assistants	0	0	0
7110188 · Bonus Payments	434,048	0	434,048
7110195 Certified Subs	0		0
7110201 · Social Security	439,368		439,368
7110204 · State Retirement	995,202	37,865	1,033,067
7110210 · Unemployment Comp	20,400	30,629	51,029
7110212 · Employer Medicare	102,755		102,755
7110299 · Other Fringe Benefits	63,850		63,850
7110369 · Contract-Sub Teachers -Cert	142,500	0	142,500
7110429 · Instructional Supp & Mater	248,500	2,500	251,000
7110449 · Textbooks	0	0	0
7110499 - Other supplies and materials	0		0
7110722 · Regular Instruction Equip	61,350	4,000	65,350
71100 · Regular Instruction Program	9,594,559	74,994	9,669,553
7120116 · Teachers	955,788	0	955,788
7120162 - Clerical personnel	0	71,400	71,400
7120163 · Educational Assistants	295,592	0	295,592
7120188 · Bonus Payments	0	0	0
7120189 · Other Salaries & Wages	139,680	101,850	241,530
7120195 - Certified subs	0		0
7120201 · Social Security	86,246	10,742	96,987
7120204 · State Retirement	0	0	0
7120212 · Employer Medicare	20,170	2,512	22,682
7120299 · Other Fringe Benefits	0	0	0
7120312 · Contracts W/Private Agencies	310,000	0	310,000
7120314 · Contracts with Public Carriers	88,000		88,000
7120322 · Evaluation & Testing	110,000	0	110,000
7120429 · Instructional Supp & Materials	11,100	0	11,100
7120499 - Other supplies and materials	0		0
71200 · Special Education Program	2,016,576	186,504	2,203,079
7140599 · Other Charges	22,500	0	22,500
71400 · Student Body Educ Program	22,500	0	22,500
7212735 Health Equip	0		0

CEG Network Budget 2024-25 Amended	CEG Schools	CMO	CEG Total
72120 Health Services	0	0	0
7213123 · Guidance Personnel	873,988		873,988
7213169 - Part-time personnel	35,500		35,500
7213201 · Social Security	54,187		54,187
7213212 · Employer Medicare	12,673		12,673
7213299 · Other Fringe Benefits	0	0	0
7213355 · Travel	3,000	0	3,000
7213499 · Other Supplies & Materials	28,000	0	28,000
7213599 · Other Charges	48,230	0	48,230
72130 · Other Student Support	1,055,578	0	1,055,578
7221105 · Supervisor/Director	842,743	102,000	944,743
7221188 · Bonus Payments	9,000		9,000
7221201 · Social Security	52,250	6,324	58,574
7221212 · Employer Medicare	12,220	1,479	13,699
7221299 · Other Fringe Benefits	0	0	0
7221432 · Library Books/Media	4,500	0	4,500
7221499 · Other Supplies & Materials	0		0
72210 · Regular Instruction Prgrm - SS	920,713	109,803	1,030,516
7241104 · Principal(s)	516,597	0	516,597
7241139 · Assistant Principal(s)	101,111	0	101,111
7241188 · Bonus Payments	7,500	0	7,500
7241201 · Social Security	38,298	0	38,298
7241212 · Employer Medicare	8,957	0	8,957
7241299 · Other Fringe Benefits	0	0	0
72410 · Office of Principal	672,463	0	672,463
7251105 · Supervisor/Director	219,426	567,220	786,646
7251161 · Secretary(s)	295,815	0	295,815
7251188 · Bonus Payments	0	12,250	12,250
7251201 · Social Security	31,945	38,462	70,407
7251207 · Medical Insurance	915,204	32,160	947,364
7251208 - Dental	0		0
7251210 · Unemployment Compensation	5,152	5,672	10,825
7251212 · Employer Medicare	7,471	8,225	15,696
7251299 · Other Fringe Benefits	8,500	0	8,500
7251307 · Communication	13,000	77,131	90,131
7251317 · Data Processing Services	19,000	10,000	29,000
7251320 · Dues & Memberships	434,703	0	434,703
7251330 · Operating Lease Payments	28,500	0	28,500
7251336 - Maintenance and repair service equip	8,500		8,500
7251348 · Postal Charges	4,900	1,000	5,900
7251399 · Other Contracted Services	358,246	120,000	478,246
7251411 · Data Processing Supplies	12,500	0	12,500
7251435 · Office Supplies	15,000	0	15,000
7251524 · In-Service/Staff Development	99,030	43,000	142,030
7251701 · Administration Equipment	43,150	5,000	48,150

CEG Network Budget 2024-25 Amended	CEG Schools	CMO	CEG Total
72510 · Fiscal Services	2,520,042	920,120	3,440,162
7261328 · Janitorial Services	351,900	0	351,900
7261336 · Maint & Repair Services - Equip	75,000	0	75,000
7261399 · Other Contracted Services	145,000	0	145,000
7261415 · Electricity	285,000	0	285,000
7261502 · Building & Content Insurance	25,000	40,000	65,000
7261720 · Plant Operation Equipment/Rent	444,000	0	444,000
72610 · Operation of Plant	1,325,900	40,000	1,365,900
7271314 · Contracts with Public Carriers	704,000	0	704,000
72710 · Transportation	704,000	0	704,000
7340116 Teachers	294,420		294,420
7340163 · Educational Assistants	138,479		138,479
7340201 Social Security	26,840		26,840
7340212 Employer Medicare	6,277		6,277
7340399 Other contract services	0		0
73400 Early Childhood Education	466,015	0	466,015
Expense	19,298,346	1,331,421	20,629,766

Net Income	\$908,931	(\$761,421)	\$147,511
Enrollment	1,483		1,483
SPED students	252		252
Total Staff	189	8	197
Staff per student	7.8		7.5
Salaries	\$11,795,723	\$842,470	\$12,638,193
Salary Cost per student	\$7,954	\$568	\$8,522
Benefits	\$2,924,466	\$186,320	\$3,110,785
Benefits as percentage of salary	25%	22%	25%
Salaries plus benefits	\$14,720,189	\$1,028,790	\$15,748,978
Total Cost per student	\$13,013	\$898	\$13,911
Total SPED Cost	\$2,016,576	\$186,504	\$4,219,655
Management Fee (10% of BEP)	\$1,841,451		

Attachment Q

Capstone Education Group
Tennessee Comprehensive Assessment Program
2021-22
TVAAS

	Mathematics	ELA	Science	Social Studies	Composite
Cornerstone Prep - Denver		5	5	5	5
3		5	3		
4		5	5		
5		5	5	5	
Cornerstone Prep - Lester		3	5	3	3
3		1	4		
4		2	4		
5		4	4	3	
Lester Prep		3	5	5	4
6		2	3	3	1
7		1	4	5	3
8		5	5	5	2
Grand Total					

Capstone Education Group
Tennessee Comprehensive Assessment Program
2021-22
TN Ready On Track and Mastered

	Mathematics	ELA	Science	Social Studies	Grand Total
Cornerstone Prep - Denver	22%	19%	26%		22%
3	20%	14%	16%		17%
4	21%	24%	33%		26%
5	26%	18%	28%		24%
Cornerstone Prep - Lester	6%	8%	12%		9%
3	4%	7%	11%		7%
4	4%	7%	18%		9%
5	11%	11%	7%		10%
Lester Prep	5%	7%	12%	9%	8%
6	1%	4%	10%	2%	4%
7	1%	14%	17%	17%	12%
8	13%	5%	11%	9%	9%
Grand Total	12%	12%	18%	9%	13%

Capstone Education Group
 NWEA-MAP
 Spring 2021-22
 Fall-Spring GLE Growth

	Mathematics	Reading	Language	Science	Grand Total
Cornerstone Prep - Denver	2.0	1.5	1.8	2.6	1.9
0	1.7	1.6			1.6
1	2.0	1.3			1.6
2	2.0	1.6	1.9		1.9
3	1.7	1.3	1.4	2.0	1.6
4	1.9	1.8	2.2	2.6	2.1
5	2.9	1.6	1.7	3.4	2.4
Cornerstone Prep - Lester	1.4	1.4	1.4	1.5	1.4
0	1.6	1.8			1.7
1	1.6	1.0			1.3
2	1.7	1.3	1.3		1.4
3	1.1	1.2	1.3	1.2	1.2
4	1.0	1.3	1.2	1.4	1.2
5	1.5	1.7	1.8	1.8	1.7
Lester Prep	1.2	1.3	1.4	2.3	1.6
6	0.9	0.9	1.0	1.6	1.1
7	1.6	1.4	1.7	2.7	1.8
8	1.2	1.7	1.7	2.7	1.8
Grand Total	1.7	1.4	1.6	2.2	1.7

The National Conditional Growth Percentile shows how well each student or group of students grew relative to academic peers within the NWEA norms study. Academic peers are students in the same grade, with the same starting RIT score, and the same amount of instruction between testing in any given subject. The conditional growth measure translates RIT growth for a student or a grade into a meaningful value for comparison.

The data chart below was generated by the NWEA Achievement Status & Growth Norms Calculator for 2020 Norms. The data shows the average National Conditional Growth Percentile (NCGP) of each grade level and subject compared to academic peers. In essence, this chart shows how CPL performed relative to other schools across the nation with students in a similar grade level and subject with a similar starting RIT score.

For example, the school average NCGP for Reading of 92 means CPL as on average performed better than 92% of schools nationally on the Reading assessment with similar fall student RIT scores for the 2021-22 school year.

	Mathematics	Reading	Language	Average	
Cornerstone Prep - Denver	99	98	99	99	98
0	99	99			96
1	99	94			96
2	99	99	97		95
3	99	96	99	99	94
4	99	99	99	99	90
5	99	99	99	99	85
Cornerstone Prep - Lester	87	92	90	70	87
0	99	99			85
1	99	79			85
2	99	96	76		84
3	82	85	95	57	80
4	46	93	91	74	85
5	97	99	99	79	85
Lester Prep	63	88	96	93	86
6	22	70	89	80	93
7	97	94	99	99	91
8	69	99	99	99	91
Grand Total	87	93	95	87	91

Cornerstone Prep - Lester Campus
Attachment Q

Description	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-18	2018-19	2019-20 51	2020-21	2021-22
Cornerstone Prep Lester Campus										
TCAP										
Math Proficiency	11%	25%	24%		16%	20%	12%	No Test	4%	6%
RLA Proficiency	4%	15%	13%		9%	12%	9%	No Test	4%	8%
Science Proficiency	2%	22%	41%		27%	42%		No Test	9%	12%
Social Studies Proficiency	34%	54%						No Test		
TVAAS										
Math	2	3	1		4	1	1	No Test	3	3
RLA	2	5	3		1	3	3	No Test	4	5
Science					1	5		No Test		3
Overall	1	5	4		1	3	2	No Test	4	3
Cornerstone Prep Denver Campus										
TCAP										
Math Proficiency					10%	18%	27%	No Test	4%	22%
RLA Proficiency					5%	9%	10%	No Test	7%	19%
Science Proficiency					14%	16%		No Test	11%	26%
Social Studies Proficiency								No Test		
TVAAS										
Math Proficiency										
RLA Proficiency										
Science Proficiency										
Social Studies Proficiency										
Lester Prep										
TCAP										
Math Proficiency			12%		15%	11%	17%	No Test	2%	5%
RLA Proficiency			24%		9%	8%	7%	No Test	3%	7%
Science Proficiency			24%		36%	29%		No Test	9%	12%
Social Studies Proficiency						21%	16%	No Test	10%	9%
TVAAS										
Math Proficiency			1		5	4	4	No Test	1	3
RLA Proficiency			1		5	5	5	No Test	3	5
Science Proficiency			3		5	3		No Test		5
Social Studies Proficiency			3		5	5	5	No Test	1	4

Capstone Education Group
 Historical NWEA-MAP Performance
 2020 Norms, 2015 Norms *Italicized*
 Fall - Spring GLE Growth

School / Grade Level	Mathematics											Reading										
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Cornerstone Prep - Denver				1.1	1.1	1.2	2.0		1.2	2.0	2.0				1.1	0.9	1.0	1.3		1.0	1.5	1.6
0				1.1	1.4	1.4	2.0		1.3	1.7	2.2				0.9	1.4	1.3	1.5		1.1	1.6	1.8
1				1.2	1.1	0.9	2.0		1.0	2.0	2.0				0.9	0.8	0.8	1.2		0.7	1.3	1.3
2				1.1	0.9	1.1	1.9		1.4	2.1	1.6				1.0	0.8	1.0	1.7		0.8	1.7	1.6
3				1.0	0.8	1.3	1.7		1.0	1.7	1.7				1.0	0.7	0.8	1.1		0.9	1.3	1.7
4				1.1	1.0	1.3	1.9		1.3	1.9	2.2				1.6	0.7	1.0	1.4		2.0	1.8	1.5
5				0.8	1.1	1.5	2.3		1.0	3.0	1.9				1.1	0.9	1.3	1.3		1.0	1.6	1.8
Cornerstone Prep - Lester	1.2	1.3	1.4	1.3	1.3	1.4	1.4		0.6	1.5	1.6	1.1	1.2	1.4	1.2	1.2	1.2	1.1		0.6	1.4	1.6
0	1.1	1.4	1.8	1.6	1.4	1.6	1.4		0.8	1.6	1.7	1.1	1.3	1.6	1.5	1.3	1.3	1.5		0.7	1.8	2.3
1	1.3	1.2	1.6	1.8	1.6	1.4	1.5		0.7	1.6	2.0	1.2	1.2	1.4	1.4	1.2	1.1	1.0		0.5	1.0	1.2
2	1.1	1.1	1.5	1.1	1.0	1.3	1.5		0.6	1.7	1.5	1.1	1.1	1.4	0.9	1.1	0.9	1.3		0.4	1.3	1.6
3	1.4	1.6	0.9	1.0	1.3	1.2	1.0		0.7	1.2	1.6	1.0	1.3	1.6	0.9	1.1	1.1	1.0		0.4	1.3	1.7
4		1.4	1.5	1.0	1.1	1.1	1.4		0.3	1.0	1.9		1.5	1.5	1.3	1.0	1.0	1.0		0.7	1.3	1.9
5		1.5	1.1	1.6	1.5	1.9	1.5		0.7	1.5	0.9		1.1	0.7	1.6	1.5	2.1	1.1		1.0	1.7	0.9
Cornerstone Prep School											2.0											2.0
0											2.0											2.0
Lester Prep			1.8	1.6	1.5	1.5	1.3		0.9	1.2	1.3			2.0	2.0	1.3	1.4	1.1		1.3	1.3	1.4
6			1.8	1.5	1.6	1.7	1.4		1.1	0.9	1.5			2.0	2.1	1.0	1.4	1.2		1.5	0.9	1.3
7				2.1	1.8	1.6	1.3		0.6	1.6	0.9				2.3	1.6	1.7	1.3		0.9	1.4	1.5
8				1.0	1.0	1.0	1.2		1.0	1.2	1.5				1.4	1.5	1.1	0.9		1.5	1.7	1.4

School / Grade Level	Language											Science										
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Cornerstone Prep - Denver				1.1	0.9	1.1	1.5		1.3	1.9	1.7				1.2	1.0	1.2	1.7		1.6	2.6	2.9
0																						
1																						
2				1.0	0.4	1.0	1.8		1.1	1.9	1.9				1.2	1.1	1.0					
3				1.1	0.8	1.0	1.5		1.0	1.4	1.8				1.0	1.0	1.2	1.6		1.2	2.1	2.5
4				1.2	0.9	1.1	1.3		2.0	2.3	1.6				1.5	0.8	1.1	1.4		1.9	2.7	3.5
5				1.4	1.7	1.1	1.4		1.4	1.7	1.7				1.0	1.1	1.5	2.0		1.9	3.4	2.9
Cornerstone Prep - Lester	1.0	1.3	1.4	0.9	1.8	1.3	1.2		0.7	1.4	1.5	1.3	1.5	1.8	1.2	1.6	1.3	1.8		1.0	1.5	2.3
0																						
1																						
2	0.9	0.9	1.4	1.0	1.6	1.0	1.1		0.4	1.3	1.7	1.4	1.3	1.7	1.1	1.5	0.8					
3	1.2	1.3	1.1	0.8	1.5	1.1	1.5		0.3	1.3	1.5	1.3	1.8	2.1	1.0	1.6	1.2	1.6		0.8	1.2	2.8
4		1.5	2.0	1.0	1.5	1.2	1.3		0.5	1.2	1.6		1.5	1.8	1.4	1.6	1.4	1.9		0.6	1.4	2.2
5		1.8	1.1	0.6	2.7	2.1	1.1		1.9	1.8	1.2		1.6	1.5	1.4	1.6	1.9	1.8		1.8	1.8	1.7
Cornerstone Prep School																						
0																						
Lester Prep			1.6	2.0	2.3	1.2	1.2		1.4	1.4	1.6			1.2	2.0	1.2	1.3	1.3		1.6	2.3	1.8
6			1.6	2.0	2.2	1.4	1.2		1.8	1.0	1.7			1.2	2.1	1.0	1.8	1.1		2.1	1.6	2.1
7				2.0	2.2	1.3	1.4		1.1	1.7	1.6				2.0	1.4	1.7	1.4		0.9	2.7	1.7
8				2.0	2.5	0.9	1.1		1.3	1.7	1.4				2.0	1.2	0.5	1.3		1.7	2.7	1.5



School Name	Cornerstone Prep Lester Campus
Address	320 Carpenter St. Memphis, TN 38122
Phone	(901) 416-3640
Website	www.cornerstoneprepmemphis.org
School Leader	Eve Slaughter
School Mission	CEG equips all students with the wisdom and knowledge necessary to succeed in college and to become leaders in their community.
Operating Status	OPEN
Year Opened	2012-2013
Grades Served in 2021-2022	PreK-5
Enrollment in 2021-2022	359
Contracted Services	n/a
Approved Waivers	n/a



Cornerstone Prep Lester Campus SPF Report

Academic Composite			
Metric	Performance	Score	Rating
Mission: Reward School Success Rate (R-SSR) Percentile Rank	R-SSR: 7.5%	15	Exceeding
School Progress: Progress on Components of R-SSR	Highest Subject TVAAS: 5 (ELA)	30	Exceeding
Student Progress: Composite TVAAS	TVAAS: 4	30	Exceeding
Equity: Progress on Components of SSR	Decrease the number of students scoring Below or Approaching by 10%: 0.2	0	Does Not Meet
College & Career	N/A	N/A	N/A
Composite Score		75/85 = 88%	
Overall Category Rating		Meeting	
* is classified as a [K-8/high] school for the purpose of calculating campus academic composite scores.			

Student & Family Rights		
Metric	Performance	Metric Rating
Access: Right to Special Services	Cornerstone Lester Campus did not experience challenges with the identification, enrollment, or servicing of students in special populations (ESL, Homeless, Foster Care, Migrant).	Meeting
Enrollment: Right to School Choice & Equitable Environment	ASD has verified the school's application processes comply with all state and local requirements, <u>AND</u> ASD has received no complaints or statements of concern indicating that the school's systems foster inequitable school offerings.	Meeting
Health/Safety	ASD has received no complaints or statements of concern indicating that the school presents a risk to the health or safety of students, staff, or families.	Meeting



Leadership: Right to Qualified Staff	All school faculty and administrators meet state and district standards for certification.	Meeting
Voice: Right to be Included/Informed	ASD has observed practices at the school that demonstrate active engagement with families & community stakeholders.	Meeting
Overall Category Rating		Meeting

Finance		
Metric	Performance	Metric Rating
30 Days Cash on Hand	Operator has more than 30 days cash on hand.	Exceeding
Threshold Ratio	Operator has more than a 1:1 threshold ratio.	Exceeding
Financial Audit	There were no major findings. The audit did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses.	Meeting
Overall Category Rating		Exceeding

Achievement School District
2020-21 School Performance Framework (SPF) Evaluation
School Name: **Lester Prep**

Part A: Introduction

As a condition of their formal contracts with the Achievement School District, all participating charter schools agreed to the following requirements related to academic oversight and accountability:

- “During the term of the charter, the ASD shall retain the right to review the academic, operational, and financial performance of the Operator.”
- “In the (ASD) School Performance Framework, key criteria have been included to measure performance of a school.”
- “The ASD School Performance Framework include a subset of metrics that combine to create a Composite Score to determine if schools are on track to dramatically improve outcomes for students...The ASD will use the Operator’s School Composite Score to determine the closure or rate of replication for the Operator’s schools in the ASD.”¹
- “An Operator must meet 100% of financial metrics. Failure to do so would result in an automatic “Does Not Meet” for all schools.”²

This report is provided to each ASD charter school as a reference tool to inform dialogue between the school leadership team, ASD, and the Tennessee Department of Education (“department”) regarding future strategy for improvement. Part B outlines the SPF methodology; Part C details performance for your school; and Part D describes next steps.

Part B: Review of SPF Methodology

Each school is assessed based on data metrics in the categories of Finance, Student and Family Rights, and Academic Composite³.

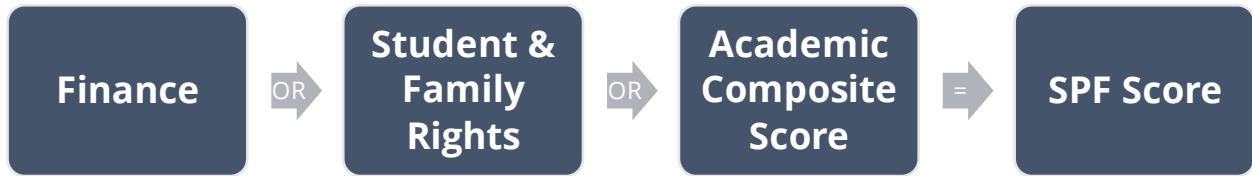
Category	Description	Metrics
Finance	The metrics in this category are measured at the operator level and ensure operators are financially responsible and viable. ⁴	<ul style="list-style-type: none"> • Cash on hand • Threshold ratio • Financial audit
Student & Family Rights	The metrics in this category are measured at the school level and ensure school compliance with significant legal obligations.	<ul style="list-style-type: none"> • Access • Enrollment • Health & safety • Leadership • Voice
Academic Composite Score³	Metrics in this category are measured at the school level and ensure operators are on track to move schools out of the bottom 5% in the state and are serving students well. No Adverse Action: TCA § 49-1-609	<ul style="list-style-type: none"> • Mission • School progress • Student progress • Equity • College & Career

¹ Tennessee Achievement School District Charter Agreement Sections 2 & 3

² ASD Accountability: School Action Framework, 2015-16 Hold Harmless Review & 2016-17 School Performance Framework

³ In alignment with TCA § 49-1-609, there will be no adverse action for schools not meeting academic expectations

The school's overall SPF rating is based upon each category rating, which is in turn based upon the specific metrics.



The school's rating for each category as well as the overall rating falls into one of four possible classifications:



The rubric on the next page outlines how a school is rated on each metric and category. **A school's overall SPF rating will be based on its lowest-performing category.** Below is an example rating. In this example, the school's lowest-performing category is "Academic Composite Score" with an "Approaching" rating; therefore, the school's overall SPF rating is "Approaching."

Example Rating



Methodology Notes

At the time of the framework's adoption, every school was classified as either a K-8, high school, Alternative Education for SPF tabulation purposes. As the ASD no longer has any exclusively K-2 sites, current tabulations are based on each school being classified as either a K-8, high school, or alternative education campus.

Modifications to this methodology were made only in those instances in which changes to assessments rendered former metrics moot and after discussions with CMO leaders. In those cases, those changes have been noted, supplied to operators prior to the SPF meetings and explicitly noted in the summary in an effort to align with the original data point.

Calculations for two of the three SPF categories were made by the offices listed below and are available for review by written request to Dr. Sharon Smith (Chief of Federal Programs), Michael Bates (Chief of Schools & Student Services) or Alethea Henry (Chief of Academics and Instructional Support).

School Performance Framework Rubrics

Finance Category Rubric				
Metric	Does Not Meet	Approaching	Meeting	Exceeding
Cash on hand	Less than 30 days cash on hand	<i>N/A – this rating is not available for this metric</i>	30 days cash on hand	More than 30 days cash on hand
Threshold	Less than a 1:1 ratio	<i>N/A – this rating is not available for this metric</i>	Equal to a 1:1 ratio	More than a 1:1 ratio
Financial audit	Issues with audit	<i>N/A – this rating is not available for this metric</i>	Clean financial audit	<i>N/A – this rating is not available for this metric</i>
Overall Rating: <ul style="list-style-type: none"> Failure to receive a rating of “Meeting” for any metric in this category would result in an automatic “Does Not Meet” for this category. An operator could receive a rating of “Exceeding” for this category if two of three metrics are rated as “Exceeding.” 				

Student & Family Rights Category Rubric				
Metric	Does Not Meet (0pts)	Approaching (1pt)	Meeting (2pts)	Exceeding
Access: Right to Special Services	Egregious non-compliance	Only one of the following is true: <ul style="list-style-type: none"> ASD has verified the appropriate provision of special education services for all qualifying students ASD has received no complaints or statements of concern indicating any underlying issues in the school’s delivery of special services. 	ASD has verified the appropriate provision of special education services for all qualifying students, <u>AND</u> ASD has received no complaints or statements of concern indicating any underlying issues in the school’s delivery of special services.	<i>N/A – this rating is not available for this metric</i>
Enrollment: Right to School Choice & Equitable Environment	Egregious non-compliance	Only one of the following is true: <ul style="list-style-type: none"> ASD has verified the school’s application processes comply with all state and local requirements ASD has received no complaints or statements of concern indicating that the school’s systems foster inequitable school offerings. 	ASD has verified the school’s application processes comply with all state and local requirements, <u>AND</u> ASD has received no complaints or statements of concern indicating that the school’s systems foster inequitable school offerings.	<i>N/A – this rating is not available for this metric</i>
Health & Safety	Egregious non-compliance	Only one or two of the following is true:	The school’s facilities have met local and state requirements for	<i>N/A – this rating is not available for this metric</i>

Student & Family Rights Category Rubric				
Metric	Does Not Meet (0pts)	Approaching (1pt)	Meeting (2pts)	Exceeding
		<ul style="list-style-type: none"> The school's facilities have met local and state requirements for fire safety and occupancy. The school meets district health and safety standards. ASD has received no complaints or statements of concern indicating that the school presents a risk to health or safety of students, staff, or families. 	fire safety and occupancy, <u>AND</u> ASD has conducted on-site visits to the school and has verified the school meets district health and safety standards, <u>AND</u> ASD has received no complaints or statements of concern indicating that the school presents a risk to health or safety of students, staff, or families.	
Leadership: Right to Qualified Staff	Egregious non-compliance	Not all school faculty and administrators meet state and district standards for certification, but the school is actively working to ensure standards are met.	All school faculty and administrators meet state and district standards for certification.	<i>N/A - this rating is not available for this metric</i>
Voice: Right to be Included/Informed	Egregious non-compliance	ASD has observed practices at the school that demonstrate active engagement with families & community stakeholders.	ASD has observed practices at the school that demonstrate active engagement with families & community stakeholders.	<i>N/A - this rating is not available for this metric</i>
<p>Overall Rating:</p> <ul style="list-style-type: none"> Egregious noncompliance in any metric will result in a "Does Not Meet" rating in this category. Egregious noncompliance occurs when a school 1) Fails to receive a rating of "Meeting" in a Student and Family Rights metric over several years, 2) Fails to receive a rating of "Meeting" in at least 75% of Student and Family Rights Accountability items in a single year, or 3) Engages in "grossly negligent act(s) that deny access to education, lead to significant student harm, and/or invalidate accountability results." Each category has had a point total applied (DNM=0; Meets=1; Exceeds=2). An average of all scores in this section will be calculated and the final SPR rating will be determine from that score (Does Not Meet ≤ 0; Approaching = 1-1.99; Meeting ≥ 2.0) 				

Academic Composite Category Rubric					
Metric	Measure	Method of Calculation	Target	Weight K8/HS/Alt	Score Earned
Mission	R-SSR Percentile Rank	<ul style="list-style-type: none"> R-SSR \geq 6% OR Annual Measureable Objective (AMO) 	For full points, must meet or exceed SSR of 6% OR meet AMO target in one of the content areas (ELA or Mathematics). Meet AMO - 10 points Exceed AMO or meet/exceed SSR of 6% - Earn 15 points Year 5 or above target: \geq 50 th percentile	15/15/10 pts	<u>N/A</u>
School Progress	Progress on Components of R-SSR	<ul style="list-style-type: none"> Progress on Components of Reward School Success Rate (R-SSR/Subject TVAAS) 	The greater level of performance – subject TVAAS or gain in proficiency from the prior year (HS/Alt Ed only) – determines the school’s performance rating and points earned. Subjects measured are Math, RLA, Science, A1, A2, E1, E2, E3, B1 and GR* Graduation Rate target gains are 6/7/8 points to A/M/E respectively.	30/20/15 pts	<u>N/A</u>
Student Progress	Composite TVAAS	<ul style="list-style-type: none"> Level 1: Significantly Below Expectations Level 2: Below Expectations Level 3: At Expectations Level 4: Above Expectations Level 5: Significantly Above Expectations 	Target for all schools: \geq Level 4 Meets; Level 5 Exceeds	30/20/20 pts	<u>N/A</u>
Equity	Progress on Components of R-SSR	<ul style="list-style-type: none"> R-SSR for each student sub-group as reported on the School Report Card- Student Sub-Groups: economically disadvantaged (ED), students with disabilities (SWD), English Learners (EL), and Black/Hispanic/Native American (BHN) 	Target for All Schools: Decrease number of students scoring Below or Approaching by 10% in all applicable subgroups.	10/10/10 pts	<u>N/A</u>
College & Career	Extended Graduation Rate Gains	<ul style="list-style-type: none"> A school's 4-Year cohort graduation rate, with the addition of any late graduates 	Target: 7 pt gains or Y1: \geq 5th; Y2: \geq 10th; Y3: \geq 25th; Y4: \geq 40th; Y5: \geq 50th (Same as 2016 SPF)	NA/10/5 pts	<u>N/A</u>
	Average ACT Score	<ul style="list-style-type: none"> The average ACT score for all tested Juniors 	Target: 14+ School's Year of Operation (Same as SPF)	NA/10/5 pts	<u>N/A</u>
Remanded Students	Credit Attainment	<ul style="list-style-type: none"> Percent of student credits attained of the total set in place 	Target for all schools: 50%/70%/90%	NA/NA/10 pts	<u>N/A</u>
	ILP Goal Attainment	<ul style="list-style-type: none"> Percent of student ILP goals completed of the total set in place 	Target for all schools: 50%/70%/90%	NA/NA/10 pts	<u>N/A</u>
Academic Composite Score					<u>N/A</u>

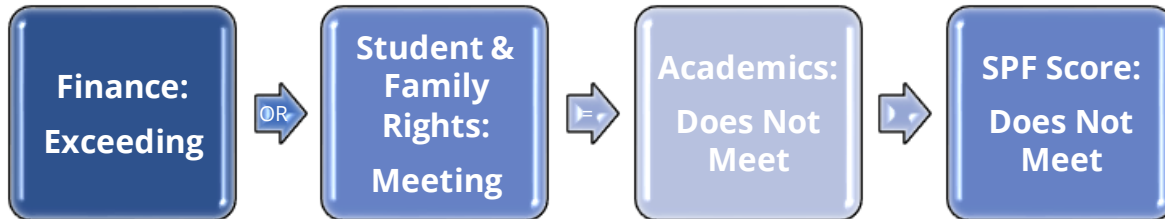
** This measure was previously labeled "Focus School Success Rate Progress" in SPF literature but has been re-named for clarity as ASD schools may not be officially "Focus" campuses. The metric itself remains the same.*

***An operator must earn at least 50 points to receive a rating of "Approaching", at least 70 points to receive a rating of "Meeting", and at least 90 points to receive a rating of "Exceeding."*

Part C: Lester Prep's Performance Summary

In order to support a charter school's efforts in promoting student achievement and fulfill its contractual duty to gauge academic performance using the SPF (Section 3.8 of Charter Agreement), the department and the ASD have calculated each school's current levels of performance based on its 2020-21 academic, financial, and stakeholder data.

Based on data from the 2020-21 academic year, received the following scores:



Lester Prep's overall SPF rating based on 2020-21 data is "Does Not Meet"

Category & Metric Detail

Finance Category		
Metric	Error! Reference source not found. Performance	Metric Rating
30 Days Cash on Hand	Operator has more than 30 days cash on hand.	Exceeding
Threshold Ratio	Operator has more than a 1:1 threshold ratio	Exceeding
Financial Audit	<i>There were no major findings. The audit did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses.</i>	Meeting
Overall Category Rating		Exceeding

Student & Family Rights Category		
Metric	Error! Reference source not found. Performance	Metric Rating
Access: Right to Special Services	Lester Prep experienced minor challenges serving students with disabilities. Area of improvement: IEP/Eligibility Compliance and Writing Instructionally Appropriate IEPs. Lester Prep did not experience challenges with identifying, enrolling, and serving students in special populations (ESL, Homeless, Foster Care, Migrant).	Meeting
Enrollment: Right to School Choice & Equitable Environment	ASD has received no complaints or statements of concern indicating that the school's systems foster inequitable school offerings.	Meeting

Student & Family Rights Category		
Health/Safety	All immunizations were submitted. ASD has received no complaints or statements of concern indicating that the school presents a risk to health or safety of students, staff, or families.	Meeting
Leadership: Right to Qualified Staff	All school faculty and administrators meet state and district standards for certification.	Meeting
Voice: Right to be Included/Informed	ASD has observed practices at the school that demonstrate active engagement with families & community stakeholders.	Meeting
Overall Category Rating		Meeting

Academic Composite Score Category*			
Metric	Error! Reference source not found. Performance	Score	Rating
Mission: Reward School Success Rate (R-SSR) Percentile Rank	R-SSR: 1.8%	0	Does not meet
School Progress: Progress on Components of R-SSR	Academic Percentile Rank:	0	Does not meet
Student Progress: Composite TVAAS	TVAAS: 1	0	Does not meet
Equity: Progress on Components of SSR	Percent of Students who scored On Track or Mastered on TNReady/TCAP Assessments:	0	Does not meet
College & Career	N/A		
Remanded Students	N/A		
Academic Composite Score		0	
Overall Category Rating		Does not meet	
<i>* is classified as a [K-8/high] school for the purpose of calculating campus academic composite scores.</i>			

Part D: Conclusions & Next Steps

The SPF employs a tiered targeting system that applies more rigorous performance expectations based on the number of years each school has been in operation. As the majority of ASD schools have now been in operation for at least five years, expected levels of achievement are now higher under SPF criteria than they would have been at earlier points in school timelines.

As stated in Section 2 of the ASD Charter Agreement, "If (SPF) criteria are not met, the ASD retains the right to review any and all written material and data as well as conduct site visits as frequently as necessary until all criteria are met."

All schools earning a rating of "Approaching" or "Does Not Meet in the Student and Family Rights" components of the SPF will be required to attend professional learning opportunities offered by the ASD. These sessions will provide school teams with the information on requirements, systems or processes that must be used to meet expectations.

Achievement School District
2020-21 School Performance Framework (SPF) Evaluation
School Name: Cornerstone Prep Denver

Part A: Introduction

As a condition of their formal contracts with the Achievement School District, all participating charter schools agreed to the following requirements related to academic oversight and accountability:

- “During the term of the charter, the ASD shall retain the right to review the academic, operational, and financial performance of the Operator.”
- “In the (ASD) School Performance Framework, key criteria have been included to measure performance of a school.”
- “The ASD School Performance Framework include a subset of metrics that combine to create a Composite Score to determine if schools are on track to dramatically improve outcomes for students...The ASD will use the Operator’s School Composite Score to determine the closure or rate of replication for the Operator’s schools in the ASD.”¹
- “An Operator must meet 100% of financial metrics. Failure to do so would result in an automatic “Does Not Meet” for all schools.”²

This report is provided to each ASD charter school as a reference tool to inform dialogue between the school leadership team, ASD, and the Tennessee Department of Education (“department”) regarding future strategy for improvement. Part B outlines the SPF methodology; Part C details performance for your school; and Part D describes next steps.

Part B: Review of SPF Methodology

Each school is assessed based on data metrics in the categories of Finance, Student and Family Rights, and Academic Composite³.

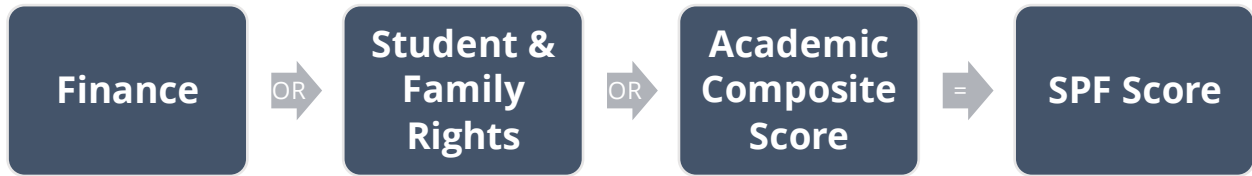
Category	Description	Metrics
Finance	The metrics in this category are measured at the operator level and ensure operators are financially responsible and viable. ⁴	<ul style="list-style-type: none"> • Cash on hand • Threshold ratio • Financial audit
Student & Family Rights	The metrics in this category are measured at the school level and ensure school compliance with significant legal obligations.	<ul style="list-style-type: none"> • Access • Enrollment • Health & safety • Leadership • Voice
Academic Composite Score ³	Metrics in this category are measured at the school level and ensure operators are on track to move schools out of the bottom 5% in the state and are serving students well. No Adverse Action: TCA § 49-1-609	<ul style="list-style-type: none"> • Mission • School progress • Student progress • Equity • College & Career

¹ Tennessee Achievement School District Charter Agreement Sections 2 & 3

² ASD Accountability: School Action Framework, 2015-16 Hold Harmless Review & 2016-17 School Performance Framework

³ In alignment with TCA § 49-1-609, there will be no adverse action for schools not meeting academic expectations

The school’s overall SPF rating is based upon each category rating, which is in turn based upon the specific metrics.



The school’s rating for each category as well as the overall rating falls into one of four possible classifications:



The rubric on the next page outlines how a school is rated on each metric and category. A school’s overall SPF rating will be based on its lowest-performing category. Below is an example rating. In this example, the school’s lowest-performing category is “Academic Composite Score” with an “Approaching” rating; therefore, the school’s overall SPF rating is “Approaching.”

Example Rating



Methodology Notes

At the time of the framework’s adoption, every school was classified as either a K-8, high school, Alternative Education for SPF tabulation purposes. As the ASD no longer has any exclusively K-2 sites, current tabulations are based on each school being classified as either a K-8, high school, or alternative education campus.

Modifications to this methodology were made only in those instances in which changes to assessments rendered former metrics moot and after discussions with CMO leaders. In those cases, those changes have been noted, supplied to operators prior to the SPF meetings and explicitly noted in the summary in an effort to align with the original data point.

Calculations for two of the three SPF categories were made by the offices listed below and are available for review by written request to Dr. Sharon Smith (Chief of Federal Programs), Michael Bates (Chief of Schools & Student Services) or Alethea Henry (Chief of Academics and Instructional Support).

School Performance Framework Rubrics

Finance Category Rubric				
Metric	Does Not Meet	Approaching	Meeting	Exceeding
Cash on hand	Less than 30 days cash on hand	N/A – this rating is not available for this metric	30 days cash on hand	More than 30 days cash on hand
Threshold	Less than a 1:1 ratio	N/A – this rating is not available for this metric	Equal to a 1:1 ratio	More than a 1:1 ratio
Financial audit	Issues with audit	N/A – this rating is not available for this metric	Clean financial audit	N/A – this rating is not available for this metric
Overall Rating: <ul style="list-style-type: none"> Failure to receive a rating of “Meeting” for any metric in this category would result in an automatic "Does Not Meet" for this category. An operator could receive a rating of “Exceeding” for this category if two of three metrics are rated as “Exceeding.” 				

Student & Family Rights Category Rubric				
Metric	Does Not Meet (Opts)	Approaching (1pt)	Meeting (2pts)	Exceeding
Access: Right to Special Services	Egregious non-compliance	Only one of the following is true: <ul style="list-style-type: none"> ASD has verified the appropriate provision of special education services for all qualifying students ASD has received no complaints or statements of concern indicating any underlying issues in the school’s delivery of special services. 	ASD has verified the appropriate provision of special education services for all qualifying students, <u>AND</u> ASD has received no complaints or statements of concern indicating any underlying issues in the school’s delivery of special services.	N/A – this rating is not available for this metric
Enrollment: Right to School Choice & Equitable Environment	Egregious non-compliance	Only one of the following is true: <ul style="list-style-type: none"> ASD has verified the school’s application processes comply with all state and local requirements ASD has received no complaints or statements of concern indicating that the school’s systems foster inequitable school offerings. 	ASD has verified the school’s application processes comply with all state and local requirements, <u>AND</u> ASD has received no complaints or statements of concern indicating that the school’s systems foster inequitable school offerings.	N/A – this rating is not available for this metric
Health & Safety	Egregious non-compliance	Only one or two of the following is true: <ul style="list-style-type: none"> The school’s facilities have met local and state requirements for fire safety and occupancy. The school meets district health and safety standards. 	The school’s facilities have met local and state requirements for fire safety and occupancy, <u>AND</u> ASD has conducted on-site visits to the school and has verified the school meets district health and safety standards, <u>AND</u> ASD has received no complaints or statements of concern indicating	N/A – this rating is not available for this metric

Student & Family Rights Category Rubric				
Metric	Does Not Meet (0pts)	Approaching (1pt)	Meeting (2pts)	Exceeding
		<ul style="list-style-type: none"> ASD has received no complaints or statements of concern indicating that the school presents a risk to health or safety of students, staff, or families. 	that the school presents a risk to health or safety of students, staff, or families.	
Leadership: Right to Qualified Staff	Egregious non-compliance	Not all school faculty and administrators meet state and district standards for certification, but the school is actively working to ensure standards are met.	All school faculty and administrators meet state and district standards for certification.	N/A – this rating is not available for this metric
Voice: Right to be Included/Informed	Egregious non-compliance	ASD has observed practices at the school that demonstrate active engagement with families & community stakeholders.	ASD has observed practices at the school that demonstrate active engagement with families & community stakeholders.	N/A – this rating is not available for this metric
Overall Rating: <ul style="list-style-type: none"> Egregious noncompliance in any metric will result in a “Does Not Meet” rating in this category. Egregious noncompliance occurs when a school 1) Fails to receive a rating of “Meeting” in a Student and Family Rights metric over several years, 2) Fails to receive a rating of “Meeting” in at least 75% of Student and Family Rights Accountability items in a single year, or 3) Engages in “grossly negligent act(s) that deny access to education, lead to significant student harm, and/or invalidate accountability results.” Each category has had a point total applied (DNM=0; Meets=1; Exceeds=2). An average of all scores in this section will be calculated and the final SPR rating will be determine from that score (Does Not Meet \leq 0; Approaching = 1-1.99; Meeting \geq 2.0) 				

Academic Composite Category Rubric					
Metric	Measure	Method of Calculation	Target	Weight K8/HS/Alt	Score Earned
Mission	R-SSR Percentile Rank	<ul style="list-style-type: none"> R-SSR \geq 6% OR Annual Measureable Objective (AMO) 	For full points, must meet or exceed SSR of 6% OR meet AMO target in one of the content areas (ELA or Mathematics). Meet AMO - 10 points Exceed AMO or meet/exceed SSR of 6% - Earn 15 points Year 5 or above target: \geq 50 th percentile	15/15/10 pts	<u>N/A</u>
School Progress	Progress on Components of R-SSR	<ul style="list-style-type: none"> Progress on Components of Reward School Success Rate (R-SSR/Subject TVAAS) 	The greater level of performance – subject TVAAS or gain in proficiency from the prior year (HS/Alt Ed only) – determines the school’s performance rating and points earned. Subjects measured are Math, RLA, Science, A1, A2, E1, E2, E3, B1 and GR* Graduation Rate target gains are 6/7/8 points to A/M/E respectively.	30/20/15 pts	<u>N/A</u>
Student Progress	Composite TVAAS	<ul style="list-style-type: none"> Level 1: Significantly Below Expectations Level 2: Below Expectations Level 3: At Expectations Level 4: Above Expectations Level 5: Significantly Above Expectations 	Target for all schools: \geq Level 4 Meets; Level 5 Exceeds	30/20/20 pts	<u>N/A</u>
Equity	Progress on Components of R-SSR	<ul style="list-style-type: none"> R-SSR for each student sub-group as reported on the School Report Card- Student Sub-Groups: economically disadvantaged (ED), students with disabilities (SWD), English Learners (EL), and Black/Hispanic/Native American (BHN) 	Target for All Schools: Decrease number of students scoring Below or Approaching by 10% in all applicable subgroups.	10/10/10 pts	<u>N/A</u>
College & Career	Extended Graduation Rate Gains	<ul style="list-style-type: none"> A school's 4-Year cohort graduation rate, with the addition of any late graduates 	Target: 7 pt gains or Y1: \geq 5th; Y2: \geq 10th; Y3: \geq 25th; Y4: \geq 40th; Y5: \geq 50th (Same as 2016 SPF)	NA/10/5 pts	<u>N/A</u>
	Average ACT Score	<ul style="list-style-type: none"> The average ACT score for all tested Juniors 	Target: 14+ School's Year of Operation (Same as SPF)	NA/10/5 pts	<u>N/A</u>
Remanded Students	Credit Attainment	<ul style="list-style-type: none"> Percent of student credits attained of the total set in place 	Target for all schools: 50%/70%/90%	NA/NA/10 pts	<u>N/A</u>
	ILP Goal Attainment	<ul style="list-style-type: none"> Percent of student ILP goals completed of the total set in place 	Target for all schools: 50%/70%/90%	NA/NA/10 pts	<u>N/A</u>
Academic Composite Score					<u>N/A</u>
Category Rating***					<u>N/A</u>

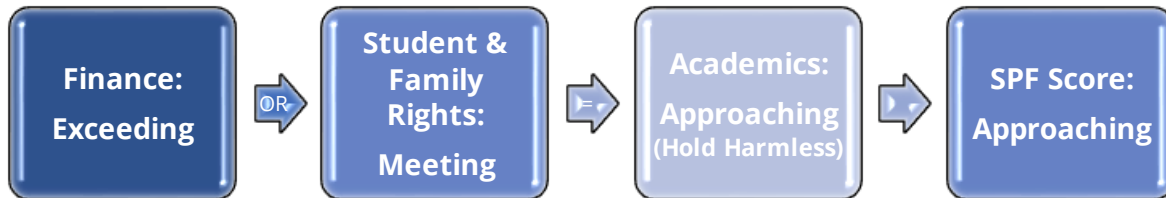
* This measure was previously labeled “Focus School Success Rate Progress” in SPF literature but has been re-named for clarity as ASD schools may not be officially “Focus” campuses. The metric itself remains the same.

**An operator must earn at least 50 points to receive a rating of “Approaching”, at least 70 points to receive a rating of “Meeting”, and at least 90 points to receive a rating of “Exceeding.”

Part C: Error! Reference source not found. Performance Summary

In order to support a charter school’s efforts in promoting student achievement and fulfill its contractual duty to gauge academic performance using the SPF (Section 3.8 of Charter Agreement), the department and the ASD have calculated each school’s current levels of performance based on its 2020-21 academic, financial, and stakeholder data.

Based on data from the 2020-21 academic year, received the following scores:



Cornerstone Prep - Denver’s overall SPF rating based on 2020-21 data is “Approaching.”

Category & Metric Detail

Finance Category		
Metric	Error! Reference source not found. Performance	Metric Rating
30 Days Cash on Hand	Operator has more than 30 days cash on hand.	Exceeding
Threshold Ratio	Operator has more than a 1:1 threshold ratio	Exceeding
Financial Audit	There were no major findings. The audit did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses.	Meeting
Overall Category Rating		Exceeding

Student & Family Rights Category		
Metric	Error! Reference source not found. Performance	Metric Rating
Access: Right to Special Services	Cornerstone Prep Denver experienced minor challenges serving students with disabilities. Area of improvement: IEP/Eligibility Compliance and Writing Instructionally Appropriate IEPs. Cornerstone Prep Denver did not experience challenges with identifying, enrolling, and serving students in special populations (ESL, Homeless, Foster Care, Migrant).	Meeting
Enrollment: Right to School Choice & Equitable Environment	ASD has received no complaints or statements of concern indicating that the school’s systems foster inequitable school offerings.	Meeting

Student & Family Rights Category		
Health/Safety	All immunizations were submitted. ASD has received no complaints or statements of concern indicating that the school presents a risk to health or safety of students, staff, or families.	Meeting
Leadership: Right to Qualified Staff	All school faculty and administrators meet state and district standards for certification	Meeting
Voice: Right to be Included/Informed	ASD has observed practices at the school that demonstrate active engagement with families & community stakeholders.	Meeting
Overall Category Rating		Meeting

Academic Composite Score Category*			
Metric	Error! Reference source not found. Performance	Score	Rating
Mission: Reward School Success Rate (R-SSR) Percentile Rank	R-SSR: 10.5%	15	Meeting
School Progress: Progress on Components of R-SSR	Academic Percentile Rank: TVAAS ELA 5	30	Exceeding
Student Progress: Composite TVAAS	TVAAS: 3	0	Does not meet
Equity: Progress on Components of SSR	Percent of Students who scored On Track or Mastered on TNReady/TCAP Assessments:	10	Meeting
College & Career	N/A		
Remanded Students	N/A		
Academic Composite Score		55/85 = 64.7%	
Overall Category Rating		Approaching	
* is classified as a [K-8/high] school for the purpose of calculating campus academic composite scores.			

Part D: Conclusions & Next Steps

The SPF employs a tiered targeting system that applies more rigorous performance expectations based on the number of years each school has been in operation. As the majority of ASD schools have now been in operation for at least five years, expected levels of achievement are now higher under SPF criteria than they would have been at earlier points in school timelines.

As stated in Section 2 of the ASD Charter Agreement, “If (SPF) criteria are not met, the ASD retains the right to review any and all written material and data as well as conduct site visits as frequently as necessary until all criteria are met.”

All schools earning a rating of “Approaching” or “Does Not Meet in the Student and Family Rights” components of the SPF will be required to attend professional learning opportunities offered by the ASD. These sessions will provide school teams with the information on requirements, systems or processes that must be used to meet expectations.

Achievement School District
2020-21 School Performance Framework (SPF) Evaluation
School Name: Cornerstone Prep – Lester Campus

Part A: Introduction

As a condition of their formal contracts with the Achievement School District, all participating charter schools agreed to the following requirements related to academic oversight and accountability:

- “During the term of the charter, the ASD shall retain the right to review the academic, operational, and financial performance of the Operator.”
- “In the (ASD) School Performance Framework, key criteria have been included to measure performance of a school.”
- “The ASD School Performance Framework include a subset of metrics that combine to create a Composite Score to determine if schools are on track to dramatically improve outcomes for students...The ASD will use the Operator’s School Composite Score to determine the closure or rate of replication for the Operator’s schools in the ASD.”¹
- “An Operator must meet 100% of financial metrics. Failure to do so would result in an automatic “Does Not Meet” for all schools.”²

This report is provided to each ASD charter school as a reference tool to inform dialogue between the school leadership team, ASD, and the Tennessee Department of Education (“department”) regarding future strategy for improvement. Part B outlines the SPF methodology; Part C details performance for your school; and Part D describes next steps.

Part B: Review of SPF Methodology

Each school is assessed based on data metrics in the categories of Finance, Student and Family Rights, and Academic Composite³.

Category	Description	Metrics
Finance	The metrics in this category are measured at the operator level and ensure operators are financially responsible and viable. ⁴	<ul style="list-style-type: none"> • Cash on hand • Threshold ratio • Financial audit
Student & Family Rights	The metrics in this category are measured at the school level and ensure school compliance with significant legal obligations.	<ul style="list-style-type: none"> • Access • Enrollment • Health & safety • Leadership • Voice
Academic Composite Score³	Metrics in this category are measured at the school level and ensure operators are on track to move schools out of the bottom 5% in the state and are serving students well. No Adverse Action: TCA § 49-1-609	<ul style="list-style-type: none"> • Mission • School progress • Student progress • Equity • College & Career

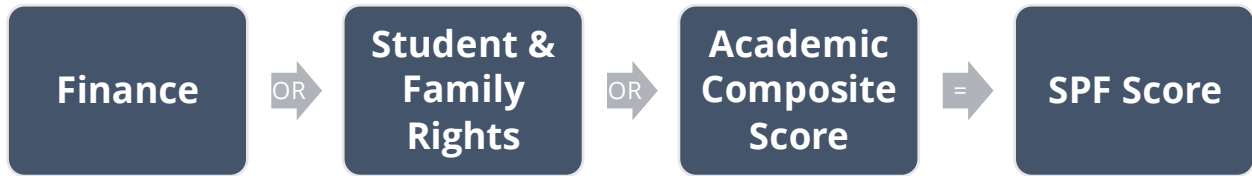
¹ Tennessee Achievement School District Charter Agreement Sections 2 & 3

² ASD Accountability: School Action Framework, 2015-16 Hold Harmless Review & 2016-17 School Performance Framework

³ In alignment with TCA § 49-1-609, there will be no adverse action for schools not meeting academic expectations

		<ul style="list-style-type: none">• Remanded student
--	--	--

The school's overall SPF rating is based upon each category rating, which is in turn based upon the specific metrics.



The school's rating for each category as well as the overall rating falls into one of four possible classifications:



The rubric on the next page outlines how a school is rated on each metric and category. **A school's overall SPF rating will be based on its lowest-performing category.** Below is an example rating. In this example, the school's lowest-performing category is "Academic Composite Score" with an "Approaching" rating; therefore, the school's overall SPF rating is "Approaching."

Example Rating



Methodology Notes

At the time of the framework's adoption, every school was classified as either a K-8, high school, Alternative Education for SPF tabulation purposes. As the ASD no longer has any exclusively K-2 sites, current tabulations are based on each school being classified as either a K-8, high school, or alternative education campus.

Modifications to this methodology were made only in those instances in which changes to assessments rendered former metrics moot and after discussions with CMO leaders. In those cases, those changes have been noted, supplied to operators prior to the SPF meetings and explicitly noted in the summary in an effort to align with the original data point.

Calculations for two of the three SPF categories were made by the offices listed below and are available for review by written request to Dr. Sharon Smith (Chief of Federal Programs), Michael Bates (Chief of Schools & Student Services) or Alethea Henry (Chief of Academics and Instructional Support).

School Performance Framework Rubrics

Finance Category Rubric				
Metric	Does Not Meet	Approaching	Meeting	Exceeding
Cash on hand	Less than 30 days cash on hand	<i>N/A – this rating is not available for this metric</i>	30 days cash on hand	More than 30 days cash on hand
Threshold	Less than a 1:1 ratio	<i>N/A – this rating is not available for this metric</i>	Equal to a 1:1 ratio	More than a 1:1 ratio
Financial audit	Issues with audit	<i>N/A – this rating is not available for this metric</i>	Clean financial audit	<i>N/A – this rating is not available for this metric</i>
Overall Rating: <ul style="list-style-type: none"> Failure to receive a rating of “Meeting” for any metric in this category would result in an automatic “Does Not Meet” for this category. An operator could receive a rating of “Exceeding” for this category if two of three metrics are rated as “Exceeding.” 				

Student & Family Rights Category Rubric				
Metric	Does Not Meet (0pts)	Approaching (1pt)	Meeting (2pts)	Exceeding
Access: Right to Special Services	Egregious non-compliance	Only one of the following is true: <ul style="list-style-type: none"> ASD has verified the appropriate provision of special education services for all qualifying students ASD has received no complaints or statements of concern indicating any underlying issues in the school’s delivery of special services. 	ASD has verified the appropriate provision of special education services for all qualifying students, <u>AND</u> ASD has received no complaints or statements of concern indicating any underlying issues in the school’s delivery of special services.	<i>N/A – this rating is not available for this metric</i>
Enrollment: Right to School Choice & Equitable Environment	Egregious non-compliance	Only one of the following is true: <ul style="list-style-type: none"> ASD has verified the school’s application processes comply with all state and local requirements ASD has received no complaints or statements of concern indicating that the school’s systems foster inequitable school offerings. 	ASD has verified the school’s application processes comply with all state and local requirements, <u>AND</u> ASD has received no complaints or statements of concern indicating that the school’s systems foster inequitable school offerings.	<i>N/A – this rating is not available for this metric</i>
Health & Safety	Egregious non-compliance	Only one or two of the following is true:	The school’s facilities have met local and state requirements for	<i>N/A – this rating is not available for this metric</i>

Student & Family Rights Category Rubric				
Metric	Does Not Meet (0pts)	Approaching (1pt)	Meeting (2pts)	Exceeding
		<ul style="list-style-type: none"> The school's facilities have met local and state requirements for fire safety and occupancy. The school meets district health and safety standards. ASD has received no complaints or statements of concern indicating that the school presents a risk to health or safety of students, staff, or families. 	fire safety and occupancy, <u>AND</u> ASD has conducted on-site visits to the school and has verified the school meets district health and safety standards, <u>AND</u> ASD has received no complaints or statements of concern indicating that the school presents a risk to health or safety of students, staff, or families.	
Leadership: Right to Qualified Staff	Egregious non-compliance	Not all school faculty and administrators meet state and district standards for certification, but the school is actively working to ensure standards are met.	All school faculty and administrators meet state and district standards for certification.	<i>N/A - this rating is not available for this metric</i>
Voice: Right to be Included/Informed	Egregious non-compliance	ASD has observed practices at the school that demonstrate active engagement with families & community stakeholders.	ASD has observed practices at the school that demonstrate active engagement with families & community stakeholders.	<i>N/A - this rating is not available for this metric</i>
Overall Rating: <ul style="list-style-type: none"> Egregious noncompliance in any metric will result in a "Does Not Meet" rating in this category. Egregious noncompliance occurs when a school 1) Fails to receive a rating of "Meeting" in a Student and Family Rights metric over several years, 2) Fails to receive a rating of "Meeting" in at least 75% of Student and Family Rights Accountability items in a single year, or 3) Engages in "grossly negligent act(s) that deny access to education, lead to significant student harm, and/or invalidate accountability results." Each category has had a point total applied (DNM=0; Meets=1; Exceeds=2). An average of all scores in this section will be calculated and the final SPR rating will be determine from that score (Does Not Meet ≤ 0; Approaching = 1-1.99; Meeting ≥ 2.0) 				

Academic Composite Category Rubric					
Metric	Measure	Method of Calculation	Target	Weight K8/HS/Alt	Score Earned
Mission	R-SSR Percentile Rank	<ul style="list-style-type: none"> R-SSR \geq 6% OR Annual Measureable Objective (AMO) 	For full points, must meet or exceed SSR of 6% OR meet AMO target in one of the content areas (ELA or Mathematics). Meet AMO - 10 points Exceed AMO or meet/exceed SSR of 6% - Earn 15 points Year 5 or above target: \geq 50 th percentile	15/15/10 pts	<u>N/A</u>
School Progress	Progress on Components of R-SSR	<ul style="list-style-type: none"> Progress on Components of Reward School Success Rate (R-SSR/Subject TVAAS) 	The greater level of performance – subject TVAAS or gain in proficiency from the prior year (HS/Alt Ed only) – determines the school’s performance rating and points earned. Subjects measured are Math, RLA, Science, A1, A2, E1, E2, E3, B1 and GR* Graduation Rate target gains are 6/7/8 points to A/M/E respectively.	30/20/15 pts	<u>N/A</u>
Student Progress	Composite TVAAS	<ul style="list-style-type: none"> Level 1: Significantly Below Expectations Level 2: Below Expectations Level 3: At Expectations Level 4: Above Expectations Level 5: Significantly Above Expectations 	Target for all schools: \geq Level 4 Meets; Level 5 Exceeds	30/20/20 pts	<u>N/A</u>
Equity	Progress on Components of R-SSR	<ul style="list-style-type: none"> R-SSR for each student sub-group as reported on the School Report Card- Student Sub-Groups: economically disadvantaged (ED), students with disabilities (SWD), English Learners (EL), and Black/Hispanic/Native American (BHN) 	Target for All Schools: Decrease number of students scoring Below or Approaching by 10% in all applicable subgroups.	10/10/10 pts	<u>N/A</u>
College & Career	Extended Graduation Rate Gains	<ul style="list-style-type: none"> A school's 4-Year cohort graduation rate, with the addition of any late graduates 	Target: 7 pt gains or Y1: \geq 5th; Y2: \geq 10th; Y3: \geq 25th; Y4: \geq 40th; Y5: \geq 50th (Same as 2016 SPF)	NA/10/5 pts	<u>N/A</u>
	Average ACT Score	<ul style="list-style-type: none"> The average ACT score for all tested Juniors 	Target: 14+ School's Year of Operation (Same as SPF)	NA/10/5 pts	<u>N/A</u>
Remanded Students	Credit Attainment	<ul style="list-style-type: none"> Percent of student credits attained of the total set in place 	Target for all schools: 50%/70%/90%	NA/NA/10 pts	<u>N/A</u>
	ILP Goal Attainment	<ul style="list-style-type: none"> Percent of student ILP goals completed of the total set in place 	Target for all schools: 50%/70%/90%	NA/NA/10 pts	<u>N/A</u>
Academic Composite Score					<u>N/A</u>

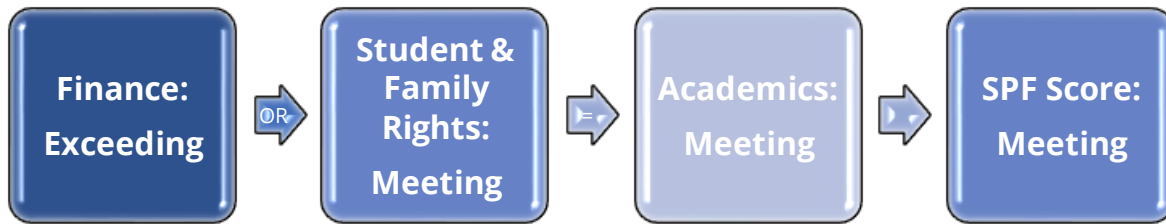
** This measure was previously labeled "Focus School Success Rate Progress" in SPF literature but has been re-named for clarity as ASD schools may not be officially "Focus" campuses. The metric itself remains the same.*

***An operator must earn at least 50 points to receive a rating of "Approaching", at least 70 points to receive a rating of "Meeting", and at least 90 points to receive a rating of "Exceeding."*

Part C: Error! Reference source not found. **Performance Summary**

In order to support a charter school's efforts in promoting student achievement and fulfill its contractual duty to gauge academic performance using the SPF (Section 3.8 of Charter Agreement), the department and the ASD have calculated each school's current levels of performance based on its 2018-19 academic, financial, and stakeholder data.

Based on data from the 2020-21 academic year, received the following scores:



Cornerstone Prep – Lester’s overall SPF rating based on 2020-21 data is “Meeting.”

Category & Metric Detail

Finance Category		
Metric	Error! Reference source not found. Performance	Metric Rating
30 Days Cash on Hand	Operator has more than 30 days cash on hand.	Exceeding
Threshold Ratio	Operator has more than a 1:1 threshold ratio	Exceeding
Financial Audit	<i>There were no major findings. The audit did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses.</i>	Meeting
Overall Category Rating		Exceeding

Student & Family Rights Category		
Metric	Error! Reference source not found. Performance	Metric Rating
Access: Right to Special Services	Cornerstone Prep Lester experienced minor challenges serving students with disabilities. Area of improvement: IEP Compliance and Writing Instructionally Appropriate IEPs. Cornerstone Prep Lester did not experience challenges with identifying, enrolling, and serving students in special populations (ESL, Homeless, Foster Care, Migrant).	Meeting
Enrollment: Right to School Choice &	ASD has received no complaints or statements of concern indicating that the school’s systems foster inequitable school offerings.	Meeting

Student & Family Rights Category		
Equitable Environment		
Health/Safety	All immunizations were submitted. ASD has received no complaints or statements of concern indicating that the school presents a risk to health or safety of students, staff, or families.	Meeting
Leadership: Right to Qualified Staff	All school faculty and administrators meet state and district standards for certification.	Meeting
Voice: Right to be Included/Informed	ASD has observed practices at the school that demonstrate active engagement with families & community stakeholders.	Meeting
Overall Category Rating		Meeting

Academic Composite Score Category*			
Metric	Error! Reference source not found. Performance	Score	Rating
Mission: Reward School Success Rate (R-SSR) Percentile Rank	R-SSR: 5.10%	0	Does not meet
School Progress: Progress on Components of R-SSR	Academic Percentile Rank: ELA TVAAS 4	30	Meeting
Student Progress: Composite TVAAS	TVAAS: 4	30	Meeting
Equity: Progress on Components of SSR	Percent of Students who scored On Track or Mastered on TNReady/TCAP Assessments:	0	Does not meet
College & Career	N/A		
Remanded Students	N/A		
Academic Composite Score		60/85 = 70.6%	
Overall Category Rating		Meeting	
* is classified as a [K-8/high] school for the purpose of calculating campus academic composite scores.			

Part D: Conclusions & Next Steps

The SPF employs a tiered targeting system that applies more rigorous performance expectations based on the number of years each school has been in operation. As the majority of ASD schools have now been in operation for at least five years, expected levels of achievement are now higher under SPF criteria than they would have been at earlier points in school timelines.

As stated in Section 2 of the ASD Charter Agreement, "If (SPF) criteria are not met, the ASD retains the right to review any and all written material and data as well as conduct site visits as frequently as necessary until all criteria are met."

All schools earning a rating of "Approaching" or "Does Not Meet in the Student and Family Rights" components of the SPF will be required to attend professional learning opportunities offered by the ASD. These sessions will provide school teams with the information on requirements, systems or processes that must be used to meet expectations.



ASD Quarter 1 SPF Report

CMO: Capstone

School: Lester Campus

Executive Director: Drew Sippel

SY21-22 SPF Progress

Academic Composite Score-Category*			
Metric	Performance	Score	Rating
Mission: Reward School Success Rate (R-SSR) Percentile Rank	R-SSR: 9.3%	15	Exceeding
School Progress: Progress on Components of R-SSR	Highest Subject TVAAS: 5 (ELA)	30	Exceeding
Student Progress: Composite TVAAS	TVAAS: 4	30	Exceeding
Equity: Progress on Components of SSR	Decrease the number of students scoring Below or Approaching by 10%: 0.2	0	Does Not Meet
Academic Composite Score		75/85 = 88%	
Overall Category Rating		Meeting	

* is classified as a [K-8/high] school for the purpose of calculating campus academic composite scores.

Quarter 1 Academic Progress

Benchmark Data

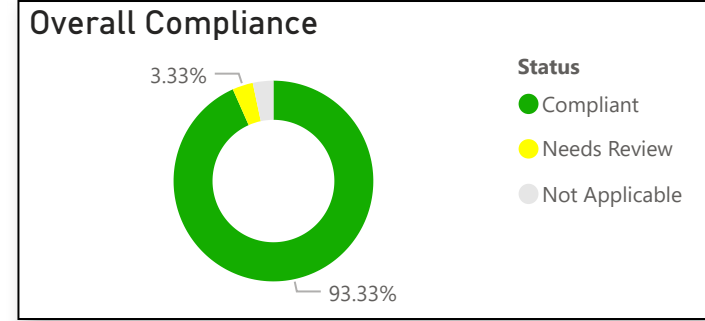
Grade Level	Subject	Mastery	Grade Level	Subject	Mastery	Grade Level	Subject	Mastery
3	ELA	16%	4	ELA	13%	5	ELA	12%
	Math	24%		Math	14%		Math	30%
	Science	30%		Science	11%		Science	36%

Reflections

Category	Description	Exceeding	Meeting	Approaching	Does Not Meet
Mission: Reward School Success Rate (R-SSR) Percentile Rank	R-SSR \geq 6% OR Annual Measurable Objective (AMO)	SSR of \geq 7% or exceeded AMO	Met SSR of 6% or met AMO	SSR of 5%-4% or AMO not met	SSR \leq 3% or AMO not met
		15 points	10 points	5 points	0 points
School Progress: Progress on Components of R-SSR	Progress on Components of Reward School Success Rate (R-SSR/Subject TVAAS)	TVAAS 4 or 5	TVAAS 3	TVAAS 2	TVAAS 1
		30 points (3-8) 20 points (HS)	20 points (3-8) 10 points (HS)	10 points (3-8) 5 points (HS)	0 points (3-8) 0 points (HS)
Student Progress: Composite TVAAS	<ul style="list-style-type: none"> • Level 1: Significantly Below Expectations • Level 2: Below Expectations • Level 3: At Expectations • Level 4: Above Expectations • Level 5: Significantly Above Expectations 	Level 4 or 5	Level 3	Level 2	Level 1
		30 points (3-8) 20 points (HS)	20 points (3-8) 10 points (HS)	10 points (3-8) 5 points (HS)	0 points (3-8) 0 points (HS)
Equity: Progress on Components of SSR	Target: Decrease the number of students scoring Below or Approaching by 10% in all applicable subgroups.	\geq 11% decrease	10% decrease	7% - 9% decrease	\leq 6% decrease
		10 points	7 points	3 points	0 points
College & Career	Graduation Rate Gains Target: 10 pt gains or Y1: \geq 5th; Y2 \geq 10th; Y3: \geq 25th; Y4 \geq 40th; Y5: \geq 50th	\geq 11 points or Y1: \geq 10th; Y2: \geq 25th; Y3: \geq 40th; Y4: \geq 50th; Y5: \geq 60th	10 points or Y1: \geq 5th; Y2: \geq 10th; Y3: \geq 25th; Y4: \geq 40th; Y5: \geq 50th	5-6 points or Y1: \geq 4th; Y02: \geq 5th; Y3: \geq 10th; Y4: \geq 25th; Y5: \geq 40th	\leq 4 points or Y1: <4th; Y2: <5th; Y3: <10th; Y4: <25th; Y5: <40th

		10 points	7 points	3 points	0 points
	Avg. ACT Score Target: 14+	≥ 16 avg. score	14-15 avg. score	12-13 avg. score	≤ 11 avg. score
		10 points	7 points	3 points	0 points

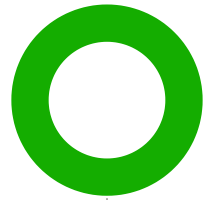
Cornerstone Prep-Lester Campus



Operator: Capstone
Monitoring Cycle: October
School Year: 22-23

Desktop Monitoring Feedback: The ASD staff has reviewed your submitted materials and made determinations about compliance with each indicator below. Please view the feedback detailing strengths, required actions, and recommended actions below. Please note that timely submission of appropriate evidence will facilitate a more efficient review process.

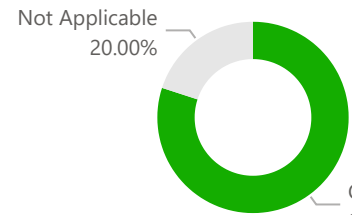
Indicator II: English Language Learners (ELL)



Compliant 100.00%

Document	Status	Comments
Evidence of ESL/ELL Active License/Endorsement	Compliant	-
Notification of ELL Services w/in 30 Days	Compliant	-
Primary Home Language Survey Distributed	Compliant	-

Indicator III: Exceptional Education

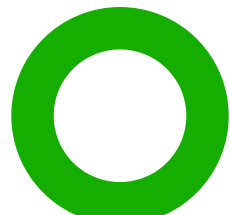


Compliant 80.00%

Not Applicable 20.00%

Document	Status	Comments
Compliant with Admin Complaints and Due Process	Compliant	-
Gen-Ed Teachers Reviewed and Signed IEPs	Compliant	-
IEP At A Glance Generated and Provided for All Students	Compliant	-
Manifestation Meetings	Not Applicable	-
Valid Teaching Assignments	Compliant	-

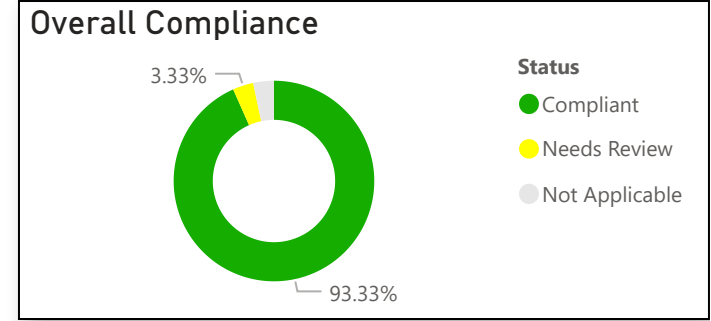
Indicator IV: Health Services



Compliant 100.00%

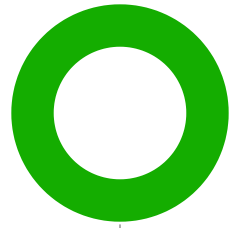
Document	Status	Comments
CPR/First Aid Training for all PE Teachers/Coaches	Compliant	-
CPR/First Aid Training to at least three FT Staff	Compliant	-

Cornerstone Prep-Lester Campus



Operator: Capstone
Monitoring Cycle: October
School Year: 22-23

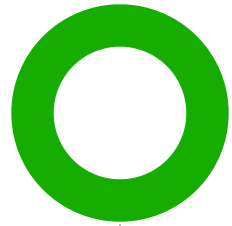
Indicator V: Human Resources



Compliant 100.00%

Document	Status	Comments
100% of Teachers Licensed in Assigned Positions	Compliant	-

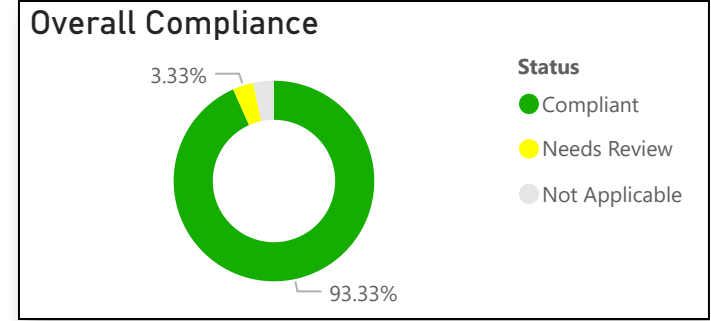
Indicator VI: Federal Programs



Compliant 100.00%

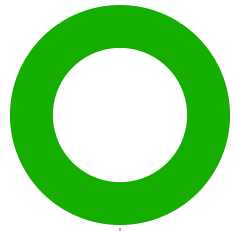
Document	Status	Comments
Financial Audit	Compliant	-
Timely Reimbursement Documentation	Compliant	-

Cornerstone Prep-Lester Campus



Operator: Capstone
Monitoring Cycle: October
School Year: 22-23

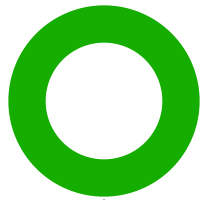
Indicator IX: Student Information



Compliant 100.00%

Document	Status	Comments
Quarterly Benchmark Results	Compliant	-
School Screener	Compliant	-
SIS Enrollment/Reconciliation	Compliant	-

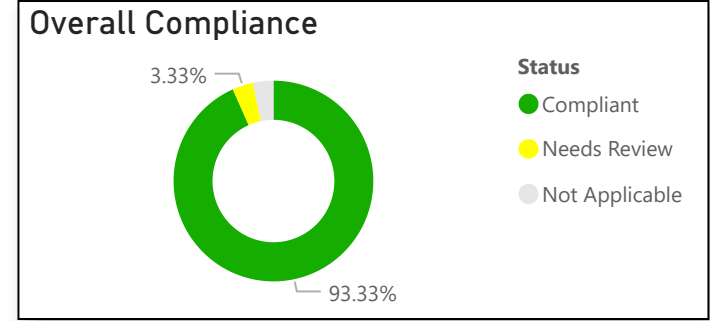
Indicator X: Student Support Services



Compliant 100.00%

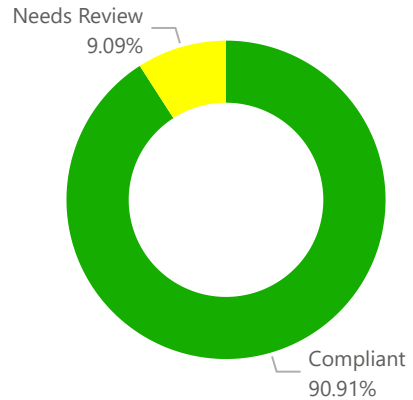
Document	Status	Comments
45 Day Referral List	Compliant	-
504/IEP Processes and Procedures	Compliant	-
Foster Care Agendas and Placements	Compliant	-

Cornerstone Prep-Lester Campus



Operator: Capstone
Monitoring Cycle: October
School Year: 22-23

Indicator XI: General Compliance



Document	Status	Comments
Academic Pacing Guides	Compliant	-
Annual Board of Directors Meeting Calendar	Compliant	-
Annual Family/Parent Meeting Calendar	Compliant	-
Board of Directors Meeting Minutes	Needs Review	Written correspondence received; Upon approval, upload September and December Board of Directors Meeting Minutes no later than January 13, 2023.
Family/Parent Meetings Evidence (Flyers, Sign-in Sheets, Agendas, PPTs)	Compliant	-
Influenza	Compliant	-
Lead Prevention Policy	Compliant	-
Meningococcal Disease	Compliant	-
Safety Team	Compliant	-
Transportation Policy	Compliant	-
Transportation Supervisor List	Compliant	-

**CAPSTONE EDUCATION GROUP, INC.
(A CHARTER MANAGEMENT ORGANIZATION)**

FINANCIAL STATEMENTS AND SUPPLEMENTARY
INFORMATION

JUNE 30, 2020

FOR THE FOLLOWING CHARTER SCHOOLS:

CORNERSTONE PREP – LESTER PREP
LESTER PREP
CORNERSTONE PREP – DENVER CAMPUS



CERTIFIED PUBLIC ACCOUNTANTS

CAPSTONE EDUCATION GROUP, INC

INDEX TO REPORT

JUNE 30, 2020

	PAGE
GOVERNANCE OFFICIALS	1
INDEPENDENT AUDITOR'S REPORT	2-4
MANAGEMENT'S DISCUSSION AND ANALYSIS (UNAUDITED)	5-8
BASIC FINANCIAL STATEMENTS	
GOVERNMENT-WIDE FINANCIAL STATEMENTS	
STATEMENT OF NET POSITION	9
STATEMENT OF ACTIVITIES	10
FUND FINANCIAL STATEMENTS	
BALANCE SHEET – GOVERNMENTAL FUND	11
RECONCILIATION OF THE BALANCE SHEET – GOVERNMENTAL FUND TO THE STATEMENT OF NET POSITION	12
STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES OF GOVERNMENTAL FUND	13
RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE OF GOVERNMENTAT FUND TO THE STATEMENT OF ACTIVITIES	14
NOTES TO THE FINANCIAL STATEMENTS	15-34
REQUIRED SUPPLEMENTARY INFORMATION	
SCHEDULE OF PROPORTIONATE SHARE OF THE NET PENSION LIABILITY (ASSET) TEACHER LEGACY PENSION PLAN OF TCRS	35
SCHEDULE OF CONTRIBUTIONS TEACHER LEGACY PENSION PLAN OF TCRS	36
SCHEDULE OF PROPORTIONATE SHARE OF THE NET PENSION LIABILITY (ASSET) TEACHER RETIREMENT PLAN OF TCRS	37
SCHEDULE OF CONTRIBUTIONS TEACHER RETIREMENT PLAN OF TCRS	38

CAPSTONE EDUCATION GROUP, INC

INDEX TO REPORT

JUNE 30, 2020

SUPPLEMENTARY INFORMATION

COMBINING BALANCE SHEET – INDIVIDUAL SCHOOLS	39
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES OF INDIVIDUAL SCHOOLS	40

COMPLIANCE SECTION

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS AND STATE FINANCIAL ASSISTANCE	41-42
INDEPENDENT AUDITOR’S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH <i>GOVERNMENT AUDITING STANDARDS</i>	43-44
INDEPENDENT AUDITOR’S REPORT ON COMPLIANCE FOR EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE	45-46
SCHEDULE OF FINDINGS AND QUESTIONED COSTS	47
SCHEDULE OF DISPOSITION OF PRIOR YEAR FINDINGS	48

CAPSTONE EDUCATION GROUP, INC.

Governance Officials

Primary Governance Officials

Board Members

Jay Harvill, Chairman
Thomas Marino, Vice Chairman
Paul Edwards, Secretary
Elliot Perry
Monika Johnson
Camela Echols
Octavious Nickson
Jason Cook
Scott Walker

Administration

Drew Sippel, Executive Director



INDEPENDENT AUDITOR'S REPORT

To the Board of Directors
Capstone Education Group, Inc.
Memphis, Tennessee

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities and the major fund of the charter schools of Capstone Education Group, Inc. (a nonprofit corporation) (the “School”) as of and for the year ended June 30, 2020, and the related notes to the financial statements, which collectively comprise the School’s basic financial statements as listed in the table of contents.

Management’s Responsibility for The Financial Statements

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

Auditor’s Responsibility

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

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

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

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and the major fund of the School as of June 30, 2020, and the respective changes in financial position for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and the required supplementary schedules, as listed in the table of contents, be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide assurance.

Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the School's basic financial statements. The accompanying governance officials schedule, combining individual school schedules on pages 39 and 40, and the Schedule of Expenditures of Federal Awards and State Financial Assistance, are presented for purposes of additional analysis as required by Comptroller of the Treasury, State of Tennessee and are not a required part of the basic financial statements. The Schedule of Expenditures of Federal Awards and State Financial Assistance is presented for purposes of additional analysis as required by Title 2 U.S. *Code of Federal Regulations Part 200 Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, and is also not a required part of the basic financial statements.

The combining individual school schedules, and the Schedule of Expenditures of Federal Awards and State Financial Assistance is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the combining individual schools schedules and the Schedule of Expenditures of Federal Awards and State Financial Assistance is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

The governance officials schedule has not been subjected to the auditing procedures applied in the audit of the basic financial statements and, accordingly, we do not express an opinion or provide any assurance on it.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated December 30, 2020, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

Memphis, Tennessee
December 30, 2020

*Henderson Hutcherson
& McCullough, PLLC*

CAPSTONE EDUCATION GROUP, INC.
Management's Discussion and Analysis (Unaudited)

The following Management's Discussion and Analysis (MD&A) provides the reader with an introduction and overview to the financial statements of Capstone Education Group, Inc. (the "Organization"). The discussion below presents the Organization's discussion and analysis of the Organization's financial performance during the fiscal year ended June 30, 2020. Please read it in conjunction with the Organization's financial statements.

A. Overview of the Financial Statements

The Statement of Net Position and the Statement of Activities report the performance of the Organization as a whole. The Statement of Net Position includes all of the Organization's assets and liabilities in a manner similar to a private-sector company. These statements include all assets and liabilities using the accrual method of accounting. Under the accrual method, all of the current year's revenue and expenses are taken into consideration regardless of when cash is received or paid.

The Statement of Net Position calculates the difference between the total assets and total liabilities. This is one way to measure the Organization's financial health or position. Over time, increases or decreases in the Organization's net position are an indicator of whether its financial health is improving or deteriorating, respectively.

The Statement of Activities reports expenses and revenue for the Organization as a whole. The reader can use this statement to identify the areas of spending and areas of revenue that generated the change in net position during the year.

The Balance Sheet, Statement of Revenues, Expenditures and Changes in Fund Balances report the Organization's Fund financial activities, not the Organization as a whole. These statements provide detailed information about the Organization's most significant funds. Funds are established by the Organization to help manage money for particular purposes and compliance with various grant provisions.

The Organization's funds are categorized as "governmental funds." Governmental funds focus on how money flows in and out of the funds and the balances remaining at year-end that are available for spending in future periods. Fund financial statements are reported using an accounting method called "modified accrual" accounting, which measures cash and other financial assets that can be readily converted to cash. This method of accounting is different from the accrual method used in the Organization-wide financial statements to report on the Organization as a whole. The relationship between governmental activities as reported in the Balance Sheet, Statement of Revenues, Expenditures and Changes in Fund Balances is reconciled to the basic financial statements following each of the Governmental Fund financial statements.

CAPSTONE EDUCATION GROUP, INC.
Management's Discussion and Analysis (Unaudited)

B. Condensed Financial Information

The Organization's condensed comparative statements of net position and activities are as follows:

Capstone Education Group, Inc.'s Net Position

	Governmental Activities	
	<u>June 30, 2020</u>	<u>June 30, 2019</u>
Current and other assets	<u>\$ 7,641,802</u>	<u>\$ 6,236,882</u>
Total assets	<u>7,641,802</u>	<u>6,236,882</u>
Deferred pension outflows	<u>866,819</u>	<u>1,193,209</u>
Total deferred outflows of resources	<u>866,819</u>	<u>1,193,209</u>
Long-term liabilities	<u>-</u>	<u>175,000</u>
Total liabilities	<u>-</u>	<u>175,000</u>
Deferred pension inflows	<u>820,486</u>	<u>560,508</u>
Total deferred inflows of resources	<u>820,486</u>	<u>560,508</u>
Net position		
Restricted	<u>1,329,636</u>	<u>1,267,585</u>
Unrestricted	<u>6,358,499</u>	<u>5,426,998</u>
Total net position	<u>\$ 7,688,135</u>	<u>\$ 6,694,583</u>

CAPSTONE EDUCATION GROUP, INC.
Management's Discussion and Analysis (Unaudited)

Capstone Education Group, Inc.'s Statement of Activities
For the Years Ended June 30, 2020 and 2019

	<u>2020</u>	<u>2019</u>
Revenues		
State and local per pupil operating revenue	\$ 11,958,434	\$ 11,705,999
Operating grants and contributions	2,999,027	2,664,552
Contributions and private grants	175,456	355,496
Other income	<u>32,885</u>	<u>42,222</u>
 Total revenue	 <u>15,165,802</u>	 <u>14,768,269</u>
Expenses		
Regular instruction	6,300,941	5,808,985
Fiscal services	1,356,755	1,106,767
Special education	1,648,750	1,720,561
Operation of plant	1,134,761	1,229,764
Other student support	781,397	606,486
Office of principal	504,456	615,704
Student support	721,469	666,287
Early childhood education	307,257	301,923
Management fee	1,186,303	1,105,627
Contracts with public carriers	211,424	295,096
Student body education	<u>18,737</u>	<u>26,462</u>
 Total expenses	 <u>14,172,250</u>	 <u>13,483,662</u>
 Change in Net Position	 <u>\$ 993,552</u>	 <u>\$ 1,284,607</u>

Analysis of Financial Position and Results of Operation

The Organization's cash position and investments at year-end was very strong. The Organization's change in net position for the year was also very strong. As noted on subsequent pages, the Organization generated a positive change in net position of \$993,552. The reasons for the positive change in net position are identified on the detailed financial statements.

Revenue: Total revenue for the year ended June 30, 2020 was \$15,165,802. The three major sources of this revenue were:

- State and local per pupil operating revenue - \$11,958,434
- Operating grants and contributions - \$2,999,027
- Contributions and private grants - \$175,456

CAPSTONE EDUCATION GROUP, INC.
Management's Discussion and Analysis (Unaudited)

State and local per pupil revenue is simply a function of the state allowance per pupil and the number of pupils served by the Organization. The contributions and private grants reflect organizations, individuals and entities that support the work of the Organization in providing children with the best possible education. The Organization is honored so many people provide financial resources to support the work of educating children on our campus.

Expenses: The Organization places great emphasis on directing funds to areas that directly impact the education of children. The expenses found in the financial statements reflect this focus. The organization spent the largest percentage of its funds in the regular instruction category, followed by spending on special education. The Organization is pleased to be able to manage expenses in such a manner that provides the greatest resources to the instruction of children.

More information:

This financial report is designed to provide our students' parents, taxpayers, donors, creditors, authorities over grant funding and agencies tasked with oversight of Shelby County public schools with a general overview of the Organization's finances and to demonstrate the Organization's accountability of the money it receives. If you have questions about this report or need additional financial information, contact the Executive Director by telephone at (901) 416-3640 or by email: dsippel@cornerstoneprepmemphis.org.

CAPSTONE EDUCATION GROUP, INC.

STATEMENT OF NET POSITION

JUNE 30, 2020

	Governmental Activities
ASSETS	
Investment - Stabilization Reserve Trust	\$ 186,511
State and local per pupil funding receivable	262,927
Grants receivable	592,181
Receivable from Charter Management Organization division	5,503,391
Net pension asset	
Teacher Legacy Pension Plan	840,758
Teacher Hybrid Pension Plan	256,034
Capital assets, net of accumulated depreciation of \$23,723	<u>-</u>
 Total assets	 <u>7,641,802</u>
DEFERRED OUTFLOWS OF RESOURCES	
Teacher Legacy Pension Plan	702,590
Teacher Hybrid Pension Plan	<u>164,229</u>
 Total deferred outflows of resources	 <u>866,819</u>
LIABILITIES	
	\$ -
DEFERRED INFLOWS OF RESOURCES	
Teacher Legacy Pension Plan	758,114
Teacher Hybrid Pension Plan	<u>62,372</u>
 Total deferred inflows of resources	 <u>820,486</u>
NET POSITION	
Restricted	
Pension and related items	1,143,125
Stabilization Reserve Trust	186,511
Unrestricted	<u>6,358,499</u>
 Total net position	 <u>\$ 7,688,135</u>

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

9

CAPSTONE EDUCATION GROUP, INC.

STATEMENT OF ACTIVITIES

YEAR ENDED JUNE 30, 2020

		Functions	
Governmental Activities	Total	Student Instruction and Support Services	General and Administrative
EXPENSES			
Regular instruction	\$ 6,300,941	\$ 6,300,941	\$ -
Fiscal services	1,356,755	1,286,501	70,254
Special education	1,648,750	1,600,670	48,080
Operation of plant	1,134,761	1,094,591	40,170
Other student support	781,397	781,397	-
Office of principal	504,456	450,957	53,499
Student support	721,469	721,469	-
Early childhood education	307,257	307,257	-
CMO management fee	1,186,303	1,186,303	-
Contracts with public carriers	211,424	211,424	-
Student body education	18,737	18,737	-
	<u>14,172,250</u>	<u>13,960,247</u>	<u>212,003</u>
PROGRAM REVENUES			
Operating grants and contributions	2,999,027	2,999,027	-
Contributions and private grants	175,456	175,456	-
Other income	32,885	32,885	-
Total program revenues	<u>3,207,368</u>	<u>3,207,368</u>	<u>-</u>
Net program expenses	<u>10,964,882</u>	<u>\$ 10,752,879</u>	<u>\$ 212,003</u>
GENERAL REVENUES			
State and local per pupil operating revenue	<u>11,958,434</u>		
CHANGE IN NET POSITION	993,552		
NET POSITION - beginning of year	<u>6,694,583</u>		
NET POSITION - end of year	<u>\$ 7,688,135</u>		

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

CAPSTONE EDUCATION GROUP, INC.

BALANCE SHEET - GOVERNMENTAL FUND

JUNE 30, 2020

	<u>General Fund</u>
ASSETS	
Investment - Stabilization Reserve Trust	\$ 186,511
State and local per pupil funding receivable	262,927
Grants and other receivable	592,181
Receivable from Charter Management Organization division	<u>5,503,391</u>
 Total assets	 <u>\$ 6,545,010</u>
LIABILITIES	
	\$ -
FUND BALANCE	
Restricted - Stabilization Reserve Trust	186,511
Unassigned	<u>6,358,499</u>
 Total fund balance	 <u>6,545,010</u>
 Total liabilities and fund balance	 <u>\$ 6,545,010</u>

CAPSTONE EDUCATION GROUP, INC.

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

JUNE 30, 2020

Total governmental fund balance	\$ 6,545,010
<i>Amounts reported for governmental activities in the statement of net position are different because:</i>	
Net pension assets is not reported in the funds.	1,096,792
Deferred outflows relating to pension costs which are applicable to future periods and are not reported in the funds	866,819
Deferred inflows related to pension costs which are applicable to future periods are not reported in the funds	<u>(820,486)</u>
Net position of governmental activities	<u>\$ 7,688,135</u>

CAPSTONE EDUCATION GROUP, INC.

STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES OF GOVERNMENTAL FUND

YEAR ENDED JUNE 30, 2020

	General Fund
REVENUES	
State and local per pupil operating revenue	\$ 11,958,434
Operating grants and contributions	2,999,027
Contributions and private grants	175,456
Other income	32,885
	<hr/>
Total revenues	15,165,802
EXPENDITURES	
CURRENT	
Regular instruction	6,264,706
Fiscal services	1,356,755
Special education	1,648,750
Operation of plant	1,134,761
Other student support	781,397
Office of principal	504,456
Student support	721,469
Early childhood education	307,257
CMO management fee	1,186,303
Contracts with public carriers	211,424
Student body education	18,737
	<hr/>
Total expenditures	14,136,015
CHANGE IN FUND BALANCE	1,029,787
FUND BALANCE - beginning of year	<hr/> 5,515,223
FUND BALANCE - end of year	<hr/> \$ 6,545,010

CAPSTONE EDUCATION GROUP, INC.

**RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES
AND CHANGES IN FUND BALANCE OF GOVERNMENTAL FUND TO
THE STATEMENT OF ACTIVITIES**

YEAR ENDED JUNE 30, 2020

Net change in fund balance - governmental fund	\$ 1,029,787
<i>Amounts reported for governmental activities in the statement of activities are different because:</i>	
Contributions to pension plans made after the measurement date are recorded as expenditures in the governmental fund but must be deferred in the statement of net position. Certain amounts related to the net pension assets are also deferred and amortized over time.	<u>(36,235)</u>
Change in net position of governmental activities	<u>\$ 993,552</u>

CAPSTONE EDUCATION GROUP, INC.

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2020

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Reporting Entity

Capstone Education Group, Inc. (the “School”) is a non-profit organization that was founded in 2012 to provide quality education to families in the city of Memphis, with a particular emphasis on the Binghampton and Frayser communities. The financial statements include the operations of the individual schools and not the Charter Management Organization operating division. All cash resources are held with the Charter Management Organization division and therefore, the financial statements present a receivable from Charter Management Organization division.

Measurement Focus, Basis of Accounting, and Financial Statement Presentation

The School prepares its financial statements in accordance with accounting principles generally accepted in the United States of America, as applied to local governmental units. The Governmental Accounting Standards Board (“GASB”) is the accepted standard setting body for establishing governmental accounting and financial reporting principles.

The government-wide financial statements are prepared using the economic resources measurement focus and the accrual basis of accounting and report information on all non-fiduciary activities of the primary government. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Funding for the School comes primarily through the per pupil allocation from the State of Tennessee’s Basic Education Program (“BEP”), which is passed through the Achievement School District (“ASD”). Charges to the ASD are recognized as revenues in the year for which they are billed. Grants and similar items are recognized as revenue as soon as all eligible requirements imposed by the provider have been met.

Governmental fund financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as soon as they are both measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the School considers revenues to be available if they are collected within 60 days of the end of the current fiscal period. Expenditures generally are recorded when a liability is incurred, as under accrual accounting.

Government-Wide Financial Statements

The government-wide financial statements focus on the sustainability of the School as an entity and the change in the School’s net position resulting from the current year’s activities.

Current regulations require the classification of net position into three components: invested in capital assets, restricted; and unrestricted. These classifications are defined as follows:

(Continued)

CAPSTONE EDUCATION GROUP, INC.

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2020

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Government-Wide Financial Statements (Continued)

Net investment in capital assets – This component of net position consists of capital assets, including restricted capital assets, net of accumulated depreciation and reduced by outstanding balances (if any) of bonds, mortgages, notes or other borrowings that are attributable to the acquisition, construction or improvement of those assets. If there are significant unspent related debt proceeds at year end, the portion of the debt attributable to the unspent proceeds is not included in the calculation of invested in capital assets, net of related debt. Rather, that portion of the debt is included in the same net position component as the unspent proceeds.

Restricted – This component of net position consists of constraints placed on net position use through external constraints imposed by creditors, by contributors, by grantors, or by state legislation.

Unrestricted – This component of net position consists of net position that do not meet the definition of restricted or invested in capital assets, net of related debt. When both restricted and unrestricted assets are available for use, it is the School's policy to utilize restricted assets first, then unrestricted assets as needed.

The government-wide statement of activities reports both the gross and net cost of the School's functions. The functions are also supported by general government revenues (general revenues are primarily made up of state and local per pupil revenue and donations to the general fund). The statement of activities reduces gross expenses by related function revenues, operating and capital grants. Program revenues must be directly associated with the function. The net costs by function are normally covered by general revenue. The School allocates indirect cost between functions.

Fund Financial Statements

The financial transactions of the School are reported in individual funds in the fund financial statements. Each fund is accounted for by providing a separate set of self-balancing accounts that comprise its assets, liabilities, reserves, fund equity, revenues and expenses. The School reports the following major governmental fund:

The General Fund is the primary operating fund of the School and accounts for all financial resources of the School, except those required to be accounted for in another fund.

The governmental funds' focus is upon the determination of financial resources, their balance, sources and use, rather than upon net income. The School classifies governmental fund balances as nonspendable, restricted, committed, assigned and unassigned based on the level of constraints on the fund balances. When an expenditure is incurred in which both restricted and unrestricted funds are available for use, it is the School's policy to spend restricted funds first, then unrestricted funds. When an expenditure has been incurred for purposes in which multiple categories of unrestricted funds are available, it is the School's policy to spend funds in the following order: committed, then assigned, and lastly unassigned funds. The classifications of fund balances are defined as follows:

(Continued)

CAPSTONE EDUCATION GROUP, INC.

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2020

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Fund Financial Statements (Continued)

Nonspendable – This classification consists of fund balances that cannot be spent because they are either not in spendable form, for example, noncash amounts that are not expected to be converted to cash, or the funds are legally or contractually required to be maintained intact.

Restricted – This classification consists of fund balances with external constraints on use imposed by creditors (such as through debt covenants), contributors or laws or regulations of other governments or constraints imposed by law or through constitutional provisions or enabling legislation.

Committed – This classification consists of fund balances that can only be used for specific purposes established by formal action of the School's Board of Directors, its highest level of decision making authority. Such commitments should include contractual obligations of fund assets. Fund balance commitments can only be removed by the same process of the same body employed to previously commit those amounts.

Assigned – This classification consists of all fund balances that are not in the general fund or classified as nonspendable, restricted or committed. In addition, general fund balances that the School intends to use for specific purposes are also classified as assigned. The School gives the authority to assign amounts to specific purposes to the School's controller and personnel under the supervision of the controller tasked with financial recording responsibilities.

Unassigned – This classification consists of all fund balances in the general fund that are not reported as nonspendable, restricted, committed or assigned.

Cash and Cash Equivalents

The School considers cash on hand, savings, checking, certificates of deposit and other similar accounts to be cash. All highly liquid debt instruments with a maturity of three months or less when purchased are considered to be cash equivalents.

Deposits

The School does not have formal deposit policies that address its exposure to custodial credit risk and maintains its cash and cash equivalents at one financial institution. At times, such balances may be in excess of the FDIC insurance limit of \$250,000; however, management does not believe it is exposed to any significant credit risk on cash and cash equivalents.

(Continued)

CAPSTONE EDUCATION GROUP, INC.

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2020

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Grants Receivable

Grants receivable represents grant amounts due from federal programs. An allowance for doubtful accounts is maintained based upon collection experience and a review of the collectability of specific outstanding receivables. Receivables are charged against the allowance when they are determined to be uncollectible by management. There is no allowance for doubtful accounts as of June 30, 2020, as management believes all amounts are collectible. All receivables of the School are expected to be collected within sixty days.

Capital Assets

Capital assets acquired by the School are considered to be owned by the School. However, state funding sources may maintain equitable interest in the capital assets purchased with grant monies as well as the right to determine the use of any proceeds from the sale of these assets. The State's equitable interest is in capital assets with an acquisition cost which equals or exceeds \$5,000 and an estimated useful life of more than one year. The costs of normal maintenance and repairs that do not add to the value of the asset or materially extend assets' lives are not capitalized. Capital assets purchased are stated at cost, and donated assets are recorded at estimated fair market value. Capital asset purchases in excess of \$5,000 are capitalized. Depreciation is computed using the straight-line method over the estimated useful lives of the assets ranging from 5 to 7 years.

Grants

The School received Federal financial assistance through state and private agencies. The expenditure of funds received under these programs generally requires compliance with terms and conditions specified in the grant agreements and are subject to audit by the grantor agencies.

Use of Estimates in the Preparation of Financial Statements

The preparation of financial statements in conformity with generally accepted accounting principles requires the School to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Budgetary Comparison

The School is not required to adopt a legally binding budget; therefore, no budgetary comparison statement of the general fund has been presented.

Deferred Outflows/Inflows of Resources

In addition to assets, the statement of net position will sometimes report a separate section for deferred outflows of resources.

(Continued)

CAPSTONE EDUCATION GROUP, INC.

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2020

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Deferred Outflows/Inflows of Resources (Continued)

This separate financial statement element, *deferred outflows of resources*, represents a consumption of net position that applies to a future period and so will not be recognized as an outflow of resources (expense/expenditure) until then. The School's deferred outflows of resources relate to items associated with the teacher pension plans.

In addition to liabilities, the statement of net position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, *deferred inflows of resources*, represents an acquisition of net position that applies to a future period and so will not be recognized as an inflow of resources (revenue) until that time. The School's deferred inflows of resources relate to items associated with the teacher pension plans.

Federal Tax Status

The School is exempt from federal income taxes under Internal Revenue Code Section 501(c)(3).

Accounting principles generally accepted in the United States of America require management of the School to evaluate tax positions taken by the School and recognize a tax liability (or asset) if the School has taken an uncertain position that more likely than not would not be sustained upon examination by the IRS. The School has analyzed the tax positions taken by the School and has concluded that as of June 30, 2020, there are no uncertain positions taken or expected to be taken that would require recognition of a liability (or asset) or disclosure in the financial statements. The School is subject to routine audits by taxing jurisdictions; however, there are currently no audits in progress for any tax periods. The School believes that it is no longer subject to income tax examinations for years prior to 2017.

Support and Revenue

Contributions are recognized when the donor makes an unconditional promise to contribute to the School's activities or when the actual gift is received.

Revenue from the state and local governments resulting from the School's charter status and based on the number of students enrolled is recorded when services are performed in accordance with the charter agreement.

Pensions

Teacher Legacy Pension Plan - For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the Teacher Legacy Pension Plan in the Tennessee Consolidated Retirement System (TCRS) and additions to/deductions from the plan's fiduciary net position have been determined on the same basis as they are reported by the TCRS.

(Continued)

CAPSTONE EDUCATION GROUP, INC.

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2020

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Pensions (Continued)

For this purpose, benefits (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms of the Teacher Legacy Pension Plan. Investments are reported at fair value.

Teacher Retirement Plan - For purposes of measuring the net pension asset, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the Teacher Retirement Plan in the Tennessee Consolidated Retirement System (TCRS) and additions to/deductions from the plan's fiduciary net position have been determined on the same basis as they are reported by the TCRS. For this purpose, benefits (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms of the Teacher Retirement Plan. Investments are reported at fair value.

NOTE 2 – RISKS AND UNCERTAINTIES

Normal Risk

The School is exposed to the normal risks of loss related to torts; theft or damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters. The School's policy is to minimize these risks through the purchase of commercial insurance.

Worldwide Pandemic

Subsequent to March 31, 2020, local, U.S., and world governments have encouraged self-isolation to curtail the spread of the global pandemic, coronavirus disease (COVID-19), by mandating temporary work stoppage in many sectors and imposing limitations on travel and size and duration of group meetings. Most industries, including the School, are experiencing significant disruption to activities as a result of these actions. There is unprecedented uncertainty surrounding the duration of the pandemic, its potential economic ramifications, and any government actions to mitigate them. Given there can be no assurances regarding the duration of this pandemic, it is at least possible that adverse consequences to the School's financial position, results of operations and cash flows could result.

CAPSTONE EDUCATION GROUP, INC.

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2020

NOTE 3 – CAPITAL ASSETS

Capital asset activity for the year ended June 30, 2020, was as follows:

	Beginning Balance	Increases	Decreases	Ending Balance
Governmental activities:				
Capital assets being depreciated:				
Equipment	\$ 14,233	\$ -	\$ -	\$ 14,233
Building improvements	<u>9,490</u>	<u>-</u>	<u>-</u>	<u>9,490</u>
	23,723	-	-	23,723
Accumulated depreciation	<u>(23,723)</u>	<u>-</u>	<u>-</u>	<u>(23,723)</u>
 Total capital assets being depreciated	 <u>\$ -</u>	 <u>\$ -</u>	 <u>\$ -</u>	 <u>\$ -</u>

There was no depreciation recorded for the fiscal year ended June 30, 2020.

NOTE 4 – LONG-TERM LIABILITY

The School entered into an unsecured note payable in the amount of \$175,000 from an unrelated not-for-profit company. The terms of the agreement state that the note may be convertible, in the lender's sole discretion, to grant income upon the School achieving certain performance milestones. On August 8, 2019, the total value in principal and accrued interest was forgiven and converted to grant income due to the School achieving certain performance milestones.

	Balance July 1, 2019	Additions	Retirements	Balance June 30, 2020	Amount Due Within One Year
Note payable	<u>\$ 175,000</u>	<u>\$ -</u>	<u>\$ 175,000</u>	<u>\$ -</u>	<u>\$ -</u>

NOTE 4 – CONCENTRATIONS

Approximately 76% of the School's revenue for the year ended June 30, 2020, was from the Achievement School District.

NOTE 5 – COMMITMENTS – EQUIPMENT LEASE

The School leases equipment under the terms of non-cancellable operating lease agreements expiring at various dates through June, 2021. Rent expense under these leases totaled \$15,840.

At June 30, 2020, future minimum rental payments on the non-cancellable operating leases are as follows:

Year	Amount
2021	<u>\$ 11,940</u>

CAPSTONE EDUCATION GROUP, INC.

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2020

NOTE 6 – TCRS STABILIZATION TRUST

Legal Provisions

The School is a member of the Tennessee Consolidated Retirement System (TCRS) Stabilization Reserve Trust. The School has placed funds into the irrevocable trust as authorized by statute under Tennessee Code Annotated (TCA), Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of the trust. Funds of trust members are held and invested in the name of the trust for the benefit of each member. Each member's funds are restricted for the payment of retirement benefits of that member's employees. Trust funds are not subject to the claims of general creditors of the School.

The trust is authorized to make investments as directed by the TCRS Board of Trustees. The School may not impose any restrictions on investments placed by the trust on their behalf.

Investment Balances

Assets of the TCRS, including the Stabilization Reserve Trust, are invested in the Tennessee Retiree Group Trust (TRGT). The TRGT is not registered with the Securities and Exchange Commission (SEC) as an investment company. The State of Tennessee has not obtained a credit quality rating for the TRGT from a nationally recognized credit ratings agency. The fair value of investment positions in the TRGT is determined daily based on the fair value of the pool's underlying portfolio. Furthermore, TCRS had not obtained or provided any legally binding guarantees to support the value of participant shares during the fiscal year. There are no restrictions on the sale or redemption of shares.

Investments are reported at fair value. Securities traded on a national exchange are valued at the last reported sales price. Investment income consists of realized and unrealized appreciation (depreciation) in the fair value of investments and interest and dividend income. Interest income is recognized when earned. Securities and securities transactions are recorded in the financial statements on a trade date basis. The fair value of assets of the TRGT held at June 30, 2020, represents the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants. Assets held are categorized for fair value measurement within the fair value hierarchy established by GAAP. The hierarchy is based on the valuation inputs used to measure the fair value of the asset and give the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (Level 1 measurements) and the lowest priority to unobservable inputs (Level 3 measurements).

- Level 1 - Unadjusted quoted prices for identical assets or liabilities in active markets that can be accessed at the measurement date.
- Level 2 - Quoted prices for similar assets or liabilities in active markets; quoted prices for identical or similar assets or liabilities in markets that are not active; assets or liabilities that have a bid-ask spread price in an inactive dealer market, brokered market and principal-to-principal market; and Level 1 assets or liabilities that are adjusted.
- Level 3 - Valuations derived from valuation techniques in which significant inputs are unobservable.

(Continued)

CAPSTONE EDUCATION GROUP, INC.

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2020

NOTE 6 – TCRS STABILIZATION TRUST (Continued)

Investment Balances (Continued)

Investments where fair value is measured using the Net Asset Value (“NAV”) per share have no readily determinable fair value and have been determined to be calculated consistent with FASB principles for investment companies.

Where inputs used in the measurement of fair value fall into different levels of the hierarchy, fair value of the instrument in its entirety is categorized based on the lowest level input that is significant to the valuation. This assessment requires professional judgement and as such management of the TRGT developed a fair value committee that worked in conjunction with the plan’s custodian and investment professionals to make these valuations. All assets held were valued individually and aggregated into classes to be represented in the table below.

Short-term securities generally include investments in money market-type securities reported at cost plus accrued interest.

Equity and equity derivative securities classified in Level 1 are valued using last reported sales prices quoted in active markets that can be accessed at the measurement date. Equity and equity derivative securities classified in Level 2 are securities whose values are derived daily from associated traded securities. Equity securities classified in Level 3 are valued with last trade data having limited trading volume.

U.S. Treasury Bills, Bonds, Notes and Futures classified in Level 1 are valued using last reported sales prices quoted in active markets that can be accessed at the measurement date. Debt and debt derivative securities classified in Level 2 are valued using a bid-ask spread price from multiple independent brokers, dealers, or market principals, which are known to be actively involved in the market. Level 3 debt securities are valued using proprietary information, a single pricing source, or other unobservable inputs related to similar assets or liabilities.

Real estate investments classified in Level 3 are valued using the last valuations provided by external investment advisors or independent external appraisers. Generally, all direct real estate investments are appraised by a qualified independent appraiser(s) with the professional designation of Member of the Appraisal Institute (“MAI”), or its equivalent, every three (3) years beginning from the acquisition date of the property. The appraisals are performed using generally accepted valuation approaches applicable to the property type.

Investments in private mutual funds, traditional private equity funds, strategic lending funds and real estate funds that report using GAAP, the fair value, as well as the unfunded commitments, were determined using the prior quarter’s NAV, as reported by the fund managers, plus the current cash flows. These assets were then categorized by investment strategy. In instances where the fund investment reported using non-GAAP standards, the investment was valued using the same method, but was classified in Level 3.

(Continued)

CAPSTONE EDUCATION GROUP, INC.

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2020

NOTE 6 – TCRS STABILIZATION TRUST (Continued)

Investment Balances (Continued)

On June 30, 2020, the School had the following investments held by the trust on its behalf.

<u>Investment</u>	Weighted Average Maturity (days)	<u>Maturities</u>	Fair Value
Investments at Fair Value:			
U.S. Equity	N/A	N/A	\$ 57,818
Developed Market International Equity	N/A	N/A	26,112
Emerging Market International Equity	N/A	N/A	7,460
U.S. Fixed Income	N/A	N/A	37,302
Real Estate	N/A	N/A	18,651
Short-term Securities	N/A	N/A	1,866
NAV - Private Equity and Strategic Lending	N/A	N/A	37,302
			<u>\$ 186,511</u>

<u>Investment by Fair Value Level</u>	<u>Fair Value June 30, 2020</u>	<u>Fair Value Measurements Using</u>			<u>NAV</u>
		Quoted Prices in Active Markets for Identical Assets (Level 1)	Significant Other Observable Inputs (Level 2)	Significant Unobservable Inputs (Level 3)	
U.S. Equity	\$ 57,818	\$ 57,818	\$ -	\$ -	\$ -
Developed Market International Equity	26,112	26,112	-	-	-
Emerging Market International Equity	7,460	7,460	-	-	-
U.S. Fixed Income	37,302	-	37,302	-	-
Real Estate	18,651	-	-	18,651	-
Short-term Securities	1,866	-	1,866	-	-
Private Equity and Strategic Lending	<u>37,302</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>37,302</u>
	<u>\$ 186,511</u>	<u>\$ 91,390</u>	<u>\$ 39,168</u>	<u>\$ 18,651</u>	<u>\$ 37,302</u>

(Continued)

CAPSTONE EDUCATION GROUP, INC.

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2020

NOTE 6 – TCRS STABILIZATION TRUST (Continued)

Risks and Uncertainties

The trust's investments include various types of investment funds, which in turn invest in any combination of stock, bonds and other investments exposed to various risks, such as interest rate, credit, and market risk. Due to the level of risk associated with certain investment securities, it is at least reasonably possible that changes in the values of investment securities will occur in the near term and that such changes could materially affect the amounts reported for trust investments.

Interest Rate Risk

Interest rate risk is the risk that changes in interest rates will adversely affect the fair value of an investment. The School does not have the ability to limit trust investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates.

Credit Risk

Credit risk is the risk that an issuer or other counterparty to an investment will not fulfill its obligations. The School does not have the ability to limit the credit ratings of individual investments made by the trust.

Concentration of Credit Risk

Concentration of credit risk is the risk of loss attributed to the magnitude of the county's investment in a single issuer. The School places no limit on the amount the county may invest in one issuer.

Custodial Credit Risk

Custodial credit risk for investments is the risk that, in the event of a failure of the counterparty to a transaction, the county will not be able to recover the value of its investments or collateral securities that are in the possession of an outside party. Pursuant to the trust agreement, investments are held in the name of the trust for the benefit of the School to pay retirement benefits of the school department employees.

For further information concerning the school department's investments with the TCRS Stabilization Reserve Trust, audited financial statements of the Tennessee Consolidated Retirement System may be obtained at <https://comptroller.tn.gov/content/dam/cot/sa/advancedsearch/disclaimer/2020/ag19091.pdf>.

CAPSTONE EDUCATION GROUP, INC.

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2020

NOTE 7 – TEACHER RETIREMENT PLAN OF TCRS

General Information About the Pension Plan

Plan description. The TCRS was created by state statute under Tennessee Code Annotated Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of all employer pension plans in the TCRS. The Tennessee Treasury Department, an agency in the legislative branch of state government, administers the plans of the TCRS. The TCRS issues a publicly available financial report that can be obtained at <https://treasury.tn.gov/Retirement/Boards-and-Governance/Reporting-and-Investment-Policies>.

Teachers employed by the School with memberships in TCRS before July 1, 2014 are provided with pensions through the Teacher Legacy Pension Plan, a cost sharing multiple-employer pension plan administered by the TCRS. The Teacher Legacy Pension Plan closed to new membership on June 30, 2014, but will continue providing benefits to existing members and retirees. Beginning July 1, 2014, the Teacher Retirement Plan became effective for teachers employed by Local Education Agencies (LEAs) after June 30, 2014. The Teacher Retirement Plan is a separate cost-sharing, multiple-employer defined benefit plan.

Benefits provided. Tennessee Code Annotated Title 8, Chapters 34-37 establishes the benefit terms and can be amended only by the Tennessee General Assembly. Members of the Teacher Retirement Plan are eligible to retire with an unreduced benefit at age 65 with 5 years of service credit or pursuant to the rule of 90 in which the member's age and service credit total 90. Benefits are determined by a formula using the member's highest five consecutive years average compensation and the member's years of service credit. A reduced early retirement benefit is available at age 60 and vested or pursuant to the rule of 80. Members are vested with five years of service credit. Service related disability benefits are provided regardless of length of service. Five years of service is required for non-service related disability eligibility. The service related and non-service related disability benefits are determined in the same manner as a service retirement benefit but are reduced 10 percent and include projected service credits. A variety of death benefits are available under various eligibility criteria. Member and beneficiary annuitants are entitled to automatic cost of living adjustments (COLAs) after retirement. A COLA is granted each July for annuitants retired prior to the 2nd of July of the previous year. The COLA is based on the change in the consumer price index (CPI) during the prior calendar year, capped at 3 percent, and applied to the current benefit. No COLA is granted if the change in the CPI is less than one-half percent. A one percent COLA is granted if the CPI change is between one-half percent and one percent. A member who leaves employment may withdraw their employee contributions, plus any accumulated interest. Under the Teacher Retirement Plan, benefit terms and conditions, including COLAs, can be adjusted on a prospective basis. Moreover, there are defined cost controls and unfunded liability controls that provide for the adjustment of benefit terms and conditions on an automatic basis.

(Continued)

CAPSTONE EDUCATION GROUP, INC.

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2020

NOTE 7 – TEACHER RETIREMENT PLAN OF TCRS (Continued)

General Information About the Pension Plan (Continued)

Contributions. Contributions for teachers are established in the statutes governing the TCRS and may only be changed by the Tennessee General Assembly or by automatic cost controls set out in law. Teachers contribute 5 percent of salary. The LEAs make employer contributions at the rate set by the Board of Trustees as determined by an actuarial valuation. Per the statutory provisions governing the TCRS, the employer contribution rate cannot be less than 4.00 percent, except in years when the maximum funded level, as established by the TCRS Board of Trustees, is reached. By law, employer contributions for the Teacher Retirement Plan are required to be paid. The TCRS may intercept the state shared taxes of the sponsoring governmental entity of the LEA if the required employer contributions are not remitted. Employer contributions by the School for the year ended June 30, 2020 to the Teacher Retirement Plan were \$107,213 which is 1.94 percent of covered payroll. The employer rate, when combined with member contributions, is expected to finance the costs of benefits earned by members during the year, the cost of administration, as well as an amortized portion of any unfunded liability.

Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

Pension liabilities (assets). At June 30, 2020, the School reported an asset of \$256,034 for its proportionate share of net pension asset. The net pension liability was measured as of June 30, 2019, and the total pension asset used to calculate the net pension liability was determined by an actuarial valuation as of that date. The School's proportion of the net pension asset was based on the School's contributions to the pension plan relative to the contributions of all LEAs. At the measurement date of June 30, 2019, the School's proportion was 0.453570 percent. The proportion measured as of June 30, 2018 was 0.468228 percent.

Pension expense. For the year ended June 30, 2020, the School recognized pension expense of \$82,939.

Deferred outflows of resources and deferred inflows of resources. For the year ended June 30, 2020, the School reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	\$ 10,616	\$ 44,696
Net difference between projected and actual earnings on pension plan investments	-	10,825
Changes in assumptions	8,896	-
Changes in proportion of net pension asset	37,504	6,851
LEA's contributions subsequent to the measurement date of June 30, 2019	<u>107,213</u>	<u>-</u>
Total	<u>\$ 164,229</u>	<u>\$ 62,372</u>

(Continued)

CAPSTONE EDUCATION GROUP, INC.

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2020

NOTE 7 – TEACHER RETIREMENT PLAN OF TCRS (Continued)

Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (Continued)

The School's employer contributions of \$107,213, reported as pension related deferred outflows of resources, subsequent to the measurement date, will be recognized as an increase in net pension asset in the year ended June 30, 2020. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ended June 30:	
2021	\$ (2,840)
2022	(4,496)
2023	(1,460)
2024	88
2025	529
Thereafter	<u>2,823</u>
	<u>\$ (5,356)</u>

In the table above, positive amounts will increase pension expense, while negative amounts will decrease pension expense.

Actuarial assumptions. The total pension liability in the June 30, 2019 actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.5 percent
Salary increases	Graded salary ranges from 8.72 to 3.44 percent based on age, including inflation, averaging 4.00 percent
Investment rate of return	7.25 percent, net of pension plan investment expenses, including inflation
Cost-of-Living Adjustment	2.25 percent

Mortality rates were based on actual experience including an adjustment for some anticipated improvement.

The actuarial assumptions used in the June 30, 2019 actuarial valuation were based on the results of an actuarial experience study performed for the period July 1, 2012 through June 30, 2016. The demographic assumptions were adjusted to more closely reflect actual and expected future experience.

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees in conjunction with the June 30, 2016 actuarial experience study. A blend of future capital market projections and historical market returns was used in a building block method in which a best-estimate of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) is developed for each major asset class. These best-estimates are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation of 2.5 percent. The best-estimates of geometric real rates of return and the TCRS investment policy target asset allocation for each major asset class is summarized in the following table:

(Continued)

CAPSTONE EDUCATION GROUP, INC.

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2020

NOTE 7 – TEACHER RETIREMENT PLAN OF TCRS (Continued)

Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (Continued)

Asset Class	Long-Term Expected Real Rate of Return	Target Allocation
U.S. equity	5.69%	31%
Developed market international equity	5.29%	14%
Emerging market international equity	6.36%	4%
Private equity and strategic lending	5.79%	20%
U.S. fixed income	2.01%	20%
Real estate	4.32%	10%
Short-term securities	0.00%	1%
		<u>100%</u>

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees as 7.25 percent based on a blending of the three factors described above.

Discount rate. The discount rate used to measure the total pension liability was 7.25 percent. The projection of cash flows used to determine the discount rate assumed that employee contributions will be made at the current rate and that contributions from all the LEAs will be made at the actuarially determined contribution rate pursuant to an actuarial valuation in accordance with the funding policy of the TCRS Board of Trustees and as required to be paid by state statute. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make projected future benefit payments of current active and inactive members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension asset.

Sensitivity of the proportionate share of net pension liability (asset) to changes in the discount rate. The following presents the School's proportionate share of the net pension liability (asset) calculated using the discount rate of 7.25 percent, as well as what the School's proportionate share of the net pension liability (asset) would be if it were calculated using a discount rate that is 1-percentage-point lower (6.25 percent) or 1-percentage-point higher (8.25 percent) than the current rate:

	1% Decrease (6.25%)	Current Discount Rate (7.25%)	1% Increase (8.25%)
School's proportionate share of the net pension liability (asset)	<u>\$ 81,121</u>	<u>\$ (256,034)</u>	<u>\$ (505,254)</u>

Pension plan fiduciary net position. Detailed information about the pension plan's fiduciary net position is available in a separately issued TCRS financial report.

(Continued)

CAPSTONE EDUCATION GROUP, INC.

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2020

NOTE 7 – TEACHER RETIREMENT PLAN OF TCRS (Continued)

Payable to the Pension Plan

At June 30, 2020, the School did not have a payable for the outstanding amount of the contributions to the pension plan required at the year ended June 30, 2020.

401 (k) Plan. The Teacher Retirement Plan provides a combination of a defined benefit plan and a defined contribution plan. The defined benefit portion of the Teacher Retirement Plan is managed by TCRS. The defined contribution assets are deposited into the State's 401(k) plan were the employee manages the investments within the 401(k) plan. Public school teachers are required to contribute 2% of their salaries to the deferred contribution portion of the Teachers Retirement Plan. Contributions are made on tax deferred basis. During 2020, the School's employer contribution to the defined contribution plan totaled \$6,850.

NOTE 8 – TEACHER LEGACY PENSION PLAN

General Information About the Pension Plan

Plan description. The Tennessee Consolidated Retirement System (TCRS) was created by state statute under Tennessee Code Annotated Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of all employer pension plans in the TCRS. The Tennessee Treasury Department, an agency in the legislative branch of state government, administers the plans of the TCRS. The TCRS issues a publicly available financial report that can be obtained at <https://treasury.tn.gov/Retirement/Boards-and-Governance/Reporting-and-Investment-Policies>.

Teachers employed the School with membership in the TCRS before July 1, 2014 are provided with pensions through the Teacher Legacy Pension Plan, a cost sharing multiple-employer pension plan administered by the TCRS. The Teacher Legacy Pension Plan closed to new membership on June 30, 2014, but will continue providing benefits to existing members and retirees.

Beginning July 1, 2014, the Teacher Retirement Plan became effective for teachers employed by Local Education Agencies (LEAs) after June 30, 2014. The Teacher Retirement Plan is a separate cost-sharing, multiple-employer defined benefit plan.

Benefits provided. Tennessee Code Annotated Title 8, Chapters 34-37 establishes the benefit terms and can be amended only by the Tennessee General Assembly. Members of the Teacher Legacy Pension Plan are eligible to retire with an unreduced benefit at age 60 with 5 years of service credit or after 30 years of service credit regardless of age. Benefits are determined by a formula using the member's highest five consecutive year average compensation and the member's years of service credit. A reduced early retirement benefit is available at age 55 and vested. Members are vested with five years of service credit. Service related disability benefits are provided regardless of length of service. Five years of service is required for non-service related disability eligibility. The service related and non-service related disability benefits are determined in the same manner as a service retirement benefit but are reduced 10 percent and include projected service credits.

(Continued)

CAPSTONE EDUCATION GROUP, INC.

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2020

NOTE 8 – TEACHER LEGACY PENSION PLAN (Continued)

General Information About the Pension Plan (Continued)

A variety of death benefits are available under various eligibility criteria. Member and beneficiary annuitants are entitled to automatic cost of living adjustments (COLAs) after retirement. A COLA is granted each July for annuitants retired prior to the 2nd of July of the previous year. The COLA is based on the change in the consumer price index (CPI) during the prior calendar year, capped at 3 percent, and applied to the current benefit. No COLA is granted if the change in the CPI is less than one-half percent. A one percent COLA is granted if the CPI change is between one-half percent and one percent. A member who leaves employment may withdraw their employee contributions, plus any accumulated interest.

Contributions. Contributions for teachers are established in the statutes governing the TCRS and may only be changed by the Tennessee General Assembly. Teachers contribute 5 percent of salary. The LEAs make employer contributions at the rate set by the Board of Trustees as determined by an actuarial valuation. By law, employer contributions for the Teacher Legacy Pension Plan are required to be paid. The TCRS may intercept the state shared taxes of the sponsoring governmental entity of the LEA if the required employer contributions are not remitted. Employer contributions by the School for the year ended June 30, 2020 to the Teacher Legacy Pension Plan were \$290,522 which is 10.63% percent of covered payroll. The employer rate, when combined with member contributions, is expected to finance the costs of benefits earned by members during the year, the cost of administration, as well as an amortized portion of any unfunded liability.

Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

Pension liabilities (assets). At June 30, 2020, the School reported an asset of \$840,758 for its proportionate share of net pension asset. The net pension asset was measured as of June 30, 2019, and the total pension asset used to calculate the net pension asset was determined by an actuarial valuation as of that date. The School's proportion of the net pension asset was based on the School's share of contributions to the pension plan relative to the contributions of all LEAs. At the measurement date of June 30, 2019 the School's proportion was 0.081771 percent. The proportion measured as of June 30, 2018 was 0.095002 percent.

Pension expense. For the year ended June 30, 2020, the School recognized pension expense of \$299,415.

Deferred outflows of resources and deferred inflows of resources. For the year ended June 30, 2020, the School reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

(Continued)

CAPSTONE EDUCATION GROUP, INC.

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2020

NOTE 8 – TEACHER LEGACY PENSION PLAN (Continued)

Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (Continued)

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	\$ 40,934	\$ 513,551
Changes in assumptions	113,296	-
Net difference between projected and actual earnings on pension plan investments	-	240,221
Changes in proportion of net pension liability (asset)	257,838	4,342
LEA's contributions subsequent to the measurement date of June 30, 2019	<u>290,522</u>	<u>-</u>
Total	<u>\$ 702,590</u>	<u>\$ 758,114</u>

The School's employer contributions of \$290,522, reported as pension related deferred outflows of resources, subsequent to the measurement date, will be recognized as an increase in net pension liability (asset) in the year ended June 30, 2021. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ended June 30:	
2021	\$ 15,664
2022	(183,461)
2023	(100,602)
2024	(77,647)
2025	-
Thereafter	<u>-</u>
	<u>\$ (346,046)</u>

In the table above, positive amounts will increase pension expense, while negative amounts will decrease pension expense.

Actuarial assumptions. The total pension liability in the June 30, 2019 actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.5 percent
Salary increases	Graded salary ranges from 8.72 to 3.44 percent based on age, including inflation, averaging 4.00 percent
Investment rate of return	7.25 percent, net of pension plan investment expenses, including inflation
Cost-of-Living Adjustment	2.25 percent

Mortality rates were based on actual experience including an adjustment for some anticipated improvement.

(Continued)

CAPSTONE EDUCATION GROUP, INC.

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2020

NOTE 8 – TEACHER LEGACY PENSION PLAN (Continued)

Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (Continued)

The actuarial assumptions used in the June 30, 2019 actuarial valuation were based on the results of an actuarial experience study performed for the period July 1, 2012 through June 30, 2016. The demographic assumptions were adjusted to more closely reflect actual and expected future experience.

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees in conjunction with the June 30, 2016 actuarial experience study. A blend of future capital market projections and historical market returns was used in a building-block method in which a best-estimate of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) is developed for each major asset class. These best-estimates are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation of 2.5 percent. The best-estimates of geometric real rates of return and the TCRS investment policy target asset allocation for each major asset class is summarized in the following table:

Asset Class	Long-Term Expected Real Rate of Return	Target Allocation
U.S. equity	5.69%	31%
Developed market international equity	5.29%	14%
Emerging market international equity	6.36%	4%
Private equity and strategic lending	5.79%	20%
U.S. fixed income	2.01%	20%
Real estate	4.32%	10%
Short-term securities	0.00%	<u>1%</u>
		100%

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees as 7.25 percent based on a blending of the three factors described above.

Discount rate. The discount rate used to measure the total pension liability was 7.25 percent. The projection of cash flows used to determine the discount rate assumed that employee contributions will be made at the current rate and that contributions from all the LEAs will be made at the actuarially determined contribution rate pursuant to an actuarial valuation in accordance with the funding policy of the TCRS Board of Trustees and as required to be paid by state statute. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make projected future benefit payments of current active and inactive members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

(Continued)

CAPSTONE EDUCATION GROUP, INC.

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2020

NOTE 8 – TEACHER LEGACY PENSION PLAN (Continued)

Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (Continued)

Sensitivity of the proportionate share of net pension liability (asset) to changes in the discount rate. The following presents the School's proportionate share of the net pension liability (asset) calculated using the discount rate of 7.25 percent, as well as what the School's proportionate share of the net pension liability (asset) would be if it were calculated using a discount rate that is 1-percentage-point lower (6.25 percent) or 1-percentage-point higher (8.25 percent) than the current rate:

	1% Decrease (6.25%)	Current Discount Rate (7.25%)	1% Increase (8.25%)
School's proportionate share of the net pension liability (asset)	<u>\$ 1,719,106</u>	<u>\$ (840,758)</u>	<u>\$ (2,877,058)</u>

Pension plan fiduciary net position. Detailed information about the pension plan's fiduciary net position is available in a separately issued TCRS financial report.

Payable to the Pension Plan

At June 30, 2020, the School did not have a payable for the outstanding amount of the contributions to the pension plan required at the year ended June 30, 2020.

NOTE 9 – SUBSEQUENT EVENTS

Management has evaluated events and transactions subsequent to the statement of net position date through the date of the independent auditor's report (the date the financial statements were available to be issued) for potential recognition or disclosure in the financial statements. Management has not identified any items requiring recognition or disclosure.

REQUIRED SUPPLEMENTARY INFORMATION

CAPSTONE EDUCATION GROUP, INC.

SCHEDULE OF PROPORTIONATE SHARE OF THE NET PENSION LIABILITY (ASSET)*
TEACHER LEGACY PENSION PLAN OF TCRS

LAST FISCAL YEAR ENDED JUNE 30

	<u>2019</u>	<u>2018</u>	<u>2017</u>	<u>2016</u>	<u>2015</u>	<u>2014</u>
Capstone Education Group's proportion of the net pension liability (asset)	\$ (840,758)	\$ (334,304)	\$ (29,333)	\$ 558,914	\$ 22,915	\$ (9,484)
Capstone Education Group's proportion of the net pension liability (asset)	0.081771%	0.095002%	0.089656%	0.089434%	0.055939%	0.057900%
Capstone Education Group's covered payroll	\$ 2,741,915	\$ 3,346,637	\$ 3,264,086	\$ 3,228,399	\$ 2,886,836	\$ 2,275,236
Capstone Education Group's proportionate share of the net pension liability (asset) as a percentage of its covered payroll	-30.66%	-9.99%	-0.90%	17.31%	0.79%	-0.42%
Plan fiduciary net position as a percentage of the total pension liability	104.28%	101.49%	100.14%	97.14%	99.81%	100.08%

* GASB 68 requires a 10-year schedule for this data to be presented starting with the implementation of GASB 68. The information in this schedule is not required to be presented retroactively prior to the implementation date. Please refer to previously supplied data from the TCRS GASB website for prior year's data, if needed.

CAPSTONE EDUCATION GROUP, INC.

SCHEDULE OF CONTRIBUTIONS
TEACHER LEGACY PENSION PLAN OF TCRS

LAST FISCAL YEAR ENDED JUNE 30

	<u>2020</u>	<u>2019</u>	<u>2018</u>	<u>2017</u>	<u>2016</u>	<u>2015</u>	<u>2014</u>
Contractually required contribution	\$ 290,522	\$ 286,804	\$ 302,060	\$ 286,505	\$ 291,847	\$ 260,970	\$ 202,041
Contribution in relation to the contractually required contribution	<u>290,522</u>	<u>286,804</u>	<u>302,060</u>	<u>286,505</u>	<u>291,847</u>	<u>260,970</u>	<u>202,041</u>
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
Capstone Education's covered payroll	\$ 2,733,039	\$ 2,741,915	\$ 3,346,637	\$ 3,264,086	\$ 3,228,399	\$ 2,886,836	\$ 2,275,236
Contributions as a percentage of Capstone Education's covered payroll	10.63%	10.46%	9.03%	8.78%	9.04%	9.04%	8.88%

* GASB 68 requires a 10-year schedule for this data to be presented starting with the implementation of GASB 68. The information in this schedule is not required to be presented retroactively prior to the implementation date. Please refer to previously supplied data from the TCRS GASB website for prior years' data, if needed.

Changes of assumptions. In 2017, the following assumptions were changed: decreased inflation rate from 3.00 percent to 2.50 percent; decreased the investment rate of return from 7.50 percent to 7.25 percent; decreased the cost-of-living adjustment from 2.50 percent to 2.25 percent; decreased salary growth graded ranges from an average of 4.25 percent to an average of 4.00 percent; and modified mortality assumptions.

CAPSTONE EDUCATION GROUP, INC.

SCHEDULE OF PROPORTIONATE SHARE OF THE NET PENSION LIABILITY (ASSET)*
TEACHER RETIREMENT PLAN OF THE TCRS

LAST FISCAL YEAR ENDED JUNE 30

	<u>2019</u>	<u>2018</u>	<u>2017</u>	<u>2016</u>	<u>2015</u>
Capstone Education Group's proportion of the net pension liability (asset)	\$ (256,034)	\$ (212,355)	\$ (143,797)	\$ (72,608)	\$ (15,273)
Capstone Education Group's proportion of the net pension liability (asset)	0.453570%	0.468228%	0.545032%	0.697464%	0.397000%
Capstone Education Group's covered payroll	\$ 4,799,704	\$ 4,093,503	\$ 3,523,213	\$ 3,068,870	\$ 788,825
Capstone Education Group's proportionate share of the net pension liability (asset) as a percentage of its covered payroll	-5.33%	-5.19%	-4.08%	-2.37%	-1.94%
Plan fiduciary net position as a percentage of the total pension *	123.07%	126.81%	126.81%	121.88%	127.46%

* GASB 68 requires a 10-year schedule for this data to be presented starting with the implementation of GASB 68. The information in this schedule is not required to be presented retroactively prior to the implementation date. Please refer to previously supplied data from the TCRS GASB website for prior year's data, if needed.

CAPSTONE EDUCATION GROUP, INC.

SCHEDULE OF CONTRIBUTIONS
TEACHER RETIREMENT PLAN OF THE TCRS

LAST FISCAL YEAR ENDED JUNE 30

	<u>2020</u>	<u>2019</u>	<u>2018</u>	<u>2017</u>	<u>2016</u>	<u>2015</u>
Contractually required contribution	\$ 107,213	\$ 93,114	\$ 66,726	\$ 143,090	\$ 76,820	\$ 192,721
Contribution in relation to the contractually required contribution	<u>107,213</u>	<u>93,114</u>	<u>163,670</u>	<u>143,090</u>	<u>122,755</u>	<u>31,553</u>
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ (96,944)</u>	<u>\$ -</u>	<u>\$ (45,935)</u>	<u>\$ 161,168</u>
Capstone Education's covered payroll	\$ 5,531,546	\$ 4,799,704	\$ 4,093,503	\$ 3,523,213	\$ 3,068,870	\$ 788,825
Contributions as a percentage of Capstone Education's covered payroll	1.94%	1.94%	4.00%	4.06%	4.00%	4.00%

* GASB 68 requires a 10-year schedule for this data to be presented starting with the implementation of GASB 68. The information in this schedule is not required to be presented retroactively prior to the implementation date. Please refer to previously supplied data from the TCRS GASB website for prior years' data, if needed.

*Changes of assumptions. In 2017, the following assumptions were changed: decreased inflation rate from 3.00 percent to 2.50 percent; decreased the investment rate of return from 7.50 percent to 7.25 percent; decreased the cost-of-living adjustment from 2.50 percent to 2.25 percent; decreased salary growth graded ranges from an average of 4.25 percent to an average of 4.00 percent; and modified mortality assumptions.

SUPPLEMENTARY INFORMATION

CAPSTONE EDUCATION GROUP, INC.

COMBINING BALANCE SHEET - INDIVIDUAL SCHOOLS

JUNE 30, 2020

	<u>Cornerstone Prep - Lester Campus</u>	<u>Lester Prep</u>	<u>Cornerstone Prep - Denver Campus</u>	<u>Total</u>
ASSETS				
Investment - Stabilization Reserve Trust	\$ 59,684	\$ 37,302	\$ 89,525	\$ 186,511
State and local per pupil funding receivable	88,212	65,036	109,679	262,927
Grants and other receivable	211,649	218,566	161,966	592,181
Interdivisional balance	<u>(388,373)</u>	<u>958,595</u>	<u>4,933,169</u>	<u>5,503,391</u>
 Total assets	 <u>(28,828)</u>	 <u>1,279,499</u>	 <u>5,294,339</u>	 <u>6,545,010</u>
 LIABILITIES	 <u>\$ -</u>	 <u>\$ -</u>	 <u>\$ -</u>	 <u>\$ -</u>
 FUND BALANCE				
Unassigned	<u>(28,828)</u>	<u>1,279,499</u>	<u>5,294,339</u>	<u>6,545,010</u>
 Total fund balance	 <u>(28,828)</u>	 <u>1,279,499</u>	 <u>5,294,339</u>	 <u>6,545,010</u>
 Total liabilities and fund balance	 <u><u>\$ (28,828)</u></u>	 <u><u>\$ 1,279,499</u></u>	 <u><u>\$ 5,294,339</u></u>	 <u><u>\$ 6,545,010</u></u>

CAPSTONE EDUCATION GROUP, INC.

STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES OF INDIVIDUAL SCHOOLS

YEAR ENDED JUNE 30, 2020

	Cornerstone Prep - Lester Campus	Lester Prep	Cornerstone Prep - Denver Campus	Total
REVENUES				
State and local per pupil operating revenue	\$ 3,368,270	\$ 2,780,334	\$ 5,809,830	\$ 11,958,434
Operating grants and contributions	1,046,773	797,117	1,155,137	2,999,027
Contributions and private grants	52,224	40,608	82,624	175,456
Other income	9,997	11,586	11,302	32,885
	4,477,264	3,629,645	7,058,893	15,165,802
EXPENDITURES				
CURRENT				
Regular instruction	1,824,313	1,265,422	3,174,971	6,264,706
Fiscal services	533,371	247,979	575,405	1,356,755
Special education	644,905	384,740	619,105	1,648,750
Operation of plant	544,303	91,609	498,849	1,134,761
Other student support	283,072	171,590	326,735	781,397
Office of principal	126,646	139,515	238,295	504,456
Student support	278,867	158,369	284,233	721,469
Early childhood education	177,808	-	129,449	307,257
Management fee	330,996	277,526	577,781	1,186,303
Contracts with public carriers	10,920	77,231	123,273	211,424
Student body education	-	18,737	-	18,737
	4,755,201	2,832,718	6,548,096	14,136,015
CHANGE IN FUND BALANCE	(277,937)	796,927	510,797	1,029,787
FUND BALANCE - beginning of year	249,109	482,572	4,783,542	5,515,223
FUND BALANCE - end of year	\$ (28,828)	\$ 1,279,499	\$ 5,294,339	\$ 6,545,010

COMPLIANCE SECTION

CAPSTONE EDUCATION GROUP, INC.

SCHEDULE OF EXPENDITURE OF FEDERAL AWARDS AND STATE FINANCIAL ASSISTANCE

YEAR ENDED JUNE 30, 2020

<u>Federal Agency Name</u>	<u>Pass Through Agency</u>	<u>Federal Program Title</u>	<u>CFDA Number</u>	<u>Receivable June 30, 2019</u>	<u>Cash Receipts</u>	<u>Expenditures</u>	<u>Receivable June 30, 2020</u>
Federal Awards							
U. S. Department of Education	State of Tennessee	School Improvement Grant	84.010	\$ 107,475	\$ 427,330	\$ 350,330	\$ 30,475
U. S. Department of Education	State of Tennessee	School Improvement Grant - Special Education IDEA	84.010	188,280	471,767	347,870	64,383
U. S. Department of Education	State of Tennessee	Title I Grant	84.010	350,482	1,029,272	782,660	103,870
U. S. Department of Education	State of Tennessee	Title II Grant	84.010	29,457	156,585	135,921	8,793
U. S. Department of Education	State of Tennessee	Title III Grant	84.010	-	7,661	7,661	-
U. S. Department of Education	State of Tennessee	Title IV Grant	84.010	3,999	12,689	8,690	-
U. S. Department of Education	State of Tennessee	Voluntary Pre-Kindergarten Grant	84.010	83,264	231,540	180,327	32,051
U. S. Department of Education	State of Tennessee	Pre-School Development Grant	84.010	-	186,036	218,087	32,051
Total Federal Awards				<u>762,957</u>	<u>2,522,880</u>	<u>2,031,546</u>	<u>271,623</u>

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

CAPSTONE EDUCATION GROUP, INC.

SCHEDULE OF EXPENDITURE OF FEDERAL AWARDS AND STATE FINANCIAL ASSISTANCE

YEAR ENDED JUNE 30, 2020

State Financial Assistance

Tennessee Department of Education							
Achievement School District							
Basic Education Program	N/A	N/A	N/A	533,226	12,228,733	11,958,434	262,927
Principal Leadership	N/A	N/A	N/A	-	31,889	31,889	-
Public Act Facility Grant	N/A	N/A	N/A	<u>200,000</u>	<u>372,176</u>	<u>352,176</u>	<u>180,000</u>
Total State Awards				<u>733,226</u>	<u>12,632,798</u>	<u>12,342,499</u>	<u>442,927</u>
Total Awards and Assistance				<u>\$ 1,496,183</u>	<u>\$ 15,155,678</u>	<u>\$ 14,374,045</u>	<u>\$ 714,550</u>

Note (1) - Basis of Presentation

The Schedule of Expenditures of Federal Awards and State Financial Assistance includes the federal and state grant activity of Capstone Education Group, Inc. The information in this schedule is presented in accordance with the requirements of the State of Tennessee Department of Audit, Audit Manual and Title 2 U.S. Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance). Because this schedule presents only a selected portion of the operations of the School, it is not intended and does not present the net position or changes in net position of the School.

Note (2) - Basis of Presentation

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following cost principles contained in OMB Title 2 U.S. Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal awards (Uniform Guidance), wherein certain types of expenditures are not allowable or are limited as to reimbursement

Note (3) - Indirect Cost Rate

Capstone Education Group, Inc. has elected not to use the 10-percent de minimis indirect cost rate allowed under the Uniform Guidance.



**INDEPENDENT AUDITOR’S REPORT ON
INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND
OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS
PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

To the Board of Directors
Capstone Education Group, Inc.
Memphis, Tennessee

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities and the major fund of Capstone Education Group, Inc., as of and for the year ended June 30, 2020, and the related notes to the financial statements, which collectively comprise Capstone Education Group, Inc.’s basic financial statements, and have issued our report thereon dated December 21, 2020.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered Capstone Education Group, Inc.’s internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Capstone Education Group, Inc.’s internal control. Accordingly, we do not express an opinion on the effectiveness of Capstone Education Group, Inc.’s internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. *A material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity’s financial statements will not be prevented, or detected and corrected on a timely basis. *A significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or, significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Capstone Education Group, Inc.'s financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Memphis, Tennessee
December 21, 2020

Henderson Hutcherson



**INDEPENDENT AUDITOR'S REPORT ON
COMPLIANCE FOR EACH MAJOR PROGRAM AND
ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE**

To the Board of Directors
Capstone Education Group, Inc.
Memphis, Tennessee

Report on Compliance For Each Major Federal Program

We have audited Capstone Education Group, Inc.'s ("School") compliance with the types of compliance requirements described in the OMB Compliance Supplement that could have a direct and material effect on each of the School's major federal programs for the year ended June 30, 2020. The School's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations and the terms and conditions of its federal awards applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of the School's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America, the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major program occurred. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the School's compliance.

Opinion on Each Major Federal Program

In our opinion, Capstone Education Group, Inc. complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2020.

Report on Internal Control over Compliance

Management of the School is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the School's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express such an opinion on the effectiveness of the School's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purposes.

Memphis, Tennessee
December 21, 2020

Henderson Hutcherson

CAPSTONE EDUCATION GROUP, INC.

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

YEAR ENDED JUNE 30, 2020

SECTION I - SUMMARY OF AUDITOR'S RESULTS

Financial Statements

Type of auditor's report issued:	Unmodified
Internal control over financial reporting:	
Material weaknesses identified	None Reported
Significant deficiency(ies) identified not considered to be material weaknesses	None Reported
Noncompliance to financial statements noted	None Reported

Federal Awards

Internal control over major programs:	
Material weaknesses identified	None Reported
Significant deficiency(ies) identified not considered to be material weaknesses	None reported
Type of auditor's report issued on compliance for major program	Unmodified
Any audit findings disclosed that are required to be reported in accordance with Section 510(a) of the Uniform Guidance	None Reported

Identification of major programs:

<u>CFDA Number</u>	<u>Name of Federal Program</u>
84.010	School Improvement Grant
84.010	School Improvement Grant - Special
84.010	Title I Grant
84.010	Title II Grant
84.010	Title III Grant
84.010	Title IV Grant
84.010	Voluntary Pre-Kindergarten Grant
84.010	Pre-School Development Grant

Dollar threshold to distinguish between Type A and Type B programs:	\$	750,000
Auditee qualified as low-risk auditee		Yes

SECTION II - FINANCIAL STATEMENT FINDINGS

None reported.

SECTION III - FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

None reported

CAPSTONE EDUCATION GROUP, INC.

SCHEDULE OF DISPOSITION OF PRIOR YEAR FINDINGS

YEAR ENDED JUNE 30, 2019

There were no prior year findings reported.

**CAPSTONE EDUCATION GROUP, INC.
(A CHARTER MANAGEMENT ORGANIZATION)**

FINANCIAL STATEMENTS AND SUPPLEMENTARY
INFORMATION

JUNE 30, 2021

FOR THE FOLLOWING CHARTER SCHOOLS:

CORNERSTONE PREP – LESTER PREP
LESTER PREP
CORNERSTONE PREP – DENVER CAMPUS

CAPSTONE EDUCATION GROUP, INC

INDEX TO REPORT

JUNE 30, 2021

	PAGE
GOVERNANCE OFFICIALS	1
INDEPENDENT AUDITOR’S REPORT	2-4
MANAGEMENT’S DISCUSSION AND ANALYSIS (UNAUDITED)	5-8
BASIC FINANCIAL STATEMENTS	
GOVERNMENT-WIDE FINANCIAL STATEMENTS	
STATEMENT OF NET POSITION	9
STATEMENT OF ACTIVITIES	10
FUND FINANCIAL STATEMENTS	
BALANCE SHEET – GOVERNMENTAL FUND	11
RECONCILIATION OF THE BALANCE SHEET – GOVERNMENTAL FUND TO THE STATEMENT OF NET POSITION	12
STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES OF GOVERNMENTAL FUND	13
RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE OF GOVERNMENTAT FUND TO THE STATEMENT OF ACTIVITIES	14
NOTES TO THE FINANCIAL STATEMENTS	15-34
REQUIRED SUPPLEMENTARY INFORMATION	
SCHEDULE OF PROPORTIONATE SHARE OF THE NET PENSION LIABILITY (ASSET) TEACHER LEGACY PENSION PLAN OF TCRS	35
SCHEDULE OF CONTRIBUTIONS TEACHER LEGACY PENSION PLAN OF TCRS	36
SCHEDULE OF PROPORTIONATE SHARE OF THE NET PENSION LIABILITY (ASSET) TEACHER RETIREMENT PLAN OF TCRS	37
SCHEDULE OF CONTRIBUTIONS TEACHER RETIREMENT PLAN OF TCRS	38

CAPSTONE EDUCATION GROUP, INC

INDEX TO REPORT

JUNE 30, 2021

SUPPLEMENTARY INFORMATION

COMBINING BALANCE SHEET – INDIVIDUAL SCHOOLS	39
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES OF INDIVIDUAL SCHOOLS	40

COMPLIANCE SECTION

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS AND STATE FINANCIAL ASSISTANCE	41-42
INDEPENDENT AUDITOR’S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH <i>GOVERNMENT AUDITING STANDARDS</i>	43-44
INDEPENDENT AUDITOR’S REPORT ON COMPLIANCE FOR EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE	45-46
SCHEDULE OF FINDINGS AND QUESTIONED COSTS	47
SCHEDULE OF DISPOSITION OF PRIOR YEAR FINDINGS	48

CAPSTONE EDUCATION GROUP, INC.

Governance Officials

Primary Governance Officials

Board Members

Scott Walker, Chairman
Thomas Marino, Vice Chairman
Paul Edwards, Secretary
Jay Harvill
Camela Echols
Octavious Nickson
Elliot Perry
Yolunda Bass Beale

Administration

Drew Sippel, Executive Director



INDEPENDENT AUDITOR'S REPORT

To the Board of Directors
Capstone Education Group, Inc.
Memphis, Tennessee

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities and the major fund of the charter schools of Capstone Education Group, Inc. (a nonprofit corporation) (the “School”) as of and for the year ended June 30, 2021, and the related notes to the financial statements, which collectively comprise the School’s basic financial statements as listed in the table of contents.

Management’s Responsibility for The Financial Statements

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

Auditor’s Responsibility

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

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

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

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and the major fund of the School as of June 30, 2021, and the respective changes in financial position for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and the required supplementary schedules, as listed in the table of contents, be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide assurance.

Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the School's basic financial statements. The accompanying governance officials schedule, combining individual school schedules on pages 39 and 40, and the Schedule of Expenditures of Federal Awards and State Financial Assistance, are presented for purposes of additional analysis as required by Comptroller of the Treasury, State of Tennessee and are not a required part of the basic financial statements. The Schedule of Expenditures of Federal Awards and State Financial Assistance is presented for purposes of additional analysis as required by Title 2 U.S. *Code of Federal Regulations Part 200 Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, and is also not a required part of the basic financial statements.

The combining individual school schedules and the Schedule of Expenditures of Federal Awards and State Financial Assistance are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the combining individual schools' schedules and the Schedule of Expenditures of Federal Awards and State Financial Assistance are fairly stated, in all material respects, in relation to the basic financial statements as a whole.

The governance officials schedule has not been subjected to the auditing procedures applied in the audit of the basic financial statements and, accordingly, we do not express an opinion or provide any assurance on it.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated December 30, 2020, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of the testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

Memphis, Tennessee
December 30, 2021

Henderson Hutcherson
& McCullough, PLLC

CAPSTONE EDUCATION GROUP, INC.
Management's Discussion and Analysis (Unaudited)

The following Management's Discussion and Analysis (MD&A) provides the reader with an introduction and overview to the financial statements of Capstone Education Group, Inc. (the "Organization"). The discussion below presents the Organization's discussion and analysis of the Organization's financial performance during the fiscal year ended June 30, 2021. Please read it in conjunction with the Organization's financial statements.

A. Overview of the Financial Statements

The Statement of Net Position and the Statement of Activities report the performance of the Organization as a whole. The Statement of Net Position includes all of the Organization's assets and liabilities in a manner similar to a private-sector company. These statements include all assets and liabilities using the accrual method of accounting. Under the accrual method, all of the current year's revenue and expenses are taken into consideration regardless of when cash is received or paid.

The Statement of Net Position calculates the difference between the total assets and total liabilities. This is one way to measure the Organization's financial health or position. Over time, increases or decreases in the Organization's net position are an indicator of whether its financial health is improving or deteriorating, respectively.

The Statement of Activities reports expenses and revenue for the Organization as a whole. The reader can use this statement to identify the areas of spending and areas of revenue that generated the change in net position during the year.

The Balance Sheet, Statement of Revenues, Expenditures and Changes in Fund Balances report the Organization's Fund financial activities, not the Organization as a whole. These statements provide detailed information about the Organization's most significant funds. Funds are established by the Organization to help manage money for particular purposes and compliance with various grant provisions.

The Organization's funds are categorized as "governmental funds." Governmental funds focus on how money flows in and out of the funds and the balances remaining at year-end that are available for spending in future periods. Fund financial statements are reported using an accounting method called "modified accrual" accounting, which measures cash and other financial assets that can be readily converted to cash. This method of accounting is different from the accrual method used in the Organization-wide financial statements to report on the Organization as a whole. The relationship between governmental activities as reported in the Balance Sheet, Statement of Revenues, Expenditures and Changes in Fund Balances is reconciled to the basic financial statements following each of the Governmental Fund financial statements.

CAPSTONE EDUCATION GROUP, INC.
Management's Discussion and Analysis (Unaudited)

B. Condensed Financial Information

The Organization's condensed comparative statements of net position and activities are as follows:

Capstone Education Group, Inc.'s Net Position

	Governmental Activities	
	<u>June 30, 2021</u>	<u>June 30, 2020</u>
Current and other assets	<u>\$ 7,326,145</u>	<u>\$ 7,641,802</u>
Total assets	<u>7,326,145</u>	<u>7,641,802</u>
Deferred pension outflows	<u>742,594</u>	<u>866,819</u>
Total deferred outflows of resources	<u>742,594</u>	<u>866,819</u>
Total liabilities	<u>-</u>	<u>-</u>
Deferred pension inflows	<u>367,557</u>	<u>820,486</u>
Total deferred inflows of resources	<u>367,557</u>	<u>820,486</u>
Net position		
Restricted	1,582,800	1,329,636
Unrestricted	<u>6,118,382</u>	<u>6,358,499</u>
Total net position	<u>\$ 7,701,182</u>	<u>\$ 7,688,135</u>

CAPSTONE EDUCATION GROUP, INC.
Management's Discussion and Analysis (Unaudited)

Capstone Education Group, Inc.'s Statement of Activities
For the Years Ended June 30, 2021 and 2020

	<u>2021</u>	<u>2020</u>
Revenues		
State and local per pupil operating revenue	\$11,536,637	\$ 11,958,434
Operating grants and contributions	3,966,367	2,999,027
Contributions and private grants	1,237	175,456
Other income	<u>72,352</u>	<u>32,885</u>
Total revenue	<u>15,576,593</u>	<u>15,165,802</u>
Expenses		
Regular instruction	7,402,290	6,300,941
Fiscal services	1,879,684	1,356,755
Special education	1,491,103	1,648,750
Operation of plant	806,632	1,134,761
Other student support	864,518	781,397
Office of principal	536,890	504,456
Student support	786,101	721,469
Early childhood education	463,205	307,257
Management fee	1,153,662	1,186,303
Contracts with public carriers	179,136	211,424
Student body education	<u>325</u>	<u>18,737</u>
Total expenses	<u>15,563,546</u>	<u>14,172,250</u>
Change in Net Position	<u>\$ 13,047</u>	<u>\$ 993,552</u>

Analysis of Financial Position and Results of Operation

The Organization's cash position and investments at year-end was very strong. The Organization's change in net position for the year was also very strong. As noted on subsequent pages, the Organization generated a positive change in net position of \$13,047. The reasons for the positive change in net position are identified on the detailed financial statements.

Revenue: Total revenue for the year ended June 30, 2021 was \$15,576,593. The three major sources of this revenue were:

- State and local per pupil operating revenue - \$11,536,637
- Operating grants and contributions - \$3,966,367
- Other income - \$72,352

CAPSTONE EDUCATION GROUP, INC.
Management's Discussion and Analysis (Unaudited)

State and local per pupil revenue is simply a function of the state allowance per pupil and the number of pupils served by the Organization. The contributions and private grants reflect organizations, individuals and entities that support the work of the Organization in providing children with the best possible education. The Organization is honored so many people provide financial resources to support the work of educating children on our campus.

Expenses: The Organization places great emphasis on directing funds to areas that directly impact the education of children. The expenses found in the financial statements reflect this focus. The organization spent the largest percentage of its funds in the regular instruction category, followed by spending on special education. The Organization is pleased to be able to manage expenses in such a manner that provides the greatest resources to the instruction of children.

More information:

This financial report is designed to provide our students' parents, taxpayers, donors, creditors, authorities over grant funding and agencies tasked with oversight of Shelby County public schools with a general overview of the Organization's finances and to demonstrate the Organization's accountability of the money it receives. If you have questions about this report or need additional financial information, contact the Executive Director by telephone at (901) 416-3640 or by email: dsippel@cornerstoneprepmemphis.org.

CAPSTONE EDUCATION GROUP, INC.

STATEMENT OF NET POSITION

JUNE 30, 2021

	Governmental Activities
ASSETS	
Investment - Stabilization Reserve Trust	\$ 343,576
State and local per pupil funding receivable	483,706
Grants receivable	979,949
Receivable from Charter Management Organization division	4,654,727
Net pension asset	
Teacher Legacy Pension Plan	626,197
Teacher Hybrid Pension Plan	237,990
Capital assets, net of accumulated depreciation of \$23,723	<u>-</u>
 Total assets	 <u>7,326,145</u>
DEFERRED OUTFLOWS OF RESOURCES	
Teacher Legacy Pension Plan	552,673
Teacher Hybrid Pension Plan	<u>189,921</u>
 Total deferred outflows of resources	 <u>742,594</u>
LIABILITIES	
	\$ -
DEFERRED INFLOWS OF RESOURCES	
Teacher Legacy Pension Plan	301,827
Teacher Hybrid Pension Plan	<u>65,730</u>
 Total deferred inflows of resources	 <u>367,557</u>
NET POSITION	
Restricted	
Pension and related items	1,239,224
Stabilization Reserve Trust	343,576
Unrestricted	<u>6,118,382</u>
 Total net position	 <u>\$ 7,701,182</u>

CAPSTONE EDUCATION GROUP, INC.

STATEMENT OF ACTIVITIES

YEAR ENDED JUNE 30, 2021

		Functions	
Governmental Activities	Total	Student Instruction and Support Services	General and Administrative
EXPENSES			
Regular instruction	\$ 7,402,290	\$ 7,402,290	\$ -
Fiscal services	1,879,684	1,805,427	74,257
Special education	1,491,103	1,449,998	41,105
Operation of plant	806,632	763,423	43,209
Other student support	864,518	864,518	-
Office of principal	536,890	478,212	58,678
Student support	786,101	786,101	-
Early childhood education	463,205	463,205	-
CMO management fee	1,153,662	1,153,662	-
Contracts with public carriers	179,136	179,136	-
Student body education	325	325	-
	15,563,546	15,346,297	217,249
PROGRAM REVENUES			
Operating grants and contributions	3,966,367	3,966,367	-
Contributions and private grants	1,237	1,237	-
Other income	72,352	72,352	-
Total program revenues	4,039,956	4,039,956	-
Net program expenses	11,523,590	\$ 11,306,341	\$ 217,249
GENERAL REVENUES			
State and local per pupil operating revenue	11,536,637		
CHANGE IN NET POSITION	13,047		
NET POSITION - beginning of year	7,688,135		
NET POSITION - end of year	\$ 7,701,182		

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

CAPSTONE EDUCATION GROUP, INC.

BALANCE SHEET - GOVERNMENTAL FUND

JUNE 30, 2021

	<u>General Fund</u>
ASSETS	
Investment - Stabilization Reserve Trust	\$ 343,576
State and local per pupil funding receivable	483,706
Grants and other receivable	979,949
Receivable from Charter Management Organization division	<u>4,654,727</u>
 Total assets	 <u>\$ 6,461,958</u>
LIABILITIES	
	\$ -
FUND BALANCE	
Restricted - Stabilization Reserve Trust	343,576
Unassigned	<u>6,118,382</u>
 Total fund balance	 <u>6,461,958</u>
 Total liabilities and fund balance	 <u>\$ 6,461,958</u>

CAPSTONE EDUCATION GROUP, INC.

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

JUNE 30, 2021

Total governmental fund balance	\$ 6,461,958
<i>Amounts reported for governmental activities in the statement of net position are different because:</i>	
Net pension asset is not reported in the funds.	864,187
Deferred outflows relating to pension costs which are applicable to future periods and are not reported in the funds	742,594
Deferred inflows related to pension costs which are applicable to future periods are not reported in the funds	<u>(367,557)</u>
Net position of governmental activities	<u>\$ 7,701,182</u>

CAPSTONE EDUCATION GROUP, INC.

STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES OF GOVERNMENTAL FUND

YEAR ENDED JUNE 30, 2021

	<u>General Fund</u>
REVENUES	
State and local per pupil operating revenue	\$ 11,536,637
Operating grants and contributions	3,966,367
Contributions and private grants	1,237
Other income	<u>72,352</u>
Total revenues	<u>15,576,593</u>
EXPENDITURES	
CURRENT	
Regular instruction	7,498,389
Fiscal services	1,879,684
Special education	1,491,103
Operation of plant	806,632
Other student support	864,518
Office of principal	536,890
Student support	786,101
Early childhood education	463,205
CMO management fee	1,153,662
Contracts with public carriers	179,136
Student body education	<u>325</u>
Total expenditures	<u>15,659,645</u>
CHANGE IN FUND BALANCE	(83,052)
FUND BALANCE - beginning of year	<u>6,545,010</u>
FUND BALANCE - end of year	<u>\$ 6,461,958</u>

CAPSTONE EDUCATION GROUP, INC.

**RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES
AND CHANGES IN FUND BALANCE OF GOVERNMENTAL FUND TO
THE STATEMENT OF ACTIVITIES**

YEAR ENDED JUNE 30, 2021

Net change in fund balance - governmental fund	\$ (83,052)
<i>Amounts reported for governmental activities in the statement of activities are different because:</i>	
Contributions to pension plans made after the measurement date are recorded as expenditures in the governmental fund but must be deferred in the statement of net position. Certain amounts related to the net pension assets are also deferred and amortized over time.	<u>96,099</u>
Change in net position of governmental activities	<u>\$ 13,047</u>

CAPSTONE EDUCATION GROUP, INC.

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2021

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Reporting Entity

Capstone Education Group, Inc. (the “School”) is a non-profit organization that was founded in 2012 to provide quality education to families in the city of Memphis, with a particular emphasis on the Binghampton and Frayser communities. The financial statements include the operations of the individual schools and not the Charter Management Organization operating division. All cash resources are held with the Charter Management Organization division and therefore, the financial statements present a receivable from Charter Management Organization division.

Measurement Focus, Basis of Accounting, and Financial Statement Presentation

The School prepares its financial statements in accordance with accounting principles generally accepted in the United States of America, as applied to local governmental units. The Governmental Accounting Standards Board (“GASB”) is the accepted standard setting body for establishing governmental accounting and financial reporting principles.

The government-wide financial statements are prepared using the economic resources measurement focus and the accrual basis of accounting and report information on all non-fiduciary activities of the primary government. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Funding for the School comes primarily through the per pupil allocation from the State of Tennessee’s Basic Education Program (“BEP”), which is passed through the Achievement School District (“ASD”). Charges to the ASD are recognized as revenues in the year for which they are billed. Grants and similar items are recognized as revenue as soon as all eligible requirements imposed by the provider have been met.

Governmental fund financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as soon as they are both measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the School considers revenues to be available if they are collected within 60 days of the end of the current fiscal period. Expenditures generally are recorded when a liability is incurred, as under accrual accounting.

Government-Wide Financial Statements

The government-wide financial statements focus on the sustainability of the School as an entity and the change in the School’s net position resulting from the current year’s activities.

Current regulations require the classification of net position into three components: invested in capital assets, restricted; and unrestricted. These classifications are defined as follows:

(Continued)

CAPSTONE EDUCATION GROUP, INC.

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2021

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Government-Wide Financial Statements (Continued)

Net investment in capital assets – This component of net position consists of capital assets, including restricted capital assets, net of accumulated depreciation and reduced by outstanding balances (if any) of bonds, mortgages, notes or other borrowings that are attributable to the acquisition, construction or improvement of those assets. If there are significant unspent related debt proceeds at year end, the portion of the debt attributable to the unspent proceeds is not included in the calculation of invested in capital assets, net of related debt. Rather, that portion of the debt is included in the same net position component as the unspent proceeds.

Restricted – This component of net position consists of constraints placed on net position use through external constraints imposed by creditors, by contributors, by grantors, or by state legislation.

Unrestricted – This component of net position consists of net position that do not meet the definition of restricted or invested in capital assets, net of related debt. When both restricted and unrestricted assets are available for use, it is the School's policy to utilize restricted assets first, then unrestricted assets as needed.

The government-wide statement of activities reports both the gross and net cost of the School's functions. The functions are also supported by general government revenues (general revenues are primarily made up of state and local per pupil revenue and donations to the general fund). The statement of activities reduces gross expenses by related function revenues, operating and capital grants. Program revenues must be directly associated with the function. The net costs by function are normally covered by general revenue. The School allocates indirect cost between functions.

Fund Financial Statements

The financial transactions of the School are reported in individual funds in the fund financial statements. Each fund is accounted for by providing a separate set of self-balancing accounts that comprise its assets, liabilities, reserves, fund equity, revenues and expenses. The School reports the following major governmental fund:

The General Fund is the primary operating fund of the School and accounts for all financial resources of the School, except those required to be accounted for in another fund.

The governmental funds' focus is upon the determination of financial resources, their balance, sources and use, rather than upon net income. The School classifies governmental fund balances as nonspendable, restricted, committed, assigned and unassigned based on the level of constraints on the fund balances. When an expenditure is incurred in which both restricted and unrestricted funds are available for use, it is the School's policy to spend restricted funds first, then unrestricted funds. When an expenditure has been incurred for purposes in which multiple categories of unrestricted funds are available, it is the School's policy to spend funds in the following order: committed, then assigned, and lastly unassigned funds. The classifications of fund balances are defined as follows:

(Continued)

CAPSTONE EDUCATION GROUP, INC.

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2021

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Fund Financial Statements (Continued)

Nonspendable – This classification consists of fund balances that cannot be spent because they are either not in spendable form, for example, noncash amounts that are not expected to be converted to cash, or the funds are legally or contractually required to be maintained intact.

Restricted – This classification consists of fund balances with external constraints on use imposed by creditors (such as through debt covenants), contributors or laws or regulations of other governments or constraints imposed by law or through constitutional provisions or enabling legislation.

Committed – This classification consists of fund balances that can only be used for specific purposes established by formal action of the School's Board of Directors, its highest level of decision making authority. Such commitments should include contractual obligations of fund assets. Fund balance commitments can only be removed by the same process of the same body employed to previously commit those amounts.

Assigned – This classification consists of all fund balances that are not in the general fund or classified as nonspendable, restricted or committed. In addition, general fund balances that the School intends to use for specific purposes are also classified as assigned. The School gives the authority to assign amounts to specific purposes to the School's controller and personnel under the supervision of the controller tasked with financial recording responsibilities.

Unassigned – This classification consists of all fund balances in the general fund that are not reported as nonspendable, restricted, committed or assigned.

Cash and Cash Equivalents

The School considers cash on hand, savings, checking, certificates of deposit and other similar accounts to be cash. All highly liquid debt instruments with a maturity of three months or less when purchased are considered to be cash equivalents.

Deposits

The School does not have formal deposit policies that address its exposure to custodial credit risk and maintains its cash and cash equivalents at one financial institution. At times, such balances may be in excess of the FDIC insurance limit of \$250,000; however, management does not believe it is exposed to any significant credit risk on cash and cash equivalents.

(Continued)

CAPSTONE EDUCATION GROUP, INC.

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2021

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Grants Receivable

Grants receivable represents grant amounts due from federal programs. An allowance for doubtful accounts is maintained based upon collection experience and a review of the collectability of specific outstanding receivables. Receivables are charged against the allowance when they are determined to be uncollectible by management. There is no allowance for doubtful accounts as of June 30, 2021, as management believes all amounts are collectible. All receivables of the School are expected to be collected within sixty days.

Capital Assets

Capital assets acquired by the School are considered to be owned by the School. However, state funding sources may maintain equitable interest in the capital assets purchased with grant monies as well as the right to determine the use of any proceeds from the sale of these assets. The State's equitable interest is in capital assets with an acquisition cost which equals or exceeds \$5,000 and an estimated useful life of more than one year. The costs of normal maintenance and repairs that do not add to the value of the asset or materially extend assets' lives are not capitalized. Capital assets purchased are stated at cost, and donated assets are recorded at estimated fair market value. Capital asset purchases in excess of \$5,000 are capitalized. Depreciation is computed using the straight-line method over the estimated useful lives of the assets ranging from 5 to 7 years.

Grants

The School received Federal financial assistance through state and private agencies. The expenditure of funds received under these programs generally requires compliance with terms and conditions specified in the grant agreements and are subject to audit by the grantor agencies.

Use of Estimates in the Preparation of Financial Statements

The preparation of financial statements in conformity with generally accepted accounting principles requires the School to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Budgetary Comparison

The School is not required to adopt a legally binding budget; therefore, no budgetary comparison statement of the general fund has been presented.

Deferred Outflows/Inflows of Resources

In addition to assets, the statement of net position will sometimes report a separate section for deferred outflows of resources.

(Continued)

CAPSTONE EDUCATION GROUP, INC.

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2021

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Deferred Outflows/Inflows of Resources (Continued)

This separate financial statement element, *deferred outflows of resources*, represents a consumption of net position that applies to a future period and so will not be recognized as an outflow of resources (expense/expenditure) until then. The School's deferred outflows of resources relate to items associated with the teacher pension plans.

In addition to liabilities, the statement of net position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, *deferred inflows of resources*, represents an acquisition of net position that applies to a future period and so will not be recognized as an inflow of resources (revenue) until that time. The School's deferred inflows of resources relate to items associated with the teacher pension plans.

Federal Tax Status

The School is exempt from federal income taxes under Internal Revenue Code Section 501(c)(3).

Accounting principles generally accepted in the United States of America require management of the School to evaluate tax positions taken by the School and recognize a tax liability (or asset) if the School has taken an uncertain position that more likely than not would not be sustained upon examination by the IRS. The School has analyzed the tax positions taken by the School and has concluded that as of June 30, 2021, there are no uncertain positions taken or expected to be taken that would require recognition of a liability (or asset) or disclosure in the financial statements. The School is subject to routine audits by taxing jurisdictions; however, there are currently no audits in progress for any tax periods. The School believes that it is no longer subject to income tax examinations for years prior to 2018.

Support and Revenue

Contributions are recognized when the donor makes an unconditional promise to contribute to the School's activities or when the actual gift is received.

Revenue from the state and local governments resulting from the School's charter status and based on the number of students enrolled is recorded when services are performed in accordance with the charter agreement.

Pensions

Teacher Legacy Pension Plan - For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the Teacher Legacy Pension Plan in the Tennessee Consolidated Retirement System (TCRS) and additions to/deductions from the plan's fiduciary net position have been determined on the same basis as they are reported by the TCRS.

(Continued)

CAPSTONE EDUCATION GROUP, INC.

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2021

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Pensions (Continued)

For this purpose, benefits (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms of the Teacher Legacy Pension Plan. Investments are reported at fair value.

Teacher Retirement Plan - For purposes of measuring the net pension asset, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the Teacher Retirement Plan in the Tennessee Consolidated Retirement System (TCRS) and additions to/deductions from the plan's fiduciary net position have been determined on the same basis as they are reported by the TCRS. For this purpose, benefits (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms of the Teacher Retirement Plan. Investments are reported at fair value.

NOTE 2 – RISKS AND UNCERTAINTIES

Normal Risk

The School is exposed to the normal risks of loss related to torts; theft or damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters. The School's policy is to minimize these risks through the purchase of commercial insurance.

Worldwide Pandemic

Most organizations, including the School, are experiencing significant disruption to activities and business operations as a result of the global pandemic coronavirus (COVID-19). Even with recent advances in vaccines, there is unprecedented uncertainty surrounding the duration of the pandemic, its potential economic ramifications, and any government actions to mitigate them. Given there can be no assurances regarding the duration of this pandemic, it is at least possible that material, but not yet quantifiable, adverse consequences to the School's financial position, results of operations and cash flows could result.

CAPSTONE EDUCATION GROUP, INC.

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2021

NOTE 3 – CAPITAL ASSETS

Capital asset activity for the year ended June 30, 2021, was as follows:

	Beginning Balance	Increases	Decreases	Ending Balance
Governmental activities:				
Capital assets being depreciated:				
Equipment	\$ 14,233	\$ -	\$ -	\$ 14,233
Building improvements	<u>9,490</u>	<u>-</u>	<u>-</u>	<u>9,490</u>
	23,723	-	-	23,723
Accumulated depreciation	<u>(23,723)</u>	<u>-</u>	<u>-</u>	<u>(23,723)</u>
Total capital assets being depreciated	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

There was no depreciation recorded for the fiscal year ended June 30, 2021.

NOTE 4 – CONCENTRATIONS

Approximately 74% of the School's revenue for the year ended June 30, 2021, was from the Achievement School District.

NOTE 5 – COMMITMENTS – EQUIPMENT LEASE

The School leases equipment under the terms of non-cancellable operating lease agreements expiring at various dates through June, 2021. Rent expense under these leases totaled \$11,940.

At June 30, 2021, future minimum rental payments on the non-cancellable operating leases are as follows:

Year	Amount
2022	<u>\$ 8,955</u>

NOTE 6 – TCRS STABILIZATION TRUST

Legal Provisions

The School is a member of the Tennessee Consolidated Retirement System (TCRS) Stabilization Reserve Trust. The School has placed funds into the irrevocable trust as authorized by statute under Tennessee Code Annotated (TCA), Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of the trust. Funds of trust members are held and invested in the name of the trust for the benefit of each member. Each member's funds are restricted for the payment of retirement benefits of that member's employees. Trust funds are not subject to the claims of general creditors of the School.

(Continued)

CAPSTONE EDUCATION GROUP, INC.

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2021

NOTE 6 – TCRS STABILIZATION TRUST (Continued)

Legal Provisions (Continued)

The trust is authorized to make investments as directed by the TCRS Board of Trustees. The School may not impose any restrictions on investments placed by the trust on their behalf.

Investment Balances

Assets of the TCRS, including the Stabilization Reserve Trust, are invested in the Tennessee Retiree Group Trust (TRGT). The TRGT is not registered with the Securities and Exchange Commission (SEC) as an investment company. The State of Tennessee has not obtained a credit quality rating for the TRGT from a nationally recognized credit ratings agency. The fair value of investment positions in the TRGT is determined daily based on the fair value of the pool's underlying portfolio. Furthermore, TCRS had not obtained or provided any legally binding guarantees to support the value of participant shares during the fiscal year. There are no restrictions on the sale or redemption of shares.

Investments are reported at fair value. Securities traded on a national exchange are valued at the last reported sales price. Investment income consists of realized and unrealized appreciation (depreciation) in the fair value of investments and interest and dividend income. Interest income is recognized when earned. Securities and securities transactions are recorded in the financial statements on a trade date basis. The fair value of assets of the TRGT held at June 30, 2020, represents the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants. Assets held are categorized for fair value measurement within the fair value hierarchy established by GAAP. The hierarchy is based on the valuation inputs used to measure the fair value of the asset and give the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (Level 1 measurements) and the lowest priority to unobservable inputs (Level 3 measurements).

- Level 1 - Unadjusted quoted prices for identical assets or liabilities in active markets that can be accessed at the measurement date.
- Level 2 - Quoted prices for similar assets or liabilities in active markets; quoted prices for identical or similar assets or liabilities in markets that are not active; assets or liabilities that have a bid-ask spread price in an inactive dealer market, brokered market and principal-to-principal market; and Level 1 assets or liabilities that are adjusted.
- Level 3 - Valuations derived from valuation techniques in which significant inputs are unobservable.

Investments where fair value is measured using the Net Asset Value ("NAV") per share have no readily determinable fair value and have been determined to be calculated consistent with FASB principles for investment companies.

(Continued)

CAPSTONE EDUCATION GROUP, INC.

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2021

NOTE 6 – TCRS STABILIZATION TRUST (Continued)

Investment Balances (Continued)

Where inputs used in the measurement of fair value fall into different levels of the hierarchy, fair value of the instrument in its entirety is categorized based on the lowest level input that is significant to the valuation. This assessment requires professional judgement and as such management of the TRGT developed a fair value committee that worked in conjunction with the plan's custodian and investment professionals to make these valuations. All assets held were valued individually and aggregated into classes to be represented in the table below.

Short-term securities generally include investments in money market-type securities reported at cost plus accrued interest.

Equity and equity derivative securities classified in Level 1 are valued using last reported sales prices quoted in active markets that can be accessed at the measurement date. Equity and equity derivative securities classified in Level 2 are securities whose values are derived daily from associated traded securities. Equity securities classified in Level 3 are valued with last trade data having limited trading volume.

U.S. Treasury Bills, Bonds, Notes and Futures classified in Level 1 are valued using last reported sales prices quoted in active markets that can be accessed at the measurement date. Debt and debt derivative securities classified in Level 2 are valued using a bid-ask spread price from multiple independent brokers, dealers, or market principals, which are known to be actively involved in the market. Level 3 debt securities are valued using proprietary information, a single pricing source, or other unobservable inputs related to similar assets or liabilities.

Real estate investments classified in Level 3 are valued using the last valuations provided by external investment advisors or independent external appraisers. Generally, all direct real estate investments are appraised by a qualified independent appraiser(s) with the professional designation of Member of the Appraisal Institute ("MAI"), or its equivalent, every three (3) years beginning from the acquisition date of the property. The appraisals are performed using generally accepted valuation approaches applicable to the property type.

Investments in private mutual funds, traditional private equity funds, strategic lending funds and real estate funds that report using GAAP, the fair value, as well as the unfunded commitments, were determined using the prior quarter's NAV, as reported by the fund managers, plus the current cash flows. These assets were then categorized by investment strategy. In instances where the fund investment reported using non-GAAP standards, the investment was valued using the same method, but was classified in Level 3.

(Continued)

CAPSTONE EDUCATION GROUP, INC.

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2021

NOTE 6 – TCRS STABILIZATION TRUST (Continued)

Investment Balances (Continued)

On June 30, 2021, the School had the following investments held by the trust on its behalf.

<u>Investment</u>	Weighted Average Maturity (days)	<u>Maturities</u>	Fair Value
Investments at Fair Value:			
U.S. Equity	N/A	N/A	\$ 106,509
Developed Market International Equity	N/A	N/A	48,100
Emerging Market International Equity	N/A	N/A	13,743
U.S. Fixed Income	N/A	N/A	68,715
Real Estate	N/A	N/A	34,358
Short-term Securities	N/A	N/A	3,436
NAV - Private Equity and Strategic Lending	N/A	N/A	68,715
			<u>\$ 343,576</u>

<u>Investment by Fair Value Level</u>	<u>Fair Value June 30, 2021</u>	<u>Fair Value Measurements Using</u>			<u>NAV</u>
		Quoted Prices in Active Markets for Identical Assets (Level 1)	Significant Other Observable Inputs (Level 2)	Significant Unobservable Inputs (Level 3)	
U.S. Equity	\$ 106,509	\$ 106,509	\$ -	\$ -	\$ -
Developed Market International Equity	48,100	48,100	-	-	-
Emerging Market International Equity	13,743	13,743	-	-	-
U.S. Fixed Income	68,715	-	68,715	-	-
Real Estate	34,358	-	-	34,358	-
Short-term Securities	3,436	-	3,436	-	-
Private Equity and Strategic Lending	68,715	-	-	-	68,715
	<u>\$ 343,576</u>	<u>\$ 168,352</u>	<u>\$ 72,151</u>	<u>\$ 34,358</u>	<u>\$ 68,715</u>

(Continued)

CAPSTONE EDUCATION GROUP, INC.

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2021

NOTE 6 – TCRS STABILIZATION TRUST (Continued)

Risks and Uncertainties

The trust's investments include various types of investment funds, which in turn invest in any combination of stock, bonds and other investments exposed to various risks, such as interest rate, credit, and market risk. Due to the level of risk associated with certain investment securities, it is at least reasonably possible that changes in the values of investment securities will occur in the near term and that such changes could materially affect the amounts reported for trust investments.

Interest Rate Risk

Interest rate risk is the risk that changes in interest rates will adversely affect the fair value of an investment. The School does not have the ability to limit trust investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates.

Credit Risk

Credit risk is the risk that an issuer or other counterparty to an investment will not fulfill its obligations. The School does not have the ability to limit the credit ratings of individual investments made by the trust.

Concentration of Credit Risk

Concentration of credit risk is the risk of loss attributed to the magnitude of the county's investment in a single issuer. The School places no limit on the amount the county may invest in one issuer.

Custodial Credit Risk

Custodial credit risk for investments is the risk that, in the event of a failure of the counterparty to a transaction, the county will not be able to recover the value of its investments or collateral securities that are in the possession of an outside party. Pursuant to the trust agreement, investments are held in the name of the trust for the benefit of the School to pay retirement benefits of the school department employees.

For further information regarding the school department's investments with the TCRS Stabilization Reserve Trust, audited financial statements of the Tennessee Consolidated Retirement System may be obtained at treasury.tn.gov/Portals/0/Documents/Retirement/CAFR%20Reports/2020/2020CAFR_FullReport.pdf.

CAPSTONE EDUCATION GROUP, INC.

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2021

NOTE 7 – TEACHER RETIREMENT PLAN OF TCRS

General Information About the Pension Plan

Plan description. The TCRS was created by state statute under Tennessee Code Annotated Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of all employer pension plans in the TCRS. The Tennessee Treasury Department, an agency in the legislative branch of state government, administers the plans of the TCRS. The TCRS issues a publicly available financial report that can be obtained at <https://treasury.tn.gov/Retirement/Boards-and-Governance/Reporting-and-Investment-Policies>.

Teachers employed by the School with memberships in TCRS before July 1, 2014 are provided with pensions through the Teacher Legacy Pension Plan, a cost sharing multiple-employer pension plan administered by the TCRS. The Teacher Legacy Pension Plan closed to new membership on June 30, 2014, but will continue providing benefits to existing members and retirees. Beginning July 1, 2014, the Teacher Retirement Plan became effective for teachers employed by Local Education Agencies (LEAs) after June 30, 2014. The Teacher Retirement Plan is a separate cost-sharing, multiple-employer defined benefit plan.

Benefits provided. Tennessee Code Annotated Title 8, Chapters 34-37 establishes the benefit terms and can be amended only by the Tennessee General Assembly. Members of the Teacher Retirement Plan are eligible to retire with an unreduced benefit at age 65 with 5 years of service credit or pursuant to the rule of 90 in which the member's age and service credit total 90. Benefits are determined by a formula using the member's highest five consecutive years average compensation and the member's years of service credit. A reduced early retirement benefit is available at age 60 and vested or pursuant to the rule of 80. Members are vested with five years of service credit. Service related disability benefits are provided regardless of length of service. Five years of service is required for non-service related disability eligibility. The service related and non-service related disability benefits are determined in the same manner as a service retirement benefit but are reduced 10 percent and include projected service credits. A variety of death benefits are available under various eligibility criteria. Member and beneficiary annuitants are entitled to automatic cost of living adjustments (COLAs) after retirement. A COLA is granted each July for annuitants retired prior to the 2nd of July of the previous year. The COLA is based on the change in the consumer price index (CPI) during the prior calendar year, capped at 3 percent, and applied to the current benefit. No COLA is granted if the change in the CPI is less than one-half percent. A one percent COLA is granted if the CPI change is between one-half percent and one percent. A member who leaves employment may withdraw their employee contributions, plus any accumulated interest. Under the Teacher Retirement Plan, benefit terms and conditions, including COLAs, can be adjusted on a prospective basis. Moreover, there are defined cost controls and unfunded liability controls that provide for the adjustment of benefit terms and conditions on an automatic basis.

(Continued)

CAPSTONE EDUCATION GROUP, INC.

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2021

NOTE 7 – TEACHER RETIREMENT PLAN OF TCRS (Continued)

General Information About the Pension Plan (Continued)

Contributions. Contributions for teachers are established in the statutes governing the TCRS and may only be changed by the Tennessee General Assembly or by automatic cost controls set out in law. Teachers contribute 5 percent of salary. The LEAs make employer contributions at the rate set by the Board of Trustees as determined by an actuarial valuation. Per the statutory provisions governing the TCRS, the employer contribution rate cannot be less than 4.00 percent, except in years when the maximum funded level, as established by the TCRS Board of Trustees, is reached. By law, employer contributions for the Teacher Retirement Plan are required to be paid. The TCRS may intercept the state shared taxes of the sponsoring governmental entity of the LEA if the required employer contributions are not remitted. Employer contributions by the School for the year ended June 30, 2021 to the Teacher Retirement Plan were \$104,505 which is 2.03 percent of covered payroll. The employer rate, when combined with member contributions, is expected to finance the costs of benefits earned by members during the year, the cost of administration, as well as an amortized portion of any unfunded liability.

Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

Pension liabilities (assets). At June 30, 2021, the School reported an asset of \$237,990 for its proportionate share of net pension asset. The net pension liability was measured as of June 30, 2020, and the total pension asset used to calculate the net pension liability was determined by an actuarial valuation as of that date. The School's proportion of the net pension asset was based on the School's contributions to the pension plan relative to the contributions of all LEAs. At the measurement date of June 30, 2020, the School's proportion was 0.418523 percent. The proportion measured as of June 30, 2019 was 0.453570 percent.

Pension expense. For the year ended June 30, 2021, the School recognized pension expense of \$100,214.

Deferred outflows of resources and deferred inflows of resources. For the year ended June 30, 2021, the School reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	\$ 8,841	\$ 59,640
Net difference between projected and actual earnings on pension plan investments	19,387	-
Changes in assumptions	7,462	-
Changes in proportion of net pension asset	49,726	6,090
LEA's contributions subsequent to the measurement date of June 30, 2020	<u>104,505</u>	<u>-</u>
Total	<u>\$ 189,921</u>	<u>\$ 65,730</u>

(Continued)

CAPSTONE EDUCATION GROUP, INC.

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2021

NOTE 7 – TEACHER RETIREMENT PLAN OF TCRS (Continued)

Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (Continued)

The School’s employer contributions of \$104,505, reported as pension related deferred outflows of resources, subsequent to the measurement date, will be recognized as an increase in net pension asset in the year ended June 30, 2022. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ended June 30:	
2022	2,035
2023	4,836
2024	6,265
2025	6,672
2026	105
<u>Thereafter</u>	<u>(224)</u>
	<u>\$ 19,689</u>

In the table above, positive amounts will increase pension expense, while negative amounts will decrease pension expense.

Actuarial assumptions. The total pension liability in the June 30, 2020 actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.5 percent
Salary increases	Graded salary ranges from 8.72 to 3.44 percent based on age, including inflation, averaging 4.00 percent
Investment rate of return	7.25 percent, net of pension plan investment expenses, including inflation
Cost-of-Living Adjustment	2.25 percent

Mortality rates were based on actual experience including an adjustment for some anticipated improvement.

The actuarial assumptions used in the June 30, 2020 actuarial valuation were based on the results of an actuarial experience study performed for the period July 1, 2012 through June 30, 2016. The demographic assumptions were adjusted to more closely reflect actual and expected future experience.

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees in conjunction with the June 30, 2016 actuarial experience study. A blend of future capital market projections and historical market returns was used in a building block method in which a best estimate of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) is developed for each major asset class. These best estimates are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation of 2.5 percent. The best-estimates of geometric real rates of return and the TCRS investment policy target asset allocation for each major asset class is summarized in the following table:

(Continued)

CAPSTONE EDUCATION GROUP, INC.

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2021

NOTE 7 – TEACHER RETIREMENT PLAN OF TCRS (Continued)

Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (Continued)

Asset Class	Long-Term Expected Real Rate of Return	Target Allocation
U.S. equity	5.69%	31%
Developed market international equity	5.29%	14%
Emerging market international equity	6.36%	4%
Private equity and strategic lending	5.79%	20%
U.S. fixed income	2.01%	20%
Real estate	4.32%	10%
Short-term securities	0.00%	1%
		<u>100%</u>

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees as 7.25 percent based on a blending of the three factors described above.

Discount rate. The discount rate used to measure the total pension liability was 7.25 percent. The projection of cash flows used to determine the discount rate assumed that employee contributions will be made at the current rate and that contributions from all the LEAs will be made at the actuarially determined contribution rate pursuant to an actuarial valuation in accordance with the funding policy of the TCRS Board of Trustees and as required to be paid by state statute. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make projected future benefit payments of current active and inactive members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension asset.

Sensitivity of the proportionate share of net pension liability (asset) to changes in the discount rate. The following presents the School's proportionate share of the net pension liability (asset) calculated using the discount rate of 7.25 percent, as well as what the School's proportionate share of the net pension liability (asset) would be if it were calculated using a discount rate that is 1-percentage-point lower (6.25 percent) or 1-percentage-point higher (8.25 percent) than the current rate:

	1% Decrease (6.25%)	Current Discount Rate (7.25%)	1% Increase (8.25%)
School's proportionate share of the net pension liability (asset)	\$ <u>185,116</u>	\$ <u>(237,990)</u>	\$ <u>(549,871)</u>

Pension plan fiduciary net position. Detailed information about the pension plan's fiduciary net position is available in a separately issued TCRS financial report.

(Continued)

CAPSTONE EDUCATION GROUP, INC.

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2021

NOTE 7 – TEACHER RETIREMENT PLAN OF TCRS (Continued)

Payable to the Pension Plan

At June 30, 2021, the School did not have a payable for the outstanding amount of the contributions to the pension plan required at the year ended June 30, 2021.

401 (k) Plan

The Teacher Retirement Plan provides a combination of a defined benefit plan and a defined contribution plan. The defined benefit portion of the Teacher Retirement Plan is managed by TCRS. The defined contribution assets are deposited into the State's 401(k) plan where the employee manages the investments within the 401(k) plan. Public school teachers are required to contribute 2% of their salaries to the deferred contribution portion of the Teachers Retirement Plan. Contributions are made on tax deferred basis. During 2021, the School's employer contribution to the defined contribution plan totaled \$9,442.

NOTE 8 – TEACHER LEGACY PENSION PLAN

General Information About the Pension Plan

Plan description. The Tennessee Consolidated Retirement System (TCRS) was created by state statute under Tennessee Code Annotated Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of all employer pension plans in the TCRS. The Tennessee Treasury Department, an agency in the legislative branch of state government, administers the plans of the TCRS. The TCRS issues a publicly available financial report that can be obtained at <https://treasury.tn.gov/Retirement/Boards-and-Governance/Reporting-and-Investment-Policies>.

Teachers employed the School with membership in the TCRS before July 1, 2014 are provided with pensions through the Teacher Legacy Pension Plan, a cost sharing multiple-employer pension plan administered by the TCRS. The Teacher Legacy Pension Plan closed to new membership on June 30, 2014, but will continue providing benefits to existing members and retirees.

Beginning July 1, 2014, the Teacher Retirement Plan became effective for teachers employed by Local Education Agencies (LEAs) after June 30, 2014. The Teacher Retirement Plan is a separate cost-sharing, multiple-employer defined benefit plan.

(Continued)

CAPSTONE EDUCATION GROUP, INC.

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2021

NOTE 8 – TEACHER LEGACY PENSION PLAN (Continued)

General Information About the Pension Plan (Continued)

Benefits provided. Tennessee Code Annotated Title 8, Chapters 34-37 establishes the benefit terms and can be amended only by the Tennessee General Assembly. Members of the Teacher Legacy Pension Plan are eligible to retire with an unreduced benefit at age 60 with 5 years of service credit or after 30 years of service credit regardless of age. Benefits are determined by a formula using the member's highest five consecutive year average compensation and the member's years of service credit. A reduced early retirement benefit is available at age 55 and vested. Members are vested with five years of service credit. Service-related disability benefits are provided regardless of length of service. Five years of service is required for non-service-related disability eligibility. The service related and nonservice-related disability benefits are determined in the same manner as a service retirement benefit but are reduced 10 percent and include projected service credits.

A variety of death benefits are available under various eligibility criteria. Member and beneficiary annuitants are entitled to automatic cost of living adjustments (COLAs) after retirement. A COLA is granted each July for annuitants retired prior to the 2nd of July of the previous year. The COLA is based on the change in the consumer price index (CPI) during the prior calendar year, capped at 3 percent, and applied to the current benefit. No COLA is granted if the change in the CPI is less than one-half percent. A one percent COLA is granted if the CPI change is between one-half percent and one percent. A member who leaves employment may withdraw their employee contributions, plus any accumulated interest.

Contributions. Contributions for teachers are established in the statutes governing the TCRS and may only be changed by the Tennessee General Assembly. Teachers contribute 5 percent of salary. The LEAs make employer contributions at the rate set by the Board of Trustees as determined by an actuarial valuation. By law, employer contributions for the Teacher Legacy Pension Plan are required to be paid. The TCRS may intercept the state shared taxes of the sponsoring governmental entity of the LEA if the required employer contributions are not remitted. Employer contributions by the School for the year ended June 30, 2021 to the Teacher Legacy Pension Plan were \$267,420 which is 10.27% percent of covered payroll. The employer rate, when combined with member contributions, is expected to finance the costs of benefits earned by members during the year, the cost of administration, as well as an amortized portion of any unfunded liability.

Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

Pension liabilities (assets). At June 30, 2021, the School reported an asset of \$626,197 for its proportionate share of net pension asset. The net pension asset was measured as of June 30, 2020, and the total pension asset used to calculate the net pension asset was determined by an actuarial valuation as of that date. The School's proportion of the net pension asset was based on the School's share of contributions to the pension plan relative to the contributions of all LEAs. At the measurement date of June 30, 2020 the School's proportion was 0.082116 percent. The proportion measured as of June 30, 2019 was 0.081771 percent.

Pension expense. For the year ended June 30, 2021, the School recognized pension expense of \$175,612.

(Continued)

CAPSTONE EDUCATION GROUP, INC.

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2021

NOTE 8 – TEACHER LEGACY PENSION PLAN (Continued)

Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (Continued)

Deferred outflows of resources and deferred inflows of resources. For the year ended June 30, 2021, the School reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	\$ 23,805	\$ 301,064
Changes in assumptions	56,887	-
Net difference between projected and actual earnings on pension plan investments	139,855	-
Changes in proportion of net pension liability (asset)	64,706	763
LEA's contributions subsequent to the measurement date of June 30, 2020	<u>267,420</u>	<u>-</u>
Total	<u>\$ 552,673</u>	<u>\$ 301,827</u>

The School's employer contributions of \$267,420, reported as pension related deferred outflows of resources, subsequent to the measurement date, will be recognized as an increase in net pension liability (asset) in the year ended June 30, 2021. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ended June 30:	
2022	(99,712)
2023	(16,288)
2024	6,782
2025	92,644
2026	-
Thereafter	<u>-</u>
	<u>\$ (16,574)</u>

In the table above, positive amounts will increase pension expense, while negative amounts will decrease pension expense.

(Continued)

CAPSTONE EDUCATION GROUP, INC.

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2021

NOTE 8 – TEACHER LEGACY PENSION PLAN (Continued)

Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (Continued)

Actuarial assumptions. The total pension liability in the June 30, 2020 actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.5 percent
Salary increases	Graded salary ranges from 8.72 to 3.44 percent based on age, including inflation, averaging 4.00 percent
Investment rate of return	7.25 percent, net of pension plan investment expenses, including inflation
Cost-of-Living Adjustment	2.25 percent

Mortality rates were based on actual experience including an adjustment for some anticipated improvement.

The actuarial assumptions used in the June 30, 2020 actuarial valuation were based on the results of an actuarial experience study performed for the period July 1, 2012 through June 30, 2016. The demographic assumptions were adjusted to more closely reflect actual and expected future experience.

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees in conjunction with the June 30, 2016 actuarial experience study. A blend of future capital market projections and historical market returns was used in a building-block method in which a best-estimate of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) is developed for each major asset class. These best-estimates are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation of 2.5 percent. The best-estimates of geometric real rates of return and the TCRS investment policy target asset allocation for each major asset class is summarized in the following table:

Asset Class	Long-Term Expected Real Rate of Return	Target Allocation
U.S. equity	5.69%	31%
Developed market international equity	5.29%	14%
Emerging market international equity	6.36%	4%
Private equity and strategic lending	5.79%	20%
U.S. fixed income	2.01%	20%
Real estate	4.32%	10%
Short-term securities	0.00%	1%
		<u>100%</u>

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees as 7.25 percent based on a blending of the three factors described above.

(Continued)

CAPSTONE EDUCATION GROUP, INC.

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2021

NOTE 8 – TEACHER LEGACY PENSION PLAN (Continued)

Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (Continued)

Discount rate. The discount rate used to measure the total pension liability was 7.25 percent. The projection of cash flows used to determine the discount rate assumed that employee contributions will be made at the current rate and that contributions from all the LEAs will be made at the actuarially determined contribution rate pursuant to an actuarial valuation in accordance with the funding policy of the TCRS Board of Trustees and as required to be paid by state statute. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make projected future benefit payments of current active and inactive members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the proportionate share of net pension liability (asset) to changes in the discount rate. The following presents the School's proportionate share of the net pension liability (asset) calculated using the discount rate of 7.25 percent, as well as what the School's proportionate share of the net pension liability (asset) would be if it were calculated using a discount rate that is 1-percentage-point lower (6.25 percent) or 1-percentage-point higher (8.25 percent) than the current rate:

	1% Decrease (6.25%)	Current Discount Rate (7.25%)	1% Increase (8.25%)
School's proportionate share of the net pension liability (asset)	\$ <u>1,947,459</u>	\$ <u>(626,197)</u>	\$ <u>(2,760,362)</u>

Pension plan fiduciary net position. Detailed information about the pension plan's fiduciary net position is available in a separately issued TCRS financial report.

Payable to the Pension Plan

At June 30, 2021, the School did not have a payable for the outstanding amount of the contributions to the pension plan required at the year ended June 30, 2021.

NOTE 9 – SUBSEQUENT EVENTS

Management has evaluated events and transactions subsequent to the statement of net position date through the date of the independent auditor's report (the date the financial statements were available to be issued) for potential recognition or disclosure in the financial statements. Management has not identified any items requiring recognition or disclosure.

REQUIRED SUPPLEMENTARY INFORMATION

CAPSTONE EDUCATION GROUP, INC.

SCHEDULE OF PROPORTIONATE SHARE OF THE NET PENSION LIABILITY (ASSET)* TEACHER LEGACY PENSION PLAN OF TCRS

LAST FISCAL YEAR ENDED JUNE 30

	<u>2020</u>	<u>2019</u>	<u>2018</u>	<u>2017</u>	<u>2016</u>	<u>2015</u>	<u>2014</u>
Capstone Education Group's proportion of the net pension liability (asset)	\$ (626,197)	\$ (840,758)	\$ (334,304)	\$ (29,333)	\$ 558,914	\$ 22,915	\$ (9,484)
Capstone Education Group's proportion of the net pension liability (asset)	0.082116%	0.081771%	0.095002%	0.089656%	0.089434%	0.055939%	0.057900%
Capstone Education Group's covered payroll	\$ 2,733,043	\$ 2,741,915	\$ 3,346,637	\$ 3,264,086	\$ 3,228,399	\$ 2,886,836	\$ 2,275,236
Capstone Education Group's proportionate share of the net pension liability (asset) as a percentage of its covered payroll	-22.91%	-30.66%	-9.99%	-0.90%	17.31%	0.79%	-0.42%
Plan fiduciary net position as a percentage of the total pension liability	103.09%	104.28%	101.49%	100.14%	97.14%	99.81%	100.08%

* GASB 68 requires a 10-year schedule for this data to be presented starting with the implementation of GASB 68. The information in this schedule is not required to be presented retroactively prior to the implementation date. Please refer to previously supplied data from the TCRS GASB website for prior year's data, if needed.

CAPSTONE EDUCATION GROUP, INC.

SCHEDULE OF CONTRIBUTIONS
TEACHER LEGACY PENSION PLAN OF TCRS

LAST FISCAL YEAR ENDED JUNE 30

	<u>2021</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>	<u>2017</u>	<u>2016</u>	<u>2015</u>	<u>2014</u>
Contractually required contribution	\$ 267,420	\$ 290,522	\$ 286,804	\$ 302,060	\$ 286,505	\$ 291,847	\$ 260,970	\$ 202,041
Contribution in relation to the contractually required contribution	<u>267,420</u>	<u>290,522</u>	<u>286,804</u>	<u>302,060</u>	<u>286,505</u>	<u>291,847</u>	<u>260,970</u>	<u>202,041</u>
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
Capstone Education's covered payroll	\$ 2,603,895	\$ 2,733,039	\$ 2,741,915	\$ 3,346,637	\$ 3,264,086	\$ 3,228,399	\$ 2,886,836	\$ 2,275,236
Contributions as a percentage of Capstone Education's covered payroll	10.27%	10.63%	10.46%	9.03%	8.78%	9.04%	9.04%	8.88%

* GASB 68 requires a 10-year schedule for this data to be presented starting with the implementation of GASB 68. The information in this schedule is not required to be presented retroactively prior to the implementation date. Please refer to previously supplied data from the TCRS GASB website for prior years' data, if needed.

Changes of assumptions. In 2017, the following assumptions were changed: decreased inflation rate from 3.00 percent to 2.50 percent; decreased the investment rate of return from 7.50 percent to 7.25 percent; decreased the cost-of-living adjustment from 2.50 percent to 2.25 percent; decreased salary growth graded ranges from an average of 4.25 percent to an average of 4.00 percent; and modified mortality assumptions.

CAPSTONE EDUCATION GROUP, INC.

SCHEDULE OF PROPORTIONATE SHARE OF THE NET PENSION LIABILITY (ASSET)*
TEACHER RETIREMENT PLAN OF THE TCRS

LAST FISCAL YEAR ENDED JUNE 30

	<u>2020</u>	<u>2019</u>	<u>2018</u>	<u>2017</u>	<u>2016</u>	<u>2015</u>
Capstone Education Group's proportion of the net pension liability (asset)	(237,990)	\$ (256,034)	\$ (212,355)	\$ (143,797)	\$ (72,608)	\$ (15,273)
Capstone Education Group's proportion of the net pension liability (asset)	0.418523%	0.453570%	0.468228%	0.545032%	0.697464%	0.397000%
Capstone Education Group's covered payroll	\$ 5,281,409	\$ 4,799,704	\$ 4,093,503	\$ 3,523,213	\$ 3,068,870	\$ 788,825
Capstone Education Group's proportionate share of the net pension liability (asset) as a percentage of its covered payroll	-4.51%	-5.33%	-5.19%	-4.08%	-2.37%	-1.94%
Plan fiduciary net position as a percentage of the total pension *	116.52%	123.07%	126.81%	126.81%	121.88%	127.46%

* GASB 68 requires a 10-year schedule for this data to be presented starting with the implementation of GASB 68. The information in this schedule is not required to be presented retroactively prior to the implementation date. Please refer to previously supplied data from the TCRS GASB website for prior year's data, if needed.

CAPSTONE EDUCATION GROUP, INC.

SCHEDULE OF CONTRIBUTIONS
TEACHER RETIREMENT PLAN OF THE TCRS

LAST FISCAL YEAR ENDED JUNE 30

	<u>2021</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>	<u>2017</u>	<u>2016</u>	<u>2015</u>
Contractually required contribution	\$ 104,505	\$ 107,213	\$ 93,114	\$ 66,726	\$ 143,090	\$ 76,820	\$ 192,721
Contribution in relation to the contractually required contribution	<u>104,505</u>	<u>107,213</u>	<u>93,114</u>	<u>163,670</u>	<u>143,090</u>	<u>122,755</u>	<u>31,553</u>
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ (96,944)</u>	<u>\$ -</u>	<u>\$ (45,935)</u>	<u>\$ 161,168</u>
Capstone Education's covered payroll	\$ 5,148,030	\$ 5,531,546	\$ 4,799,704	\$ 4,093,503	\$ 3,523,213	\$ 3,068,870	\$ 788,825
Contributions as a percentage of Capstone Education's covered payroll	2.03%	1.94%	1.94%	4.00%	4.06%	4.00%	4.00%

* GASB 68 requires a 10-year schedule for this data to be presented starting with the implementation of GASB 68. The information in this schedule is not required to be presented retroactively prior to the implementation date. Please refer to previously supplied data from the TCRS GASB website for prior years' data, if needed.

*Changes of assumptions. In 2017, the following assumptions were changed: decreased inflation rate from 3.00 percent to 2.50 percent; decreased the investment rate of return from 7.50 percent to 7.25 percent; decreased the cost-of-living adjustment from 2.50 percent to 2.25 percent; decreased salary growth graded ranges from an average of 4.25 percent to an average of 4.00 percent; and modified mortality assumptions.

SUPPLEMENTARY INFORMATION

CAPSTONE EDUCATION GROUP, INC.

COMBINING BALANCE SHEET - INDIVIDUAL SCHOOLS

JUNE 30, 2021

	<u>Cornerstone Prep - Lester Campus</u>	<u>Lester Prep</u>	<u>Cornerstone Prep - Denver Campus</u>	<u>Total</u>
ASSETS				
Investment - Stabilization Reserve Trust	\$ 109,945	\$ 68,715	\$ 164,916	\$ 343,576
State and local per pupil funding receivable	107,687	99,511	276,508	483,706
Grants and other receivable	251,332	264,146	464,471	979,949
Interdivisional balance	<u>(1,139,298)</u>	<u>1,342,018</u>	<u>4,452,007</u>	<u>4,654,727</u>
Total assets	<u>(670,334)</u>	<u>1,774,390</u>	<u>5,357,902</u>	<u>6,461,958</u>
LIABILITIES	\$ -	\$ -	\$ -	\$ -
FUND BALANCE				
Unassigned	<u>(670,334)</u>	<u>1,774,390</u>	<u>5,357,902</u>	<u>6,461,958</u>
Total fund balance	<u>(670,334)</u>	<u>1,774,390</u>	<u>5,357,902</u>	<u>6,461,958</u>
Total liabilities and fund balance	<u>\$ (670,334)</u>	<u>\$ 1,774,390</u>	<u>\$ 5,357,902</u>	<u>\$ 6,461,958</u>

CAPSTONE EDUCATION GROUP, INC.

STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN
FUND BALANCES OF INDIVIDUAL SCHOOLS

YEAR ENDED JUNE 30, 2021

	<u>Cornerstone Prep - Lester Campus</u>	<u>Lester Prep</u>	<u>Cornerstone Prep - Denver Campus</u>	<u>Total</u>
REVENUES				
State and local per pupil operating revenue	\$ 3,324,093	\$ 2,840,908	\$ 5,371,636	\$ 11,536,637
Operating grants and contributions	1,360,146	746,688	1,859,533	3,966,367
Contributions and private grants	650	200	387	1,237
Other income	26,465	11,511	34,376	72,352
	<u>4,711,354</u>	<u>3,599,307</u>	<u>7,265,932</u>	<u>15,576,593</u>
EXPENDITURES				
CURRENT				
Regular instruction	2,241,098	1,508,186	3,749,105	7,498,389
Fiscal services	821,957	319,376	738,351	1,879,684
Special education	561,103	389,935	540,065	1,491,103
Operation of plant	425,877	-	380,755	806,632
Other student support	362,055	174,627	327,836	864,518
Office of principal	125,644	145,892	265,354	536,890
Student support	283,782	188,809	313,510	786,101
Early childhood education	198,934	-	264,271	463,205
Management fee	332,409	284,090	537,163	1,153,662
Contracts with public carriers	-	93,176	85,960	179,136
Student body education	-	325	-	325
	<u>5,352,859</u>	<u>3,104,416</u>	<u>7,202,370</u>	<u>15,659,645</u>
CHANGE IN FUND BALANCE	(641,506)	494,891	63,563	(83,052)
FUND BALANCE - beginning of year	<u>(28,828)</u>	<u>1,279,499</u>	<u>5,294,339</u>	<u>6,545,010</u>
FUND BALANCE - end of year	<u>\$ (670,334)</u>	<u>\$ 1,774,390</u>	<u>\$ 5,357,902</u>	<u>\$ 6,461,958</u>

COMPLIANCE SECTION

CAPSTONE EDUCATION GROUP, INC.

SCHEDULE OF EXPENDITURE OF FEDERAL AWARDS AND STATE FINANCIAL ASSISTANCE

YEAR ENDED JUNE 30, 2021

<u>Federal Agency Name</u>	<u>Pass Through Agency</u>	<u>Federal Program Title</u>	<u>CFDA Number</u>	<u>Receivable June 30, 2020</u>	<u>Cash Receipts</u>	<u>Expenditures</u>	<u>Receivable June 30, 2021</u>
Federal Awards							
U. S. Department of Education	State of Tennessee	School Improvement Grant	84.010	\$ 30,475	\$ 242,867	\$ 355,022	\$ 142,630
U. S. Department of Education	State of Tennessee	School Improvement Grant - Special Education IDEA Grant	84.010	64,383	393,175	376,066	47,274
U. S. Department of Education	State of Tennessee	Title I Grant	84.010	103,870	815,419	904,191	192,642
U. S. Department of Education	State of Tennessee	Title II Grant	84.010	8,793	108,038	99,245	-
U. S. Department of Education	State of Tennessee	Title III Grant	84.010	-	1,000	1,615	615
U. S. Department of Education	State of Tennessee	Voluntary Pre-Kindergarten Grant	84.010	32,051	180,780	177,133	28,404
U. S. Department of Education	State of Tennessee	Pre-School Development Grant	84.010	32,051	32,051	-	-
U.S. Department of Education	State of Tennessee	Elementary and Secondary Emergency Relief Grant	84.010	-	405,552	648,242	242,690
U.S Department of Education	State of Tennessee	Priority Exit Transition Grant	84.010	-	-	7,756	7,756
Total Federal Awards				<u>271,623</u>	<u>2,178,882</u>	<u>2,569,270</u>	<u>662,011</u>

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

CAPSTONE EDUCATION GROUP, INC.

SCHEDULE OF EXPENDITURE OF FEDERAL AWARDS AND STATE FINANCIAL ASSISTANCE

YEAR ENDED JUNE 30, 2021

State Financial Assistance

Tennessee Department of Education Achievement School District Basic Education Program	N/A	N/A	N/A	262,927	11,315,858	11,536,637	483,706
Public Act Facility Grant	N/A	N/A	N/A	180,000	180,000	-	-
IDEA Disproportionality Grant	N/A	N/A	N/A	-	-	20,000	20,000
Governor's Emergency Education Relief Fund	N/A	N/A	N/A	-	-	153,746	153,746
Competitive Priority School State Grant	N/A	N/A	N/A	-	-	67,685	67,685
Remote Learning Grant	N/A	N/A	N/A	<u>-</u>	<u>-</u>	<u>27,300</u>	<u>27,300</u>
Total State Awards				<u>442,927</u>	<u>11,495,858</u>	<u>11,805,368</u>	<u>752,437</u>
Total Awards and Assistance				<u>\$ 714,550</u>	<u>\$ 13,674,740</u>	<u>\$ 14,374,638</u>	<u>\$ 1,414,448</u>

Note (1) - Basis of Presentation

The Schedule of Expenditures of Federal Awards and State Financial Assistance includes the federal and state grant activity of Capstone Education Group, Inc. The information in this schedule is presented in accordance with the requirements of the State of Tennessee Department of Audit, Audit Manual and Title 2 U.S. Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance). Because this schedule presents only a selected portion of the operations of the School, it is not intended and does not present the net position or changes in net position of the School.

Note (2) - Basis of Presentation

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following cost principles contained in OMB Title 2 U.S. Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal awards (Uniform Guidance), wherein certain types of expenditures are not allowable or are limited as to reimbursement.

Note (3) - Indirect Cost Rate

Capstone Education Group, Inc. has elected not to use the 10-percent de minimis indirect cost rate allowed under the Uniform Guidance.

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



**INDEPENDENT AUDITOR'S REPORT ON
INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND
OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS
PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

To the Board of Directors
Capstone Education Group, Inc.
Memphis, Tennessee

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities and the major fund of Capstone Education Group, Inc., as of and for the year ended June 30, 2021, and the related notes to the financial statements, which collectively comprise Capstone Education Group, Inc.'s basic financial statements, and have issued our report thereon dated December 30, 2021.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered Capstone Education Group, Inc.'s internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Capstone Education Group, Inc.'s internal control. Accordingly, we do not express an opinion on the effectiveness of Capstone Education Group, Inc.'s internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. *A material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. *A significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or, significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Capstone Education Group, Inc.'s financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Memphis, Tennessee
December 30, 2021

Henderson Hutcherson



**INDEPENDENT AUDITOR’S REPORT ON
COMPLIANCE FOR EACH MAJOR PROGRAM AND
ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE**

To the Board of Directors
Capstone Education Group, Inc.
Memphis, Tennessee

Report on Compliance For Each Major Federal Program

We have audited Capstone Education Group, Inc.’s (“School”) compliance with the types of compliance requirements described in the OMB Compliance Supplement that could have a direct and material effect on each of the School’s major federal programs for the year ended June 30, 2021. The School’s major federal programs are identified in the summary of auditor’s results section of the accompanying schedule of findings and questioned costs.

Management’s Responsibility

Management is responsible for compliance with federal statutes, regulations and the terms and conditions of its federal awards applicable to its federal programs.

Auditor’s Responsibility

Our responsibility is to express an opinion on compliance for each of the School’s major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America, the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major program occurred. An audit includes examining, on a test basis, evidence about the School’s compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the School’s compliance.

Opinion on Each Major Federal Program

In our opinion, Capstone Education Group, Inc. complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2021.

Report on Internal Control over Compliance

Management of the School is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the School's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express such an opinion on the effectiveness of the School's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purposes.

Memphis, Tennessee
December 30, 2021

*Henderson Hutcherson
& McCullough, PLLC*

CAPSTONE EDUCATION GROUP, INC.

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

YEAR ENDED JUNE 30, 2021

SECTION I - SUMMARY OF AUDITOR'S RESULTS

Financial Statements

Type of auditor's report issued:	Unmodified
Internal control over financial reporting:	
Material weaknesses identified	None Reported
Significant deficiency(ies) identified not considered to be material weaknesses	None Reported
Noncompliance to financial statements noted	None Reported

Federal Awards

Internal control over major programs:	
Material weaknesses identified	None Reported
Significant deficiency(ies) identified not considered to be material weaknesses	None reported
Type of auditor's report issued on compliance for major program	Unmodified
Any audit findings disclosed that are required to be reported in accordance with Section 510(a) of the Uniform Guidance	None Reported

Identification of major programs:

<u>CFDA Number</u>	<u>Name of Federal Program</u>
84.010	School Improvement Grant
84.010	School Improvement Grant - Special Education IDEA
84.010	Title I Grant
84.010	Title II Grant
84.010	Title III Grant
84.010	Title IV Grant
84.010	Voluntary Pre-Kindergarten Grant
84.010	Pre-School Development Grant
84.010	Elementary and Secondary Emergency Relief Grant
84.010	Priority Exit Transition Grant

Dollar threshold to distinguish between Type A and Type B programs:	\$ 750,000
Auditee qualified as low-risk auditee	Yes

SECTION II - FINANCIAL STATEMENT FINDINGS

None reported.

SECTION III - FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

None reported

CAPSTONE EDUCATION GROUP, INC.

SCHEDULE OF DISPOSITION OF PRIOR YEAR FINDINGS

YEAR ENDED JUNE 30, 2020

There were no prior year findings reported.

Capstone Education Group, Inc.
Statement of Assets, Liabilities & Equity
As of October 31, 2022

	Oct 31, 22
ASSETS	
Current Assets	
Checking/Savings	
11010 · Cash - Petty Cash	400
11145 · HRA, Flex Medical	37,590
11165 · Pinnacle Bank - Operating	78,171
11165-D · ICS Sweep Tnsf Acct 1327-D	6,376,224
11175 · Pinnacle Bank - Savings	7,275,502
11199 · HCCF Advised Fund	2,593,886
Total Checking/Savings	16,361,774
Accounts Receivable	
11000 · Accounts Receivable	926,190
Total Accounts Receivable	926,190
Total Current Assets	17,287,963
Fixed Assets	
12360 · Equipment & Furnishings	23,723
12490 · Accumulated Depreciation	(23,723)
Total Fixed Assets	0
Other Assets	
14001 · Deferred Outflows - Hybrid Plan	191,233
14000 · Deferred Outflows	1,434,803
Total Other Assets	1,626,036
TOTAL ASSETS	18,914,000
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
21010 · Accounts Payable	35,041
Total Accounts Payable	35,041
Credit Cards	
11220 · ML8373 - Pinnacle Credit Card	263
11226 · BW4439 - Pinnacle Credit Card	917
11212 · DS3399 - Pinnacle Credit Card	74
11221 · ES3305 - Pinnacle Credit Card	430
11215 · DC4097 - Pinnacle Credit Card	4,759
11217 · AW4985 - Pinnacle Credit Card	2,484
11218 · HD1789 - Pinnacle Credit Card	364
11227 · SW0807 - Pinnacle Credit Card	2,710
11228 · MT5376 - Pinnacle Credit Card	765
Total Credit Cards	12,766
Other Current Liabilities	
23001 · Deferred Inflows - Hybrid Plan	33,782
12102 · Net Pension Asset - Hybrid Plan	(143,797)
12101 · Net Pension Asset - Legacy Plan	(29,333)
21068 · Pension Plan - Legacy	14,871
21069 · 401K	(3,317)
21070 · Pension Plan - Hybrid	27,433
23000 · Deferred Inflows	893,361
Total Other Current Liabilities	792,999
Total Current Liabilities	840,807
Total Liabilities	840,807
Equity	
32000 · Unrestricted Net Assets	19,389,390

No assurance is provided on these financial statements.

Capstone Education Group, Inc.
Statement of Assets, Liabilities & Equity
As of October 31, 2022

	<u>Oct 31, 22</u>
Net Income	<u>(1,316,196)</u>
Total Equity	<u>18,073,193</u>
TOTAL LIABILITIES & EQUITY	<u><u>18,914,000</u></u>

Capstone Education Group, Inc.
Revenue & Expenses Budget vs. Actual 22-23
October 2022

	Oct 22	Budget	\$ Over Budget
Ordinary Income/Expense			
Income			
44000 · Other Local Revenues			
44990 · Other Local Revenue	1,518		
Total 44000 · Other Local Revenues	1,518		
44500 · Nonrecurring Items			
44570 · Contributions & Gifts	37,351	22,500	14,851
Total 44500 · Nonrecurring Items	37,351	22,500	14,851
46500 · State Education Funds			
46511 · Basic Education Program	1,376,372	1,342,046	34,326
Total 46500 · State Education Funds	1,376,372	1,342,046	34,326
47100 · Federal Funds Received Thru Sta			
47590 · Other Federal Through State Fun	177,921	0	177,921
Total 47100 · Federal Funds Received Thru Sta	177,921	0	177,921
Total Income	1,593,161	1,364,546	228,615
Gross Profit	1,593,161	1,364,546	228,615
Expense			
71100 · Regular Instruction Program			
7110116 · Teachers	489,146	540,343	(51,197)
7110188 · Bonus Payments	33,000	0	33,000
7110195 · Certified Substitute Teachers	0	833	(833)
7110201 · Social Security	30,346	33,501	(3,155)
7110204 · State Retirement	75,806	80,262	(4,456)
7110210 · Unemployment Comp	98	2,543	(2,445)
7110212 · Employer Medicare	7,265	7,835	(570)
7110369 · Contract-Sub Teachers -Cert	8,901	14,361	(5,460)
7110429 · Instructional Supp & Mater	13,433	21,667	(8,234)
7110499 · Other Supplies & Materials	0	208	(208)
7110722 · Regular Instruction Equip	0	5,913	(5,913)
Total 71100 · Regular Instruction Program	657,995	707,466	(49,471)
71200 · Special Education Program			
7120116 · Teachers	65,236	78,281	(13,045)
7120162 · Clerical Personnel	5,494	5,950	(456)
7120163 · Educational Assistants	17,340	23,668	(6,328)
7120188 · Bonus Payments	3,000		
7120189 · Other Salaries & Wages	15,583	19,332	(3,749)
7120201 · Social Security	6,392	7,888	(1,496)
7120212 · Employer Medicare	1,495	1,845	(350)
7120312 · Contracts W/Private Agencies	24,379	30,500	(6,121)
7120314 · Contracts W/Public Carriers	0	8,800	(8,800)
7120322 · Evaluation & Testing	15,986	17,455	(1,469)
7120429 · Instructional Supp & Materials	0	883	(883)
7120499 · Other Supplies & Materials	0	4,167	(4,167)
Total 71200 · Special Education Program	154,904	198,769	(43,865)
71400 · Student Body Educ Program			
7140599 · Other Charges	3,029	1,875	1,154
Total 71400 · Student Body Educ Program	3,029	1,875	1,154
72120 · Health Services			
7212735 · Health Equipment	0	100	(100)
Total 72120 · Health Services	0	100	(100)
72130 · Other Student Support			

Capstone Education Group, Inc.
Revenue & Expenses Budget vs. Actual 22-23
October 2022

	Oct 22	Budget	\$ Over Budget
7213123 · Guidance Personnel	69,771	80,191	(10,420)
7213124 · Psychological Personnel	0	2,959	(2,959)
7213169 · Part-Time Personnel	2,964	0	2,964
7213188 · Bonus Payments	1,000		
7213201 · Social Security	3,543	4,972	(1,429)
7213212 · Employer Medicare	829	1,163	(334)
7213355 · Travel	0	375	(375)
7213499 · Other Supplies & Materials	0	2,749	(2,749)
7213599 · Other Charges	2,772	4,196	(1,424)
Total 72130 · Other Student Support	80,879	96,605	(15,726)
72210 · Regular Instruction Prgrm - SS			
7221105 · Supervisor/Director	75,443	76,210	(767)
7221188 · Bonus Payments	5,000	1,167	3,833
7221201 · Social Security	4,768	4,314	454
7221212 · Employer Medicare	1,115	1,009	106
7221432 · Library Books/Media	0	792	(792)
Total 72210 · Regular Instruction Prgrm - SS	86,326	83,492	2,834
72410 · Office of Principal			
7241104 · Principal(s)	39,595	39,756	(161)
7241139 · Assistant Principal(s)	8,373	16,398	(8,025)
7241188 · Bonus Payments	3,000	0	3,000
7241201 · Social Security	3,980	3,482	498
7241212 · Employer Medicare	931	813	118
Total 72410 · Office of Principal	55,879	60,449	(4,570)
72510 · Fiscal Services			
7251105 · Supervisor/Director	49,437	80,689	(31,252)
7251161 · Secretary(s)	23,838	26,832	(2,994)
7251201 · Social Security	3,085	6,940	(3,855)
7251207 · Medical Insurance	70,137	92,430	(22,293)
7251210 · Unemployment Compensation	0	987	(987)
7251212 · Employer Medicare	989	1,557	(568)
7251299 · Other Fringe Benefits	4,865	500	4,365
7251307 · Communication	2,466	8,053	(5,587)
7251317 · Data Processing Services	0	2,791	(2,791)
7251320 · Dues & Memberships	40,088	41,680	(1,592)
7251330 · Operating Lease Payments	10,494	3,175	7,319
7251336 · Maint & Repair Serv - Equip	0	501	(501)
7251348 · Postal Charges	38	383	(345)
7251399 · Other Contracted Services	17,088	23,495	(6,407)
7251411 · Data Processing Supplies	0	917	(917)
7251435 · Office Supplies	0	1,958	(1,958)
7251524 · In-Service/Staff Development	3,855	11,598	(7,743)
7251701 · Administration Equipment	0	8,125	(8,125)
Total 72510 · Fiscal Services	226,379	312,611	(86,232)
72610 · Operation of Plant			
7261328 · Janitorial Services	28,674	32,797	(4,123)
7261336 · Maint & Repair Services - Equip	8,948	15,988	(7,040)
7261399 · Other Contracted Services	13,093	19,771	(6,678)
7261415 · Electricity	24,798	25,833	(1,035)
7261502 · Building & Content Insurance	0	3,750	(3,750)
Total 72610 · Operation of Plant	75,514	98,139	(22,625)
72710 · Transportation			
7271314 · Contracts with Public Carriers	46,451	51,500	(5,049)

Capstone Education Group, Inc.
Revenue & Expenses Budget vs. Actual 22-23
October 2022

	<u>Oct 22</u>	<u>Budget</u>	<u>\$ Over Budget</u>
Total 72710 · Transportation	46,451	51,500	(5,049)
73400 · Early Childhood Education			
7340188 · Bonus Payments	2,000		
7340355 · Pre-K Field Trips	830		
7340116 · Teachers	29,011	24,535	4,476
7340163 · Educational Assistants	9,101	11,540	(2,439)
7340201 · Social Security	2,364	2,237	127
7340212 · Employer Medicare	553	523	30
7340429 · Instructional Supp & Mater	1,518		
Total 73400 · Early Childhood Education	45,376	38,835	6,541
Total Expense	1,432,733	1,649,841	(217,108)
Net Ordinary Income	160,428	(285,295)	445,723
Other Income/Expense			
Other Income			
41001 · Interest Income	1,291		
Total Other Income	1,291		
Net Other Income	1,291		
Net Income	161,719	(285,295)	447,014

Capstone Education Group, Inc.
YTD Revenue & Expenses Budget vs. Actual 22-23
July through October 2022

	Jul - Oct 22	Budget	\$ Over Budget
Ordinary Income/Expense			
Income			
44000 · Other Local Revenues			
44990 · Other Local Revenue	17,055		
Total 44000 · Other Local Revenues	17,055		
44500 · Nonrecurring Items			
44570 · Contributions & Gifts	71,879	90,000	(18,121)
Total 44500 · Nonrecurring Items	71,879	90,000	(18,121)
46500 · State Education Funds			
46511 · Basic Education Program	4,123,258	4,026,138	97,120
Total 46500 · State Education Funds	4,123,258	4,026,138	97,120
47100 · Federal Funds Received Thru Sta			
47590 · Other Federal Through State Fun	178,483	0	178,483
Total 47100 · Federal Funds Received Thru Sta	178,483	0	178,483
Total Income	4,390,674	4,116,138	274,536
Gross Profit	4,390,674	4,116,138	274,536
Expense			
71100 · Regular Instruction Program			
7110116 · Teachers	1,729,023	1,891,200	(162,177)
7110188 · Bonus Payments	39,850	0	39,850
7110195 · Certified Substitute Teachers	0	3,332	(3,332)
7110201 · Social Security	104,020	120,676	(16,656)
7110204 · State Retirement	253,362	283,233	(29,871)
7110210 · Unemployment Comp	2,698	10,172	(7,474)
7110212 · Employer Medicare	24,538	31,340	(6,802)
7110369 · Contract-Sub Teachers -Cert	16,538	30,861	(14,323)
7110429 · Instructional Supp & Mater	174,634	86,668	87,966
7110499 · Other Supplies & Materials	0	832	(832)
7110722 · Regular Instruction Equip	0	25,652	(25,652)
Total 71100 · Regular Instruction Program	2,344,663	2,483,966	(139,303)
71200 · Special Education Program			
7120116 · Teachers	241,630	273,982	(32,352)
7120162 · Clerical Personnel	19,229	23,800	(4,571)
7120163 · Educational Assistants	55,907	82,838	(26,931)
7120188 · Bonus Payments	3,000		
7120189 · Other Salaries & Wages	61,469	73,781	(12,312)
7120201 · Social Security	22,823	31,552	(8,729)
7120212 · Employer Medicare	5,340	7,380	(2,040)
7120312 · Contracts W/Private Agencies	73,522	61,000	12,522
7120314 · Contracts W/Public Carriers	0	17,600	(17,600)
7120322 · Evaluation & Testing	40,388	50,365	(9,977)
7120429 · Instructional Supp & Materials	0	3,532	(3,532)
7120499 · Other Supplies & Materials	0	16,668	(16,668)
Total 71200 · Special Education Program	523,308	642,498	(119,190)
71400 · Student Body Educ Program			
7140599 · Other Charges	7,668	7,500	168
Total 71400 · Student Body Educ Program	7,668	7,500	168
72120 · Health Services			
7212735 · Health Equipment	0	300	(300)
Total 72120 · Health Services	0	300	(300)
72130 · Other Student Support			

Capstone Education Group, Inc.
YTD Revenue & Expenses Budget vs. Actual 22-23
July through October 2022

	Jul - Oct 22	Budget	\$ Over Budget
7213123 · Guidance Personnel	259,639	280,668	(21,029)
7213124 · Psychological Personnel	0	11,836	(11,836)
7213169 · Part-Time Personnel	8,176	0	8,176
7213188 · Bonus Payments	1,000		
7213201 · Social Security	12,025	19,888	(7,863)
7213212 · Employer Medicare	2,815	4,652	(1,837)
7213355 · Travel	0	1,500	(1,500)
7213499 · Other Supplies & Materials	16,239	10,996	5,243
7213599 · Other Charges	15,365	16,784	(1,419)
Total 72130 · Other Student Support	315,259	346,324	(31,065)
72210 · Regular Instruction Prgrm - SS			
7221105 · Supervisor/Director	316,345	304,840	11,505
7221188 · Bonus Payments	5,000	4,668	332
7221201 · Social Security	19,087	17,256	1,831
7221212 · Employer Medicare	4,469	4,036	433
7221307 · Communication	7,209		
7221308 · Consultants	84,500		
7221432 · Library Books/Media	0	3,168	(3,168)
Total 72210 · Regular Instruction Prgrm - SS	436,610	333,968	102,642
72250 · Education Technology			
7225790 · Other Equipment	26,915		
Total 72250 · Education Technology	26,915		
72410 · Office of Principal			
7241104 · Principal(s)	158,378	159,024	(646)
7241139 · Assistant Principal(s)	29,306	65,592	(36,286)
7241188 · Bonus Payments	3,000	0	3,000
7241201 · Social Security	15,522	13,928	1,594
7241212 · Employer Medicare	3,637	3,252	385
Total 72410 · Office of Principal	209,844	241,796	(31,952)
72510 · Fiscal Services			
7251105 · Supervisor/Director	198,741	322,756	(124,015)
7251161 · Secretary(s)	101,201	107,328	(6,127)
7251188 · Bonus Payments	9,000	0	9,000
7251201 · Social Security	15,561	27,760	(12,199)
7251207 · Medical Insurance	269,483	369,720	(100,237)
7251210 · Unemployment Compensation	0	3,948	(3,948)
7251212 · Employer Medicare	4,191	6,228	(2,037)
7251299 · Other Fringe Benefits	14,716	2,000	12,716
7251307 · Communication	9,808	32,212	(22,404)
7251317 · Data Processing Services	0	11,164	(11,164)
7251320 · Dues & Memberships	120,125	125,040	(4,915)
7251330 · Operating Lease Payments	41,147	12,700	28,447
7251336 · Maint & Repair Serv - Equip	0	2,004	(2,004)
7251348 · Postal Charges	433	1,532	(1,099)
7251399 · Other Contracted Services	298,614	332,934	(34,320)
7251411 · Data Processing Supplies	0	3,668	(3,668)
7251435 · Office Supplies	0	7,832	(7,832)
7251524 · In-Service/Staff Development	31,492	56,162	(24,670)
7251701 · Administration Equipment	0	32,500	(32,500)
Total 72510 · Fiscal Services	1,114,511	1,457,488	(342,977)
72610 · Operation of Plant			
7261328 · Janitorial Services	112,066	131,188	(19,122)
7261336 · Maint & Repair Services - Equip	73,117	63,952	9,165
7261399 · Other Contracted Services	66,771	79,084	(12,313)

Capstone Education Group, Inc.
YTD Revenue & Expenses Budget vs. Actual 22-23
July through October 2022

	Jul - Oct 22	Budget	\$ Over Budget
7261415 · Electricity	121,142	103,332	17,810
7261502 · Building & Content Insurance	36,749	15,000	21,749
Total 72610 · Operation of Plant	409,844	392,556	17,288
72710 · Transportation			
7271314 · Contracts with Public Carriers	166,751	103,000	63,751
Total 72710 · Transportation	166,751	103,000	63,751
73400 · Early Childhood Education			
7340188 · Bonus Payments	2,000		
7340355 · Pre-K Field Trips	1,524		
7340116 · Teachers	99,871	85,873	13,998
7340163 · Educational Assistants	31,854	43,854	(12,000)
7340201 · Social Security	7,857	8,948	(1,091)
7340212 · Employer Medicare	1,840	2,092	(252)
7340429 · Instructional Supp & Mater	11,466		
Total 73400 · Early Childhood Education	156,411	140,767	15,644
Total Expense	5,711,785	6,150,163	(438,378)
Net Ordinary Income	(1,321,111)	(2,034,025)	712,914
Other Income/Expense			
Other Income			
41001 · Interest Income	4,915		
Total Other Income	4,915		
Net Other Income	4,915		
Net Income	(1,316,196)	(2,034,025)	717,829

Capstone Education Group, Inc.
Cornerstone Prep (CPL) Budget vs Actual 22-23

October 2022

	Oct 22	Budget	\$ Over Budget	Jul - Oct 22	YTD Budget	\$ Over Budget	Annual Budget
Ordinary Income/Expense							
Income							
44000 · Other Local Revenues							
44990 · Other Local Revenue	0			3,498			
Total 44000 · Other Local Revenues	0			3,498			
44500 · Nonrecurring Items							
44570 · Contributions & Gifts	0			500			
Total 44500 · Nonrecurring Items	0			500			
46500 · State Education Funds							
46511 · Basic Education Program	370,613	382,105	(11,492)	1,105,983	1,146,315	(40,332)	3,821,049
46515 · Early Childhood Education Progr	0	0	0	0	0	0	177,313
Total 46500 · State Education Funds	370,613	382,105	(11,492)	1,105,983	1,146,315	(40,332)	3,998,362
47100 · Federal Funds Received Thru Sta							
47141 · Title I - Grants to Local Educa	0	0	0	0	0	0	260,874
47143 · SPED	0	0	0	0	0	0	99,309
47189 · Title II - Grants to Local Educ	0	0	0	0	0	0	31,796
47590 · Other Federal Through State Fun	0	0	0	175	0	175	405,257
Total 47100 · Federal Funds Received Thru Sta	0	0	0	175	0	175	797,236
Total Income	370,613	382,105	(11,492)	1,110,156	1,146,315	(36,159)	4,795,598
Gross Profit	370,613	382,105	(11,492)	1,110,156	1,146,315	(36,159)	4,795,598
Expense							
71100 · Regular Instruction Program							
7110116 · Teachers	122,296	151,986	(29,690)	445,296	531,951	(86,655)	1,823,830
7110188 · Bonus Payments	5,000	0	5,000	5,000	0	5,000	137,523
7110201 · Social Security	7,665	9,423	(1,758)	26,973	32,981	(6,008)	113,077
7110204 · State Retirement	16,889	20,485	(3,596)	54,066	71,697	(17,631)	245,819
7110212 · Employer Medicare	1,789	2,204	(415)	6,302	8,816	(2,514)	26,446
7110369 · Contract-Sub Teachers -Cert	2,947	4,500	(1,553)	5,894	13,500	(7,606)	45,000
7110429 · Instructional Supp & Mater	5,331	5,417	(86)	45,241	21,668	23,573	65,000
7110722 · Regular Instruction Equip	0	800	(800)	0	3,200	(3,200)	9,600
Total 71100 · Regular Instruction Program	161,917	194,815	(32,898)	588,772	683,813	(95,041)	2,466,295
71200 · Special Education Program							
7120116 · Teachers	11,821	22,324	(10,503)	52,159	78,134	(25,975)	267,885
7120163 · Educational Assistants	9,242	8,667	575	32,671	30,334	2,337	104,000
7120188 · Bonus Payments	1,000	0	1,000	1,000	0	1,000	3,000
7120189 · Other Salaries & Wages	3,196	3,750	(554)	11,184	15,000	(3,816)	45,000
7120201 · Social Security	1,500	2,154	(654)	5,718	8,616	(2,898)	25,847
7120212 · Employer Medicare	351	504	(153)	1,337	2,016	(679)	6,045
7120312 · Contracts W/Private Agencies	7,755	13,500	(5,745)	23,264	27,000	(3,736)	135,000
7120314 · Contracts W/Public Carriers	0	8,800	(8,800)	0	17,600	(17,600)	88,000
7120322 · Evaluation & Testing	8,466	5,455	3,011	17,991	16,365	1,626	60,000
7120429 · Instructional Supp & Materials	0	267	(267)	0	1,068	(1,068)	3,200
Total 71200 · Special Education Program	43,331	65,421	(22,090)	145,324	196,133	(50,809)	734,977
72130 · Other Student Support							
7213123 · Guidance Personnel	23,021	26,081	(3,061)	87,446	91,283	(3,837)	312,970
7213124 · Psychological Personnel	0	875	(875)	0	3,500	(3,500)	10,500
7213201 · Social Security	1,017	1,617	(600)	3,550	6,468	(2,918)	19,404
7213212 · Employer Medicare	238	378	(140)	832	1,512	(680)	4,538
7213355 · Travel	0	125	(125)	0	500	(500)	1,500
7213499 · Other Supplies & Materials	0	833	(833)	2,360	3,332	(972)	10,000
7213599 · Other Charges	728	635	93	1,871	2,540	(669)	7,620
Total 72130 · Other Student Support	25,003	30,544	(5,541)	96,058	109,135	(13,077)	366,532
72210 · Regular Instruction Prgrm - SS							
7221105 · Supervisor/Director	15,379	22,206	(6,827)	75,364	88,824	(13,460)	266,475
7221188 · Bonus Payments	2,000	417	1,583	2,000	1,668	332	5,000
7221201 · Social Security	990	1,377	(387)	4,489	5,508	(1,019)	16,521
7221212 · Employer Medicare	232	322	(90)	1,055	1,288	(233)	3,864
7221432 · Library Books/Media	0	125	(125)	0	500	(500)	1,500
Total 72210 · Regular Instruction Prgrm - SS	18,600	24,447	(5,847)	82,908	97,788	(14,880)	293,360
72410 · Office of Principal							
7241104 · Principal(s)	8,217	9,275	(1,058)	32,868	37,100	(4,232)	111,300
7241188 · Bonus Payments	1,000	0	1,000	1,000	0	1,000	2,500
7241201 · Social Security	920	575	345	3,679	2,300	1,379	6,901
7241212 · Employer Medicare	215	134	81	862	536	326	1,614
Total 72410 · Office of Principal	10,352	9,984	368	38,409	39,936	(1,527)	122,315
72510 · Fiscal Services							
7251105 · Supervisor/Director	5,015	5,000	15	20,060	20,000	60	60,000
7251161 · Secretary(s)	2,826	8,820	(5,994)	17,124	35,280	(18,156)	105,840
7251201 · Social Security	425	857	(432)	2,060	3,428	(1,368)	10,282
7251207 · Medical Insurance	30,049	32,760	(2,711)	121,406	131,040	(9,634)	393,120
7251208 · Dental Insurance	581	0	581	1,783	0	1,783	0
7251210 · Unemployment Compensation	0	138	(138)	0	552	(552)	1,658

No assurance is provided on these financial statements.

Capstone Education Group, Inc.
Cornerstone Prep (CPL) Budget vs Actual 22-23

October 2022

	Oct 22	Budget	\$ Over Budget	Jul - Oct 22	YTD Budget	\$ Over Budget	Annual Budget
7251212 · Employer Medicare	99	200	(101)	483	800	(317)	2,405
7251299 · Other Fringe Benefits	1,882	167	1,715	4,483	668	3,815	2,000
7251307 · Communication	1,463	458	1,005	5,828	1,832	3,996	5,500
7251317 · Data Processing Services	0	708	(708)	0	2,832	(2,832)	8,500
7251320 · Dues & Memberships	10,795	11,463	(668)	32,213	34,389	(2,176)	114,631
7251330 · Operating Lease Payments	1,404	1,167	237	5,585	4,668	917	14,000
7251336 · Maint & Repair Serv - Equip	0	167	(167)	0	668	(668)	2,000
7251348 · Postal Charges	0	100	(100)	0	400	(400)	1,200
7251399 · Other Contracted Services	1,880	0	1,880	46,631	50,000	(3,369)	131,069
7251411 · Data Processing Supplies	0	292	(292)	0	1,168	(1,168)	3,500
7251524 · In-Service/Staff Development	192	2,864	(2,672)	1,111	11,456	(10,345)	31,500
7251701 · Administration Equipment	0	333	(333)	0	1,332	(1,332)	4,000
Total 72510 · Fiscal Services	56,611	65,494	(8,883)	258,768	300,513	(41,745)	891,205
72610 · Operation of Plant							
7261328 · Janitorial Services	13,965	15,275	(1,310)	51,145	61,100	(9,955)	183,300
7261336 · Maint & Repair Services - Equip	5,101	8,333	(3,232)	36,165	33,332	2,833	100,000
7261399 · Other Contracted Services	4,073	5,000	(927)	25,330	20,000	5,330	60,000
7261415 · Electricity	14,678	11,667	3,011	55,891	46,668	9,223	140,000
Total 72610 · Operation of Plant	37,817	40,275	(2,458)	168,531	161,100	7,431	483,300
73400 · Early Childhood Education							
7340188 · Bonus Payments	1,000			1,000			
7340355 · Pre-K Field Trips	830			830			
7340116 · Teachers	11,119	11,760	(641)	36,388	41,160	(4,772)	141,120
7340163 · Educational Assistants	2,173	4,612	(2,439)	7,606	16,142	(8,536)	55,346
7340201 · Social Security	1,151	1,015	136	3,777	4,060	(283)	12,181
7340212 · Employer Medicare	269	237	32	884	948	(64)	2,849
7340429 · Instructional Supp & Mater	0			2,292			
Total 73400 · Early Childhood Education	16,543	17,624	(1,081)	52,777	62,310	(9,533)	211,496
Total Expense	370,174	448,604	(78,430)	1,431,546	1,650,728	(219,182)	5,569,480
Net Ordinary Income	439	(66,499)	66,938	(321,391)	(504,413)	183,022	(773,882)
Net Income	439	(66,499)	66,938	(321,391)	(504,413)	183,022	(773,882)

Capstone Education Group, Inc.
Lester Prep (LP) Budget vs Actual 22-23

October 2022

	Oct 22	Budget	\$ Over Budget	Jul - Oct 22	YTD Budget	\$ Over Budget	Annual Budget
Ordinary Income/Expense							
Income							
44000 · Other Local Revenues							
44990 · Other Local Revenue	558			2,632			
Total 44000 · Other Local Revenues	558			2,632			
44500 · Nonrecurring Items							
44570 · Contributions & Gifts	0			500			
Total 44500 · Nonrecurring Items	0			500			
46500 · State Education Funds							
46511 · Basic Education Program	296,238	278,806	17,432	888,713	836,418	52,295	2,788,062
Total 46500 · State Education Funds	296,238	278,806	17,432	888,713	836,418	52,295	2,788,062
47100 · Federal Funds Received Thru Sta							
47141 · Title I - Grants to Local Educa	0	0	0	0	0	0	212,204
47143 · SPED	0	0	0	0	0	0	84,964
47189 · Title II - Grants to Local Educ	0	0	0	0	0	0	22,161
47590 · Other Federal Through State Fun	0	0	0	0	0	0	403,108
Total 47100 · Federal Funds Received Thru Sta	0	0	0	0	0	0	722,437
Total Income	296,796	278,806	17,990	891,845	836,418	55,427	3,510,499
Gross Profit	296,796	278,806	17,990	891,845	836,418	55,427	3,510,499
Expense							
71100 · Regular Instruction Program							
7110116 · Teachers	97,750	110,394	(12,644)	339,675	386,379	(46,704)	1,324,731
7110188 · Bonus Payments	2,000	0	2,000	4,000	0	4,000	91,831
7110201 · Social Security	5,947	6,844	(897)	20,454	27,376	(6,922)	82,133
7110204 · State Retirement	14,825	14,830	(5)	51,520	51,905	(385)	177,959
7110212 · Employer Medicare	1,391	1,601	(210)	4,790	6,404	(1,614)	19,209
7110369 · Contract-Sub Teachers -Cert	748	3,750	(3,002)	2,147	11,250	(9,103)	37,500
7110429 · Instructional Supp & Mater	502	4,708	(4,206)	37,250	18,832	18,418	56,500
7110722 · Regular Instruction Equip	0	667	(667)	0	2,668	(2,668)	8,000
Total 71100 · Regular Instruction Program	123,163	142,794	(19,631)	459,836	504,814	(44,978)	1,797,863
71200 · Special Education Program							
7120116 · Teachers	24,724	20,213	4,511	86,519	70,745	15,774	242,550
7120163 · Educational Assistants	2,042	4,869	(2,827)	2,042	17,042	(15,000)	58,433
7120201 · Social Security	1,623	1,555	68	5,365	6,220	(855)	18,661
7120212 · Employer Medicare	380	364	16	1,255	1,456	(201)	4,364
7120312 · Contracts W/Private Agencies	7,755	9,000	(1,245)	23,648	18,000	5,648	90,000
7120322 · Evaluation & Testing	0	2,000	(2,000)	61	4,000	(3,939)	20,000
7120429 · Instructional Supp & Materials	0	183	(183)	0	732	(732)	2,200
Total 71200 · Special Education Program	36,524	38,184	(1,660)	118,890	118,195	695	436,208
71400 · Student Body Educ Program							
7140599 · Other Charges	3,029	1,875	1,154	7,668	7,500	168	22,500
Total 71400 · Student Body Educ Program	3,029	1,875	1,154	7,668	7,500	168	22,500
72130 · Other Student Support							
7213123 · Guidance Personnel	24,305	27,270	(2,965)	89,365	95,445	(6,080)	327,236
7213124 · Psychological Personnel	0	417	(417)	0	1,668	(1,668)	5,000
7213201 · Social Security	988	1,691	(703)	3,470	6,764	(3,294)	20,289
7213212 · Employer Medicare	231	395	(164)	811	1,580	(769)	4,745
7213355 · Travel	0	125	(125)	0	500	(500)	1,500
7213499 · Other Supplies & Materials	0	458	(458)	0	1,832	(1,832)	5,500
7213599 · Other Charges	636	686	(50)	2,255	2,744	(489)	8,230
Total 72130 · Other Student Support	26,159	31,042	(4,883)	95,901	110,533	(14,632)	372,500
72210 · Regular Instruction Prgrm - SS							
7221105 · Supervisor/Director	14,550	15,000	(450)	58,149	60,000	(1,851)	180,000
7221188 · Bonus Payments	0	333	(333)	0	1,332	(1,332)	4,000
7221201 · Social Security	869	930	(61)	3,475	3,720	(245)	11,160
7221212 · Employer Medicare	203	218	(15)	813	872	(59)	2,610
7221307 · Communication	0	0	0	1,000	0	1,000	0
7221432 · Library Books/Media	0	125	(125)	0	500	(500)	1,500
Total 72210 · Regular Instruction Prgrm - SS	15,622	16,606	(984)	63,437	66,424	(2,987)	199,270
72410 · Office of Principal							
7241104 · Principal(s)	9,404	10,566	(1,162)	37,616	42,264	(4,648)	126,788
7241188 · Bonus Payments	0	0	0	0	0	0	2,500
7241201 · Social Security	1,088	655	433	4,348	2,620	1,728	7,861
7241212 · Employer Medicare	254	153	101	1,017	612	405	1,838
Total 72410 · Office of Principal	10,746	11,374	(628)	42,981	45,496	(2,515)	138,987
72510 · Fiscal Services							
7251161 · Secretary(s)	6,116	6,151	(35)	24,464	24,604	(140)	73,815
7251201 · Social Security	370	381	(11)	1,474	1,524	(50)	4,577
7251207 · Medical Insurance	14,549	15,896	(1,347)	50,894	63,584	(12,690)	190,749
7251208 · Dental Insurance	763	0	763	2,154	0	2,154	0
7251210 · Unemployment Compensation	0	62	(62)	0	248	(248)	738
7251212 · Employer Medicare	87	89	(2)	346	356	(10)	1,070

No assurance is provided on these financial statements.

Capstone Education Group, Inc.
Lester Prep (LP) Budget vs Actual 22-23

October 2022

	Oct 22	Budget	\$ Over Budget	Jul - Oct 22	YTD Budget	\$ Over Budget	Annual Budget
7251299 · Other Fringe Benefits	549	125	424	1,270	500	770	1,500
7251307 · Communication	223	208	15	530	832	(303)	2,500
7251317 · Data Processing Services	0	625	(625)	0	2,500	(2,500)	7,500
7251320 · Dues & Memberships	8,628	8,364	264	25,885	25,092	793	83,642
7251330 · Operating Lease Payments	0	208	(208)	0	832	(832)	2,500
7251336 · Maint & Repair Serv - Equip	0	167	(167)	0	668	(668)	2,000
7251399 · Other Contracted Services	3,208	0	3,208	33,532	96,449	(62,917)	146,449
7251411 · Data Processing Supplies	0	208	(208)	0	832	(832)	2,500
7251524 · In-Service/Staff Development	39	2,071	(2,032)	7,101	8,284	(1,183)	22,780
7251701 · Administration Equipment	0	292	(292)	0	1,168	(1,168)	3,500
Total 72510 · Fiscal Services	34,533	34,847	(314)	147,651	227,473	(79,822)	545,820
72610 · Operation of Plant							
7261399 · Other Contracted Services	0	0	0	145	0	145	0
Total 72610 · Operation of Plant	0	0	0	145	0	145	0
72710 · Transportation							
7271314 · Contracts with Public Carriers	17,198	17,600	(402)	46,748	35,200	11,548	176,000
Total 72710 · Transportation	17,198	17,600	(402)	46,748	35,200	11,548	176,000
Total Expense	266,974	294,322	(27,348)	983,257	1,115,635	(132,378)	3,689,148
Net Ordinary Income	29,822	(15,516)	45,338	(91,411)	(279,217)	187,806	(178,649)
Net Income	29,822	(15,516)	45,338	(91,411)	(279,217)	187,806	(178,649)

**Capstone Education Group, Inc.
Denver (CPD) Budget vs Actual 22-23**

October 2022

	Oct 22	Budget	\$ Over Budget	Jul - Oct 22	YTD Budget	\$ Over Budget	Annual Budget
Ordinary Income/Expense							
Income							
44000 · Other Local Revenues							
44990 · Other Local Revenue	960			10,135			
Total 44000 · Other Local Revenues	960			10,135			
44500 · Nonrecurring Items							
44570 · Contributions & Gifts	3,601			3,976			
Total 44500 · Nonrecurring Items	3,601			3,976			
46500 · State Education Funds							
46511 · Basic Education Program	631,836	611,769	20,067	1,895,507	1,835,307	60,200	6,117,690
46515 · Early Childhood Education Progr	0	0	0	0	0	0	240,000
Total 46500 · State Education Funds	631,836	611,769	20,067	1,895,507	1,835,307	60,200	6,357,690
47100 · Federal Funds Received Thru Sta							
47141 · Title I - Grants to Local Educa	0	0	0	0	0	0	422,461
47143 · SPED	0	0	0	0	0	0	134,619
47189 · Title II - Grants to Local Educ	0	0	0	0	0	0	45,286
47590 · Other Federal Through State Fun	0	0	0	388	0	388	848,623
Total 47100 · Federal Funds Received Thru Sta	0	0	0	388	0	388	1,450,989
Total Income	636,396	611,769	24,627	1,910,005	1,835,307	74,698	7,808,679
Gross Profit	636,396	611,769	24,627	1,910,005	1,835,307	74,698	7,808,679
Expense							
71100 · Regular Instruction Program							
7110116 · Teachers	244,635	246,226	(1,591)	838,979	861,791	(22,812)	2,954,707
7110188 · Bonus Payments	26,000	0	26,000	30,850	0	30,850	273,538
7110201 · Social Security	16,008	15,266	742	51,055	53,431	(2,376)	183,192
7110204 · State Retirement	34,311	31,727	2,584	112,455	111,045	1,410	380,727
7110212 · Employer Medicare	3,744	3,570	174	11,977	14,280	(2,303)	42,843
7110369 · Contract-Sub Teachers -Cert	5,206	6,111	(905)	8,497	6,111	2,386	55,000
7110429 · Instructional Supp & Mater	4,504	8,917	(4,413)	57,699	35,668	22,031	107,000
7110722 · Regular Instruction Equip	0	1,333	(1,333)	0	5,332	(5,332)	16,000
Total 71100 · Regular Instruction Program	334,408	313,150	21,258	1,111,512	1,087,658	23,854	4,013,007
71200 · Special Education Program							
7120116 · Teachers	23,664	26,731	(3,067)	79,690	93,558	(13,868)	320,770
7120163 · Educational Assistants	6,055	7,412	(1,357)	21,194	25,942	(4,748)	88,950
7120188 · Bonus Payments	2,000			2,000			
7120189 · Other Salaries & Wages	4,014	4,000	14	14,044	14,000	44	48,000
7120201 · Social Security	2,132	2,365	(233)	6,986	9,460	(2,474)	28,379
7120212 · Employer Medicare	499	553	(54)	1,636	2,212	(576)	6,636
7120312 · Contracts W/Private Agencies	7,755	8,000	(245)	23,264	16,000	7,264	80,000
7120322 · Evaluation & Testing	7,520	6,364	1,156	22,336	19,092	3,244	70,000
7120429 · Instructional Supp & Materials	0	433	(433)	0	1,732	(1,732)	5,200
Total 71200 · Special Education Program	53,639	55,858	(2,219)	171,151	181,996	(10,845)	647,935
72130 · Other Student Support							
7213123 · Guidance Personnel	22,446	22,588	(142)	82,829	79,058	3,771	271,051
7213124 · Psychological Personnel	0	1,667	(1,667)	0	6,668	(6,668)	20,000
7213169 · Part-Time Personnel	2,964	0	2,964	6,733	0	6,733	0
7213188 · Bonus Payments	1,000			1,000			
7213201 · Social Security	1,539	1,400	139	5,005	5,600	(595)	16,805
7213212 · Employer Medicare	360	328	32	1,171	1,312	(141)	3,930
7213355 · Travel	0	125	(125)	0	500	(500)	1,500
7213499 · Other Supplies & Materials	0	1,250	(1,250)	13,585	5,000	8,585	15,000
7213599 · Other Charges	1,183	1,458	(275)	10,715	5,832	4,883	17,500
Total 72130 · Other Student Support	29,492	28,816	676	121,038	103,970	17,068	345,786
72210 · Regular Instruction Prgrm - SS							
7221105 · Supervisor/Director	23,722	23,871	(149)	95,679	95,484	195	286,457
7221188 · Bonus Payments	3,000	417	2,583	3,000	1,668	1,332	5,000
7221201 · Social Security	1,595	1,480	115	5,873	5,920	(47)	17,760
7221212 · Employer Medicare	373	346	27	1,373	1,384	(11)	4,154
7221432 · Library Books/Media	0	125	(125)	0	500	(500)	1,500
Total 72210 · Regular Instruction Prgrm - SS	28,691	26,239	2,452	105,925	104,956	969	314,871
72410 · Office of Principal							
7241104 · Principal(s)	10,936	11,005	(69)	43,744	44,020	(276)	132,057
7241139 · Assistant Principal(s)	8,373	8,426	(53)	29,306	33,704	(4,398)	101,111
7241188 · Bonus Payments	2,000	0	2,000	2,000	0	2,000	5,000
7241201 · Social Security	1,298	1,205	93	4,818	4,820	(2)	14,457
7241212 · Employer Medicare	303	281	22	1,127	1,124	3	3,381
Total 72410 · Office of Principal	22,910	20,917	1,993	80,996	83,668	(2,672)	256,006
72510 · Fiscal Services							
7251105 · Supervisor/Director	6,803	6,846	(43)	27,213	27,384	(171)	82,153
7251161 · Secretary(s)	9,796	9,188	608	39,183	36,752	2,431	110,250
7251201 · Social Security	921	994	(73)	3,637	3,976	(339)	11,929
7251207 · Medical Insurance	19,178	32,663	(13,485)	79,403	130,652	(51,249)	391,950

No assurance is provided on these financial statements.

Capstone Education Group, Inc.
Denver (CPD) Budget vs Actual 22-23

October 2022

	Oct 22	Budget	\$ Over Budget	Jul - Oct 22	YTD Budget	\$ Over Budget	Annual Budget
7251208 · Dental Insurance	(354)			(520)			
7251210 · Unemployment Compensation	0	160	(160)	0	640	(640)	1,924
7251212 · Employer Medicare	215	232	(17)	861	928	(67)	2,790
7251299 · Other Fringe Benefits	1,976	208	1,768	8,002	832	7,170	2,500
7251307 · Communication	333	542	(209)	1,576	2,168	(592)	6,500
7251317 · Data Processing Services	0	625	(625)	0	2,500	(2,500)	7,500
7251320 · Dues & Memberships	18,403	18,353	50	55,209	55,059	150	183,531
7251330 · Operating Lease Payments	1,308	1,000	308	4,436	4,000	436	12,000
7251336 · Maint & Repair Serv - Equip	0	167	(167)	0	668	(668)	2,000
7251348 · Postal Charges	0	100	(100)	0	400	(400)	1,200
7251399 · Other Contracted Services	2,544	14,268	(11,724)	146,945	82,804	64,141	196,948
7251411 · Data Processing Supplies	0	417	(417)	0	1,668	(1,668)	5,000
7251524 · In-Service/Staff Development	1,020	3,750	(2,730)	14,101	18,750	(4,649)	48,750
7251701 · Administration Equipment	0	333	(333)	0	1,332	(1,332)	4,000
Total 72510 · Fiscal Services	62,144	89,846	(27,702)	380,047	370,513	9,534	1,070,925
72610 · Operation of Plant							
7261328 · Janitorial Services	12,415	14,050	(1,635)	46,845	56,200	(9,355)	168,600
7261336 · Maint & Repair Services - Equip	3,320	6,250	(2,930)	21,747	25,000	(3,253)	75,000
7261399 · Other Contracted Services	4,334	5,000	(666)	25,863	20,000	5,863	60,000
7261415 · Electricity	8,298	12,083	(3,785)	54,150	48,332	5,818	145,000
Total 72610 · Operation of Plant	28,367	37,383	(9,016)	148,605	149,532	(927)	448,600
72710 · Transportation							
7271314 · Contracts with Public Carriers	27,000	26,400	600	117,750	52,800	64,950	264,000
Total 72710 · Transportation	27,000	26,400	600	117,750	52,800	64,950	264,000
73400 · Early Childhood Education							
7340188 · Bonus Payments	1,000			1,000			
7340355 · Pre-K Field Trips	0			693			
7340116 · Teachers	17,891	12,775	5,116	63,483	44,713	18,770	153,300
7340163 · Educational Assistants	6,928	6,928	(0)	24,248	27,712	(3,464)	83,133
7340201 · Social Security	1,213	1,222	(10)	4,080	4,888	(808)	14,659
7340212 · Employer Medicare	284	286	(2)	956	1,144	(188)	3,428
7340429 · Instructional Supp & Mater	1,518			9,175			
Total 73400 · Early Childhood Education	28,833	21,211	7,622	103,635	78,457	25,178	254,520
Total Expense	615,483	619,820	(4,337)	2,340,657	2,213,550	127,107	7,615,650
Net Ordinary Income	20,913	(8,051)	28,964	(430,652)	(378,243)	(52,409)	193,029
Net Income	20,913	(8,051)	28,964	(430,652)	(378,243)	(52,409)	193,029

Capstone Education Group, Inc.
Cornerstone Prep (CPS) Budget vs Actual 22-23
October 2022

	Oct 22	Budget	\$ Over Budget	Jul - Oct 22	YTD Budget	\$ Over Budget	Annual Budget
Ordinary Income/Expense							
Income							
44000 · Other Local Revenues							
44990 · Other Local Revenue	0			790			
Total 44000 · Other Local Revenues	0			790			
46500 · State Education Funds							
46511 · Basic Education Program	77,685	69,366	8,319	233,054	208,098	24,956	693,663
Total 46500 · State Education Funds	77,685	69,366	8,319	233,054	208,098	24,956	693,663
47100 · Federal Funds Received Thru Sta							
47141 · Title I - Grants to Local Educa	0	0	0	0	0	0	22,500
47590 · Other Federal Through State Fun	177,921	0	177,921	177,921	0	177,921	75,000
Total 47100 · Federal Funds Received Thru Sta	177,921	0	177,921	177,921	0	177,921	97,500
Total Income	255,605	69,366	186,239	411,765	208,098	203,667	791,163
Gross Profit	255,605	69,366	186,239	411,765	208,098	203,667	791,163
Expense							
71100 · Regular Instruction Program							
7110116 · Teachers	24,465	31,737	(7,272)	105,073	111,079	(6,006)	380,843
7110188 · Bonus Payments	0			0			32,218
7110195 · Certified Substitute Teachers	0	833	(833)	0	3,332	(3,332)	10,000
7110201 · Social Security	1,460	1,968	(508)	6,272	6,888	(616)	23,612
7110204 · State Retirement	5,704	8,588	(2,884)	20,003	30,058	(10,055)	103,053
7110212 · Employer Medicare	341	460	(119)	1,469	1,840	(371)	5,522
7110429 · Instructional Supp & Mater	3,096	2,417	679	34,444	9,668	24,776	29,000
7110499 · Other Supplies & Materials	0	208	(208)	0	832	(832)	2,500
7110722 · Regular Instruction Equip	0	3,113	(3,113)	0	12,452	(12,452)	37,350
Total 71100 · Regular Instruction Program	35,066	49,324	(14,258)	167,261	176,149	(8,888)	624,098
71200 · Special Education Program							
7120116 · Teachers	0	9,013	(9,013)	5,677	31,545	(25,868)	108,150
7120163 · Educational Assistants	0	2,720	(2,720)	0	9,520	(9,520)	32,640
7120189 · Other Salaries & Wages	0	3,094	(3,094)	0	10,829	(10,829)	37,132
7120201 · Social Security	0	919	(919)	352	3,676	(3,324)	11,031
7120212 · Employer Medicare	0	215	(215)	82	860	(778)	2,580
7120312 · Contracts W/Private Agencies	1,115			3,346			
7120322 · Evaluation & Testing	0	3,636	(3,636)	0	10,908	(10,908)	40,000
7120499 · Other Supplies & Materials	0	4,167	(4,167)	0	16,668	(16,668)	50,000
Total 71200 · Special Education Program	1,115	23,764	(22,649)	9,457	84,006	(74,549)	281,533
72120 · Health Services							
7212735 · Health Equipment	0	100	(100)	0	300	(300)	1,000
Total 72120 · Health Services	0	100	(100)	0	300	(300)	1,000
72130 · Other Student Support							
7213123 · Guidance Personnel	0	4,252	(4,252)	0	14,882	(14,882)	51,023
7213201 · Social Security	0	264	(264)	0	1,056	(1,056)	3,163
7213212 · Employer Medicare	0	62	(62)	0	248	(248)	740
7213499 · Other Supplies & Materials	0	208	(208)	295	832	(537)	2,500
7213599 · Other Charges	0	1,417	(1,417)	294	5,668	(5,375)	17,000
Total 72130 · Other Student Support	0	6,203	(6,203)	588	22,686	(22,098)	74,426
72210 · Regular Instruction Prgrm - SS							
7221105 · Supervisor/Director	6,271	6,633	(362)	25,069	26,532	(1,463)	79,596
7221201 · Social Security	365			1,460			
7221212 · Employer Medicare	85			341			
7221307 · Communication	0			6,209			
7221308 · Consultants	0			84,500			
7221432 · Library Books/Media	0	417	(417)	0	1,668	(1,668)	5,000
Total 72210 · Regular Instruction Prgrm - SS	6,722	7,050	(328)	117,579	28,200	89,379	84,596
72250 · Education Technology							
7225790 · Other Equipment	0			26,915			
Total 72250 · Education Technology	0			26,915			
72410 · Office of Principal							
7241104 · Principal(s)	11,038	8,910	2,128	44,151	35,640	8,511	106,923
7241139 · Assistant Principal(s)	0	7,972	(7,972)	0	31,888	(31,888)	95,668
7241201 · Social Security	675	1,047	(372)	2,676	4,188	(1,512)	12,561
7241212 · Employer Medicare	158	245	(87)	632	980	(348)	2,938
Total 72410 · Office of Principal	11,871	18,174	(6,303)	47,459	72,696	(25,237)	218,090
72510 · Fiscal Services							
7251105 · Supervisor/Director	0	6,189	(6,189)	0	24,756	(24,756)	74,263
7251161 · Secretary(s)	5,101	2,673	2,428	20,429	10,692	9,737	32,077
7251201 · Social Security	307	549	(242)	1,230	2,196	(966)	6,593
7251207 · Medical Insurance	6,033	6,756	(723)	16,023	27,024	(11,001)	81,072
7251208 · Dental Insurance	345			633			
7251212 · Employer Medicare	72	128	(56)	288	512	(224)	1,542
7251299 · Other Fringe Benefits	273			384			
7251307 · Communication	251	417	(166)	930	1,668	(738)	5,000
7251320 · Dues & Memberships	2,263	3,500	(1,237)	6,788	10,500	(3,712)	35,000
7251330 · Operating Lease Payments	7,781	800	6,981	23,344	3,200	20,144	9,600
7251348 · Postal Charges	0	100	(100)	0	400	(400)	1,200
7251399 · Other Contracted Services	1,030	682	348	30,836	42,046	(11,210)	47,500
7251435 · Office Supplies	0	1,958	(1,958)	0	7,832	(7,832)	23,500
7251524 · In-Service/Staff Development	0	333	(333)	492	1,332	(840)	4,000
7251701 · Administration Equipment	0	6,750	(6,750)	0	27,000	(27,000)	81,000
Total 72510 · Fiscal Services	23,456	30,835	(7,379)	101,378	159,158	(57,780)	402,347
72610 · Operation of Plant							
7261328 · Janitorial Services	2,294	3,472	(1,178)	14,076	13,888	188	41,667
7261336 · Maint & Repair Services - Equip	527	1,405	(878)	15,205	5,620	9,585	16,860
7261399 · Other Contracted Services	4,687	9,771	(5,084)	15,433	39,084	(23,651)	117,250

Capstone Education Group, Inc.
Cornerstone Prep (CPS) Budget vs Actual 22-23
October 2022

	<u>Oct 22</u>	<u>Budget</u>	<u>\$ Over Budget</u>	<u>Jul - Oct 22</u>	<u>YTD Budget</u>	<u>\$ Over Budget</u>	<u>Annual Budget</u>
7261415 · Electricity	1,822	2,083	(261)	11,101	8,332	2,769	25,000
7261502 · Building & Content Insurance	0	417	(417)	0	1,668	(1,668)	5,000
Total 72610 · Operation of Plant	9,330	17,148	(7,818)	55,815	68,592	(12,777)	205,777
72710 · Transportation							
7271314 · Contracts with Public Carriers	2,253	7,500	(5,247)	2,253	15,000	(12,747)	75,000
Total 72710 · Transportation	2,253	7,500	(5,247)	2,253	15,000	(12,747)	75,000
Total Expense	89,813	160,098	(70,285)	528,704	626,787	(98,083)	1,966,867
Net Ordinary Income	165,792	(90,732)	256,524	(116,940)	(418,689)	301,749	(1,175,704)
Net Income	165,792	(90,732)	256,524	(116,940)	(418,689)	301,749	(1,175,704)

**Capstone Education Group, Inc.
Back Office (CMO) Budget vs Actual 22-23**

October 2022

	Oct 22	Budget	\$ Over Budget	Jul - Oct 22	YTD Budget	\$ Over Budget	Annual Budget
Ordinary Income/Expense							
Income							
44500 · Nonrecurring Items							
44570 · Contributions & Gifts	33,750	22,500	11,250	66,903	90,000	(23,097)	270,000
44572 · CSGF	0	0	0	0	0	0	300,000
Total 44500 · Nonrecurring Items	33,750	22,500	11,250	66,903	90,000	(23,097)	570,000
Total Income	33,750	22,500	11,250	66,903	90,000	(23,097)	570,000
Gross Profit	33,750	22,500	11,250	66,903	90,000	(23,097)	570,000
Expense							
71100 · Regular Instruction Program							
7110201 · Social Security	(733)			(733)			
7110204 · State Retirement	4,076	4,632	(556)	15,318	18,528	(3,210)	55,582
7110210 · Unemployment Comp	98	2,543	(2,445)	2,698	10,172	(7,474)	30,516
7110429 · Instructional Supp & Mater	0	208	(208)	0	832	(832)	2,500
7110722 · Regular Instruction Equip	0	0	0	0	2,000	(2,000)	4,000
Total 71100 · Regular Instruction Program	3,441	7,383	(3,942)	17,283	31,532	(14,249)	92,598
71200 · Special Education Program							
7120116 · Teachers	5,027			17,586			
7120162 · Clerical Personnel	5,494	5,950	(456)	19,229	23,800	(4,571)	71,400
7120189 · Other Salaries & Wages	8,373	8,488	(115)	36,240	33,952	2,288	101,850
7120201 · Social Security	1,136	895	241	4,402	3,580	822	10,742
7120212 · Employer Medicare	266	209	57	1,030	836	194	2,512
Total 71200 · Special Education Program	20,296	15,542	4,754	78,487	62,168	16,319	186,504
72130 · Other Student Support							
7213169 · Part-Time Personnel	0			1,443			
7213599 · Other Charges	225			231			
Total 72130 · Other Student Support	225			1,674			
72210 · Regular Instruction Prgrm - SS							
7221105 · Supervisor/Director	15,521	8,500	7,021	62,084	34,000	28,084	102,000
7221201 · Social Security	948	527	421	3,791	2,108	1,683	6,324
7221212 · Employer Medicare	222	123	99	887	492	395	1,479
Total 72210 · Regular Instruction Prgrm - SS	16,690	9,150	7,540	66,762	36,600	30,162	109,803
72510 · Fiscal Services							
7251105 · Supervisor/Director	37,618	62,654	(25,036)	151,468	250,616	(99,148)	751,850
7251188 · Bonus Payments	0	0	0	9,000	0	9,000	12,250
7251201 · Social Security	1,062	4,159	(3,097)	7,160	16,636	(9,476)	49,909
7251207 · Medical Insurance	327	4,355	(4,028)	1,757	17,420	(15,663)	52,260
7251208 · Dental Insurance	(1,335)			(4,051)			
7251210 · Unemployment Compensation	0	627	(627)	0	2,508	(2,508)	7,518
7251212 · Employer Medicare	516	908	(392)	2,212	3,632	(1,420)	10,902
7251299 · Other Fringe Benefits	184			577			
7251307 · Communication	196	6,428	(6,232)	944	25,712	(24,768)	77,131
7251317 · Data Processing Services	0	833	(833)	0	3,332	(3,332)	10,000
7251320 · Dues & Memberships	0			30			
7251330 · Operating Lease Payments	0			7,781			
7251348 · Postal Charges	38	83	(45)	433	332	101	1,000
7251399 · Other Contracted Services	8,426	8,545	(119)	40,670	61,635	(20,965)	130,000
7251524 · In-Service/Staff Development	2,605	2,580	25	8,687	16,340	(7,653)	43,000
7251701 · Administration Equipment	0	417	(417)	0	1,668	(1,668)	5,000
Total 72510 · Fiscal Services	49,636	91,589	(41,953)	226,667	399,831	(173,164)	1,150,820
72610 · Operation of Plant							
7261502 · Building & Content Insurance	0	3,333	(3,333)	36,749	13,332	23,417	40,000
Total 72610 · Operation of Plant	0	3,333	(3,333)	36,749	13,332	23,417	40,000
Total Expense	90,288	126,997	(36,709)	427,621	543,463	(115,842)	1,579,725
Net Ordinary Income	(56,538)	(104,497)	47,959	(360,717)	(453,463)	92,746	(1,009,725)
Other Income/Expense							
Other Income							
41001 · Interest Income	1,291			4,915			
Total Other Income	1,291			4,915			
Net Other Income	1,291			4,915			
Net Income	(55,248)	(104,497)	49,249	(355,802)	(453,463)	97,661	(1,009,725)

Attachment T

There has been one litigation. Back in 2018, a student had her hand stepped on by another student in class. The parent filed a suit to recoup her insurance bills plus other expenses.

The insurance company decided to settle the claim for \$8500.

CEG Network Budget 2024-25	CMO
44570 · Contributions & Gifts	270,000
44571 · MSDF/Other Grant	0
44572 · CSGF	300,000
46511 · Basic Education Program	0
46515 - Early Childhood	
47141 · Title I - Grants to Local Educa	0
47143 · SPED	0
47189 · Title II - Grants to Local Educ	0
47590 · Other Federal/SIG	0
Income	570,000
7110116 · Teachers	0
7110163 · Educational Assistants	0
7110188 · Bonus Payments	0
7110195 Certified Subs	
7110201 · Social Security	
7110204 · State Retirement	37,865
7110210 · Unemployment Comp	30,629
7110212 · Employer Medicare	
7110299 · Other Fringe Benefits	
7110369 · Contract-Sub Teachers -Cert	0
7110429 · Instructional Supp & Mater	2,500
7110449 · Textbooks	0
7110499 - Other supplies and materials	
7110722 · Regular Instruction Equip	4,000
71100 · Regular Instruction Program	74,994
7120116 · Teachers	0
7120162 - Clerical personnel	71,400
7120163 · Educational Assistants	0
7120188 · Bonus Payments	0
7120189 · Other Salaries & Wages	101,850
7120195 - Certified subs	
7120201 · Social Security	10,742
7120204 · State Retirement	0
7120212 · Employer Medicare	2,512
7120299 · Other Fringe Benefits	0
7120312 · Contracts W/Private Agencies	0
7120314 · Contracts with Public Carriers	
7120322 · Evaluation & Testing	0
7120429 · Instructional Supp & Materials	0
7120499 - Other supplies and materials	
71200 · Special Education Program	186,504
7140599 · Other Charges	0
71400 · Student Body Educ Program	0

CEG Network Budget 2024-25	CMO
7212735 Health Equip	
72120 Health Services	0
7213123 · Guidance Personnel	
7213169 - Part-time personnel	
7213201 · Social Security	
7213212 · Employer Medicare	
7213299 · Other Fringe Benefits	0
7213355 · Travel	0
7213499 · Other Supplies & Materials	0
7213599 · Other Charges	0
72130 · Other Student Support	0
7221105 · Supervisor/Director	102,000
7221188 · Bonus Payments	
7221201 · Social Security	6,324
7221212 · Employer Medicare	1,479
7221299 · Other Fringe Benefits	0
7221432 · Library Books/Media	0
7221499 · Other Supplies & Materials	
72210 · Regular Instruction Prgrm - SS	109,803
7241104 · Principal(s)	0
7241139 · Assistant Principal(s)	0
7241188 · Bonus Payments	0
7241201 · Social Security	0
7241212 · Employer Medicare	0
7241299 · Other Fringe Benefits	0
72410 · Office of Principal	0
7251105 · Supervisor/Director	567,220
7251161 · Secretary(s)	0
7251188 · Bonus Payments	12,250
7251201 · Social Security	38,462
7251207 · Medical Insurance	32,160
7251208 - Dental	
7251210 · Unemployment Compensation	5,672
7251212 · Employer Medicare	8,225
7251299 · Other Fringe Benefits	0
7251307 · Communication	77,131
7251317 · Data Processing Services	10,000
7251320 · Dues & Memberships	0
7251330 · Operating Lease Payments	0
7251336 - Maintenance and repair service equip	
7251348 · Postal Charges	1,000
7251399 · Other Contracted Services	120,000
7251411 · Data Processing Supplies	0
7251435 · Office Supplies	0

CEG Network Budget 2024-25	CMO
-----------------------------------	------------

7251524 · In-Service/Staff Development	43,000
7251701 · Administration Equipment	5,000
72510 · Fiscal Services	920,120

7261328 · Janitorial Services	0
7261336 · Maint & Repair Services - Equip	0
7261399 · Other Contracted Services	0
7261415 · Electricity	0
7261502 · Building & Content Insurance	40,000
7261720 · Plant Operation Equipment/Rent	0
72610 · Operation of Plant	40,000
7271314 · Contracts with Public Carriers	0
72710 · Transportation	0
7340116 Teachers	
7340163 · Educational Assistants	
7340201 Social Security	
7340212 Employer Medicare	
7340399 Other contract services	
73400 Early Childhood Education	0
Expense	1,331,421

Net Income	(\$761,421)
Enrollment	
SPED students	
Total Staff	8
Staff per student	
Salaries	\$842,470
Salary Cost per student	\$568
Benefits	\$186,320
Benefits as percentage of salary	22%
Salaries plus benefits	\$1,028,790
Total Cost per student	\$898
Total SPED Cost	\$186,504
Management Fee (10% of BEP)	



Awarding Contracts

CEG Support Services is primarily responsible for giving priority status to the needs of the pupils in CEG schools and obtaining the maximum value for each dollar expended. Support Services personnel are to consider the interest of the network of schools and the betterment of its educational programs. The Executive Director, along with staff, performs a broad spectrum of functions as required in coordinating all phases of centralized purchasing within established Board Policy and procedures governing the procurement of goods and services for CEG.

As noted in recent audits, CEG operates its schools with a high level of financial and operational success and accountability. CEG recognizes the importance of using funds wisely and therefore requires strict accountability and efficiency in running its schools.

Uniform and General Guidance Standards

CEG contract processes are based on §200.318 General Procurement Standards through 200.326 Contract provisions.

Contract policies are also based on applicable Tennessee Law, Federal Law, and existing CEG financial policies. Any purchase or contracts entered in violation of the policies and procedures contained herein are void and not binding on CEG. A CEG employee may be subject to personal liability if they willfully or intentionally violate the policies and procedures set forth in this policy including liability for the costs of services or goods incurred by CEG.

Contracts more than \$10,000 and less than \$100,000

State law mandates that items over \$10,000 must be competitively bid. CEG requires that all purchases for supplies, furniture, fixtures, equipment, material, and non-professional services of more than ten thousand dollars, including those of individual schools, shall be based on competitive bids. In accordance with State law, that bids are advertised for a minimum of ten (10) days.

Contracts over \$100,000

Where required by law, contracts over \$100,000 will be competitively bid and receive board approval. The approval of the Board is not required for fund transfers, non-expenditure transactions, and recurrent expenditures such as debt service, utilities and telephones, where such expenditures have previously been approved and/or budgeted. Approval is not required for budgeted purchases of textbooks purchased through the State Depository or testing materials.

Special Contract

A special contract is one in which the Executive Director determines that an unusual or unique situation exists that makes the application of all requirements of competitive bidding unnecessary. Any special contract under this section shall be made with such competition as is practicable under the circumstances. A written determination of the basis for the contract and for the selection of the contractor shall be included in the justification information.

Procurements of Services or Professional Services

Contracts for services must be obtained through a process that is equitable and fair that ensures that sound decisions are made relating to the educational program. All contracts will be reviewed, approved, and processed on a regular and timely basis. Contracts that exist for more than three consecutive years will be reviewed and appropriate action taken to renew, obtain a new bid and/or terminate the contract.

CEG shall secure quality professional services for its schools from highly competent and ethical providers. Professional Services are those services provided by an individual or group of individuals that involve unique creativity, talents, and abilities or special training and/or skills. Professional Services include auditing, accounting and financial services, business-consulting services, educational consulting services, insurance, research services, seminar leaders, surveys and studies, and technical services.

To ensure that CEG selects the best-qualified providers who meet the highest standards, all contracts for professional services must go through a review and approval process. Contracts for professional services shall not be based upon competitive bids.



Cannon Wright Blount Accounting Process

Capstone Education Group

Accounts Payable Process:

Coded invoices are received by Sheila from the Executive Director or Data Analyst via email; they are reviewed and forwarded to Dana for entry in QuickBooks. Dana prints the checks and the check detail report, report is sent to Executive Director or Data Analyst, printed checks are reviewed by Sheila and stamped with the Executive Director's signature, checks are mailed, invoices are scanned by Dana and saved to CEG's file for future reference

Payroll Process:

Time Sheets are received from the Executive Director or the Human Resources Specialist via email for hourly employees and reviewed by Sheila, they are sent to Dana and she reviews and then enters all time in Paychex, a report is run in Paychex to verify amounts are correct, report is sent to Executive Director or Human Resources Specialist to verify, once approval is obtained payroll is submitted via Paychex, payroll is direct deposit to employees accounts on the 15th and last day of the month. Any changes to payroll; new hires, terminations, rate changes, etc. are entered in Paychex prior to processing a payroll so all pay period data is accurate. Journal Entry is made into QB from final Paychex report received.

Month End:

General Ledger is reviewed by Sheila; and any month end adjusting entries are made. Financials are reviewed, printed, and sent to the Executive Director.



CEG Cash Receipts and Internal Funds Process Summary

Receipt of Funds

Cash, check, or money orders may be received in the school. The process for each is described below.

Cash Sales

Capstone Education Group (CEG) discourages the use of cash for any purposes at the school. However, cash that is received is handled in the following manner.

All cash transactions require two witnesses in addition to giving the customer a receipt. An approved CEG employee, will handle receiving cash and making change. Another person (volunteer or CEG employee) will manage the fulfillment of the transaction which includes:

1. Documenting amount of cash received
2. Documenting the receipt number
 - a. Ticket sales: the total number of tickets, first ticket number, and the last ticket number are recorded.
 - b. Uniform sales: a log of uniform sales is kept tracking purchases.
3. Dispensing the purchased item.

At the end of the event:

1. Both the people working the event should count the cash received, aggregate the sales totals, and the CEG employee signs the Cash Deposit Form
2. A school administrator then reviews the Cash Deposit Form and ensure all protocols were followed
3. The Cash Deposit Form is then submitted by the school administrator to the COO

The COO then:

1. Secures in a locked cabinet within a locked office it for a count later that week
2. Verifies the information in the Cash Deposit Form
3. Signs the Cash Deposit Form
4. Codes to correct account, and then prepares a deposit slip noting the cash amount received.
5. Emails the deposit slip, Cash Deposit Form, and applicable supporting documentation to the outside accountants.
6. Once deposited the same day, the deposit receipt and a copy of the deposit slip are also emailed to the outside accountants.

Cash is stored in a locked box inside a locked room in the Main Office. The room and box are locked each night. Deposits are made as soon as practical, with the goal being deposits made once per week if cash has been received.

Copies of the deposit slip, Cash Deposit Form, and supporting documents received from the bank are emailed to the outside accounting firm. This information is used by the accounting firm to reconcile the checking account balance as well as the revenue on the income statement.

The outside accounting firm prepares the balance sheet, general ledger, and income statement. Once prepared, these financial statements are sent to the Chief Executive Officer for review and approval. After approving the financial statements, the CEO sends the statements to the Governing Board for their review and approval.

Check or Money Order

Checks or money orders may be received via mail or through hand delivery. Checks or money orders received via mail are opened by the Dean of Operations. The checks are then taken to the COO, who reviews the check or money order and verifies the information.

The COO then:

1. Codes the check to the correct account
2. Stamps the check with a "For Deposit Only Cornerstone Prep" stamp
3. Prepares a deposit slip noting the amount received
4. Emails the above information and any other support the outside accounting firm
5. Once deposited the same day, the deposit receipt and a copy of the deposit slip are also emailed to the outside accountants.

This information is used by the accounting firm to reconcile the checking account balance as well as the revenue on the income statement.

Checks or money orders are stored in a locked box inside the office of the Chief Operating Officer. The office is locked each night. Deposits are made as soon as practical, with the goal being deposits made once per week if checks or money orders have been received.

Copies of the deposit slip received from the bank are emailed to the outside accounting firm. This information is used by the accounting firm to reconcile the checking account balance as well as the revenue on the income statement.

The outside accounting firm prepares the balance sheet, general ledger, and income statement. Once prepared, these financial statements are sent to the Chief Executive Officer for review and approval. After approving the financial statements, the CEO sends the statements to the Governing Board for their review and approval.

Process for Selling Uniforms

Every box of shirts has an inventory list with description of shirts and starting total. Whenever a shirt is sold, the employee marks the number of shirts sold, dates the transaction, and initials.

All transactions require the witness of two CEG employees and takes place in the Main Office. Most uniforms will be stored in a designated area within building, but an appropriate amount will be kept in storage closet in main office to be replenished as needed. When a customer wants to purchase a uniform, the customer will give the first CEG employee at the front desk the cash for the uniform. The customer will be asked to fill out and sign a [log of their purchase](#). The first CEG employee will deposit the cash and make change while the second CEG employee retrieves the uniforms for the customer.

Each week, the Dean of Operations will confirm cash/checks received that week and use the log as support for filling out the Cash Deposit Form. The Dean of Operations and another CEG employee will complete the Cash Deposit Form and note the new starting amount in the cashbox with initials and date on the log. When complete the form, logs, and cash will be taken immediately to the COO who will then follow the cash deposit process described above.

The uniform cash is stored in a locked box inside a locked room inside the Main Office. The office is locked each night. Deposits are made as soon as practical, with the goal being deposits made once per week if cash has been received.

Copies of the deposit slip received from the bank are emailed to the outside accounting firm. This information is used by the accounting firm to reconcile the checking account balance as well as the revenue on the income statement.

The outside accounting firm prepares the balance sheet, general ledger, and income statement. Once prepared, these financial statements are sent to the Chief Executive Officer for review and approval. After approving the financial statements, the CEO sends the statements to the Governing Board for their review and approval.

Separation of Duties

All expense items have a minimum of two parties involved in either the receipt, review, approval, or payment of all invoices. Checks are mailed directly to payee, unless the payee is a Capstone Education Group employee. Capstone Education Group employee reimbursement or other checks are mailed to the Capstone Education Group Post Office Box, opened by the Dean of Operations, given to the Chief Operating Officer and then distributed to employees



Cash Receipts Process Summary

Receipt of Funds

Cash, check, or money orders may be received in the school. The process for each is described below.

Cash

Capstone Education Group (CEG) discourages the use of cash for any purposes at the school. However, cash that is received is handled in the following manner.

All cash is received by an approved CEG employee (preferably the Director of Operations or the administrative assistant) who provides the giver a numbered receipt or other acknowledgment. The CEG employee then records the cash receipt in the cash receipts log, providing the following information:

1. Date of receipt
2. Amount of cash received
3. Receipt number or supporting documentation
4. Name of payer
5. Purpose of the remittance
6. Two employees count the cash and sign the Cash Deposit Form (attached – Supporting Document I)

The cash and Cash Deposit Form is then taken to the Data Analyst, who

1. Secures in a locked cabinet within a locked office it for a count later that week
2. Verifies the information in the Cash Deposit Form
3. Signs the Cash Deposit Form
4. Codes to correct account, and then prepares a deposit slip noting the cash amount received.
5. Emails the deposit slip, Cash Deposit Form, and applicable supporting documentation to the outside accountants.
6. Once deposited the same day, the deposit receipt and a copy of the deposit slip are also emailed to the outside accountants.

Cash is stored in a locked box inside a locked room in the Main Office. The room and box are locked each night. Deposits are made as soon as practical, with the goal being deposits made once per week if cash has been received.

Copies of the deposit slip, Cash Deposit Form, and supporting documents received from the bank are emailed to the outside accounting firm. This information is used by the accounting firm to reconcile the checking account balance as well as the revenue on the income statement.

The outside accounting firm prepares the balance sheet, general ledger, and income statement. Once prepared, these financial statements are sent to the Executive Director for review and approval. After approving the financial statements, the Executive Director sends the statements to the Governing Board for their review and approval.

Check or Money Order

Checks or money orders may be received via mail or through hand delivery. Checks or money orders received via mail are opened by the administrative assistant. The checks are then taken to the Executive Director, who views the check or money order, verifies the information and passes it on to the Data Analyst once per week.

The data analyst then:

1. Codes the check to the correct account
2. Stamps the check with a “For Deposit Only Cornerstone Prep” stamp
3. Prepares a deposit slip noting the amount received
4. Emails the above information and any other support the outside accounting firm
5. Once deposited the same day, the deposit receipt and a copy of the deposit slip are also emailed to the outside accountants.

This information is used by the accounting firm to reconcile the checking account balance as well as the revenue on the income statement.

Checks or money orders are stored in a locked box inside the office of the Executive Director. The office is locked each night. Deposits are made as soon as practical, with the goal being deposits made once per week if checks or money orders have been received.

Copies of the deposit slip received from the bank are emailed to the outside accounting firm. This information is used by the accounting firm to reconcile the checking account balance as well as the revenue on the income statement.

The outside accounting firm prepares the balance sheet, general ledger, and income statement. Once prepared, these financial statements are sent to the Executive Director for review and approval. After approving the financial statements, the Executive Director sends the statements to the Governing Board for their review and approval.

Process for Selling Uniforms

Every box of shirts has an inventory list with description of shirts and starting total. Whenever a shirt is sold, the employee marks the number of shirts sold, dates the transaction, and initials.

All transactions require the witness of 2 people (preferably 2 employees), and takes place in the Main Office. Most uniforms will be stored in a designated area within building, but an appropriate amount will be kept in storage closet in main office to be replenished as needed. When a customer wants to purchase a uniform, the customer will give designated CEG employee (typically the school secretary) the cash/check for the uniform. The customer will be asked to wait at front desk and fill out and sign a log of their purchase (attached - see Supporting Document 2) while employee goes to storage closet with the cash. The CEG employee will deposit cash or check inside cash box that is in storage closet by the uniforms and make change, if necessary, as well as grabbing the number of uniform shirts requested by the customer. Upon returning, the employee should also ensure the customer properly fills out the log denoting date, number of uniform items sold, form of payment, amount tendered, and initial when they return to the Main Office. Checks should be made out to Capstone Education Group, Inc.

Each week, the Data Analyst will confirm cash/checks received that week and use the aforementioned log as support for filling out the Cash Deposit Form. The school secretary and the Data Analyst will complete the Cash Deposit Form and note the new starting amount in the cashbox with initials and date on the log. The Data Analyst will then follow the cash deposit process described above.

Cash is stored in a locked box inside a locked room inside the Main Office. The office is locked each night. Deposits are made as soon as practical, with the goal being deposits made once per week if cash has been received.

Copies of the deposit slip received from the bank are emailed to the outside accounting firm. This information is used by the accounting firm to reconcile the checking account balance as well as the revenue on the income statement.

The outside accounting firm prepares the balance sheet, general ledger, and income statement. Once prepared, these financial statements are sent to the Executive Director for review and approval. After approving the financial statements, the Executive Director sends the statements to the Governing Board for their review and approval.

Cash Deposit Form

Event: _____

Date: _____

School: _____

Item	# of Items	Price per Item	Sub-Total	Receipts Attached (YES/NO)

Total	
--------------	--

Signature 1: _____

Date: _____

Signature 2: _____

Date: _____

Accounts Receivable: _____

Counted

Secured

Date: _____

Deposit Information – CEG office use only

Account Code: _____

Total amount received is correct: YES NO

Receipts are attached: YES NO

Signature 1: _____

Date: _____

Uniform Sale Log

Student Name	Type (Circle One)			Total Quantity	Size (Circle)					Total (\$)	Payment
	Sweatshirt	SS Shirt	LS Shirt		Y-XS	Y-S	Y-M	Y-L	Y-XL		Cash
						A -S	A-M	A-L	A-XL		Check
	Sweatshirt	SS Shirt	LS Shirt		Y-XS	Y-S	Y-M	Y-L	Y-XL		Cash
						A -S	A-M	A-L	A-XL		Check
	Sweatshirt	SS Shirt	LS Shirt		Y-XS	Y-S	Y-M	Y-L	Y-XL		Cash
						A -S	A-M	A-L	A-XL		Check
	Sweatshirt	SS Shirt	LS Shirt		Y-XS	Y-S	Y-M	Y-L	Y-XL		Cash
						A -S	A-M	A-L	A-XL		Check
	Sweatshirt	SS Shirt	LS Shirt		Y-XS	Y-S	Y-M	Y-L	Y-XL		Cash
						A -S	A-M	A-L	A-XL		Check
	Sweatshirt	SS Shirt	LS Shirt		Y-XS	Y-S	Y-M	Y-L	Y-XL		Cash
						A -S	A-M	A-L	A-XL		Check
	Sweatshirt	SS Shirt	LS Shirt		Y-XS	Y-S	Y-M	Y-L	Y-XL		Cash
						A -S	A-M	A-L	A-XL		Check
	Sweatshirt	SS Shirt	LS Shirt		Y-XS	Y-S	Y-M	Y-L	Y-XL		Cash
						A -S	A-M	A-L	A-XL		Check



Cash Management Summary

Capstone Education Group

The outside third party accounting firm manages the overall cash of the organization. The accounting firm ensures that the operating/checking account and healthcare balances cover any checks or debits to be charged against the account. The accounting firm receives notification of all deposits and records the transaction in the general ledger. Notifications take any of three forms:

1. An electronic payment made directly into the account by a donor, state or federal organization
2. An email copy of a deposit slip made by the school directly into the savings or checking account
3. An electronic notification from PayPal of a donation made via the website.

At the end of the month, the accounting firm reconciles and balances all three bank accounts (checking, savings and healthcare). Bank reconciliations are sent to the Executive Director as part of the month-end review process.

Capstone Education Group also maintains a balance at Hope Community Foundation. These funds are available to use as needed to help cover cash flow problems or significant expense items or to support the mission and work of Capstone Education Group in urban education. Transactions in or out of this account are initiated by donors or the Executive Director or the Governing Board.

Current approved signatures on the bank accounts include the Executive Director, the Treasurer of the Governing Board and the partner of the accounting firm.

The Executive Director and Director of Operations maintains a small petty cash account of \$200 or less. The cash is stored in a locked container, inside a cabinet that can be locked, both of which are located in in an office locked at the end of each day. Disbursements from this account require 2 signatures and a receipt. At the end of the year, the petty cash account is reconciled and returned to the \$200 beginning balance.



Capitalization Policy

Capstone Education Group

All assets meeting the definition of a fixed asset shall be considered a long-term asset and shall be recorded in the accounting system. Such assets shall be systematically and accurately recorded, properly classified, and adequately documented.

Asset Valuation

Fixed assets shall be recorded at historic cost or, if the cost is not readily determined, at estimated historic costs. Cost shall include applicable ancillary costs. All costs shall be documented, including methods and sources used to establish any estimated costs. In the case of gifts, the fixed asset should be recorded at fair market value at the date of receipt.

1. Purchased Assets – The recording of purchased assets shall be made on the basis of actual costs, including all ancillary costs, based on vendor invoice or other supporting documentation.
2. Constructed Assets – All direct costs (including labor) associated with the construction project shall be included in establishing the asset valuation. Bond issuance costs including underwriting costs, legal and accounting fees, etc., as well as administrative overhead charges associated with the bond issuance and/or the project will also be capitalized.
3. Donated Assets – Fixed assets acquired by gift, donation, or payment of a nominal sum not reflective of the asset's market value shall be assigned cost equal to the fair market value at the time of receipt.

Asset Salvage Value

The salvage value of an asset is the value it is expected to have when it is no longer useful for its intended purpose. This value can be based on (1) general guidelines from some professional organizations (2) internal experience, or (3) professionals such as engineers, architects, etc.

Asset Classification

Fixed assets should be categorized into the following:

- Land
- Land improvements and infrastructure
- Buildings
- Equipment
- Construction in progress
- Intangible Assets

Land

The recorded cost of land includes (1) the contract price; (2) the costs of closing the transaction and obtaining title, including commissions, options, legal fees, title search, insurance, and past due taxes; (3) the costs of surveys; and (4) the cost of preparing the land for its particular use such as clearing and grading. If the land is purchased for the purpose of constructing a building, all costs incurred up to the excavation for the new building should be considered land costs. Removal of an old building, clearing, grading and filling are considered land costs. Any proceeds obtained in the process of getting the land ready for its intended use, such as salvage receipts on the demolition of the old building or the sale of cleared timber, are treated as reductions in the price of the land. Capitalization of land costs include, but are not limited to, the following:

- Original contract price
- Brokers' commissions
- Legal fees for examining and recording title

- Cost of title guarantee insurance policies
- Cost of real estate surveys
- Cost of an option when it is exercised
- Special paving assessments
- Cost of excavation, grading or filling of land and razing of an old building
- Cost of cancellation of unexpired lease
- Payment of noncurrent taxes accrued on the land at date of purchase, if payable by purchaser

Buildings

Capitalization of building costs include, but are not limited to, the following:

- Original contract price or cost of construction
- Expenses incurred in remodeling, reconditioning, or altering a purchased building to make it available for the purpose for which it was acquired.
- Expenses incurred for the preparation of plans, specifications, blueprints, etc.
- Cost of building permits
- Payment of noncurrent taxes accrued on the building at date of purchase, if payable by purchaser
- Architects' and engineers' fees for design and supervision
- Costs of temporary buildings used during the construction period

Building Renovations/Rehabilitation

A building renovation is defined as enhancements made to a previously existing building component. Any renovation to a building must at a minimum meet the following criteria to qualify as a fixed asset:

1. The total project cost must be more than \$100,000
2. The renovation must extend the useful life or capacity of the asset

Building Improvements

An improvement to a building is defined as adding a new component where one did not previously exist. The improvement must cost more than \$100,000 and have an initial useful life extending beyond a single reporting period (generally one-year).

Land Improvements and Infrastructure

Land improvements include items such as excavation, non-infrastructure utility installation, driveways, sidewalks, parking lots, flagpoles, retaining walls, fencing, outdoor lighting, and other non-building improvements intended to make the land ready for its intended purpose. Land improvements can be further categorized as non-exhaustible and exhaustible. Expenditures for land improvements that do not deteriorate with use or passage of time are additions to the cost of land and are generally not exhaustible, and therefore not depreciable.

Infrastructure assets are defined as long-lived capital assets that normally are stationary in nature and normally can be preserved for a significantly greater number of years than most capital assets. Examples of infrastructure assets include roads, bridges, tunnels, drainage systems, water and sewer systems, dams, and lighting systems.

Improvements to infrastructure or land improvements which extend the useful life or capacity of the asset and meet capitalization thresholds will be capitalized as a separate asset/component and depreciated over its estimated useful life

Equipment and Leased Equipment

Equipment should be capitalized if the lease agreement meets any one of the following criteria:

- The lease transfer ownership of the property to the school by the end of the lease term.
- The lease contains a bargain purchase option.
- The lease term is equal to 75 percent or more of the estimated economic life of the leased property.
- The present value of the lease payments at the inception of the lease equals at least 90 percent of the fair value of the leased property.

Leases that do not meet any of the above requirements should be recorded as an operating lease.

Capitalization of equipment costs include but are not limited to, the following:

- Original contract or invoice cost

- Freight, import duties, handling and storage costs
- Specific in-transit insurance charges
- Sales, use and other taxes imposed on the purchase
- Costs of preparation of foundations and other costs in connection with making a proper site for the assets
- Installation charges
- Costs for reconditioning used equipment to make it usable for the purpose it was purchased

Improvements to existing equipment assets which extend the useful life or capacity of the asset and meet capitalization thresholds will be capitalized as a separate asset/component and depreciated over its estimated useful life.

Construction in Progress (CIP)

A CIP asset reflects the cost of construction work undertaken, but not yet completed. For construction in progress assets, no depreciation is recorded until the asset is placed in service. When construction is completed, the asset should be reclassified as building, building improvement, land improvement, or equipment and should be capitalized and depreciated.

Depreciation

Depreciation is the process of allocating the cost of tangible property over a period of time, rather than deducting the cost as an expense in the year of acquisition. Generally, at the end of an asset's life, the sum of the amounts charged for depreciation in each accounting period will equal original cost less the salvage value.

Information Needed to Calculate Depreciation

To calculate depreciation on a fixed asset, the following five factors must be known:

- the date the asset was placed in service
- the asset's cost or acquisition value
- the asset's salvage value
- the asset's estimated useful life, and
- the depreciation method.

Estimated Useful Life

Estimated useful life means the estimated number of months or years that an asset will be able to be used for the purpose for which it was acquired. Eligible fixed assets should be depreciated over their estimated useful lives.

Depreciation Method

Capstone Education Group uses the straight-line methodology for depreciating all fixed assets. Depreciation will begin in the month the asset is placed in service. Under the straight-line depreciation method, the basis of the asset is written off evenly over the useful life of the asset. The amount of annual depreciation is determined by dividing an asset's cost reduced by the salvage value, if any, by its estimated life. The total amount depreciated can never exceed the asset's historic cost less salvage value. At the end of the asset's estimated life, the salvage value will remain.

Useful Life Schedule

Building and Building Components:

Asset Type Code	Description	Useful Life (in years)
0	General Construction	50
1	Site Preparation	Unlimited*
2	Roof	25
3	Interior Construction	30

4	Plumbing	30
5	HVAC	30
6	Electrical	30
7	Fire Protection	25
8	Elevators	25
9	Miscellaneous	25

Asbestos and environmental removal costs – Qualifying costs not included as a component listed above, will be identified as a separate component and depreciated using a 30-year life.

* - Classified as Land

Capital Equipment, Furniture, Fixtures, etc.:

Asset Type Code	Description	Useful Life (in years)
0	M&O Equipment	13
1	Food Service	11
2	Auto/Vehicle	6
3	Furniture	15
40	General Office Equipment	7
41	Printing & Related	10
42	Electronic Data Processing	5
43	Telecomm Equipment	5
5	Audio/Visual	10
6	Phys Ed/Rec	10
7	Music Instr/Equipment	15
80	Lab Equipment	13
81	Chemistry Equipment	11
82	Physics Equipment	6
83	Instrumentation	13

84	General Lab Spt	6
85	Arts & Crafts	7
9	Hosp Furniture & Equipment	8
	Land Improvements and Infrastructure	20
	Library Book and Reference Materials	10

Asset Retirement

Retiring an entire asset or building component – remove the entire asset and related accumulated depreciation from the fixed asset file. Any undepreciated balance will be reported as a disposal expense, net of any value received.

Generally with a building rehabilitation or renovation only a section of the asset is retired (partial retirement) for the piece of the asset being renovated. To determine the value of the asset being renovated, the methodology is based on the current costs of the renovation and discounting back to the date of the asset being renovated. An escalation table (discounting rates) is used which reflects annual escalation (de-escalation) factors developed using industry data and other relevant information.

The methodology that will be employed for determining the value of the component/asset being retired / renovated is as follows:

- Establish amount being capitalized (by component) and the year.
- Identify the oldest component for that asset/building.
- Determine the de-escalation factor and multiply the amount being capitalized by 100 and divide by the factor. This provides the dollar value of the component to be retired.
- Reduce the existing asset by this dollar amount or if this amount is greater than the dollar amount of the existing asset component – determine the next “layer” for that asset component.



Accounts Payable Process Summary

Capstone Education Group

Receiving and Opening the Mail – First Review

Three times per week the administrative assistant retrieves bills from the school's Post Office Box. The administrative assistant opens all of the bills, signs them indicating receipt of the invoice and then delivers them to the Director of Operations or the Data Analyst. The administrative assistant serves as the first person to handle invoices.

Second Review

The Director of Operations or Data Analyst reviews all bills that are received in the mail. The Director or Data Analyst reviews all invoices for accuracy and for relevance to the school's approved budget. All invoices that are accurate and budgeted are approved with a signature and sent to the Executive Director for final review and approval.

The Director of Operations or Data Analyst forwards unbudgeted or questionable invoices to the appropriate Department leader for review and approval with a signature. These invoices are then sent to the Executive Director for final review and approval and if needed, a signature.

Third Review

The Executive Director reviews all invoices. The Executive Director ensures that proper approval has been given and proper matching of invoices to receiving documents has occurred and receipts when applicable. The Executive Director also reviews invoices allocable to grants to ensure that the Federal Grants Management Process has been followed.

Any expense reimbursement made directly to the Executive Director requires approval from a member of the Governing Board with a signature.

Electronic Invoices

On-line orders may result in electronic invoices. All electronic invoices are printed and then processed in the same manner as other invoices.

Receiving Process

Items that require physical receipt are received and signed by either the Director of Operations, Administrative Assistant or front desk personnel. All receiving documents are then given to the Director of Operations for review and approval with a signature. After approval, the Director of Operations forwards the receiving documents to the Executive Director to be matched with future invoices.

Data Entry and Check Processing

All invoices are scanned and forwarded to a 3rd party accounting service. The accounting service requires all invoices be approved before entering the invoices into the accounts payable system. Accounts payable batches are processed weekly. The accounting service creates a batch of approved invoices and sends that to the Executive Director for review. The accounting service checks all invoices for duplicate amounts or invoice

numbers to ensure no invoices are paid twice. The accounting service maintains all checks which are pre-numbered and are safely secured. The Executive Director matches the accounts payable batch to the submitted invoices and gives final approval for payment to be made.

Checks are mailed to vendors directly from the accounting service. The checks include an electronic signature of the Executive Director. Checks that exceed \$2500 receive an additional signature by a partner in the accounting firm.

The outside accounting firm prepares the balance sheet, general ledger, and income statement from the weekly accounts payable batch runs. Once prepared, these financial statements are sent to the Executive Director for review and approval. After approving the financial statements, the Executive Director sends the statements to the Governing Board for their review and approval.

Credit Cards

The Executive Director, Director of Operations and Principal each have a Capstone Education Group credit card. Monthly credit cards statements are received by the administrative assistant, and then given to the person whose name appears on the credit card. The owner of the card matches the statement with receipts for each expense. The owner then signs the statement and gives it to the Executive Director for coding and approval. The Governing Board approves the credit card expenses of the Executive Director.

Separation of Duties

All expense items have a minimum of two parties involved in either the receipt, review, approval, or payment of all invoices. Checks are mailed directly to payee, unless the payee is a Capstone Education Group employee. Capstone Education Group employee reimbursement or other checks are mailed to the Capstone Education Group Post Office Box, opened by the administrative assistant, given to the Executive Director and then distributed to employees.

EVIDANE B. SLAUGHTER

1080 Hester Road, Memphis, TN 38116 | H: (901)237-2197 | brownleeslaughter@gmail.com

Summary

Results-oriented instructional leader who strongly believes that all students can achieve high levels of academic success in a nurturing school environment with a culture of high expectations and effective teaching.

Skills

- Data analysis
 - Corrective instruction and action planning
 - Problem solving
 - Solutions-oriented
 - Presenting and engaging diverse audiences
 - Fostering relationships
 - Instructional coaching and feedback conversations
 - Teacher mentoring
-

Education

Middle TN State University, Murfreesboro, TN Major in Elementary Education 3.8 GPA and on Dean's List	May 2008
Union University, Memphis, TN M.Ed in Curriculum and Instruction 4.0 GPA	July 2010
Arkansas State University, Jonesboro, AR Ed.S in Building Level Leadership 3.9 GPA	Aug. 2017
New Leaders- Emerging Leaders Memphis Cohort 9	2019-2020

Experience

Instructional Support Advisor- K-12, Literacy **04/2017 to Present**
Shelby County Schools **Memphis, TN**

- Develop course plans to meet needs of adult learners.
- Design and facilitate professional development sessions centered around ELA curriculum, collaborative planning, and other protocols via Canvas.
- Collaborate with other Advisors on multiple projects to achieve department goals.
- Use variety of teaching best practices to encourage critical thinking and discussion in professional development sessions.
- Support ELA members of the Instructional Leadership Team (ILT) and teachers with curriculum implementation based on trends determined using the Instructional Practice Guide (IPG).
- Collaborate with school administrators to create cycles of support for teachers based on observation trends.
- Assist school based ILTs with implementing Cycles of Professional Development (CPL) and 60 Day Plans.
- Provide resources to build content knowledge and strengthen teacher practices.
- Provide lesson planning support, in schools and within the zone, focused on curriculum implementation, foci and priorities.
- Co-plan, model lessons, co-teach, and conduct student work analysis using the EQUIP protocol.

Elementary School Teacher **08/2008 to 03/2017**
Memphis City/Shelby County Schools **Memphis, TN**

- Created systems and routines to establish a safe and nurturing classroom environment so that all students could learn and grow.
- Prepared weekly lesson plans for English Language Arts, Foundational Skills, and Math.
- Analyzed various assessment data and used trends to inform instructional moves.
- Prepared students for Standardized Testing.
- Served on various committees including the Instructional Leadership Team.
- Provided coaching to teachers as a building level Learning Coach and New Teacher Mentor.
- Facilitated professional development sessions for new teachers as a building level New Teacher Mentor.

TISA - FY24 Projections							
Element	Amount		Students/Services			\$	2,812,600.00
Base	\$6,860.00	x	410.00	.	=	\$	2,812,600.00
WEIGHTS	Weight		Students/Services			\$	1,138,760.00
Economically Disadvantaged	25%	x	357.00	x	\$6,860	=	\$ 612,255.00
Concentrated Poverty	5%	x	410.00	x	\$6,860	=	\$ 140,630.00
Small	5%	x	0.00	x	\$6,860	=	\$ -
Sparse	5%	x	0.00	x	\$6,860	=	\$ -
ULN 1	15%	x	22.00	x	\$6,860	=	\$ 22,638.00
ULN 2	20%	x	127.00	x	\$6,860	=	\$ 174,244.00
ULN 3	40%	x	0.00	x	\$6,860	=	\$ -
ULN 4	60%	x	0.00	x	\$6,860	=	\$ -
ULN 5	70%	x	24.00	x	\$6,860	=	\$ 115,248.00
ULN 6	75%	x	0.00	x	\$6,860	=	\$ -
ULN 7	80%	x	0.00	x	\$6,860	=	\$ -
ULN 8	100%	x	2.00	x	\$6,860	=	\$ 13,720.00
ULN 9	125%	x	7.00	x	\$6,860	=	\$ 60,025.00
ULN 10	150%	x	0.00	x	\$6,860	=	\$ -
DIRECT						\$	286,504.00
K-3 Literacy	\$500.00	x	294.00		=	\$	147,000.00
4th Grade Tutoring	\$500.00	x	54.00		=	\$	27,000.00
CTE	\$5,000.00	x	0.00		=	\$	-
Charter	\$274.40	x	410.00		=	\$	112,504.00
ACT	\$185.34	x	0.00		=	\$	-
OTHER FUNDING						\$	853,210.00
Local Extra Per Pupil	\$2,081.00	x	410.00		=	\$	853,210.00
Outcomes		x	0.00		=		Calculated annually
Fast-Growing		x	0.00		=		Calculated annually
Salary Equity		x	0.00		=		Calculated annually
Funding TOTAL						\$	5,091,074.00
Per Pupil BASE						\$	6,860.00
Per Pupil WEIGHTS						\$	2,777.46
Per Pupil DIRECT						\$	698.79
Per Pupil OTHER FUNDING						\$	2,081.00
Per Pupil TOTAL						\$	12,417.25

TISA - FY24 Projections							
Element	Amount		Students/Services				\$ 4,067,980.00
Base	\$6,860.00	x	593.00		,=		\$ 4,067,980.00
WEIGHTS	Weight		Students/Services				\$ 1,357,251.00
Economically Disadvantaged	25%	x	495.00	x	\$6,860	=	\$ 848,925.00
Concentrated Poverty	5%	x	593.00	x	\$6,860	=	\$ 203,399.00
Small	5%	x	0.00	x	\$6,860	=	\$ -
Sparse	5%	x	0.00	x	\$6,860	=	\$ -
ULN 1	15%	x	15.00	x	\$6,860	=	\$ 15,435.00
ULN 2	20%	x	22.00	x	\$6,860	=	\$ 30,184.00
ULN 3	40%	x	4.00	x	\$6,860	=	\$ 10,976.00
ULN 4	60%	x	0.00	x	\$6,860	=	\$ -
ULN 5	70%	x	0.00	x	\$6,860	=	\$ -
ULN 6	75%	x	29.00	x	\$6,860	=	\$ 149,205.00
ULN 7	80%	x	4.00	x	\$6,860	=	\$ 21,952.00
ULN 8	100%	x	0.00	x	\$6,860	=	\$ -
ULN 9	125%	x	9.00	x	\$6,860	=	\$ 77,175.00
ULN 10	150%	x	0.00	x	\$6,860	=	\$ -
DIRECT							\$ 404,719.20
K-3 Literacy	\$500.00	x	385.00		=		\$ 192,500.00
4th Grade Tutoring	\$500.00	x	99.00		=		\$ 49,500.00
CTE	\$5,000.00	x	0.00		=		\$ -
Charter	\$274.40	x	593.00		=		\$ 162,719.20
ACT	\$185.34	x	0.00		=		\$ -
OTHER FUNDING							\$ 1,234,033.00
Local Extra Per Pupil	\$2,081.00	x	593.00		=		\$ 1,234,033.00
Outcomes		x	0.00		=		Calculated annually
Fast-Growing		x	0.00		=		Calculated annually
Salary Equity		x	0.00		=		Calculated annually
Funding TOTAL							\$ 7,063,983.20
Per Pupil BASE							\$ 6,860.00
Per Pupil WEIGHTS							\$ 2,288.79
Per Pupil DIRECT							\$ 682.49
Per Pupil OTHER FUNDING							\$ 2,081.00
Per Pupil TOTAL							\$ 11,912.28

TISA - FY24 Projections							
Element	Amount		Students/Services			\$	1,488,620.00
Base	\$6,860.00	x	217.00		,=	\$	1,488,620.00
WEIGHTS	Weight		Students/Services			\$	517,244.00
Economically Disadvantaged	25%	x	158.00	x	\$6,860	=	\$ 270,970.00
Concentrated Poverty	5%	x	217.00	x	\$6,860	=	\$ 74,431.00
Small	5%	x	0.00	x	\$6,860	=	\$ -
Sparse	5%	x	0.00	x	\$6,860	=	\$ -
ULN 1	15%	x	3.00	x	\$6,860	=	\$ 3,087.00
ULN 2	20%	x	35.00	x	\$6,860	=	\$ 48,020.00
ULN 3	40%	x	15.00	x	\$6,860	=	\$ 41,160.00
ULN 4	60%	x	0.00	x	\$6,860	=	\$ -
ULN 5	70%	x	0.00	x	\$6,860	=	\$ -
ULN 6	75%	x	5.00	x	\$6,860	=	\$ 25,725.00
ULN 7	80%	x	2.00	x	\$6,860	=	\$ 10,976.00
ULN 8	100%	x	0.00	x	\$6,860	=	\$ -
ULN 9	125%	x	5.00	x	\$6,860	=	\$ 42,875.00
ULN 10	150%	x	0.00	x	\$6,860	=	\$ -
DIRECT						\$	59,544.80
K-3 Literacy	\$500.00	x	0.00		=	\$	-
4th Grade Tutoring	\$500.00	x	0.00		=	\$	-
CTE	\$5,000.00	x	0.00		=	\$	-
Charter	\$274.40	x	217.00		=	\$	59,544.80
ACT	\$185.34	x	0.00		=	\$	-
OTHER FUNDING						\$	451,577.00
Local Extra Per Pupil	\$2,081.00	x	217.00		=	\$	451,577.00
Outcomes		x	0.00		=		Calculated annually
Fast-Growing		x	0.00		=		Calculated annually
Salary Equity		x	0.00		=		Calculated annually
Funding TOTAL						\$	2,516,985.80
Per Pupil BASE						\$	6,860.00
Per Pupil WEIGHTS						\$	2,383.61
Per Pupil DIRECT						\$	274.40
Per Pupil OTHER FUNDING						\$	2,081.00
Per Pupil TOTAL						\$	11,599.01

TISA - FY24 Projections						
Element	Amount		Students/Services			\$ 1,029,000.00
Base	\$6,860.00	x	150.00	.	=	\$ 1,029,000.00
WEIGHTS	Weight		Students/Services			\$ 188,650.00
Economically Disadvantaged	25%	x	58.00	x	\$6,860 =	\$ 99,470.00
Concentrated Poverty	5%	x	150.00	x	\$6,860 =	\$ 51,450.00
Small	5%	x	0.00	x	\$6,860 =	\$ -
Sparse	5%	x	0.00	x	\$6,860 =	\$ -
ULN 1	15%	x	4.00	x	\$6,860 =	\$ 4,116.00
ULN 2	20%	x	2.00	x	\$6,860 =	\$ 2,744.00
ULN 3	40%	x	0.00	x	\$6,860 =	\$ -
ULN 4	60%	x	0.00	x	\$6,860 =	\$ -
ULN 5	70%	x	0.00	x	\$6,860 =	\$ -
ULN 6	75%	x	6.00	x	\$6,860 =	\$ 30,870.00
ULN 7	80%	x	0.00	x	\$6,860 =	\$ -
ULN 8	100%	x	0.00	x	\$6,860 =	\$ -
ULN 9	125%	x	0.00	x	\$6,860 =	\$ -
ULN 10	150%	x	0.00	x	\$6,860 =	\$ -
DIRECT						\$ 116,160.00
K-3 Literacy	\$500.00	x	150.00		=	\$ 75,000.00
4th Grade Tutoring	\$500.00	x	0.00		=	\$ -
CTE	\$5,000.00	x	0.00		=	\$ -
Charter	\$274.40	x	150.00		=	\$ 41,160.00
ACT	\$185.34	x	0.00		=	\$ -
OTHER FUNDING						\$ 312,150.00
Local Extra Per Pupil	\$2,081.00	x	150.00		=	\$ 312,150.00
Outcomes		x	0.00		=	Calculated annually
Fast-Growing		x	0.00		=	Calculated annually
Salary Equity		x	0.00		=	Calculated annually
Funding TOTAL						\$ 1,645,960.00
Per Pupil BASE						\$ 6,860.00
Per Pupil WEIGHTS						\$ 1,257.67
Per Pupil DIRECT						\$ 774.40
Per Pupil OTHER FUNDING						\$ 2,081.00
Per Pupil TOTAL						\$ 10,973.07

\$11,910.95