

State Charter School Application

*For Replication and/or Expansion of an Existing
Locally Approved Charter School*

By

**The State Charter Schools Commission of
Georgia**



Applicant School Name:

Amana Academy West Atlanta

Applicant Contact Address:

285 South Main Street
Alpharetta, GA 30009

STATE CHARTER SCHOOL PETITION COVER PAGE

Part I. Existing Charter School Information

Name of Existing Charter School: Amana Academy

Name of the Georgia nonprofit corporation that holds the existing charter:
Amana Academy, Inc.

Check ONLY one:

- The existing charter school has a state-wide attendance zone.
- The existing charter school has a state-wide attendance zone but offers only virtual instruction.
- The existing charter school has a defined attendance zone that is not state-wide.

LEA in which the school is located: Fulton County

If not statewide, LEA(s) included in the existing attendance zone: Fulton County

Part II. Proposed Charter School Information

Name of Proposed Charter School: Amana Academy West Atlanta

Name of the Georgia nonprofit corporation that will hold the charter if granted:
Amana Academy, Inc.

Check ONLY one:

- The governing board of the proposed school will be identical to the governing board of the existing school.
- The governing board of the proposed school will have some members in common with the governing board of the existing school.
- The governing board of the proposed school will have no members in common with the governing board of the existing school.

Check ONLY one:

- The proposed charter school has a state-wide attendance zone.
- The proposed charter school has a state-wide attendance zone but offers only virtual instruction.
- The proposed charter school has a defined attendance zone that is not state-wide.

LEA in which the School will be Located: Cobb County

LEA(s) that will be Included in the Proposed Attendance Zone: The school will have a statewide attendance zone.

Prospective Address for School Location: 5540 N Allen Rd SE, Mableton, GA 30126

Part III. Petition Contact Information

Applicants must designate one individual to serve as the contact for official communications. Please note that this information is often requested and provided pursuant to the Georgia Open Records Act. Petitioners should avoid listing personal numbers and email addresses whenever possible.

Name: Helené Brown Title: Principal

Physical Address: 285 South Main Street, Alpharetta GA 30009 Phone Number: 678-624-0989

Fax Number: 678-624-0892

Email Address: hbrown@amanaacademy.org

Part IV. Assurances and Signatures


All assurances must be initialed in blue ink by the chairperson of the proposed charter school’s governing board. The charter petitioner (or school leader) and chairperson must sign below the final assurance in blue ink to further indicate understanding and agreement to the requirements of governing a state charter school.

✓ 1. This petition was submitted to appropriate the local board of education(s) as required by O.C.G.A. § 20-2-2084(c) on the following date: _____.

✓ 2. This petition was approved by the governing board of the proposed charter school on the following date: 5/20/2021.


✓ 3. If a charter is granted the proposed charter school programs, services, and activities will operate in accordance with the terms of the charter and all applicable federal, state, and local laws, rules, and regulations.

These assurances are agreed to by:

 5/24/2021

Charter Petitioner or School Leader

Date

 5/21/21

Governing Board Chairperson

Date

STATE CHARTER SCHOOL EXECUTIVE SUMMARY

Name of Proposed Charter School: Amana Academy West Atlanta

Proposed Opening Date: August, 2022 Proposed Charter Term: July 1, 2022 – June 30, 2027

This is an application for: Replication Expansion

Student Enrollment

Grade Range: K-8 Will the School Enroll All Grades the First Year? (Yes/No): No

Expected Initial Enrollment: 220 Proposed Full Enrollment: 632

For each year of the proposed charter term, indicate the number of students the charter school plans to serve.

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Yr 1	60	60	60	40						N/A	N/A	N/A	N/A	220
Yr 2	80	60	60	60	48					N/A	N/A	N/A	N/A	308
Yr 3	80	80	60	72	48					N/A	N/A	N/A	N/A	400
Yr 4	80	80	80	60	72	72	72			N/A	N/A	N/A	N/A	416
Yr 5	80	80	80	80	72	72	96	72		N/A	N/A	N/A	N/A	632

Research shows that charter schools are more academically, financially and organizationally stable if they grow by only one grade each year. If the charter school plans to grow more than one grade each year, please provide a brief rationale for this growth model in 350 words or less in the box below.

Amana Academy plans to open its West Atlanta campus with grades K-3 for three reasons.

1. First, we recognize a need for high-quality seats in the proposed location and the lack of school options offering the acclaimed EL Education program. Our initial community response has been overwhelmingly positive.
2. We wish to establish a performance baseline with at least one tested grade (3rd). We intend to address the academic and social needs of students in the inaugural year, and we are keenly aware that adjustments to resources and programming are likely to happen that first year. Having said that, first-year data will inform a robust EL Education Work Plan going into subsequent years.

3. Additionally, starting with 4 grades builds economies-of-scale for general operations and facility use. Thereafter, we plan to add one grade each year until we reach 8th grade.

****Please note that the SCSC reserves the right to condition expansion and increased enrollment on the charter school's ability to meet performance goals and compliance requirements.***

Amana Academy seeks a statewide attendance zone for a number of reasons, primarily because the proposed location is well situated to serve a large geographic area where there is a need for high-quality seats and lacks an EL Education offering. We are well positioned to serve this need, as our flagship school in Alpharetta has a reputation for serving a diverse student body in grades K-8 and is among the highest performing charters and Title-1 schools in Georgia according to 2019 CCRPI. Being recognized with an EL Education credential in 2018 and STEM School certification in 2016 (and again in 2020), and winning CSP dissemination awards, Amana has emerged as an innovative demonstration school with a platform that can serve families wanting a different approach to teaching and learning. In particular, we see a fit in West Atlanta, which is witnessing dynamic revitalization and population growth, spurred by Georgia Tech's comprehensive plan, the Atlanta Beltline, opportunity zones, and Housing Authority redevelopment projects. We expect half [or more] of our students to reside in the Atlanta Public Schools district, so we have sought input from dozens of residents at Atlanta Neighborhood Planning Unit meetings (G, H, I, and J) and other information & community meetings in Cobb County. Residents have expressed admiration for our program, especially with EL Education and focus on STEM education and global citizenship. The facilities we have identified are located within a Girl Scouts camp property on the western edge of I-285 and are well situated to serve students from multiple districts, including Cobb, APS, Fulton, Douglas, and beyond. Our community engagement plan is expanding to these communities. In fact, there is already demand in South Fulton for our program, as 8% of our current students commute to our flagship school in Alpharetta; and residents in West Cobb have continued interest. We do plan to offer transportation to the communities we serve. Drawing students that represent socioeconomic and multicultural diversity akin to Amana's current student body from a wide geographic area will ensure robust enrollment early in our charter term while population continues to increase in West Atlanta.

To be completed only if seeking a statewide attendance zone: In fewer than 350 words, please provide a comprehensive justification and rationale for a statewide attendance zone. Indicators of the need for a statewide attendance zone include but are not limited to pre-enrollment of students from a large geographic area with multiple districts; multiple, widespread, documented marketing efforts, governing board representation from a large geographic area, a proposed facility well situated to serve a large geographic area or a comprehensive transportation plan.

Enrollment Priorities – if the proposed school will use any enrollment priorities as authorized by Georgia law, please rank them in order of application below.

Rank	Priority
2	A sibling of a student enrolled in the start-up charter school

	A sibling of a student enrolled in another local school designated in the charter
1	A student whose parent or guardian is a member of the governing board of the charter school or is a full-time teacher, professional, or other employee at the charter school
	Student matriculating from a local school designated in the charter
	Children who matriculate from a pre-kindergarten program which is associated with the school, including, but not limited to, programs which share common facilities or campuses with the school or programs which have established a partnership or cooperative efforts with the school

(Application continued on following page)

Replication Requirements

In the box below, use fewer than 350 words to describe how this school will meet the definition of a replication or expansion as described [here](#). For schools pursuing replication, applicants should specify the differences, if any, between the existing school and the proposed replication. Applications which fail to meet the definition of either replication or expansion may be rejected for expedited review and required to pursue approval through a more traditional application review process. This determination will be at the sole discretion of the SCSC.

Per the SCSC's definition of replication, the creation of our second charter school will utilize the instructional program and academic model of our flagship school authorized by Fulton County Schools in Alpharetta, in the same K-8 format. We will leverage EL Education's expanded definition of achievement that combines academic achievement, character, and high-quality work with themes that lift up scholarship, sustainability, STEM, and global citizenship. Our work has yielded impressive results, with Amana achieving the highest CCRPI score in 2018 among start-up charters in Georgia and highest among Fulton County Title-1 schools.

Families at our flagship school represent spectacular socioeconomic and multicultural diversity. Although there will be some demographic shifts, the communities in and around West Atlanta and West Cobb will continue to benefit from a culturally-diverse setting. These communities lack an EL Education option and are in need of high-quality seats per our analysis with Bellwether Education Partners. With an array of community amenities and rich history of the area, Amana is eager to create classrooms where learning prepares students to become 21st century changemakers!

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Mission and Academic Program

In the box below, use fewer than 350 words to state the proposed charter school's mission and describe why this initiative is meaningful or important to your group.

Amana Academy West Atlanta is a proposed replica of our flagship school, a locally approved Fulton County charter established in 2005 whose success as an “A-rated” and a Highest Rewards Title-1 School, and record of innovative practices has garnered encouragement for replication across metro-Atlanta, especially in areas needing high-quality seats. Being recognized with an EL Education credential in 2018 and STEM School certification in 2016 (and again in 2020), and winning CSP dissemination awards—most recently to collaborate with Chattahoochee Hills Charter (Fulton) and Hollis Innovation Academy (APS)—Amana has emerged as a lab school with a platform that can serve families wanting a different approach to teaching and learning. Our namesake and guiding principle is an Arabic term meaning fulfilling a trust and responsibility; it is with this stewardship ethic that we seek the opportunity to serve more students in their communities.

Amana’s vision is when students, parents and educators are engaged in work that is challenging, adventurous and meaningful, learning and achievement flourish for all; and our daily mission is to prepare students for high academic achievement beyond what they think possible, so they become active contributors to building a better world.

In the box below, use fewer than 350 words to describe the proposed charter school's academic program, specifically focusing on its innovation and need for flexibility and any special characteristics, such as a special population, a special curriculum, or some other feature or features which will enhance educational opportunities.

As with our flagship school, we will utilize the [EL Education](#) model (formerly Expeditionary Learning). This multidisciplinary approach, which measures student achievement across three dimensions (Academic Achievement, Character and High-Quality Work) propelled us to become Georgia’s first K-8 Certified STEM School. Amana Academy West Atlanta campus will extend the benefits of EL Education to an underserved area. Through semester-long learning expeditions, students integrate literacy, numeracy and critical thinking in all content areas to solve real-world problems that matter. According to EL Education, students who are in an EL school for three years gain an average of 10 months in Math achievement and 7 months in reading achievement versus their peers in their district public schools. Similarly, Amana students [outpaced](#) their peers at county and state levels (91% in elementary and 99% in middle).

Building on EL practices, Amana implements research-based programs that position students for greater success. To foster cultural competency, we offer K-8 Arabic world language instruction using the Georgia ESFL model. In middle school, French is a potential second offering (Arabic and French are official UN languages, and Arabic is endorsed by the National Security Education program). Research shows that learning a foreign language in elementary school supports reading and math skill acquisition. We will implement single-gender classroom instruction in middle grades (when schedules permit). This complements our STEM program, as single-gender instruction allows students to take risks regardless of subject-specific role stereotypes or negative peer pressure.

Possible waivers of state law and SBOE rules needed to implement Amana’s academic program:

- Class Size – O.C.G.A. Section 20-2-182(i) and SBE Rule 160-5-1-.08
- Certification Requirement of Hired Professionals - O.C.G.A. Section 20-2-200, Professional Standards Commission Rule 505-2-.09 1(a)

- Appropriate Organizations to provide In-Service or Continuing Education – O.C.G.A. 20-2-201(c)
- Duty Free Lunch Period – O.C.G.A. Section 20-2-218
- State Board to prescribe textbooks: O.G.C.A. 20-2-1010 and Electronic Format of Textbooks: O.C.G.A. Section 20-2-1015 and SBE Rule 160-4-4-.10(k).
- Limited Public School Choice – SBE Rule 160-5-4-.09

If this is a charter high school, use fewer than 350 words to describe how the charter high school will determine that a student has satisfied the requirements for high school graduation, including the credits or units to be earned and the completion credentials to be awarded.

N/A

(Application continued on following page)

Operations

In the box below, use fewer than 350 words to describe the proposed charter school's organizational structure, specifically focusing on its relationship with the existing charter school and its general partnership structure with an educational management organization (ESP), if any.

Amana Academy, Inc. is a 501c3 non profit organization that currently operates our flagship school in Alpharetta, which is authorized through Fulton County Schools and the Georgia Department of Education. In anticipation of bringing online our second campus through the SCSC per this application, we have set up separate bank accounts for both schools, and we have designated a small number of key shared-resource roles as 'network office' employees. Each school is led by a Principal reporting to the Executive Director who in turn reports to our governance board of directors made up of parents and community leaders. Amana Academy does not partner with any ESP.

Does the charter school have any agreements with other local schools or school systems for services that will be provided to the charter school, including for the charter school students' participation in extracurricular activities such as interscholastic sports and clubs, transportation services, and food services. Please note, a "yes" response will require you to submit a copy of any agreements.

N/A

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In fewer than 350 words, describe the school facility that the charter school will use and its location as well as contingency plans should the school's primary facility plans prove unsuccessful. State whether the school facility and contingencies are new or existing. If the facility plans for the charter school have not been finalized, the narrative should describe prospective facilities and the steps the charter school is taking to attain a permanent facility.

Amana Academy is excited to partner with Girl Scouts of Greater Atlanta by using existing spaces and facilities at their Camp Timber Ridge site, located at 5540 N. Allen Rd. SE, Mableton, GA 30126 adjacent to the Girl Scouts headquarter building. Camp Timber Ridge sits on 240 acres of woodlands just 3 miles west of Atlanta city limits and features classroom buildings, STEM labs, a dining hall, outdoor amphitheater, trails, adventure course, and more. This setting will offer students a unique learning experience that allows for the full expression of the EL Education model that we implement at our flagship school in Alpharetta. Per Cobb County zoning ordinances, the camp's land use designation is 'residential use' and it is primarily active during summer months and on weekends, so Amana Academy's use of the facilities during the school year when the camp is dormant creates new synergies for programming and shared resources between Amana and Girl Scouts. During the first charter term, our plan is to utilize existing buildings and to replace an existing aging program center with a portable modular classroom building. We will initiate a capital campaign on day-1 for a more permanent building at an appropriate location within the camp that will accommodate our future growth beyond the first charter term.

As backups, we have identified two other possible facilities toptions. The first is in a light industrial / office park in Smyrna just 5 miles northeast of Camp Timber Ridge. While these facilities DO allow for school use per Cobb County zoning ordinances, we do anticipate we would need to go through some sort of zoning application process. The other option is with a current Amana Academy parent who owns a recycling center in the City of Atlanta's Carey Park neighborhood along the Donald Lee Hollowell corridor just 5 miles east of Timber Ridge, which features 12 acres zoned residential (allows for school use) that we could install modular buildings on.

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Responsibilities of an LEA

In fewer than 500 words, describe how the charter school intends to fulfill all responsibilities of acting as its own LEA, including but not limited to data collection and reporting, management of federal funds and programs and serving special student populations (e.g., students with disabilities). Your description should also include detail regarding what school-level role or position will be tasked with the management of each specific component.

In addition to the Principal and key school-based department heads who will identify, instruct, monitor, evaluate, and report, Amana will be hiring a Federal Program Compliance Manager and Special Education Coordinator at the network office level to handle LEA responsibilities. In terms of financial compliance, our current CFO is also ICSA's CFO and is very familiar with LEA responsibilities, including but not limited to completing the DEO46 form annually.

Amana is designed to support the social, emotional, and academic development of ALL our students. We are responsible for serving all Special Education students according to requirements of other LEAs, and in accordance with Section 504, IDEA, and other laws related to educating special needs students. The school will implement Response to Intervention and Student Support Teams (SST) in accordance with SBOE Rule 160-4-2-.32. We use universal screeners to determine if students are at risk and what supports are needed for the child (similarly, our Talented & Gifted Coordinator will evaluate students for placement). Amana will ensure that all students qualified for Special Education services will have a collaboratively developed IEP and be placed in their Least Restrictive Environment according to SBOE Rule 160-4-7-.07. Amana will comply with all applicable requirements of Part B of the Individuals with Disabilities Act (IDEA). Amana will continue implementing an English to Speakers of Other Languages (ESOL) program in accordance with SBOE Rule 160-4-5-.02 and all federal laws.

Amana plans to hire an experienced full-time Special Education Coordinator (IST) as a shared resource at the network office, who will also serve as a case manager for all of Amana's students with special needs at both schools. The Special Ed Coordinator will be present at all IEP meetings and will use Fulton County's compliance checklist to run such meetings. These meetings will be narrowly tailored to the individual needs of each student, and the Special Ed Coordinator will be knowledgeable and will provide all necessary accommodations required by law, even if such accommodations require Amana to contract with outside services.

Amana recognizes that as an LEA, we will have the same obligations as traditional LEA's. While the Special Education Coordinator will handle a day-to-day caseload, the Principals at each school will be responsible for overseeing Special Education teachers and successful management of this important role. They or a designee will be present at all IEP meetings alongside the Special Ed Coordinator, and will ensure that he/she is in compliance with all laws pertaining to special education, including, without limitation:

- **Child Find (20 U.S.C. §1401, 1412 and SBOE Rule 160-4-7-.02)**
- **English Language Learners** - In accordance with O.C.G.A §20-2-156 and The Civil Rights Act of 1964, Amana will identify language minority students through home-survey or state-approved screening methods and provide English-language assistance and continued support until students meet the designated exit criteria.
- **Individualized Education Program (20 U.S.C § 1412 and SBOE Rule 160-4-7-.06)**
- **McKinney-Vento Homeless Assistance (42 U.S.C. §11431 et. seq.)**

{NEW QUESTION} Appropriate segregation of duties is often a problem when starting a charter school due to limited personnel. In fewer than 350 words, describe the steps that the charter school will take to ensure the appropriate segregation of duties to establish proper internal controls.

Given Amana Academy, Inc. is an established charter school with a robust accounting team, we will utilize the network office and its resources to assist with Amana West Atlanta’s proper segregation of duties around cash, accounts payable, and financial reporting.

For cash collections, cash is collected by our front desk clerk during the school year where an internal deposit form is prepared daily. The cash is placed into a lockbox located at the front desk until the Business Office Administrator (Bookkeeper) obtains the cash and internal deposit form. Next, the Bookkeeper will count the cash to confirm the internal deposit slip matches the totals. From there, the Bookkeeper will prepare a deposit slip for cash collected and/or scan checks into a bank scanner daily/or as received. A deposit entry is created by the Bookkeeper into the financial system. Monthly, the Senior Accountant reviews the cash transactions and reconciles all bank accounts. Monthly, the CFO reviews the deposits, the reconciliations, and prepares monthly financials for the Board.

For accounts payable, Amana Academy utilizes a workflow accounts payable system called Bill.com. The school does not retain or use on-site physical checks. All payables (except for payroll and our mortgage payable) must run through the workflow system to confirm only the designated staff can enter, approve, and pay invoices. The Bookkeeper enters all invoices into our accounts payable system, this includes any approvals needed to confirm the validity of an invoice. The Senior Account reviews the supporting documentation, confirms the proper coding, and approves the invoices which are work flowed to the CFO. The CFO reviews the supporting documentation to confirm proper approvals were obtained, confirms coding, and submits for payment. The Bookkeeper does not have the ability to approve invoices. The Senior Accountant does not have the ability to process payments. Only the CFO and the Board Treasurer (as backup) can process payments within the Bill.com system.

Governance

Describe the governing board’s function, duties and role in each of the following areas: a. Leadership, b. Goals, c. Budget, d. Policies, e. Legal Compliance, f. Oversight of School Administration, g. Fundraising.

The Governing Board shall have complete responsibility for managing the school subject to the management and control of the authorizing agency (local board of education or State Charter School Commission) as provided in the Charter and in a manner consistent with the mission and vision of the organization. Being a member of the Amana Governing Board means a personal belief in the principles on which Amana is founded and therefore all decisions and actions by Board Members must embody the principles of honesty, trust, and integrity as portrayed in the Charter. It is the Governing Board’s responsibility to ensure that Amana Academy is a viable, financially solvent, and professionally staffed institution. In fulfilling its duties and responsibilities towards the Amana Community, the Board must give careful attention to the principles of sound delegation. This includes clear communications of expectations, assignment of clear ownership of expectations, and efficient monitoring of whether expectations are being met. Board Member fundamental responsibilities include understanding and operating under the organization’s bylaws. Their legal responsibilities include: Duty of Care – staying informed and asking questions; Duty of Loyalty – showing undivided allegiance to the organization’s welfare; and Duty of Obedience – staying faithful to the organization’s mission. With these principles in mind, the Governing Board

has the following primary responsibilities to be carried out in accordance with the Amana Academy Charter and Bylaws:

Amana's Vision and Mission: The Governing Board's most critical role is to create the school's vision and mission statement and to review them periodically for accuracy and validity. Each individual board member should fully understand and support the school's mission and purpose.

Policy Board: The Governing Board will be a "Policy Board". It will delegate total responsibility for implementation to the leadership team and establish direction through policy. In addition to delegation, the Board must be able to recognize the need to adopt or develop new policy and shall engage the appropriate elements of the Amana Community and proactively seek community input on proposed policy prior to final adoption.

Select and Support the Executive Director: The Board shall undertake a careful search process to find the most qualified individual for the position. The Amana Governing Board will ensure that the Executive Director has the moral and professional support he or she needs to further the goals of the school. The Board shall periodically evaluate the progress and effectiveness of the Executive Director's implementation of the school's goals and his/her fulfillment of the Board's expectations.

Strategic Planning and Organizational Planning Oversight: As stewards of the school, the Board shall develop and maintain the Strategic Plan for the school. Additionally, the Board will participate in annual planning to determine which programs are the most consistent with the school's mission and to monitor their effectiveness. It will delegate total responsibility for implementation to the leadership team and establish direction and oversight through policy.

Ensure Adequate Resources: One of the board's foremost responsibilities is to provide adequate resources for the organization to fulfill its mission. The board will work in partnership with the Executive Director to raise funds from the community through the following: 1.) Long-term financial planning and fundraising, 2.) Development of long-term plans to develop and maintain professional staff, 3.) Optimization of viable opportunities, and 4.) Development of long-term plans to explore successful, mutually beneficial partnerships.

Manage Resources Effectively: The Board must manage resources in a manner consistent with a cohesive long-term strategy that ensures Amana Academy will meet its long-term goals and accomplish its mission. The board, in order to remain accountable to its donors, the public, and to safeguard its tax-exempt status, will approve the annual budget and ensure that proper financial controls are in place. The Board is responsible for executing all employment contracts, yet may delegate this responsibility to the Executive Director except in the case of Administration and Executive positions. The Board is also responsible for other substantial financial commitments, yet may delegate this responsibility to the Executive Director or Chief Financial Officer as defined by policies and procedures.

Enhance Amana's Public Standing: The most relevant responsibility of the Governing Board is its representation of the Amana community. The Board is to act as Ambassador of Amana in a manner consistent with its vision, mission, and guiding principles. In association with this responsibility, the Governing Board must also pursue, develop, and maintain positive relationships with partners, community leaders, the public at large, and the media. The Amana Board will oversee the development of a comprehensive public relations strategy that clearly articulates Amana's mission, accomplishments, and goals.

Ensure Legal and Ethical Integrity: The board is ultimately responsible for ensuring adherence to legal standards and ethical norms. The board will establish pertinent policies, and adhere to provisions of the school's bylaws and articles of incorporation. The Board will evaluate the accomplishments of the school's strategic goals and fulfillment of its mission.

Ensure an Effective Succession Planning Approach: That includes Board Officers and Committee Chairs, and the Executive Director. For Board Member succession planning, the Governance Committee Chair and Board Chair shall continually assess the skill-sets required and develop plans for recruitment and role assignment of individual Board Members. The process shall be articulated in the election process. And, the Board shall create a long-term development strategy for the charter school team. The most important role being to ask smart questions that help the Executive Director to articulate what the organization is doing to grow future generations of leadership.

Amana Academy's Commitment to the Board

- Board members will be sent, without request, monthly financial reports.
- Members can call on the school leadership team to discuss programs and policies, goals and objectives.
- Other board members and staff will respond in a straightforward and thorough fashion to any questions that they feel necessary to carry out their fiscal, legal, and moral responsibilities to the organization.
- Amana Academy will provide insurance coverage for liability, error and omission.

Identify each governing board member and describe the composition of the governing board. Describe how the governing board will ensure effective organizational planning and financial stability. If the board plans to utilize a subcommittee structure, briefly describe this structure and identify possible subcommittees.

The Amana Academy Governance Board bears the full responsibility to deliver the educational experience to its community as expressed in its Vision and Mission. The Amana Board will govern both the locally authorized flagship school in Fulton County and the future State Charter Commission authorized school. While Amana Academy bylaws allow for 15 members, the current governance board has 10 members who represent a broad range of skills and diverse backgrounds living in various parts of metro-Atlanta.

Christina Lennon - Board Chair

Kaamilah Chester - Board Treasurer and Finance Committee Chair

Dr. Keona Lewis - Board Secretary and representative on Be the Light equity task force

Chad Cunningham - Governance Committee Chair

Dr. Doannie Tran - Academic Excellence Committee Chair

Jack Murphy - Advancement Committee Chair

Ali Elnajjar - Deputy Treasurer and member of Finance Committee

Misty Fernandez - member of Advancement Committee

Errol Williams - leads marketing task force

Robert Berris - leads strategic planning task force

Standing and special committees of the Governing Board of the organization may be authorized by the Governing Board of the school. The chairpersons and members of all committees shall be assigned by the

chairperson. Members of such committees shall be assigned by the Committee chair. The current standing committees include: the Finance Committee, Educational Excellence Committee, Governance Committee, and the Advancement Committee. As of petition writing, ad hoc committees include the marketing task force, the strategic planning task force, and the Be the Light Task Force for Equity, Diversity, and Social Justice.

Other governance structures include the following:

- There will be a minimum of 5 and a maximum of 15 members on the Amana Board.
- Board members will be elected to serve 3-year terms. However, if mutually agreeable to the chairman and approved by the Board, members can opt to serve additional time on the board.
- Board members are expected to serve at least on one committee.
- Board members with experience [either at Amana another organization] on committees may chair them.
- Committee chairs and members will identify and mentor new board members for chairing committees during the following year.
- The Governing Board shall not receive salaries for their services as Board members.

The Board must manage resources in a manner consistent with a cohesive long-term strategy that ensures Amana Academy will meet its long-term goals and accomplish its mission. The board, in order to remain accountable to the public, its donors, and to safeguard its tax-exempt status, will approve the annual budget and ensure that proper financial controls are in place. The Board is responsible for executing all employment contracts, yet may delegate this responsibility to the Executive Director except in the case of Administration and Executive positions. The Board is also responsible for other substantial financial commitments, yet may delegate this responsibility to the Executive Director or Chief Financial Officer as defined by policies and procedures.

If you are seeking to replicate an existing school model and indicated above that the governing board of the proposed school will be identical to the governing board of the existing school or that the governing board of the proposed school will have members in common with the existing school, please describe how the shared governing board (or governing board members in common) will ensure that the independent fiduciary duties to each school are met.

The same members of Amana Academy's Governing Board will govern both our locally approved Fulton County School and our new SCSC authorized school. The board is committed to equitable attention to both schools and to ensuring independent fiduciary duties to each school are met. To that end, board members and the Executive Director have signed conflict of interest forms. Every effort will be made to recruit board members that represent the geographic regions that each school serves. The board's Finance Committee has already created and oversees separate budgets, separate bank accounts, and separate monthly & annual financial reporting for each of the schools. The board will make sure each school has proper segregation of cash accounts and financial reporting. This reporting for both locations will be presented to the board monthly.

If you are seeking to replicate an existing school model and indicated above that the governing board of the proposed school will be identical to the governing board of the existing school, please describe how the shared governing board will ensure that the appropriate degree of separation in financial oversight and school-level financial reporting, including but not limited to a description of how the school will ensure that funds are not improperly comingled between the existing and replicating schools.

Amana Academy recognizes its fiduciary responsibilities with respect to ensuring the funds intended for each school under its management are deployed in service of students at their respective schools. We also recognize the need for additional financial controls that ensure compliance and our fiduciary responsibilities while leveraging the potential for economies of scale across the 'network' of schools. To that end, the organization will take the following key actions.

- On an ongoing basis, Amana will consult with SCSC staff for input to ensure we satisfy requirements.
- We will use separate banks for the two schools to manage accounts and transactions.
- Since we prefer to run one payroll for all Amana employees, our Accounting function will arrange an MOU structure for shared resources. Shared resources at the 'network office' level will be allocated on an FTE basis per the number of students enrolled at each school. Under the oversight of our CFO, the accounting function will generate monthly invoices detailing the shared resources and the percentage of FTE used for inter-school billing.
- Vendor and service agreements used at both schools will be structured in a manner that clearly segregates invoices and transactions.
- Amana will contract with our current audit firm (approved by Fulton County Schools) or other appropriate 3rd party, to monitor compliance of clear segregation of funds between the two schools on a semi-annual basis (or other frequency deemed necessary by the SCSC)

Additionally, Amana understands the financial requirements as they relate to the SCSC's Comprehensive Performance Framework (CPF), including those outlined in the SCSC's monitoring handbook that are meant to determine financial viability and sustainability of our school. Our current CFO also serves in the same capacity at the International Charter School of Atlanta, and she has a deep understanding of the SCSC's expectations and monitoring processes and routines.

Amana understands that in any year of the charter term, we will need to satisfy annual financial accountability requirements by meeting the standards for near-term measures as well as sustainability measures.

- Near Term Measures are used to calculate a charter school's ability to cover its short term (less than 1 year) financial obligations and include:
 - current ratio with a goal of 1.0 or higher
 - unrestricted days cash-on-hand with a goal of 45 days or higher
 - enrollment variance (based on October FTE) with a goal of less than 8% variance
 - default measure with a goal of not being in default of loan covenants and/or not delinquent with debt service payments
- Sustainability Measures are used to determine a charter school's ability to cover long term obligations as well as their ability to effectively control cost and include:
 - efficiency margin with a goal of aggregated 3-Year Efficiency Margin between 0 and 10 percent
 - debt to asset ratio with a goal of 24 – 94.99% or lower

Amana understands the point system used by the CPF to measure whether we will be meeting financial performance standards as outlined in the framework. We will also be prepared for regular onsite monitoring routines (desk monitoring if we consistently meet standards) that require the following evidence:

- Financial Reporting
 - (SCSC) DE 046
 - Random sample - T&E Reporting
- Adherence to GAAP Standards

- Random sample – Copy of cleared check over school-established threshold requiring additional/board signature
- Random sample – Copy of a Purchase Order
- Financial policies and standard operating procedures adopted by the governing board
- School financial/operational handbook or procedure manual used by staff in day-to-day operations
- Policies and procedures relating to inventory management if not included in the school/financial operational handbook
- A monthly, quarterly, semi-annual financial report that the board reviewed this fiscal year, or the same documents for past years if not available for the current year
- Copy of the current year budget
- List of all contracted vendors
- Documentation to show that the budget was approved in accordance with O.C.G.A. § 20-2-167.1

Community Engagement

Prior to opening a new school, there must be evidence of need as demonstrated by the local community that the school hopes to serve. Applicants must complete the chart below to demonstrate that they have secured the requisite community support. Please note that you must provide adequate detail regarding community support and engagement efforts to support your petition. Reference only to future plans to engage the targeted community may not be sufficient.

Type of Engagement/ Support	Frequency	Notes
Community Meetings	# of meetings held: 15 # of total attendees: 300+	Since we expect at least one-third to half of our students to reside in Atlanta, our phase-1 community meetings have been with residents at Atlanta Neighborhood Planning Unit meetings (G, H, I, and J), APS District 5, Bolton Zoning Meetings, West Highlands community meeting, Grove Park community meeting, Girl Scouts of Greater Atlanta vision planning, Mableton information session, and self-hosted Information Sessions. Although the pandemic created suboptimal conditions, we have used livestreaming and webinar features to engage audiences beyond in-person community meetings.
Community Surveys	# of surveys completed: 30+ # of surveys indicating support: 30+	Surveys were handed out to attendees at face-to-face Atlanta meetings (where permitted)--the same is planned for other districts. Results show strong support for EL Education program, STEM Education, global citizenship skills, and social justice initiatives that our school embodies. Additional insights included

		financial literacy, hiring local talent, and collaborative partnerships.
Pre-Registration	# of students pre-registered: 155	Our 70 South Fulton families attending the Alpharetta campus serve as a good proxy for the demand we anticipate in the area. Even with deferment over the course of two years, pre-registration thus far, has shown promising results with 132 families registering for the 2020 school year and 155 families registering for the 2021 school year. We will continue to increase our pre-registration leading up to our September lottery.
Waitlists at Existing School	# of grades served: 9 (K-8) # of grades with waitlists: 7	Our flagship campus has seen an increase in enrollment during the past two years (including during the COVID-19 pandemic). This shift is due to our EL programming, flexibility in choice for the 2020-2021 school year learning option, optimal rigor opportunities, and follow through of safety mitigation strategies while combating Covid-19. This has led to consistent interest and demand for seats at our Alpharetta campus.
Other – (Marketing)	# of marketing launches: 5	Integral to our existing marketing efforts, we are introducing Amana’s West Atlanta campus to families through our flagship school website, social media ads, and a dedicated Facebook page. We have also found additional value in our marketing strategy through the use of strategic billboards around the I-285 perimeter and Atlanta corridor, postcard mailers to Cobb, South Fulton, and APS residents, branded videos, Atlanta Parent Magazine, and social media ads.

In fewer than 350 words, describe how parents, community members, and other interested parties were involved in developing the petition and will be involved in the school. Please note that you must provide adequate detail regarding community involvement in the petition process to support your petition. Reference only to future plans to engage and involve the targeted community may not be sufficient.

As this is a replication of our existing school, when we conducted the informational meetings indicated in the table above, as well as presented at Atlanta Neighborhood Planning Units (NPU’s) and other neighborhood association meetings, we spent a lot of time explaining our academic program and our EL Education model with its STEM focus. We were met with much enthusiasm from parents and community members, many stating that they wanted to see a school like this within close proximity. We also received input and feedback from community organizations such as RedefinED Atlanta, the Girl Scouts of Greater Atlanta, and a local developer, not to mention two APS Board Members who showed enthusiasm for having a program like ours that was available to their constituents and that could collaborate with APS schools on STEM-themed instruction and the EL

Education ELA Curriculum, which APS has approved for use in its schools. In addition, current Amana families who reside in South Fulton and face challenges with transportation to our North Fulton campus are eager to see a second Amana that is within close proximity to them and their friends.

Moving forward, we will continue to seek input from parents and community members, and once the school is open, we welcome parent involvement on the PTO, the Governance Board, or Advisory Council.

In fewer than 350 words, describe the charter school's plan for recruiting students and for maintaining/increasing enrollment. Does the school anticipate that students who attend the existing school will want to transfer to the new school?

Being cognizant of the importance of student recruitment and marketing efforts, our organization underwent a rebranding effort in 2020. Based on its success, we have found that both campuses' enrollment numbers have increased from 2019 to 2021, even with deferment for Amana West Atlanta. We have introduced Amana's West Atlanta campus to families through our flagship school [website](#), social media ads, and a dedicated Facebook page. We have also found additional value in our marketing strategy through the use of strategic billboards around the perimeter and Atlanta corridor, postcard mailers to residents of the city of Atlanta, South Fulton, Cobb and Douglas Counties, branded videos, ads in Atlanta Parent Magazine, and social media ads. Due to the interest of our flagship families wanting to have a less demanding commute, many are enthusiastic about the Amana West Atlanta location. This would serve families with students who are within our offered grade levels until we reach full capacity. In year one, this impact will pertain to grades K-3 and may have an impact on our enrollment at our Fulton County charter. In anticipation of this potential impact, a couple of our mitigation strategies include the establishment of a Georgia Pre-K program at our flagship school to create a Kindergarten pipeline, which we have started collaborating on with Fulton County Schools. We will also boost our marketing efforts at the Fulton campus for grade K-3.

Status with Current Authorizer

In fewer than 500 words, describe the role that the charter school's current authorizer plays in providing services and supports to the school and how, if at all, the services and supports will be provided in the absence of the current authorizer support. This response should specifically include what supports, services and funding are currently being provided to the charter school by the local authorizer and the school's plan for implementing the services and supports as its own LEA, if authorized to operate by the SCSC.

Amana Academy's flagship school is locally authorized by the Fulton County Schools Board of Education (FCS), and our school is in good standing. As outlined in our Annual Letter of Assurances with FCS, the following subset of obligations specifically pertain to supports, services and funding currently provided to our school..

FCS will provide in-kind services for charter schools to aid in their compliance with state and federal mandates, including:

- Professional development opportunities;

- Trainings and inclusion in department level meetings in the areas pertaining to federal, state, or local mandated activities;
- Regular charter school meetings to share best practices;
- Administrative support;
- Petition development, program assessment, and charter school evaluation guidance; and
- Sufficient hardware, software, and training to operate the required student information system and to monitor the Charter School’s compliance with federal and state laws and regulations.
- FCS monitors student data that we provide (such as IEP logs) for accuracy and GaDOE compliance, and district personnel report this data to GaDOE.
- FCS also completes data input for state-required testing.

FCS will fulfill all local education authorizer (LEA) requirements established by federal and state law.

- The Fulton County Board of Education (FCBOE) accepts all the responsibilities outlined in law specifically to “ensure that local charter schools comply with federal accountability requirements,” “to enforce clear expectations for, and ensure achievement of performance goals set forth in the charters,” and “to ensure that funds are spent according to applicable laws, rules, policies, and guidelines, including requirements for the monitoring of the use of federal funds.” O.C.G.A. § 20-22065(b)(2) and § 20-14-30 et seq.

Amana will fulfill obligations to State and Federal Governments:

- The Charter School shall adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, as applicable. The Charter School is obligated to provide the full continuum of state and federally mandated services to students eligible for services under IDEA and Section 504 to the same extent as other schools in FCS. For FY22, FCS will fund average salaries for a Counselor (1.0 FTE), Psychologist (0.19 FTE), Special Ed teachers (FTE 4.0) , one of whom also serves as our IST.
- The Charter School shall provide state and federally mandated services for English Language Learners as applicable. In the FY21 FCS budget allocation, the district allocated 3.0 FTE ESOL teachers and \$30,000 to support ELL programming.
- The Charter School shall provide for supplemental educational services as required by federal law and pursuant to SBOE Rule 160-4-5-.03, and for remediation in required cases pursuant to SBOE Rule 160-4-5.01. For the FY22 FCS budget allocation for 805 students in K-8, the district allocated 3.0 FTE EIP teachers and non personnel allocations of \$30,000 to support ELL programming.
- Amana will designate a Crew member who will be responsible for federal program compliance and data sharing with the GaDOE.
- Amana will designate a Special Education Coordinator at the network office level who will assist school-based special education and ELL teachers to ensure student needs are met and that services are properly recorded. This role will work closely with our Federal Programs Compliance Manager to leverage institutional knowledge and expertise at our Fulton County charter school to advise our new campus.

In our 15 years experience operating a Fulton County school, Amana Academy has gained a clear understanding of compliance requirements at the district and state levels. We have established relationships with and access to FCS central office department heads for advice on any situation we have encountered, which we intend to leverage in operating our SCSC authorized school. Having said that, we fully understand that we will have sole responsibility for meeting our federal and state compliance requirements.

State Charter School Replication and/or Expansion Performance Track Record

The SCSC comprehensive performance framework (CPF) is incorporated into all charter contracts for state charter schools approved by the SCSC for the 2016-2017 school year and beyond. State charter schools are evaluated based on the indicators and measures of the CPF, and expansion and replication decisions are tied to a school's CPF performance. You can find additional information on the performance framework [here](#). Complete the following table to illustrate the performance track record of the EXISTING SCHOOL the board is seeking to replicate or expand. Performance will be evaluated in the areas of student achievement, operational compliance, financial viability, and legal performance.

- For assistance completing the Academic section, please contact Director of Research and Evaluation Katie Manthey (katie.manthey@scsc.georgia.gov).
- For assistance completing the Financial section, please contact Financial Analyst Kathy Schieber (kathy.schieber@scsc.georgia.gov).
- For assistance completing the Operational section, please contact Associate General Counsel Erin Wright (erin.wright@scsc.georgia.gov).

*The SCSC CPF is not aligned to the operational obligations of locally-approved charter schools. Therefore, the SCSC will evaluate operational performance on a holistic basis using the school's track record of operational compliance.

PERFORMANCE FRAMEWORK GOAL CATEGORY	Y1 Met = M Approaches = A Did Not Meet = DNM	Y2 Met = M Approaches = A Did Not Meet = DNM	Y3 Met = M Approaches = A Did Not Meet = DNM	Y4 Met = M Approaches = A Did Not Meet = DNM	COMPLIANT? Did the school meet standards in at least 3 of 4 years?
Academic	M	M	M	M	Y
Financial	A	M	M	M	Y
Operational	M	M	M	M	Y