

Coastal Leadership Academy
DBA as Coastal High School

2023

Charter Renewal Addendum

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Section 1. Cover Page

Applicant Information

Name of Proposed School	Coastal High School (Previously Coastal Leadership Academy)
Mailing Address	3710 Palmetto Pointe Blvd
City, State, Zip Code	Myrtle Beach, SC 29588
Name of Applicant Group	Coastal High School
School Website	https://coastalleadership.org/

Contact Information

Contact Person	Sherri Oskin		
Title/Position	Principal		
Office Telephone	843-788-9898		
Other Phone (cellular)	843-222-0427	E-mail	soskin@coastalleadership.org
Mailing Address	3710 Palmetto Pointe Blvd.		
City, State, Zip Code	Myrtle Beach, SC 29588		

Contact Person	Rita D'ippolito		
Title/Position	Board Chairman		
Telephone	843-902-5202	E-mail	Rdippolito@coastalleadership.org

Additional Information about Proposed Charter School

Grade Levels during Opening Year: 9-12
Grade Levels at Full Student Matriculation: 9-12
Current Enrollment: 206
Max Enrollment: 210
Appendix A- Three-year enrollment projection included

Section 2 – Executive Summary

Summary of the School's Program and Unique/Innovative Features

The 2022-2023 school year marks Coastal High School's formerly Coastal Leadership Academy's ninth year in existence, and in many ways was among the most successful campaigns in our short history as evidenced by a number of indicators—both quantitative and qualitative. With an enhanced professional development focus on Project Based Learning (PBL) our instructional program is driven by heightened academic expectations as part of a schoolwide commitment to excellence and quality authentic student work. As such, our reputation continues to grow in the communities we serve. Our enrollment reached its highest number to date, and we anticipate nearing capacity in the coming year or two. We have become a more diverse school that is reflective of the regional demographics but will be actively working to further our recruitment and outreach efforts to ensure we are known as a viable option for those students/families seeking a strong option outside of their assigned zoned school.

The school is proud of our academic courses which are all designed to develop higher order thinking and deep inquiry, as well as a rich menu of CTE courses, creative arts offerings, and a variety of robust health and wellness activities. Coastal High School (CHS) is exemplified by a commitment to honoring the founding tenets of our school's-chartered mission. In the coming years, CHS will remain steadfast in offering students a dynamic curriculum that thoughtfully feeds our students' curiosity and instills a sense of community, purpose, and leadership.

By providing our students with a well-rounded educational experience, CHS remains committed to ensuring our students are well equipped with an intentionally and purposefully eclectic array of world-class skills and knowledge that are integral in completing the elements of our graduate profile that we believe prepares them to become college and career ready and empowers each to be committed, competent and compassionate citizens.

In the spirit of authentic learning and formative assessment, CHS allows time for students to practice being citizens-scholars daily, with all students participating in our student lead weekly school-wide meetings (ASM). All school meetings provide a forum for shared-decision making and the chance to actively listen and respectfully offer ideas and opinions with an audience of peers and teacher-mentors. Applied learning through community service adds to the world-class skill development goals and civic mindfulness among our students through our community service efforts.

In a show of student camaraderie and leadership, our student body has initiated changing the school's name upon renewal of our Charter. They have selected Coastal High School as the new name with the mascot as the Hurricanes. Moving forward with our new name, our mission at Coastal High School is to continue to engage high school students in Authentic Project Based Learning that will help improve academic achievement while creating opportunities for inquiry, innovation, and critical and creative thinking. Leadership is a large part of who we are and a life skill we work hard to develop in our students; therefore, we are also focused on helping students understand their leadership roles within our community and environment.

Many schools use Project Based Learning (PBL) but only in a modified form. CHS implements Authentic Project Based Learning (PBL) as the foundation of our instructional plan on a schoolwide scale. At Coastal High School PBL is not an add-on, but the backbone of our program. Solving intricately

designed inquiry-based problems allows students to work toward mastery of the state adopted curriculum standards while taking part in real-life scenarios. Educational research shows that Authentic Project Based Learning (PBL) is a highly effective learning model, thus supporting our belief that PBL is an effective teaching method.

Coastal High School is a school where students are presented with a problem to solve and are given the opportunity to do so. The teacher is no longer the one who imparts knowledge but becomes a facilitator who aids students in their research and project work. This type of learning mirrors our ever-changing global society and engages students while allowing them the opportunity to work collaboratively and take ownership of their education.

Coastal High School and its faculty are dedicated to providing students with an environment where their opinion matters. Students are included in creating the student handbook, school government, creative showcases, marketing of the school, leading community outreach, and the shadowing and mentoring of local youth. Students execute and plan our yearly music and arts festival, lead all showcase events, prepare and serve meals, guide students and parents through open houses, and plan performance events that take place at the school. These experiences allow young minds to grow and develop a sense of being invested in the community in which they live. We take great pride in providing this shared leadership model of educational practice where young people can lead, share in important decision making, and grow as leaders in both their school and community.

Board Overview

The CHS Board is fortunate to have had several long-standing members through the years as they have continued to support the school through multiple elected terms and/or appointments. Most started as parents but continued as community members. Coastal High School has a nine-person board and below is a summary of each:

Rita D'Ippolito began serving on the board as a parent in 2017 and is currently the Board Chair. She is a special education teacher for the Horry County School District. She has attended numerous state conferences to become the great board member that she is. Her wealth of knowledge on the local school district to which CHS pulls its students is of the utmost value. She has agreed to continue throughout the bond process to supply the longevity that bond companies prefer to see. She holds institutional knowledge that is beyond most employees at the school.

Angela Harrell began serving on the board in 2018 as a parent and currently serves as the Vice President and will serve as Board Chair once Ms. D'ippolito has finished her last term. Angela served as secretary most of her tenure on the board and continues to do so. Ms. Harrell spent years as a paralegal while also staying at home with her three children. Her oldest child graduated from CHS two years ago and her middle child is not yet old enough but will attend CHS when he enters the 9th grade.

Stephen Tullock is serving his last year on the board as he plans to move out of the state once his son graduates from CHS in the spring. He is in his second term. He is an extremely active member, making sure he attends every event the school hosts. He is an architect by trade but spent most of his career in project management for construction companies and municipalities. He serves on the facilities committee. His expertise is greatly valued on the committee as CHS starts the facility purchase process and moves into the construction phase.

Veda Nichols joined the board at the request of the previous board chair, Ms. Bridgett Fowler. The board was thrilled to have a person with a career in mental health, particularly with young adults. Seeing the needs of the kids CHS serves, Ms. Nichols brought The Wellness Center to CHS to provide mental health services

that are rarely afforded by small charter schools such as CHS. Services were covered under a grant through the Department of Mental Health. Even though the grant is no longer available because of Ms. Nichols' efforts, CHS continues to receive those services.

Dr. Suzanne Horn is a Professor of Education at Coastal Carolina. She has been in education for over 24 years. She began as a high school English teacher moving next to become a reading specialist. Her Ph. D is in Secondary Education. She coordinates the MAT program which helps to train High School teachers. Her work as a teacher educator puts her in a unique position to provide the school with her experience in serving the high needs population at CHS. Her research is centered on teaching methodologies.

Robbie Donaldson is a parent of a CHS senior student. He works for Murphy USA, the oil corporation. Robbie has managed and operated individual stores and has recently been promoted to an internal position that reviews trends and predictions for gas prices. He has been invaluable for the school, getting many donations to help at events and fundraisers. He served on the COVID 19 committee and volunteers whenever he is able. He is serving his second term.

Roxanne Steves is new to the board this year. She is a parent of a CHS 12th grade student. Ms. Steves and her husband have spent years being foster care parents. Prior to dedicating her life as a foster care provider, she worked in hospice care and as a SC realtor. She is active in the foster care movement, even serving on the board of the Foster Care Association at one point.

Nancy Poole founded and currently operates a post-secondary cosmetology school in Myrtle Beach, Strand College of Hair Design for close to 30 years. She has served as a Lobbyist for Occupational Education/Laws especially for the Cosmetology/Beauty Health industry. Throughout the years Nancy has been appointed to various national boards and was SC Governor appointed to the Advisory Board of the SC Cosmetology Board and its investigative review committee. Her reach is national in the field as she sits on the American Association of Cosmetology Schools Government Relations Committee 2012 -2022. Nancy contributes greatly to the board with her understanding of the world of Career and Technology Education.

Kristi Evans works at Horry Georgetown Technical College as a Program Manager and Conference Center Manger with Workforce Development. She was recommended for appointment by Chair D'Ippolito. Kristi has been a realtor in the Grand Strand area for over 15 years. In her spare time, she volunteers for multiple programs throughout Horry County. Before moving to Horry Georgetown Tech., she spent over a decade working for the City of Myrtle Beach as a Business License Supervisor. Her knowledge of city government is extensive. Kristi serves as a community member on the CHS Board.

Section 3 – Looking Back-Record of Performance

a. Academic Performance

Academic Data Achievement and Growth

South Carolina Historical Report Card Data

Comparison of CHS Vs State End of Course Test Data for % of Students Scoring C or Higher

Year/ Subject	2021-22		2020-21		2019- 2020	2018-19		2017-18		2016-17*		2015-16		2014-2015	
	CHS	State	CHS	State	NA	CHS	State	CHS	State	CHS	State	CHS	State	CHS	State
Algebra 1	35	44.3	45	46.8	NA	42.9	54.9	42.1	60.5	43.3	75.1	42.2	84.2	72.7	85.7
Biology	36.4	47	38.1	50.2	NA	42.9	54.4	60.5	59.5	75	73.8	70.6	75.9	91.2	77.8
English	56.3	58	66.7	63	NA	50	56.3	50	53.9	84	77	73.3	78.9	85	75.1
US History	50	37.8	51.6	37.7	NA	41.4	47.7	54.3	48.9	82.5	67.9	50	71.2	81.6	69.1

As shown in the data tables above, academic achievement and growth varies by subject area and year. The Algebra 1 EOC is the test that CHS students struggle with the most, and to further support students on this test, CHS has implemented a yearlong Algebra class (Foundations in Algebra and Intermediate Algebra) to help students more deeply understand the content and show more success on the final assessment. Foundations of Algebra is taken first semester and Intermediate Algebra was taken second semester to ensure consistency and continuity of the material. English 2 scores have improved over the years, as have the USHC scores. Improving Biology scores has become a priority, with support for instruction, curriculum and test taking strategies being implemented.

Subgroup Performance

Due to the number of students enrolled, CHS does not have subgroups identified in academic data. To address all students academically, CHS has provided professional development for teachers of EOC courses, purchased curriculum to support instruction in the classroom, and schedules accordingly so that EOC performance is optimized. CHS also provided academic support and assistance for all students, but especially for those that are identified as deficient through the benchmarking and progress monitoring done throughout the school year.

Possible strategies to reach objectives include:

- All stakeholders will work together as a team to provide support, instructional strategies, and resources needed to ensure success.
- Teachers and students will work together to identify attainable benchmarks and academic goals.
- Administrators will plan professional development and teacher training that supports high student achievement for all students.
- Administrators will ensure that teachers have the resources and planning time to support student achievement.

- Students will document individual benchmarks throughout their educational journey to instill a sense of ownership and understanding of the academic success process.
- CHS will develop partnerships with community organizations and business institutions to provide volunteers, mentors, and speakers for school programs.
- Job Fair will be held annually at the school for all students.
- The school will encourage and sponsor visits to colleges and universities.

Performance on the original charter goals

Performance on the original charter goals has varied from year to year. CHS graduation rate is currently above the state average. Since the original charter, this goal has been achieved for more than five years of the charter. College and/or Career Readiness is another indicator on the state report card. In order to prepare students for the real world we work to provide experiences for students that will increase the percentage of students graduating college or career ready. Growth in this area is a goal we continue to address by focusing on preparing students with curricular support as well as assignments in the regular classroom that address real world situations, applied mathematics, and job skills. All non-IEP students take a CTE course each semester, which will support students in the endeavor to be college or career ready. CHS is working towards adding additional CTE programs to its curriculum. Providing work-based learning experiences will also help CHS address this growth target. Community service is a big part of who CHS is as a community of learners. Students have ample opportunities to meet this goal and are more than happy to participate in these activities. With the interventions outlined below, CHS will continue to support the students in the goal of successfully completing the End of Course Tests and to reach the goals outlined in the charter.

Section 3 – Looking Back-Record of Performance

b. Organizational Structure

Evaluating Student Academic Performance

CHS teachers will continually monitor student progress based on the current standards adopted by the SC Department of Education. The curriculum is designed to effectively align our learning philosophy and the state standards while allowing students the opportunity to master the standards.

Student progress and performance information is collected and analyzed to monitor instructional effectiveness at the student, classroom, and school levels. Coastal High School will utilize a multitude of instruments to assess student learning and growth. Teachers will also use previous records; along with new assessments to determine the appropriate placement within our educational program. Coastal High School will assess student learning and growth by using several types of assessments that may include, but are not limited to:

- **Summative assessment:** such as but not limited to Measures of Academic Progress (MAP), an adaptive test in Mathematics and Reading, all freshmen, students new to the school and students with an individualized education plan (IEP) will be screened at the beginning, middle and end of the school year to determine academic needs and student growth. Students will be placed in the Multi-Tiered Support System (MTSS) if necessary. Through MTSS, Intervention will be provided for students in need to fill any gap in learning. If the MTSS process is not effective, the students may be referred to the members of the Exceptional Learners team for additional intervention.
- **Curriculum Pre- and Post-testing:** Pre- tests assist the teacher in identifying what students know and provide benchmark data. Post- tests assist the teacher in identifying what the students have learned and provide benchmark data. These tests include traditional classroom test formats such as multiple choice, true/false, short answer, diagrams, and essays.
- **Oral and written assessment:** By using a combination of oral and written assessments, teachers will ensure that different learning modalities are covered. Oral assessments can be done very quickly to judge the basic level of comprehension. Written assessments give feedback that can be revisited to determine student progress.
- **Portfolio and work samples:** Student portfolios will highlight authentic student work, demonstrate student growth and competencies over a period of time, and serve as data for future teachers. The process of developing a student's portfolio will involve the teacher, the student, and the parents in the assessment process. Students' work samples may be assessed individually and be included in a portfolio.
- **Self- Assessment:** Students track their own progress toward the mastery of standards as they work on projects. Along with teacher and peer assistance, students are aware of what they are learning and why they are learning it. Self- reflection components will also allow students to learn more about how they learn.
- **Rubrics:** Teachers assess the performance of students based on specific tasks, dimensions, and criteria. They list the dimensions of the performance to be assessed, and the specific criteria used to evaluate each dimension. By describing what each criterion looks like at various degrees, the teacher not only creates a framework for fair, objective grading, but also conveys expectations to the students. Various rubrics are available through the Buck Institute for Education's Educator's Database. Student mastery of the state adopted standards is assessed with the completion of each PBL cycle, teachers and students check for achievement using a 4-tiered rubric:

Standards Based Rubric Levels:

Level 4- Exemplary (fully meets criteria)

Level 3- Proficient (adequately meets criteria)

Mastery Line

Level 2- Approaching Proficiency (sometimes meets criteria)

Level 1- Evidence of attempt (seldom meets criteria)

- **Teacher observations, checklist, and anecdotal records:** These simple teacher assessments can provide a multitude of data on a specific student, a group of students, or the class. The benefit is that these assessments are generally quick and completed frequently. Teachers may redirect learners or classroom instruction based on data gathered.
- **Performance Based Assessment:** Serving as an alternative to traditional testing methods, performance-based assessment includes the problem-solving process. Student mastery is determined by the student's ability to perform an authentic task. Students readily demonstrate their use of acquired knowledge and learned skills.
- **State-mandated Assessment:**
Students are required to participate in the SC End of Course Examination Program (EOCEP) as are required by other traditional public-school students in the state of South Carolina.
End of Course Examinations are required for students desiring credit for Algebra 1, English 2, US History and the Constitution, and Biology 1(or as amended by the state). These examinations will count toward 20% of the students' grades in these courses.

Fall

Students enrolled in Biology, English 2, Algebra 1, or US History and Constitution will participate in end of course examinations. This examination is a state requirement to receive credit for taking the class. The score is currently counted as 20% (or as amended by the state) of the students' grades in these courses.

Spring

Students enrolled in Biology, English 2, Algebra 1, or US History and Constitution will participate in end of course examinations. This examination is a state requirement to receive credit for taking the class. The score is currently counted as 20% (or as amended by the state) of the students' grades in these courses.

- **College and Career Readiness:**
The SCDE defines a student as being college-ready if one of the following criteria is met:
 - ACT composite score of 20
 - SAT composite score of 1020
 - AP score of 3 or above on the AP exam
 - Dual Enrollment coursework completion of at least 6 credit hours with a grade of C or higher

Coastal High School provides opportunities for students to become college-ready by offering rigorous academic classes as well as providing the option to take dual enrollment course through the PACE program at HGTC. Various AP courses are offered as well throughout a student's high school career.

The SCDE defines a student as being career-ready if one of the following is met:

- Earning a silver, gold, or platinum certificate on the career-readiness assessment
- ASVAB score of 31 or higher.

The opportunity to become career-ready is also supported by Coastal High School by offering rigorous CTE courses that will prepare students for the career-readiness test and a future career. Providing opportunities through a job fair as well as practice workbooks help to prepare students to prove they have achieved career-readiness.

Additional Testing Programs:

- **SAT/ACT**

All students attending CHS are strongly encouraged to take the Scholastic Aptitude Test (SAT). or the American College Testing (ACT) Students planning to attend college may be required to take the SAT. ACT/SAT preparation class may be offered to students as a way of familiarizing students with SAT testing methods.

- **PSAT**

In the fall of their sophomore and/or junior year students may elect to take the PSAT. The PSAT (Preliminary Scholastic Aptitude/National Merit Scholarship Qualifying Test) has two primary purposes. It introduces a student to the organization and question types found on the SAT. Students gain test-taking skills and can use their PSAT scores to predict their scores on SAT. The junior year scores are also used in selecting semi-finalists for the National Merit Scholarship awards and the National Achievement Scholarships. Several colleges use PSAT for determining early admissions, and programs such as the Governor's School use them in the selection process.

Analysis of strengths, challenges, and opportunities for growth

The annual budget is prepared by the School Administration, the accounting company contracted by the Board and the board itself. The budget is established and monitored so that resources are allocated to meet the operational and educational priorities and CHS's mission. The financial sustainability of the charter depends on the review of the revenue versus the expenditures per pupil required to meet the programmatic and academic goals. CHS works diligently to recruit and retain students to secure a steady revenue stream. In the event enrollment is lower than expected, CHS's Principal, and contracted accounting firm revise the budget to cut expenses including a Reduction in Force (RIF) as a last resort. The Board of Directors approves the budget. The priorities for cuts start with contracted services then in supplies, 1-to-1 computing, and any extracurricular activities being funded from the general budget. If the cuts are severe enough to include personnel, peripheral services such as technology, media etc., would be reduced first, before related arts, and finally classroom teachers.

The budget is prepared in accordance with the S.C. Department of Education (SCDE) Financial Accounting Handbook, the Funding Manual, and the Single Audit Act. The budget is designed to support CHS's mission and includes expenditures for salaried instructors, guidance counselors, instructional resources, and professional development. As with all schools, staffing is the most important aspect of the budget. The budget shows that the needs of the model have been accounted for in each section.

Teachers in a project-based learning school have unique professional development needs that a traditional school setting may not require of every teacher. Initially the school utilized professional development offered by the Buck Institute. In recent years the school has partnered with Open Way Learning (OWL). OWL provided professional development for four of the last five years of the charter. This collaboration helped guide the school through the development of a learner-centered design process of planning and implementing PBL. In the recent year, we have individualized professional development to differentiate between teachers needs and areas that the school has needed to grow. The school will continue to use a variety of methods for providing professional development to ensure best practices and to stay current with new designs in inquiry based PBL and instructional practice.

To date, CHS has not negotiated any services to be provided by the authorizer. The Board approves financial policies to ensure the school is in compliance with state procurement law. The policies include but are not limited to: accounts payable and receivable, travel, reimbursements, credit card usage, payroll, cash receipts, fixed assets and procurement.

The Board approves an annual budget no later than the end of June before the start of CHS's fiscal year. During their monthly meeting, the Board is presented with P&L statements (Profit & Loss) as well as a monthly budget to actual reporting statement.

Revenues

Revenue account codes used in the budget are in accordance with the State Department of Education's Funding Manual. Revenues are based on state and federal funds allocated to the school based on enrollment. Local funds shown in the budget are raised from internal school items sold to students or raised by donations and/or fundraisers and charitable donations.

Expenditures

The expenditure account codes used are in accordance with the South Carolina Funding Manual. The essential function of the Board regarding expenditures is policymaking and the assurance of sound operations and financial management. The majority of monthly expenditures go through an accounting service for payment. A small number of checks are written out of the school's primary checking account never exceeding \$5,000.00. In conjunction with the accounting service provider, internal dual level controls are in place to ensure that no one person writes, signs, and approves any check written. Expenditures include but are not limited to personnel, facility, supplies, subscriptions, contracted services and benefits,

Strategic Planning and Monitoring of Operations

The Governing Board is elected annually in the Spring of each year. Any parent/guardian of currently enrolled students at Coastal High School may be nominated to serve, as well as other community members and educators. Nominations are submitted by the deadline set each year. The deadline is communicated to parents through the student information app and nominations are due 30 days hence. Employees are given one vote. Parents or guardians of a student are given one vote for each student enrolled in the charter school (Section 59-40-50 of the Charter School Act of 1996). The window for voting is announced at the time of nominations and is open for no less than 48 hours. All voting is done online. Newly elected members take their seat at the first regular meeting in July. Appointments to the board are made at the May or June meeting. At the first board meeting of the newly elected directors, the Board of Directors elect officers. CHS adheres to the requirement of at least 50% of the board be elected by parents and employees, with the remaining members being appointed by the board. An election takes place every year with half of the appointments and elected seats. No less than 50% of the members have a background in

business or education. All newly elected board members are trained by SCDE approved trainers within one year of taking their seat.

The Governing Board of Directors is extremely important to the success of Coastal High School. CHS is a non-profit corporation and by law, the board is the governing entity. The board is responsible for hiring a head administrator to run the day-to-day business. Individual members of the Board are responsible for actively participating in the work of the board and the life of the charter.

Coastal High School's Governing Board of Directors is responsible for governing, not managing, the school. Board members will ensure that Coastal High School's academic programs are consistent with the school's mission and are successful in educating all students, and school funds are properly managed and accounted for. Board members will also develop and evaluate school policies to ensure that they are lawful, fair, and provide appropriate protection and opportunity for everyone involved with the school.

The Governing Board assumes the following responsibilities:

- Contracts for outside services
- Develop pay scales, performance criteria, and discharging policies for its employees.
- Approve all other matters related to the operation of the charter school, including budgeting, and curriculum.
- Ensure that the charter school adheres to the same health, safety, civil rights, and disability rights requirements as are applied to all public schools operating within the Limestone Charter Association.
- Within one year of taking office, all persons elected or appointed as members of a charter school board of trustees shall successfully complete an orientation program on the powers, duties, and responsibilities of a board member including, but not limited to, topics on policy development, personnel, instructional programs, school finance, school law, ethics, and community relations.

The Board will have the responsibility of:

- Conducting a lottery for admissions, if required
- Ensuring that the administration, faculty, and staff are trained in the unique methods of teaching and assessment of achievement outlined in this application.
- Developing and implementing a series of fundraising campaigns to ensure continued financial sustainability for the school.
- Ensuring that CHS meets or exceeds the same minimum student attendance requirements as are applied to all public schools.
- Adhere to the same financial audits, audit procedures, and audit requirements as are applied to all public schools.
- Appeal to the Authorizer about any material revisions of the terms of the charter, with the understanding that the revisions may only be made with the approval of both parties.
- Establish or dissolve ad-hoc committees to deal with specific issues or tasks outside of the Standing Committee responsibilities, as deemed necessary.

Section 3 – Looking Back-Record of Performance

c. Financial Performance

How the Board practices financial management

- Be trustees of the values, principles, and monies of Coastal High School, with an unwavering belief in the Mission.
- Have a clear understanding of the charter promises and other lawful obligations.
- Have clarity about the roles and responsibilities of the Board, individual Board members, Standing Committees, the school Principal, the faculty, and the Authorizer.
- Recruit, hire, support, and evaluate the performance of the school's Principal.
- Ensure effective planning and policymaking.
- Ensure adequate resources.
- Effectively govern the school's resources.
- Determine, monitor, and strengthen the school's programs and services.
- Enhance Coastal High School public standing.
- Ensure legal and ethical integrity.
- Maintain accountability to the students, parents, faculty, community, and Authorizer.
- Be results oriented.
- Believe in and be an active advocate and ambassador for the values and mission of Coastal High School
- Work with fellow Board members to fulfill the obligations of the Board.
- Behave in a way that clearly contributes to the effective operation of the Board.
- Keep informed about the school and its issues.
- Actively participate in most fundraising events annually.
- Serve as the Chair for a Standing Committee if needed.

Current Level of enrollment and its implications

CHS has increased in its enrollment from 114 students in Year 1 to 205 in the current year. CHS is in a facility that does not allow for more than that, but the Board is currently meeting to discuss its plans to either purchase the building it is housed in, purchase land next to the building to expand, or start ground up construction. The board is currently having discussions with outside sources to determine which is the best option for the school. No official plans are confirmed at this time. However, if it proves viable the school will amend this document and update this section once the plans are finalized.

Coastal High School serves students in grades nine through twelve. CHS students, for the most part, are zoned for Socastee High School, St James High School, Carolina Forest High School, and Myrtle Beach High School. We do have some students attending from Georgetown County as well as other Horry County schools. CHS is open to any student through the lottery process. We currently serve 205 students, 105 females and 100 males. Each year in our existence we have grown as a diverse population serving a wider variety of ethnic groups. We continue to work with community leaders in the area to entice students from all backgrounds.

Financial Policy and Procedure changes

Annual Audit

CHS complies with the annual audit statutory requirement. The Board solicits bids from state approved independent CPA firms and selects one that preferably has prior charter school auditing and reporting experience. CHS adheres to sound financial practices and procedures.

- Establishes policies and procedures that properly account for all revenue and expenses as directed in the most current state Funding Manual.
- Maintains appropriate records using QuickBooks general ledger system that is maintained on an audit ready basis.
- Prepares and provides required reports to appropriate agencies and other interested parties.
- Ensures that all accounting, reporting, and auditing procedures and requirements comply with the published specifications of the SCDE.
- Ensures adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate recording keeping.

The Board receives, reviews, and approves the Auditor's Report and related findings and recommendations prior to official reporting to the Authorizer and required state agencies. The audit is submitted based on the Authorizer's timeline.

Pupil Accounting System

In accordance with the S.C. Pupil Accounting Manual and the S.C. Student Accountability Manual, CHS adheres to the reporting procedures, policies, and regulations that apply to all public schools in South Carolina. Reports are maintained and filed per district, state, and federal requirements.

Student Accountability System secures a cumulative head count of eligible students who are served for the current school year. The cumulative head count is used to calculate the funds school districts will receive under established programs.

CHS does not participate in the South Carolina Retirement System as a benefit for its employees. CHS offers participating full-time employees a tax-sheltered annuity plan 403(b).

Section 4 – Looking Ahead

a. Educational Plan

Coastal High School will continue to provide quality instruction in Project Based Learning with a primary focus on inquiry and learner centered strategies such as experiential learning, makerspaces, advisory, community impact, and student leadership. The school has been founded on this proven instructional method and chooses to continue with the foundation on which we were built. There is no other school in Horry or Georgetown counties that provides this instructional methodology for students. Our leadership team is focused on providing professional development that enhances PBL as well as our academic success with a focus on our EOC courses. Teachers in these courses use data to drive and guide instruction and differentiation. This data driven team has worked diligently to stay abreast of current instructional trends with a clear focus on improving student achievement on all end of course exams as well as relating the content to real world experiences.

The school has been approved by the SCDE to allow virtual instruction during inclement weather days. In addition, SCDE allows 10% of a school's student body to be virtually enrolled. The school will utilize this academic model for those seeking to have a base high school yet attend online school. We will utilize Virtual SC to provide online school classes.

Measures of Academic Progress (MAP) testing is used with all Freshman, Exceptional Learners, and students new to the school to determine gaps in their learning. With the data gleaned from this assessment students are provided a Multi-Tiered Support System (MTSS) of intervention in mathematics and or English language arts. This intervention service is done daily during a thirty-minute crew time. Winter and spring testing allows us to monitor student progress and guides these intervention services. After school tutoring and summer support programs and additional academic days are also used to provide additional learning opportunities.

The school will provide academic assistance Tuesday through Thursday for students in need of remediation based on MTSS data or classwork. While the school currently does not have any subgroups, we foresee the need for support for such groups in the near future. We will continue to provide academic resources and funding for academic programs that provide remediation through Title 1 funding. An example of such support is educating our parents in social and emotional factors affecting their teens academic success at monthly Parent Education Nights and designing parent engagement nights such as "A Day in the Life of Your Student" where the parent attends school and follows the students schedule. The school staff receives training with trained professional counselors addressing social emotional learning (SEL) and relationship building. Students take the lead in their education by participating in student led parent teacher conferences, open houses, PBL showcases, senior service projects, student leadership activities, civic community service and Individual Graduation Plans.

The school will also provide enrichment through the many clubs and STEM programs. The school has added a robotics team, drama/theatre group, eco-action, book club, high level game club, music, and art clubs. The school will also continue its relationship with Horry Georgetown Technical College as an academic option for dual enrollment. The school will also commit to growing its Honors and Advanced Placement programs. Coastal High School has also connected with Coastal Carolina University to be a part of the Each One Teach One Entrepreneurship Institute program beginning in the 2023-24 school year. The Each One Teach One Entrepreneurship Institute serves both Coastal Carolina University students and area middle and high school students. It is a unique partnering between the E. Craig Wall Sr. College of

Business Administration and the Spadoni College of Education's Biddle Center for Teaching, Learning, and Community Engagement. The institute serves to provide students with the tools they need to build prosperous, successful futures in education and business. Students in the program participate in summer programs on life-skills development and entrepreneurial skills development in middle school, take leadership development and college preparation seminars in high school and become community leaders in college and in life.

In the past five years, the school's number of students identified as students with a disability under the IDEA guidelines continues to grow; therefore, the school has acquired and retained highly qualified and experienced teachers certified in the field of special education along with an exceptional learner's director to ensure the school maintains compliance. With the growing number of students, the school recognized the need for an inclusive mindset, a belief that all students, regardless of ability, can meet rigorous academic and social-emotional outcomes and are entitled to training that will help them do so.

The field of education is full of trends. Different schools and teachers try different approaches, which are copied across the country and even the world. One of the most intriguing new trends in the education field is the idea of a 4-day school week. In the 2023-24 school year Coastal High School has voted to pilot the 4-day school week. Classes will be extended through an online class where students have the option to complete work at their own rate throughout the week or during extended learning days offered by the school. The school feels that this option will not only help attract and retain staff but provide a more accommodating schedule for parents who must transport their students throughout the workweek.

The school provides the student's services within the general education classroom and/or Academic Strategies classroom based on the student's individual needs. To ensure high quality specialized instruction, the school has implemented programs such as social group for students with autism through SOS Healthcare, a school store for students to gain soft skills essential for being employed. The school has also partnered with Vocational Rehabilitation Services to assist students with IEP's and 504's with employment opportunities and post-secondary needs to name a few.

The school will remain committed to academic excellence and providing quality professional development over the course of the charter to reach the goals set forth by the school. The school provides an academic plan yearly based on student performance and monitors our growth towards the goals set forth in the plan.

10-year Projection for CHS Student Performance on End of Course Assessments % of Students Scoring C or Higher

Passage Rates Goals	22-23	23-24	24-25	25-26	26-27	27-28	28-29	29-30	30-31	31-32
Algebra 1	43%	46%	49%	52%	55%	58%	61%	64%	67%	70%
Biology	35 %	38%	41%	44%	48%	52%	57%	62%	67%	70%
English	77%	77%	78%	78%	79%	79%	80%	80%	81%	81%
US History	50 %	53%	56%	59%	62%	65%	68%	71%	73%	75%

Section 4 – Looking Ahead

b. Organizational Plan

Coastal High School will continue to follow all state charter laws concerning governance of the school including board composition, all committees, and by-laws.

The leadership team is currently a collaborative team consisting of the principal, special education director, student services representative, operations representative, PowerSchool administrator, and guidance/career counselor.

The team was developed to encourage cultural collaboration among the administration and teachers to improve student attendance, academic achievement, and mental health through improving instruction.

The leadership team:

- follows a pre-planned agenda with clear roles and responsibilities defined as outlined in their job descriptions.
- helps to maintain a cohesive school vision and strategy focused on student achievement
- develops and monitors an annual schoolwork plan through analyzing trends and patterns of data collected to select goals related to student achievement and school conditions which support student achievement.
- provides opportunities and supports professional learning opportunities for all staff members that are aligned with the school goals.

The school has had a relationship with Avia Charters Educational Management Organization (EMO) since 2017 providing fiscal guidance and back-office support to the administrator, human resource representative, and school board. An EMO is a for profit organization. The school will end this relationship in June of 2023. We feel that the school is in a place with the current authorizer (LCA) and experienced Principal and leadership team to move forward with gaining independence from the overreach of the management company. In addition, the cost of this entity can no longer be taken on by the school who intends to invest the funds into its curriculum and professional staff.

Section 4 – Looking Ahead

c. Financial Plan

Our plan integrates funding, with our vision and personnel needs based on projected student growth. Categories such as personnel, fringe benefits, travel and procurement of supplies have been addressed in the line items of our budget. Looking ahead, CHS's key revenue will continue to consist of Federal, State, and local funding. Specifically, federal revenues from IDEA, Title I, Title II and Title III monies. Approximately 44% of our student body is served by Title I funds. Anticipated changes to our financial position would be reflective of increasing needs mirroring the gradual growth of our current student population from 200 students to 400+ anticipated students. Expenditure changes, operational changes, and changes to CHS's financial position are contingent upon the decision to move forward with construction to meet the needs of the projected growing student population. Any changes reflect a slow and steady increase over the next five years.

The justification for the increase in the five-year budget projections was based on the current student weighted state allocation and increased enrollment and projected growth during the five-year period. We do not anticipate any changes with our current financial service providers or partners as they are adequately meeting our needs. If we do move forward with construction, we will add a financial management company as needed to engage in the bond process.

These expenses are forecasted based upon a healthy and realistic growth rate. If the projected enrollment numbers are not met our contingency plan is to decrease the number of contracted services, minimize non-essential miscellaneous spending and as a last resort decrease non EOC instructional staff. In the attempt to avoid this from occurring, we have proactively doubled our community mailings from two to four times a year to increase student enrollment and retention with emails being sent to families of potential students. In February 2022, we initiated new student open house events to stimulate interest within the community to boost enrollment numbers. We provide transportation, build relationships in the community, and provide student and family mental health services and an increased virtual instructional presence for our students. We secured a staff member who spends 50% of their time with marketing and community building strategies to avert a downward shift in our enrollment prediction.

Section 5. -Appendices

A. Ten-Year Enrollment Projections

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
9th	50	60	70	75	100	100	100	100	105	110
10th	72	55	60	75	75	100	100	100	105	110
11th	40	70	55	60	75	75	100	100	105	110
12th	40	39	65	75	60	75	75	100	105	110
Totals	205	225	250	285	310	350	375	400	420	440

B. Current Board Member & Terms

Coastal Leadership Academy 2022-23 School Board				
Name	Email Address	Terms	Background	Address
Roxanne Steves	rsteves@coastalleadership.org	Elected 7/22-6/24	Business	449 Coral Harbor Dr. Myrtle Beach, SC 29588
Dr. Suzane Horn	shorn@coastalleadership.org	Elected 7/21-6/23	Education	2356 Goldfinch Dr. Myrtle Beach, SC. 29577
Rita D'Ippolito	rdippolito@coastalleadership.org	Appointed 9/21-6/23	Education	856 Crystal Water Way Myrtle Beach, SC 29579
Veda Nichols	vnichols@coastalleadership.org	Appointed 7/21-6/23		4010 Church St Loris, SC 29569
Angela Harrell	aharrell@coastalleaderhsip.org	Appointed 7/22-6/24	Business	3969 Murrells Inlet Road Murrells Inlet, SC 29576
Robert Donaldson	rdonaldson@coastalleadership.org	Elected 7/22-6/24	Business	2450 Margarita Drive Myrtle Beach, SC #937 Myrtle Beach, 29588
Kristi Evans	kevans@coastalleadership.org	Appointed 7/22-6/24	Education	618 Woodbine Ct. Myrtle Beach, SC 29579
Stephen Tullock	stullock@coastalleadership.org	Elected 7/21-6/23	Business	210 B Nut Hatch Lane Murrells Inlet, SC 29579
Nancy Poole	npool@coastalleadership.org	Elected 7/22-6/24	Education	603 Calhoun Road, Myrtle Beach, SC 29577

C. 5-Year Projected Budget

Coastal Leadership Academy Future Budget Analysis										
Number of Students	200	211	247	285	310	350	375	400	400	400
Revenues	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
Local Funding	\$ 36,900	\$ 38,745	\$ 39,907	\$ 41,105	\$ 42,338	\$ 43,608	\$ 44,916	\$ 46,264	\$ 47,651	\$ 49,081
State Aid to Classrooms	2,335,935	2,485,214	2,867,087	3,255,963	3,527,869	3,949,931	4,233,588	4,522,523	4,522,523	4,522,523
Other State Funding	13,275	13,275	13,275	13,275	13,275	13,275	13,275	13,275	13,275	13,275
Federal Funding	249,470	145,000	155,000	155,000	165,000	165,000	175,000	175,000	185,000	185,000
Total revenue	2,635,580	2,682,234	3,075,270	3,465,342	3,748,482	4,171,814	4,466,779	4,757,061	4,768,449	4,769,879
Instruction Expenditures										
Salary and Wages (see salaries tab)	1,261,538	1,254,314	1,450,382	1,735,944	1,868,110	1,992,585	2,047,820	2,103,037	2,208,189	2,318,598
Group Health & Life Insurance	169,100	168,078	194,351	232,616	250,327	267,006	274,408	281,807	295,897	310,692
Employee Retirement	37,396	37,629	43,511	52,078	56,043	59,778	61,435	63,091	66,246	69,558
Social Security	96,508	95,955	110,054	132,800	142,910	152,433	156,658	160,882	168,926	177,373
Unemployment Compensation Tax	6,791	6,927	7,065	7,207	7,351	7,498	7,648	7,801	7,957	8,116
Worker's Compensation Tax	6,269	6,394	6,522	6,653	6,786	6,921	7,060	7,201	7,345	7,492
Instructional Services	50,000	50,000	56,000	57,680	59,410	61,193	63,028	64,919	66,867	68,873
Exceptional Services	30,000	31,200	32,448	33,746	35,096	36,500	37,960	39,478	41,057	42,699
Summer School Services	14,000	14,420	14,853	15,298	15,757	16,230	16,717	17,218	17,735	18,267
Audit Services	8,500	8,755	9,018	9,288	9,567	9,854	10,149	10,454	10,768	11,091
Legal Services	25,000	25,750	26,523	27,318	28,138	28,982	29,851	30,747	31,669	32,619
Contracted Admin Services	85,000	87,550	90,177	92,882	95,668	98,538	101,494	104,539	107,675	110,906
Fiscal Services	36,000	37,080	38,192	39,338	40,518	41,734	42,986	44,275	45,604	46,972
2% District Fee	46,719	49,704	57,342	65,119	70,557	78,999	84,672	90,450	96,450	102,680
Professional Development	18,000	18,720	19,469	20,248	21,057	21,900	22,776	23,687	24,634	25,620
Administrative services	6,000	6,180	6,365	6,556	6,753	6,956	7,164	7,379	7,601	7,829
Travel	10,000	10,300	10,609	10,927	11,255	11,593	11,941	12,299	12,668	13,048
Student Transportation Services	30,000	30,900	31,827	32,782	33,765	34,778	35,822	36,896	38,003	39,143
Marketing & Advertising	40,000	41,200	42,436	43,709	45,020	46,371	47,762	49,195	50,671	52,191
Technology Services	15,000	15,450	15,914	16,391	16,883	17,389	17,911	18,448	19,002	19,572
Instructional Supplies & Equipment	48,775	55,000	75,000	78,750	82,688	86,822	91,163	95,721	100,507	105,533
Office/Operating Supplies & Equipment	53,200	55,000	57,750	60,638	63,569	66,553	70,195	73,705	77,391	81,260
Facility Lease	278,632	143,495	25,280	37,044	38,896	40,841	42,883	45,027	47,279	49,643
Cleaning Services	32,000	33,600	35,200	36,800	38,400	39,900	41,400	42,900	44,400	45,900
Repairs and Maintenance	22,000	23,100	24,255	25,468	26,741	28,078	29,482	30,956	32,504	34,129
Electric, Gas, Oil	18,500	19,425	20,396	21,416	22,487	23,611	24,792	26,031	27,333	28,700
Trash Service	1,000	1,050	1,103	1,158	1,216	1,276	1,340	1,407	1,477	1,551
Telephone	4,500	4,725	4,961	5,209	5,470	5,743	6,030	6,332	6,649	6,981
Building Security	1,000	1,050	1,103	1,158	1,216	1,276	1,340	1,407	1,477	1,551
Principal	20,500	10,250	-	-	-	-	-	-	-	-
Interest	38,000	19,000	-	-	-	-	-	-	-	-
Principal - Bond	-	35,816	74,648	78,858	83,307	88,006	92,970	98,214	103,754	109,607
Interest - Bond	-	205,842	408,667	404,456	400,008	395,309	390,345	385,101	379,560	373,708
Membership Dues & Fees	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000
Insurance	13,000	13,650	14,333	15,049	15,802	16,592	17,421	18,292	19,207	20,167
Bank Fees	500	500	500	500	500	500	500	500	500	500
Athletics	27,100	28,455	29,878	31,372	32,940	34,587	36,317	38,132	40,039	42,041
Pupil Activities	15,000	15,750	16,538	17,364	18,233	19,144	20,101	21,107	22,162	23,270
Total expenditures	2,568,527	2,665,215	3,031,368	3,420,020	3,617,144	3,808,875	3,913,141	4,018,738	4,181,802	4,352,748
Budget Surplus/Deficit	67,052	17,019	43,902	45,323	131,337	362,939	553,638	738,324	586,647	417,131

D. Major Modification Requests Chart

Previous Charter Language	New Charter Language
The Governing Board will be elected annually by October 31 of each year.	The Governing Board is elected annually in the Spring of each year. Newly elected members take their seat at the first regular meeting in July. Appointments to the board are made at the May or June meeting.
Add an Assistant Principal-Part time in year two	In year ten, not currently needed as duties have been broken down between other positions
Guidance Counselor duties are as follows: -contributions of IEPs -help implement IEP for each student evaluated and identified as requiring special education services -provide individual and group counseling -assists with lesson planning to accommodate IEP curriculum -monitors student progress	As growth and finances have permitted, the following duties have been broken down into separate positions. Individual and group counseling is done through the partnership with an outside agency. The Special Education Coordinator implements, contributes, and plans in regard to IEPs and special education services. Student Services Coordinator works with the current guidance counselor in monitoring student progress.
CLA will meet or exceed the requirements and will comply with SC laws requiring that a minimum of 75% of teachers be certified.	CHS will continue to recruit and retain highly qualified educators to exceed the 75% minimum per school year.
In year 5, CLA will hold 15.5 positions in the areas of ELA, Math, Science, Social Studies, Tech/Business, Foreign Language and PE/Elective.	In year ten, CHS currently holds 17 positions including two CTE and 4 special education teachers which were not included in the original charter.
Education Committee, Business Committee, Governance Committee, Facilities Committee were a part of the Administrative Structure of CLA.	Currently, under the principal, there is a Leadership committee. The leadership team is currently a collaborative team consisting of the principal, special education director, student services representative, operations representative, PowerSchool administrator, and guidance/career counselor.

	<p>The team was developed to encourage cultural collaboration amongst administration and teachers to improve student attendance, academic achievement, and mental health through improving instruction.</p>
<p>Administrative Assistant tasks include the proper management of the student achievement data and fiscal reporting records.</p>	<p>Administrative tasks are handled by our Front Desk Receptionist/Attendance Clerk. The management of student achievement data is handled by our Guidance Counselor, Director of Special Education, Student Services Coordinator and PowerSchool Administrator. Fiscal reporting records are handled by the Director of Operations.</p>
<p>The parent support group or club will help make all parents aware of opportunities to get involved.</p>	<p>Through Title 1, parents collaborate with the school to develop the parent and family engagement policy. The school consults with parents regarding how Title 1 funds are spent for parental involvement.</p> <p>Parents, school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards.</p> <p>Through social media and other communicative outlets, parents are notified of all activities including involvement activities to maintain the partnership between CHS and the community of parents and students.</p> <p>The school provides assistance to parents in understanding standards, assessments requirements and how to monitor progress through information forums and a parent education series.</p>
<p>The school is called Coastal Leadership Academy.</p>	<p>The school will go forward with the name Coastal High School. Through changes within the community and student feedback, the desire to change the school's name was warranted.</p> <p>All students participate in our governance and management committee structure that aims to give each student voice and agency within the school.</p>
<p>The facility at 3710 Palmetto Pointe Boulevard has a maximum enrollment cap set by the SCDOT of 210 students.</p>	<p>Change in Location/expansion options.</p> <p>CHS has increased in its enrollment from 114 students in Year 1 to 205 in the current year. However, the current facility does not allow for more than 210. The Board is currently meeting to discuss the school's inability to physically grow at the current site, how to increase enrollment through alternative models such as renting additional space at another location and perhaps altering</p>

	<p>the attendance schedule while they acquire land to build from the ground up.</p> <p>The board is in discussions with outside sources to determine which is the best option for the school.</p>
Student appeals process will not be necessary.	<p>Students will only be accepted when they are in good standing with academics, with behavior, and with attendance at their current school when applying at Coastal High School.</p> <p>Coastal High School will follow all appeal processes deemed necessary by their current authorizer.</p>
Virtual Schools: not applicable	<p>The school has been approved by the SCDE to allow 10% of the student body to be virtually enrolled full time. Coastal High School utilizes Virtual SC to provide online school classes.</p>
<p>Measures of Academic Progress:</p> <ul style="list-style-type: none"> -using software such as The Project Foundry, student progress and performance information will be collected and analyzed to monitor instructional effectiveness at the student, classroom, and school levels. CLA will utilize a multitude of instruments to assess student learning and growth. -State mandated assessments: EOCEP (End of course examination program) and HSAP (high school assessment program) 	<p>Summative assessment will be administered to all Freshmen and Sophomores, all Exceptional Learners, and students new to the school. Data is collected through the MTSS process with intervention for math and reading. This will guide intervention services.</p>
Students with a low score on an assessment will be offered academic assistance afterschool.	<p>All students are offered academic assistance Tuesday through Thursday of the school week. Additional education days, such as Friday Academic Reviews, will be provided to all students with teachers readily available to provide assistance in their content area in addition to skill instruction.</p>
Coastal Leadership Academy works with The Buck Institute and similar organizations to implement Authentic Project Based Learning.	<p>Coastal High School will continue to work with consultants who are leaders in the field of inquiry based, project-based learning (PBL).</p>
If a special education teacher is employed by CLA...	<p>Coastal High School employs highly qualified certified teachers in the field of special education including a special education coordinator.</p>
<p>Transportation Needs</p> <p>CLA does not intend to provide transportation services to students.</p>	<p>With the increase in numbers, CHS has found it to be advantageous to offer transportation services. 2 buses have been procured and are running Morning and Afternoon transport of students. There is an annual fee for services collected at the time of registration. We employ 2 certified bus drivers to ensure the safe transport of our students. One driver is employed as staff and the other is a contracted employee since his position depends on enrollment numbers and the need for ongoing extended bus services.</p>

CLA has not contracted with the school district or any third-party transportation services at this time.	CHS has contracted with various services to assist with our janitorial, financial, staffing, transportation, and other needs. MOA and MOU documentation is maintained by operations and contracted CPA firm.
Facility Not Identified	Facility was identified and a Rental agreement was entered into for the property at 3710 Palmetto Pointe Blvd. The property was remodeled with the owner's permission in 2021. The current space provides adequate room for the current student population but will need to be expanded to provide adequate space for our growing student population. We are investigating new properties and facilities at the current time as well as additional remodeling options possibly including the adjacent property if the rental space is purchased from the current owner.
The Charter School Act of 1996 exempts Charter schools from many provisions that apply to other public schools unless the charter school elects to come under those provisions.	"Charter School Accountability Act". General Assembly Introduction 2021-2022. It is the intent of the General Assembly to promote quality charter school choices for parents and students by ensuring good school governance, ensuring accountability and oversight of charter schools and charter school authorizers, and avoiding the instability, fiscal challenges, and potential negative outcomes associated with charter hopping and charter shopping. As such, the provisions of this chapter must be interpreted to encourage good governance, accountability, and oversight of charter schools and charter school authorizer.
Equipment Funds for equipment purchases are listed in the CLA budget.	Equipment for the school has been purchased using both Federal, eRate and General funds since the original charter was written. We rigorously maintain a fixed asset inventory and add to it as equipment is purchased. Items purchased with federal funds are disposed of according to federal guidelines. We can attach the inventory in the appendix.
The Principal/Administrator shall conduct the recruitment and hiring process.	The Principal and Director of Operations utilize our website, Cerra, Indeed and LinkedIn to recruit and secure highly qualified applicants. Candidates are fully vetted. Initially through the federal I-9 employment eligibility verification. The authorizer facilitates a SLED check for SC residents, for candidate outside the state we utilize BIB. The principal extends the final offer of employment and the "At Will Work Agreement" is structured by the Director of Operations and the Principal. Upon hiring, we comply with the state of SC New Hire, CRDC and Labor Bureau reporting. We are an EOE employer.
Coastal Leadership Academy's Board of Directors will approve the terms and conditions of employment for all employees.	CHS's Board of Directors will approve the terms and conditions of employment for the principal. The principal in turn, designates the terms and conditions for

	all employees as outlined in our “At Will Work Agreement”.
Coastal Leadership Academy does not adopt the procedures outline in SC Code Ann. 59-25-410 et seq. (a990) concerning Employment and Dismissal of Teachers. School employees are encouraged to discuss any concerns regarding his or her employer with the employer’s immediate supervisor.	School employees are encouraged to discuss any concerns regarding their employment either in person or in writing with the Director of Operations and/or Title IX representative.
We will purchase worker’s compensation insurance in the appropriate amounts.	CHS has purchased worker’s compensation insurance and the rating is reviewed annually. We reconcile statements quarterly. A statement of coverage will be placed in the appendix.
We will purchase liability insurance and the policy will cover at a minimum the limits of the South Carolina Tort Claims Act.	CHS has purchased and maintained liability insurance for property and for our students. We exceed the minimum limits of coverage outlined in the South Carolina Tort Claims Act as needed. A COI will be included in the appendix.
There was no language in the prior charter referencing a traditional school week.	<p>Beginning in the 2023-24 academic year Coastal high will pilot a 4-day school week.</p> <p>A 4-day school week affects students, teachers, parents, and schools. In the charter world schools are competing against larger traditional districts in hiring and retaining high quality teachers. This is a challenge for charter schools. Additional benefits include but are not limited to:</p> <ul style="list-style-type: none"> • Reduce parental stress. • Improve student mental health. • Improve school climate. • Improve student attendance. • Improve teacher attendance. • Improve behavioral and emotional well-being. • Improve teacher retention. <p>Students will participate in virtual learning on the 5th day. The online portion is designed like a traditional college online course. The class will open Monday at 12:01 a.m. and close the following Sunday at 11:59 p.m. The class will be an extension of the students’ current classes and will offer enriching, collaborative, and engaging activities that enhance the academic standards and deepen the learning for the class. This process will allow students the experience of online learning which is now an integral part of most secondary and post-secondary programs. We feel that this process will not only help attract and retain high quality teachers but provide students with opportunities to manage their own time, work online, be college and or career ready and better prepare for post-secondary academics.</p>