

NC Cyber Academy - 00A

School Information	
Grades Served	Comparable LEA
OK-12	Virtual School, Statewide Enrollment

Enrollment – Final ADM				
2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024	2024 - 2025
2,322	2,715	2,387	2,421	2,442

Renewal Requirements		
Letter of Request to Renew	Renewal Self-Study	Renewal Site Visit
Submitted 7/16/2024	Submitted 11/26/2024	Completed February 4, 2025

Academic Performance									
2020 - 2021		2021 - 2022		2022 - 2023		2023 - 2024		2024 - 2025	
SPG	Growth	SPG	Growth	SPG	Growth	SPG	Growth	SPG	Growth
n/a	n/a	D	Not Met	D	Not Met	D	Not Met	D	Not Met

Low-Performing Status				
2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024	2024 - 2025
n/a	CLP	CLP	CLP	CLP

Combined Test Results, Percent Level 3 and Above (GLP)										
Subgroup	2020 - 2021		2021 - 2022		2022 - 2023		2023 - 2024		2024 - 2025	
	School	State Avg	School	State Avg	School	State Avg	School	State Avg	School	State Avg
All Students	41.2	45.4	40.8	51.4	43.1	53.6	46.6	54.2	44.8	55.0
American Indian	35.0	28.1	15.2	36.6	25.7	40.9	87.4	81.5	27.9	42.8
Asian	74.3	73.9	79.8	79.4	85.1	81.1	38.4	37.9	80.4	81.7
Black	30.6	26.3	31.1	33.4	35.2	36.1	39.5	40.9	39.1	39.2
Economically Disadvantaged	26.9	28.8	31.2	35.1	37.3	39.7	19.8	23.2	37.8	41.7
English Learners	16.2	14.1	24.4	21.6	24.8	23.3	49.4	42.1	19.4	24.5
Hispanic	38.5	33.9	42.8	40.4	42.9	42.3	44.0	54.4	43.0	43.2
Students with Disabilities	17.0	15.2	19.1	18.0	43.4	53.6	26.2	19.4	42.1	55.6
Two or More Races	40.1	44.5	41.3	51.1	23.2	19.1	49.2	67.4	23.8	19.2
White	45.2	58.9	45.3	64.8	47.1	66.8	46.6	54.2	47.7	67.8

CHTR-007 - The term "Comparable" is defined as a proficiency score that is no less than 5 points of the local school administrative unit's Composite score based on the EOG/EOC courses offered.

The minimum number of scores needed to report data is 10. If the data contains less than 10 scores/students the data is masked or not provided.

Performance results greater than 95 percent are masked as >95 and results less than 5 percent are masked as <5.

Compliance
Financial Standing

Review Board Meeting Notes	
Strengths	Concerns
Questions	
Renewal Term + Rationale	
§ 115C-218.124. (c) states remote charter academies can be renewed for additional terms of five years.	



LETTER OF INTENT TO SEEK RENEWAL OF CHARTER

North Carolina Cyber Academy
2800 Meridian Parkway, Suite 150
Durham, NC 27713
984 - 262 - 9237

RE: Letter of Intent to Renew North Carolina Cyber Academy's Charter

Ashley Baquero
Executive Director
Office of Charter Schools
Department of Public Instruction
301 N Wilmington Street
Raleigh, NC 27601-2825

Dear Ms. Baquero,

On behalf of the NCCA board of directors, please accept this letter of intent as the board's formal request to renew North Carolina Cyber Academy's charter. We look forward to working with you during the renewal process and appreciate your consideration.

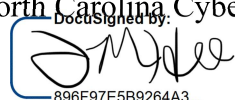
Sincerely,

Dr. Julie Marks
President
Board of Directors
North Carolina Cyber Academy

DocuSigned by:

80B06721DB89442...

Mr. Martez Hill
Superintendent & Chief Executive Officer
North Carolina Cyber Academy

DocuSigned by:

896F97E5B9264A3...



North Carolina Charter School | Renewal Self-Study

Remote Charter Academy

Overview + Instructions

Article 14A, Part 7 of the NC General Statutes outlines the requirements for Remote Charter Academies. Further, N.C.G.S. 115C-218.124 (c) describes the renewal of remote charter academies:

(c) A nonprofit may apply for renewal of the remote charter academy for additional terms of five years. The Review Board shall consider compliance with the requirements of this Part and success of the remote charter academy in the prior five years in determining whether to approve a request for renewal of a remote charter academy.

The self-study provides information on the school, how it is fulfilling the requirements, and its success in the prior five years in order to assist the Review Board in making a decision to renew the Remote Charter Academy.

Remote Charter Academies should work with their board and leadership team to prepare the Self-Study to best represent the school and its desire for an additional term. This document is a public record and will be provided to both the Charter Schools Review Board as part of the Renewal Process for Remote Charter Academies.

Please do not alter this document in any way other than answering the questions and providing the information listed. The table of contents has been started for you, but will need to be updated with correct page numbers once you complete the self-study.

The Self-Study is due on November 30, 2024 via a submission in Epicenter.

References

- [N.C.G.S. 115C-218.120-125.](#)



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I. Information

Charter School

School Name:	North Carolina Cyber Academy
Mailing Address:	2800 Meridian Parkway, Suite 150, Durham NC 27713
Phone:	984-262-9237
Charter School Director Name, email, & other contact information:	Mr. Martez Hill mhill@myncca.com 984-262-9237
RCA Administrator Name(s), email, & other contact information:	Mr. Martez Hill mhill@myncca.com 984-262-9237

Board of Directors

Non-Profit Name: <i>(as filed with the NC Sec of State)</i>	<i>North Carolina for Quality Virtual Education Inc.</i>
Chairperson Name:	<i>Dr. Julie Marks</i>
Term of Office:	7/1/2023-6/30/2026
Phone:	919-599-1909
Chairperson Email:	jmarks@myncca.com



Remote Charter Academy

Which of the following enrollment areas does the remote charter academy use to enroll students?

- ☒ A **statewide remote charter academy** that admits students in accordance with G.S. 115C-218.45.
- ☐ A **regional remote charter academy** that, notwithstanding G.S. 115C-218.45(a), admits students only from the county in which the charter school facility is located and the counties of the State geographically contiguous to that county.

Indicate which status is appropriate for the Remote Charter Academy:

- ☒ FULL VIRTUAL -- Full virtual: the school has no physical building where students meet with each other or with teachers; all instruction is virtual.
- ☐ FACE VIRTUAL -- Virtual with face-to-face options: the school focuses on a systematic program of virtual instruction but includes some physical meetings among students and teachers.

If "FACE VIRTUAL", please indicate the appropriate option:

Please note: A student who receives more than half of their instruction through remote instruction shall be classified as enrolled in the remote charter academy.

- ☐ The school provides remote instruction to students enrolled in the remote charter academy and in-person instruction to **other** students served by the charter. In other words, the school has two cohorts of students (remote students and in-person students).
- ☐ The school provides enrolled students with BOTH remote instruction and in-person instruction. In other words, one cohort of enrolled students receives both remote and in-person instruction.

If "FACE VIRTUAL" is selected, indicate where physical meetings/instruction take place:

- Location:



II. Charter School Mission

A. Mission

Provide the school mission statement as stated in the original or amended charter application. If applicable, provide the revised school mission statement (and the year approved) by the Charter Schools Review Board or State Board of Education.

Original Mission Statement:

The mission of North Carolina Cyber Academy (NCCA) is to empower children with knowledge, skills, and character traits to be successful in their education through an engaging, personalized learning experience in a full-time virtual school.

Revised Mission Statement (2022):

Preparing students through personalized virtual learning for success in tomorrow's world.

B. Narrative Statement

Provide a narrative statement, not to exceed two pages, explaining how the school is fulfilling the Review Board or State Board approved mission statement.

The North Carolina Cyber Academy (NCCA) began in 2015 and has operated for nine years. Our virtual academy continues to grow, and as we grow, we continue to improve and refine what we provide for the students of North Carolina. NCCA began with 1428 students in 2015 and hopes to enroll close to 2800 students by the end of the 2024-25 school year, nearly doubling our beginning enrollment from 2015. NCCA is the premier virtual school in North Carolina and is the highest-performing state charter school with three consecutive years of academic progress. This progress is with a diverse population. Over 60% of NCCA students are from low-income families, and over 50% of our students are minorities.

NCCA puts students at the forefront of every decision to meet the standards we have set in our school's mission. Our improvement effort relies on data-driven discussions and decisions. Our commitment is to enhance our student's future and offer the best virtual education for North Carolina students and parents. Our learning environment, teaching strategies, professional development, and overall student experience are continually refined, evaluated, and reflected upon to ensure that we always provide the highest quality education to North Carolina Cyber Academy students who range from the mountains to the coast of North Carolina.

The North Carolina Cyber Academy has seen three consecutive years of academic and membership growth because our staff is committed to quality instruction and innovation in the virtual environment. Our goal is always to be the premier virtual school in North Carolina with the highest achievement of all options available to North Carolina parents and students. To do this, NCCA continues learning to improve and refine how we teach and learn. This year, in September 2024, we began implementing the 4 Disciplines of Execution (4DX). 4DX helps organizations focus on goals and execute strategy and provides a process to fuse the organization's efforts. The 4 Disciplines of Execution has been successfully implemented



nationwide in virtual and regular school settings, business, and industry. We chose 4DX to help us continue improving our students' learning outcomes and effectiveness as an organization.

The 4 Disciplines are part of a more significant improvement effort. In the spring of this year, we will implement Leader In Me with every school in our district. Leader In Me is recognized nationally for its effectiveness in enhancing student voice, teaching durable skills students need after graduation, and leading to improved student outcomes and parent involvement. This will strengthen and improve the educational experience for our students and the school community.

Our mindset is to innovate and improve while ensuring the fundamental principle of connection with our students and their parents is in place. Connection is vital to all we do, and because of that, we...

- Use an online learning platform aligned with the North Carolina Standard Course of Study (NCSCOS). The learning platform is loaded with resources to promote and assess understanding. Live lessons are developed using the NCSCOS as a guide. Lesson plans and observations reflect alignment with the NCSCOS and include personalized learning practices.
- Focused on strengthening our Career and Technical Education Program because we know the importance of career and technical education for our student's future.
- Change the learning management system as needed to allow teachers to adjust the curriculum based on data-driven results of formative and summative assessments and provide additional opportunities for a broader range of elective courses to better match student interests.
- Update the teaching structure to provide frequent live learning opportunities in core instructional areas (i.e., high school EOC-tested courses have increased Live Learning sessions to four days per week, and other grades/courses conduct at least two Live Learning sessions per week).
- Provide MTSS intervention specialists who provide extended instruction in areas of deficiency, specifically math, which can be an area of concern in online learning (i.e., the high school has moved to a year-long math format where students take Foundations of Math in the Fall to better prepare them for the standard math course in the Spring).
- Use a variety of benchmark and summative assessments to track student progress and adjust teaching and learning. Data is collected from these assessments and utilized at all levels of the school to formulate the next steps for teachers and students (i.e., benchmark assessments, including NC Check-Ins, Case21 assessments, Schoolnet, MAP Growth testing, and I-station and summative assessments in course curriculum, along with state testing results from EOG and EOCs).
- Contact each student's parents at the beginning of each year to establish expectations and maintain open communication. Throughout the school year, staff members communicate with parents via phone calls, email messages, newsletters, social media, and text messages.



Although we are a virtual school, our students and learning coaches need support and connection like traditional brick-and-mortar students. For that reason, NCCA increased student support positions through attendance counselors, academic interventionists, social workers, and counselors to ensure students and their families have a voice and are connected and supported.

Quality instruction is critical. We also know collaboration, social and emotional learning, direct communication, and involvement outside of a student's regular coursework are needed for a robust educational experience. For that reason, we ensure our...

- o Students can participate in numerous clubs such as the Great Leaders Club, Book Club, Baking Club, Art Club, Black History Club, Chess Club, Gaming/Coding Club, STEAM Robotics Club, and Writing Club.
- o Students can foster leadership skills through the Student Government, the National Honor Society, the National Junior Honor Society, and Leader in Me in the future.
- o High school students complete 25 hours of community service each year they are enrolled in NCCA High School to promote community engagement.
- o Field Trips/Meetups are planned across the state to allow students and families to explore local attractions, meet other NCCA families, and build relationships within the NCCA community.

Virtual education provides opportunities for families and students throughout North Carolina. Our students and staff come from every region of North Carolina. We come together, and each year, we continue to improve our operations, outcomes, effectiveness, and efficiency. We do so because we are a vital opportunity needed by North Carolina's parents and students. Our team prioritizes collaboration, teacher and student empowerment, and engagement. We are committed to maintaining the highest educational standards in a digital learning landscape and to continue to be the premier virtual opportunity for North Carolina students and their parents.



III. Goals

Provide five goals your Remote Charter Academy has during the next five years. This should include at least one academic, one financial, and one operational goal. Other goals may include (but not limited to) student or staff culture, additional academic goals, parent involvement, etc.

Goal 1 (Academic)	
Goal:	100% of schools (elementary, middle, high) exceed expected growth, and the percentage of students at or above grade level increases to 70% by June 2028.
Action Steps:	1. Implementation of 4DX as a performance management system for academic excellence. 2. Student support via Instructional Coaches and Interventionists. 3. Monitoring of student progress weekly with informal assessment and benchmark/Check In data. 4. PLC collaboration within departments and grade levels. 5. Administrative monitoring and support from principals, data team, and directors.
Evaluative Measures:	Benchmark data, informal assessment data, EVAAS data.
Plan:	<i>If your school has an academic improvement plan, please attach it to the submission or link it here.</i>

Goal 2 (Financial)	
Goal:	NCCA will be financially healthy, as reported in the annual fiscal and independent audit reports.
Action Steps:	NCCA partners with an external auditor group to perform a yearly audit. The final budget findings are shared with the NCCA Governance Committee and NCCA Board of Directors. Throughout the school year, the budget is monitored, and if amendments are needed, the amendments are shared with the Executive Leadership Team, Governance Committee, and NCCA Board of Directors. Applicable NCCA staff members attend webinars hosted by the NCDPI Financial and Business Services Division.
Evaluative Measures:	Final audit results of external audit. The following budget reports are used to evaluate the financial health of NCCA: detailed monthly local, state, and federal budget reports, monthly NCCA Balance Sheet, and monthly NCCA Surplus & Cash Summary.
Plan:	A planning budget is developed prior to each school year, reflecting projected revenues and expenditures based on student enrollment and the academic, social, and emotional needs of students.



	Stakeholders (parents, school staff, district leadership team, executive Leadership team and the NCCA Board of Directors work together to develop a budget that best addresses the needs of our student population. The budget is reviewed weekly by the Executive Leadership Team and monthly by the NCCA Finance Committee and NCCA Board of Directors to ensure the budget meets all students' academic, social, and emotional needs.
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Goal 3 (Operational)	
Goal:	Provide consistent, coordinated, and effective leadership focused on improved student outcomes and success. Ensure the educational preparation of our students in order to equip them to be leaders in their community, the workplace, and their families in the future.
Action Steps:	A. Implementation of Leader In Me, 4 Disciplines of Execution, and The 4 Roles of Leadership for the entire organization. Year 1, 2, 3 goals and strategies for Leader in Me implementation district-wide: <u>Year 1:</u> Core 1 Training for all staff, 7 Habits Training for all staff, and Lighthouse training for students and staff at the school level. 4 Disciplines of Execution training for all staff. <u>Year 2:</u> Core 2 Training for all staff, Lighthouse training for teams at the school level. 4 Roles of Leadership training for all staff. <u>Year 3:</u> Core 3 Training for all staff, Lighthouse training for teams at the school level. Speed of Trust training for all staff. B. Executive Leadership Team Meetings address system-wide issues with principals, Superintendent, Chief of Staff, Director of Curriculum and Instruction, Director of Data and Accountability, and other directors. C. School-level staff and grade-level meetings. D. Curriculum and Instruction meetings. E. MTSS meetings. F. Academic Excellence Committee Meetings G. Beginning Teacher Support H. Professional Learning Community Meetings by department and grade band. I. School-level leadership team meetings.
Evaluative Measures:	Curriculum and Instruction review of data. Weekly monitoring of scoreboards via the 4DX process. Review of informal assessment and



	benchmark data. MRA surveys with Franklin Covey staff at year-end and after Core 1, 2, and 3 actions and implementation steps completed each year. Self-reflection and evaluation of each department meeting's effectiveness, as well as staff feedback about needs via a Start-Stop-Continue survey each semester by C&I staff. Emphasis on leverage of school building leaders' instructional leadership to promote academic excellence at the school level. Counselors also compile exit information on graduates that denote their enrollment in a college or university, community college, entering the workforce or military each year.
Plan:	Link to Strategic Plan: https://www.myncca.com/strategic-plan Link to meetings chart: https://docs.google.com/document/d/1i1B9l4LjmHyIBsb8B5QYci0s-WB8W-vP/edit

Goal 4 (Student Support)	
Goal	Student Support at NCCA is designed to engage, equip, and empower our students and families. We provide programs to support the “whole child” and enhance student achievement and access to a meaningful educational experience through the provision of direct services and the removal of barriers to learning. This includes SEL support, career pathways as well as traditional MTSS that provides robust options and support for students. It also involves and emphasis on the critical role parents/learning coaches play as the child's first teacher. All grade bands (elementary, middle, high) will effectively implement a comprehensive (academic, social/emotional, attendance, behavior) multi-tiered system of support (MTSS) that leads to improved student outcomes. Grade bands will be determined to be effectively implementing MTSS if they achieve ratings of “operationalizing” or “optimizing” for all items on the Facilitated Assessment of MTSS (FAM-S) by June 2028.
Action Steps:	1. Community of practice for MTSS Grade Band Leads to support consistency and collaboration. 2. The MTSS Canvas course is utilized to support staff training and provide on-demand resources.



	3. MTSS leadership team, PLC team, and individual problem-solving team (IPST) meetings at each grade band. 4. Staff provided training and ongoing support to implement data-based problem-solving, assessments, and interventions with fidelity. 5. SEL (Second Step) continued implementation, taught by school counselors and accessible to all K-8 students. 6. SEL/Behavior/Mental Health Matrix implemented, which includes core, supplemental, and intensive support. 7. Continued participation in the NC MTSS Differentiated Support program provided through the Office of School Improvement 8. Participation in See Something Say Something via the NC Center for Safer Schools. 9. Increased Career and Technical Education offerings to provide career pathways exploration for students interested in career opportunities following high school graduation, or continuing in career pathways at NC Community Colleges after high school graduation. 10. Development of and support of parents/learning coach's role as the student's first and most influential teacher.
Evaluative Measures:	FAM-S data, MTSS Canvas course data, Second Step program data, MTSS meeting agendas, i-Ready data, mCLASS data
Plan:	Link to Dr. Bush's MTSS Plan: https://drive.google.com/file/d/1P9eAFIY5dpQ3WblrAi3uJPPFJ-go6ZEC/view?usp=sharing

Goal 5 (Academic)	
Goal:	95% of students will attend 95% of virtual instruction by June 2028.
Action Steps:	1. Teachers monitor daily attendance. 2. Class attendance is scoreboarded for each class via our 4DX process. 3. Students absent more than one day receive a follow-up from the attendance counselor to determine the cause. 4. Parent-student conferences are scheduled with students who have excessive absences. These conferences may involve



	administrators, teachers, and guidance staff to elicit solutions and problem-solve. 5. Attendance contracts are created for chronic attendance issues with parents and students. 6. Each grade band monitors student attendance and follows the established school attendance procedures for students who miss three or more consecutive days. Grade bands also meet weekly in attendance meetings to discuss student attendance issues and reach out to families of students with inconsistent attendance to establish contracts and plans to get the student to attend class and complete class assignments.
Evaluative Measures:	Weekly attendance data, monthly attendance data.
Plan:	Grade band monitors student attendance and follows the established school attendance procedure

IV. Education Program + Remote Instruction Plan

A. Grade Levels and Enrollment

Please provide the enrollment and grade levels for each year of operation in the last five years. Enrollment should only be for students in the Remote Charter Academy.

School Year	Grade Levels	Enrollment
2019 - 2020	K-12	2255
2020 - 2021	K-12	2349
2021 - 2022	K-12	2874
2022 - 2023	K-12	2412
2023 - 2024	K-12	2414

B. Monitoring and Compliance

- How does the remote academy monitor enrollment? Enrollment is monitored through teachers submitting attendance daily.



During the first 20 days of school, attendance is reviewed on each individual student to determine if they have met the requirements for membership in the school. For students in jeopardy of not meeting membership within the first ten days of school, the specific grade band reaches out to the family to support the student to attend classes and begin completing classroom assignments.

2. How does the remote academy monitor calendar compliance?

The school calendar is developed with input from NCCA's Executive Leadership Team (Superintendent, Chief of Staff, PIO, Grade Band Principals), and Central Office Directors (Data and Accountability, Student Support Services, and the Curriculum and Instruction Departments). Any proposed calendar is shared with staff at each grade band to get feedback. Once developed, the proposed calendar is sent to the Board of Directors for approval. Instructional days and hours are calculated and tracked in accordance with North Carolina State Calendar Law.

3. How does the remote academy monitor daily attendance?

NCCA uses period attendance to calculate student attendance. Teachers are required to take class attendance each period of the day. Students who do not attend live lessons or fail to watch recorded lessons are marked absent from the course. Each grade band monitors student attendance and follows the established school attendance procedures for students who miss three or more consecutive days. Grade bands also meet weekly in attendance meetings to discuss student attendance issues and reach out to families of students with inconsistent attendance to establish contracts and plans to get the student to attend class and complete class assignments.

4. *High School ONLY*: How does the remote academy monitor course credit accrual, progress toward graduation, and course completion?

High School students who want to enroll in NCCA and have previously earned High School credit have their transcripts reviewed prior to enrollment to determine which course they need to take to continue towards high school graduation. All credits earned outside of North Carolina public schools are entered into each student's historical grades so their transcript shows their progress towards graduation. Students transferring from a North Carolina Public School have their course credits taken/earned transferred automatically into their historical grades through the state-wide student



information system. Additionally, if students take a high school credit while attending NCCA offered by NCVPS or an institution of higher learning, they will have the course and their grade added to their historical grades after the semester ends and published on their report card and transcript.

5. Include any additional information related to the monitoring of student attendance, work completion, and for those serving high school students, graduation requirement compliance and monitoring.

Each grade band monitors student attendance and follows the established school attendance procedures for students who miss three or more consecutive days. Grade bands also meet weekly in attendance meetings to discuss student attendance issues and reach out to families of students with inconsistent attendance. High school, middle, and elementary student's performance is also monitored closely. Students who are not performing at expected levels are provided additional support via additional learning time with the teacher, via grouping with the teacher and also with individual support sessions from instructional coaches and staff.

6. *Face Virtual ONLY:* Explain if and how remote students are subject to different policies currently in effect at the brick-and-mortar school. For example, discipline policies, attendance policies, retention/promotion policies, etc.

Policies at the North Carolina Cyber Academy are very similar to policies in similar to brick-and-mortar settings. We require students to be here and attend class just like brick-and-mortar schools. Screens are on to view student engagement, and discipline protocols are in place to ensure a supportive learning environment. As you would find in brick-and-mortar settings, the North Carolina Cyber Academy has attendance safeguards and requirements, discipline protocols, and retention/promotion policies. And, just as in a brick-and-mortar setting, teachers maintain open communication with families to encourage academic success, as well as, social-emotional learning.

C. Remote Education and Technology

1. List the hardware and software that students use to participate in the remote academy.
 - a. **Hardware - Laptops (product numbers)**
 - i. **HP Probook X360 11 G5 11.6"**
 1. 9PD50UT
 2. 4X3Y9UT



- ii. **HP Probook 450 G8 15.6" Core**
 - 1. **5U1K9UT**
 - 2. **28K96UT**
 - iii. **HP Probook 450 G6 15.6"**
 - 1. **5VC14UT**
 - b. **Software**
 - i. **Canvas LMS**
 - ii. **Class for Zoom**
 - iii. **Classlink**
 - iv. **StudentSquare**
 - v. **Actively Learn**
 - vi. **Adobe Creative Cloud**
 - vii. **BrainBuffet**
 - viii. **Canva**
 - ix. **Classkick**
 - x. **CodeMonkey**
 - xi. **CommonLit**
 - xii. **DeltaMath**
 - xiii. **Desmos**
 - xiv. **Dreambox**
 - xv. **Edpuzzle**
 - xvi. **eDynamics**
 - xvii. **Figma**
 - xviii. **Formative**
 - xix. **Reflex/Frax, Gizmos (Explore Learning)**
 - xx. **Gimkit**
 - xxi. **GMetrix**
 - xxii. **Heggerty**
 - xxiii. **Hill Learning**
 - xxiv. **iXL**
 - xxv. **Kami**
 - xxvi. **Lexia (Core5 and PowerUp)**
 - xxvii. **Math180 and Read180**
 - xxviii. **mClass/Amplify**
 - xxix. **Minecraft**
 - xxx. **National Geographic**
 - xxxi. **Nearpod**
 - xxxii. **NWEA MAP**
 - xxxiii. **Plasma Games**
 - xxxiv. **Renzulli Learning**
 - xxxv. **Savvas Realize**
 - xxxvi. **Schoolnet**



- xxxvii. Scratch
- xxxviii. Second Step
- xxxix. Sora
- xl. TestOut
- xli. zScaler

2. Please indicate which learning management platform the remote academy uses to deliver synchronous and asynchronous instruction. If the platform the remote academy is using is not listed, please select 'Other' and provide the name.

a. Canvas

3. Provide the source of online content for each grade level and subject area.
(You may need to add rows to the table to include all grade levels and subjects.)

Grade Level	Subject Area/Course	Content Source
High School	English Courses 10212X0English I 10215X0English I Honors 10222X0English II 10225X0English II Honors 10232X0English III 10235X0English III Honors 10242X0English IV 10245X0English IV Honors 96105X0WLT LE Women's Literature Honors 96102X0HCN LE History of Cinema Honors Science Courses 35015X0Earth/Environmental Science Honors 35012X0Earth/Environmental Science 33202X0Biology 33205X0Biology Honors 34102X0Physical Science 34205X0Chemistry Honors 33305X0Anatomy & Physiology Honors Social Studies Courses 43112X0American History 43115X0American History Honors 43192X0Economics and Personal Finance 43195X0Economics and Personal Finance Honors 43182X0Found Prin USA&NC: Civic Literacy 43185X0Found Prin USA&NC: Civic Literacy Honors 43032X0World History 43035X0World History Honors 96102X0CR2 LE Criminology II 96102X0WR LE World Religions	Teacher Created



		Electives 60395X0PEI LE PE Independent Study Honors 60392X05RS LE Recreational Sports 54152X0Visual Arts (Beginning) 54162X0Visual Arts (Intermediate) 54175X0Visual Arts (Proficient) Honors 54185X0Visual Arts (Advanced) 96102X0DP2 LE Digital Photography II 96072X0LE ACT Prep 99359X0LLE Learning Lab ELA 99359X0LLM Learning Lab Math 96102X0CAE LE Curriculum Assistance ELA 96102X0CAM LE Curriculum Assistance Math OCS Courses 9260BX0Employment Preparation I Science 9261BX0Employment Preparation II Citizenship 1A 9262BX0Employment Preparation II Citizenship 1B 9263BX0Employment PreparationIII Citizenship 2A 9264BX0Employment PreparationIII Citizenship 2B 9265BX0Employment Preparation IV Math CTE Courses - AA212X0 CTE Animal Science I - AA225X0 CTE Animal Science II - AN522X0 CTE Natural Resources II - AP412X0 CTE Horticulture I - AP422X0 CTE Horticulture II - CD302X0 CTE Game Art and Design I - CD312X0 CTE Game Art and Design II - FE602X0 CTE Child Development - FN412X0 CTE Food and Nutrition I - CD102X0 CTE Adobe Visual Design I - CD112X0 CTE Adobe Visual Design II - CD142X0 CTE Adobe Video Design I - ME112X0 CTE Entrepreneurship I - ME125X0 CTE Entrepreneurship II Honors - MH312X0 CTE Sport and Event Marketing I - WI042X0 CTE Internship BMA - FI212X0 CTE Interior Design Fundamentals - FN415X0 CTE Food and Nutrition Honors - FN422X0 CTE Food and Nutrition II - FE605X0CTE Child Development Honors AP Courses 3A027X0 AP Environmental Science 2A047X0 AP Pre Calculus 4A057X0 AP Psychology 5A027X0 AP Studio Art 4A077X0 AP US History World Language Courses 11012X0WL French I 11022X0WL French II	
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	11492X0 Spanish Heritage I	
	Math Courses 20902X0 Foundations of NC Math 1 21092X0 NC Math 1 20912X0 Foundations of NC Math 2 22092X0 NC Math 2 22095X0 NC Math 2 Honors 20922X0 Foundations of NC Math 3 23092X0 NC Math 3 23095X0 NC Math 3 Honors 24092X0 NC Math 4	DeltaMath
	Credit Recovery Courses	Edmentum
	Elective Courses 35402X0 Astronomy 60492X0 Health and PE Grades 9-12 96102X0AAH LE African American History 30202X0BT LE Biotechnology 96102X0CW1 LE Creative Writing I 96102X0CRI LE Criminology: Inside the Criminal Mind 96102X0FS1 LE Forensic Science I 96102X0FS2 LE Forensic Science II 96102X0HOH LE History of the Holocaust 96102X0HG LE Human Geography 96102X0IWS LE Introduction to Women's Studies 96102X0LDC LE Life Skills & Digital Citizenship 96102X0MF LE Mythology & Folklore 96102X0PCW LE Peer Counseling & Wellness 60392X0PFI LE Personal Fitness 35352X0 Marine Science 44032X0 Psychology 44002X0 Sociology 12812X0 WL ASL I 12822X0 WL ASL II 10312X0 Journalism I 96102X0SP LE Social Problems: A World in Crisis	eDynamics Learning
	CTE Courses - CC102X0 CTE Microsoft Word and PowerPoint - CC115X0 CTE Microsoft Excel Honors	Certiport/Test Out
	World Language Courses 11412X0WL Spanish I 11422X0WL Spanish II 11435X0WL Spanish III Honors	Savvas
	OCS Courses	NCVPS



	9231BX0NCV Applied Science 9232BX0NCV Biology 9210BX0NCV English I 9211BX0NCV English II 9212BX0NCV English III 9213BX0NCV English IV 9220BX0NCV Introduction to Mathematics 9225BX0NCV NC Math 1 9222BX0NCV Financial Management 9251BX0NCV Found Prin USANC: Civic Literacy 9344AX0NCV Economics and Personal Finance World Language Courses 11835X0 Japanese III Honors 11822X0NCV Japanese II	
K-12	ECS Courses	n2y
Middle School	English, Math, Science, and Social Studies Courses	Teacher Created
	Social Emotional Learning Courses 96102Y0SEL MS LE Social Emotional Learning	Second Step
Elementary School	English and Math Courses	Teacher Created
	Science and Social Studies Courses	Teacher Created & NCDPI Rethink

4. Describe how learning takes place synchronously and asynchronously?

Monday through Thursday, students and teachers have synchronous classes. On Fridays, students work asynchronously.

5. What measures are used to ensure that synchronous and asynchronous remote instruction support learning growth that continues towards mastery of the standard course of study?

All classes have a curriculum guide to ensure instruction is aligned, targeted, and paced to ensure the North Carolina Standard Course of Study guides each student's instruction. Curriculum guides are reviewed and revised yearly, and administration and teachers collaborate to ensure NCCA delivers quality, aligned instruction in every classroom. In addition to live lessons, the standards-based online learning platform provides a variety of instructional formats. Administrators monitor student performance and attendance weekly to ensure students who are not performing



well are provided intervention quickly and effectively. Schedules at each school site provide intervention opportunities, and student support programs address academic and non-academic issues. Our teachers have the knowledge to utilize and integrate technology into instruction to make lessons engaging and meaningful.

6. Describe the professional development that has been provided to those teaching in the remote academy related to the pedagogy of providing remote instruction.

Professional development activities are provided to NCCA staff with strong and exclusive consideration of instructional needs and growth. To promote academic success for our students, our teachers must have the knowledge to utilize and integrate technology into instruction to make lessons engaging and meaningful.

Professional development needs are reviewed annually, which includes an assessment of end-of-year data and instructional resources. NCCA instructional staff are continuously provided support from school and district leadership, including the development of Curriculum Guides, Professional development support for instructional technology, and virtual instructional strategies.

All grade bands have been provided with instructional coaches to support effective teaching and promote growth in core content areas. Technology support is provided consistently to effectively use prescribed instructional programs, including Canvas, Flexpoint, iReady, Actively Learn, Zoom, Kami, etc.

Professional Learning Communities (PLCs) are integrated into our practices to improve our knowledge of curriculum, share and utilize effective instructional strategies, monitor student growth, and plan and support technical needs.

7. What are the criteria for admission to the remote academy? (See the Remote Charter Academy statute linked above for statutory limitations.)

Required Enrollment Documents for New Students:

- Proof of Residency
- Birth Certificate
- Immunization Records
- Student/Parent Policy Acknowledgement for the following policies:
- NCCA Entrance Agreement



- NCCA Honor Code
- NCCA Technology Acceptable Use Policy
- NCCA Technology Responsible Use Policy
- NCCA Title I School Compact
- NCCA Media Release
- North Carolina Health Form
- For students enrolling in grades K - 8: Most recent full Report Card.
- For students enrolling in grades 9-12: Complete the Official Transcript detailing earned and potential credits, final course grades, and GPA points awarded for each course.
- Attendance Records:

The principal considers the student's attendance, discipline, and academic record after all the above documentation items are in order. The principal uses this information to make an admission decision based on the student's potential to be successful in the virtual learning environment of the North Carolina Cyber Academy. Information about remote academy admission requirements is posted on the school's web page and explained to students and parents in orientations.

8. What are the identified characteristics for successful remote learning in the remote academy?

There are many reasons why a family might look to online learning for their student. Here are some factors to consider when determining if online learning is right for your child, particularly for students in middle and high school:

- My student has the daily support of a Learning Coach to encourage them and monitor their progress in their courses.
- My student is self-motivated, able to complete work and study without the daily supervision of a teacher, and has a strong desire to learn and maintain focus on their educational goals.
- My student understands that online classes often take more time than face-to-face courses.
- My student is willing and able to communicate with their teacher(s) for regular, required check-ins and to ask for help if needed.
- My student has the academic readiness and basic reading, writing, math, and computer literacy skills to succeed in online courses.
- Our family has consistent access to high speed internet which is needed for my student to successfully complete their daily lessons.
- Our family has the time in our schedule to devote the six (6) hours per day required to meet North Carolina attendance requirements.
- Our family can create and follow a schedule which will allow my student to stay on track and catch up if they fall behind.
- Our family understands that coursework must be completed on time and that noncompletion of work will affect my student's educational goals and could jeopardize their continued enrollment at NCCA.



9. Describe all training and/or resources provided as an orientation for students to encourage success.
Student orientation sessions are held at the beginning of each semester to inform students of requirements, protocols, support systems in place, and communication avenues to address concerns. These sessions are required of each student and their family.
10. How is information about remote academy admission requirements communicated to parents and guardians?
Information is posted on the school's web page and explained to students and parents in orientations.
11. How is information about the characteristics of successful remote learning communicated to parents and guardians?
Information is posted on the school's web page and explained in orientation sessions with all students and parents.
12. Describe any school nutrition services provided to students.
N/A
13. Describe any transportation services provided to students.
N/A
14. Provide a sample weekly schedule for a remote student attending your school's RCA.



Elementary			
Subject	Start Time	End Time	Minutes
Morning Meeting	8:00 AM	8:45 AM	45
ELA/Reading Whole Group	8:45 AM	9:45 AM	60
ELA/Reading Small Group & Independent Work Time	9:45 AM	11:15 AM	90
PE Time	11:15 AM	12:00 PM	45
Math Whole Group	1:00 PM	2:00 PM	60
Math Small Group & Independent Work Time	2:00 PM	2:45 PM	45
Science/Social Studies Time	2:45 PM	3:30 PM	45
Middle School			
Subject	Start Time	End Time	Minutes
Morning Meeting/SEL Time	8:00 AM	8:30 AM	30
ELA/Reading Class	8:30 AM	9:15 AM	45
ELA/Reading Small Group Time	9:20 AM	10:05 AM	45
Math Class	10:15 AM	11:00 AM	45
Math Small Group Time	11:05 AM	11:50 AM	45
Science	12:10 PM	12:55 PM	45
Social Studies	1:00 PM	1:45 AM	45
Elective 1	1:55 AM	2:40 AM	45
Elective 2	2:45 PM	3:30 PM	45
High School			
Subject	Start Time	End Time	Minutes
Homeroom/Counselor Meetings	8:00 AM	8:30 AM	30
Period 1	8:30 AM	10:00 AM	90
Block 2	10:00 AM	11:30 AM	90
Block 3	12:00 PM	1:30 PM	90
Block 4	1:30 PM	3:00 PM	90



V. Remote Charter Academy (RCA) Minimum Requirements

Remote academies are required to meet the following requirements to operate. These are legislative requirements with no exceptions. Please complete the following to confirm you are operating within these conditions:

By checking each box below, the RCA confirms the following enrollment requirements have been met:

- ☐ All students enrolled in the remote academy have parental consent.
- ☐ The Board of Directors requires an admissions application to secure parental consent before enrollment of a student in a remote academy.
- ☐ The remote academy has identified characteristics for successful remote learning, and established criteria for admittance to the remote charter academy have been made available to parents.
- ☐ No student has been denied admission to the remote academy solely on the basis that the student is a child with a disability.
- ☐ Students with a disability who have been admitted to the remote academy have an IEP team that plans for successful student entry and the provision of accommodations necessary to provide for a free and appropriate public education.

By checking each box below, the RCA confirms the following have been provided to students in the RCA as required by [115C-218-122 \(b\)](#):

- ☐ Any hardware or software needed to participate in the remote academy is provided by the school.
- ☐ Access to a learning management platform that enables monitoring of student performance and school-owned devices and allows video conferencing and supervised text-based chat for synchronous communication is provided.
- ☐ Access to the Internet that is available during instructional hours, evenings, and weekends.
- ☐ Technical support during instructional hours.
- ☐ Adaptive or assistive devices, transportation, and in-person services as required by the program or plan are provided for children with an individualized education plan (IEP).

By checking each box below, the RCA confirms the following requirements have been met:

- ☐ The remote academy does not charge rental fees for hardware or software.
- ☐ If students are charged damage fees for using or abusing software, they are clearly outlined in the local board policy.
- ☐ The remote academy satisfies the minimum required number of instructional days or hours for the school calendar through remote instruction.



- ☐ All employees of the remote academy meet the same licensure and evaluation requirements as required for in-person employees of the local school administrative unit.

By checking each box below, the RCA confirms staff have been hired and employed for the following roles as required by [115C-218.122 \(d\)](#):

- ☐ Instructional Technology Facilitator
☐ School Library Media Coordinator
☐ Data Manager
☐ Remote technicians to provide technical support throughout the instructional day

VI. Additional Information (Optional)

If you would like to provide any other information regarding the operations, academics or governance of the Remote Charter Academy, please use the space below. You may wish to share information regarding any targeted subgroups served by the RCA, the school's progress on any compliance matters, academic success, or financial status.

Overall Performance

- Overall School Performance Score has increased by 7 points since 2021-2022
- Overall Composite has increased by 4.3 pts from last year (2022-2023)
- Overall Composite has increased by 6.3 pts since 2021-2022
- Top 25% among all North Carolina Public Charter Schools (48 out of 195)**
- Top 28% among all North Carolina Public Schools (725 out of 2570)**
- **Improved in 8 of the 10 school metrics used in school performance grades from the previous school year**

Overall Growth

- Overall Growth has improved by 8.49 pts since 2021-2022 school year
- Top 3% among all North Carolina Public Charter Schools (6 out of 190)**
- Top 2% among all North Carolina Public Schools (52 out of 2500)**

Our goal is to be the premier virtual school in North Carolina. Test scores are important, and we intend to achieve the highest results of all options available to North Carolina parents and students. To do this, NCCA continues learning to improve and refine how we teach and learn. But schools are more than test scores. We understand we educate, but we also understand we equip students for their tomorrow, which requires more than just improving test scores.

We think that effort must integrate our students, parents, and staff to support students' growth, success, and development. We believe that involves teaching students how to problem solve, set goals, collaborate and engage in social interactions, and learn to work with a community to solve problems and meet challenges. This year, in September 2024,



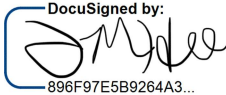
we began implementing the 4 Disciplines of Execution (4DX). 4DX helps organizations focus on goals and execute strategy and provides a process to fuse the organization's efforts. The 4 Disciplines of Execution have been successfully implemented nationwide in virtual and regular school settings, business, and industry. We chose 4DX to help us continue improving our students' learning outcomes and effectiveness as an organization. Yet, the 4 Disciplines are a gateway to a more significant improvement effort.

In the spring of this year, we will implement The Leader In Me with every school in our district. Leader In Me is recognized nationally for its effectiveness in enhancing student voice, teaching durable skills students need after graduation, helping young people set and achieve goals, learning to collaborate, and leading to improved student outcomes and parent involvement. Those are all things we seek, and Leader in Me gives us a standard operating system for our stakeholders.

This will affect all departments, teachers, administrators, and parents and strengthen our effort to improve the educational experience for our students and the school community. We all will have one end in mind, which is the best virtual option for North Carolina students and parents, but also to ensure we have given our students the best chance for a prosperous tomorrow. It is about building a system of improvement, not for one year, but for the future. We believe our efforts and success will continue to grow synergistically as we move forward.

VI. Certify Submission

Type and sign your name below to certify all information is accurate.

Dr. Julie Marks		11/26/2024
Board Chair Name	Signature	Date
Martez Hill		11/26/2024
School Administrator Name	Signature	Date

RENEWALS SITE VISIT FEEDBACK FORM

School:	00A NC Cyber Academy
Site Visit Date:	February 4, 2025
Consultant(s) Visiting:	Jenna Cook

Glowing Practices:

- The school staff and administration should be commended for their ability to build strong relationships, despite the virtual setting and state-wide enrollment. Throughout the site visit, all focus groups spoke to the strong community the school has built.
- The school's implementation of synchronous learning has ensured that parents and students feel like they are in a "live environment". This is strengthened by the small groups and breakout rooms utilized by teachers.
- The school's board should be commended for the detailed note taking and clear documentation of board meetings.
- 100% of the school's teaching staff are NC certified teachers.
- The board should be commended for its efforts in collecting and understanding demographic data to ensure they are connected to their families wants and needs. The board reviews demographic data at every governance committee meeting and uses the data to make decisions on policies as well as for recruitment of new members.
- The board, school leadership and teaching staff were all aligned with the schools goal and implementation of The 4 Disciplines of Execution. Teaching staff were notably invested in the professional development opportunities offered by the school, particularly around goal setting.
- Families are very satisfied with the communication from the school and the ease of the ability to get help or contact a teacher whenever needed.
- The school's implementation of Professional Learning Communities appears to be an exemplar practice with weekly meetings, data analyzation, support from administrators and interventionists, and progress monitoring on goals.
- Teachers are receiving meaningful feedback on their instruction through formal observations, one on ones to discuss professional development plans, and informal walkthroughs.
- School administrators should be commended for their efforts in increasing student support staff to ensure the needs of all students are being met. Since the pandemic in 2020, the school has added a director of student support services, school psychologists, school counselors, social workers, MTSS interventionists, attendance and engagement coaches, and credit recovery staff.

Required Actions:

- Contact OCS Consultant Julie Whetzel (julie.whetzel@dpi.nc.gov) regarding the change to your Mission Statement as it is not currently in alignment with the original charter application nor does OCS have documentation of an approved amendment.
- Resubmit the graduation requirements on Epicenter. The submission must include the specific subjects/areas needed to earn credits so that OCS can verify it is aligned with DPI requirements.
- Update the school's student discipline policy to add explicit language about considerations for any existing federal guidance for the discipline of students with disabilities in compliance with [§ 115C-390.2. \(a\)](#)

Recommendations and Growth:

- Add contact information for the board on the website to allow the public to access board members, particularly for things such as ability to provide public comment at meetings and grievances.
- The school is encouraged to add information to the student discipline policy that outlines if a student has restricted access due to learning behaviors and/or suspended, the student is still expected to complete assignments.
- The board is encouraged to implement a yearly governance training schedule. While they are currently receiving periodic updates, consider a yearly cadence of trainings to ensure the board is continuously improving with governance practices.

Feedback From Parent Focus Group**Strengths of the School:**

- Brick and mortar wasn't a fit for us. Having an opportunity to get our students in this school, they have everything they need to come out academically sound and healthy.
- Bridging the gap educationally and have individualized courses of study for my kids. Able to not feel like they are separate. Meet you where you are.
- The school is a blessing. Offers an opportunity to grow students. Solidifies the relationship between parent and child to work together. Child has really thrived.

Areas to Improve:

- Lack the ability to give students sports within the school environment. High School Level.
- Would like to find a way to create sports or link up, especially when sports outside of the school setting is expensive.
- Echo the sports comments. Opportunities to partner with organizations that offer sports. Soccer, basketball, Baseball. As well as Arts.

Feedback From Staff Focus Group**Strengths of the School:**

- Relationships they have been able to build with students.
- Support. Feel like I have a team all the time surrounding me.

- Impressed with how diligent the school has been in targeting areas where we want to grow. Curriculum, Curriculum Maps, Engagement Team. Really proud of us.
- Being able to communicate with families and feel closer to families in this virtual setting.
- Opportunity. Truly believe we are providing a means to learn for families who don't have another choice.
- Hope - for so many students. So glad we exist for them. Seen so many students fall in love with school again.

Areas to Improve:

- Continue to strengthen relationships with learning coaches who aren't as supportive
- Attendance. That handful of kids that aren't showing up. (Knows attendance team is working really hard on this!)
- Echo the engagement of learning coaches. Lots of different needs.
- Being able to also grow relationships with families.
- Would like more opportunities to get to meet face to face with staff.
- Think we can continue to improve on attendance and engagement.