

### Application Preliminary Evaluation Packet

For each section, please rate the response then explain your rating by specifying strengths and weaknesses in the space provided. Where applicable, you should elaborate on concerns by specifying additional information you would request or follow-up questions that you have.

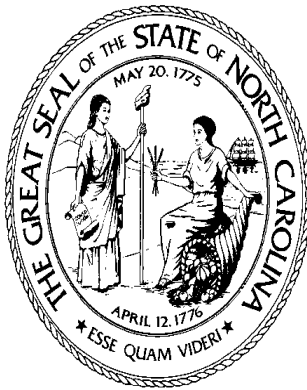
- § Pass: The response demonstrates an understanding of key issues and the ability to start a charter school successfully although minimal clarification may be needed in places. It addresses the topic with clear, specific and accurate information that reflects thorough preparation. The application meets minimum components as evidenced by the check boxes of the rubric.
- § Fail: The response either fails to entirely address the selection criteria or addresses some of the criteria. The responses lack adequate detail and/or raise substantial concerns about the applicant's preparation for and ability to start or operate a charter school successfully. The application fails to address all of the minimum components as evidenced by the check boxes of the rubric.

#### Subcommittee Members:

Steven Walker  
Tammi Sutton  
Shaunda Cooper  
Cheryl Turner  
Buffy Fowler  
Bruce Friend  
Austin Smigel  
Alan Hawkes  
Alex Quigley  
Heather Soja  
Joe Maimone  
Lindalyn Kakadelis  
Lisa Huddleston  
Lynn Kroeger  
Phyllis Gibbs  
Robert McOuat  
Sherry Reeves  
Stephen Gay

Stephenie Clark  
Danielle Allen

**Date of Review:**



## NORTH CAROLINA CHARTER SCHOOL APPLICATION

# Clara Science Academy Charter School

**Public charter schools opening the fall of 2020**

**Due by 5:00 pm, October 1, 2018**

North Carolina Department of Public Instruction  
NCDPI/Office of Charter Schools  
301 N. Wilmington Street  
Raleigh NC 27601-2825  
919-807-3491

Mailing Address:  
6303 Mail Service Center  
Raleigh, NC 27699-6303

**CHARTER SCHOOL**  
**2018 Application Process**  
**To open a charter school in the 2020-2021 school year**

**APPLICATION DUE DATE/TIME**

**October 1, 2018**      A complete *online* application package, in the Office of Charter Schools **by 5:00 pm EST.**

**\*Non-Refundable \$1000 Application fee due to the Office of Charter Schools\***

*Application Fee Payment Details can be found on the Office of Charter Schools Website*

**APPLICATION SPECIFICATIONS**

Applicants can submit applications prior to the deadline October 1, 2018 at 5:00 pm EST. **All applications must be submitted using the online portal** and applicants are to use the following specifications:

1. All required Appendices should be clearly titled, include page numbers (i.e. Appendix A and page numbers as- A1, A2, B1...), and submitted in the appropriate places within the application.
2. **Any** answer given within the application which is not original to the applicant, the applicant must provide a citation to the source of the answer.
3. Review all elements of your application for completeness before submitting.
4. **Any** document attached to the application or within the online system **must be** in PDF format.
5. Late submissions **will not** be accepted. No exceptions.

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AGREEMENT PAGE

<u>Application Fee:</u>	<u>88</u>
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<u>Total External Evaluator Votes</u>	<u>90</u>
<u>Total Subcommittee Votes</u>	<u>90</u>
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**I. APPLICATION CONTACT INFORMATION**

Name of proposed charter school: Clara Science Academy Charter School

X

Name of Municipality under which charter will be organized or operated:

Has the organization applied for 501(c)(3) non-profit status: Yes No X

Name of non-profit organization under which charter will be organized or operated: *Clara Science Academy Charter School*

Provide the name of the person who will serve as the primary contact for this Application. The primary contact should serve as the contact for follow-up, interviews, and notices regarding this Application.

Name of contact person: *Omar Muhammad*

Title/Relationship to to nonprofitMunicipality: *Board Member*

Mailing address: 13106 Autumn Trace Dr.  
Huntersville NC 28078

Primary telephone: 704-904-7180 Alternative telephone: 704-953-2446

E-Mail address: omuhammad\_v@yahoo.com

Name of county and local education agency (LEA) in which charter school will reside:

County: MECKLENBURG

LEA: 600-Charlotte-Mecklenburg Schools

Was this application prepared with the assistance of a third party person or group?

No:

Yes: X

If so, provide the name of the third party person or group. Leaders Building Leaders, LLC

List the fee provided to the third party person or group. 0

Provide a **full** detailed response of the assistance provided by the third party person or group while preparing this application and when the assistance will end.

This application was supported in partnership by multiple organizations. The first two support organizations, Leaders Building Leaders and the NC Public Charter School Accelerator Program provided application feedback, a writing coach, research, resources and experts in the areas of governance and instructional design, fiscal budgeting, facility selections, and legal requirements.

*Is this application a Conversion from a traditional public school or private school?*

No:

Yes:

*Is this application being submitted as a replication of a current charter school model?*

No:

Yes:

### *Acceleration*

Yes:

No:

*The State Board of Education, in its discretion, may accelerate the mandatory planning year to increase the number of high quality charter schools. In considering whether to accelerate the planning year, the applicant must meet the following requirements:*

*\*Demonstrate a clear and compelling need for the accelerated planning year*

A large percentage of scholars around the world are trapped in a vicious circle of poor performance and de-motivation, often leading to bad marks and disengagement from school. Poor performance at school (Mecklenburg school district not being immune) has long-term consequences, both for the individual and for society. Additionally, scholars who perform poorly at a young age face a high risk of dropping out of school, and when a large share of the population lacks basic skills, the country's long-term economic growth gets severely compromised.

Presently, the US Ranks 17th place in the world for a well developed public education system (U.S. News & World Rep) and 26% for low performance according to the Organization for Economic Cooperation and Development (OECD.) Locally, the Mecklenburg school district as reported by the Mecklenburg County Pulse has grown about 1.3% annually since the 2007-08 school year equating to about 1,900 scholars per year. While most of the growth is evident within the northern and southern portions of the county, the school system has experienced growth throughout all segments of the county. These changing demographics of Mecklenburg County school-age population and the additional anticipation of more growth means that CMS will continue to face challenges in student placement and how to meet the needs of each scholar. Even more significantly, UNC-Charlotte, Charlotte's metro most significant research asset, ranks 246 in Research & Development expenditures, well below its peer cities and below other North Carolina institutions leaving a higher demand for additional STEM skills and a high demand for STEM occupations, especially in middle-skill jobs.

In addition to all these significant challenges, the demographic makeup of scholars in the target population of District 2 comprises of mostly low and

middle socio-economic status households. Monotonous as the data appears, CSA sees an opportunity to deliver a high-quality STEM-based education to under-served communities in the area which will increase positive outcomes and produce high achieving scholars. A STEM foundation will improve college and career readiness for our scholars, and prepare them for success through a rigorous standard of high academic achievement. Subsequently, STEM education is a top national priority. For the United States to remain innovative and continue to accelerate, the nation must commit to improving educational access and increase positive outcomes. The approval of CSA with an already established facility validates the commitment of North Carolina Charter Schools in its commitment to educating all students.

CSA approval guarantees families living within the target areas access to a STEM learning environment that promises to promote high academic achievement through an individualized, scientific inquiry, reasoning, and investigative style of learning. In 2011, according to the Kids Count data center, in District 12, 92,000 children were below 150 percent poverty. The federal poverty definition consists of a series of thresholds based on family size and composition. In 2016, a 150% poverty threshold for a family of two adults and two children was \$36,509. Poverty status is not determined for people in military barracks, institutional quarters, or for unrelated individuals under age 15 (such as foster children). One way of reducing this high threshold is through education.

Through a STEM education CSA believes is a crucial component of a well-rounded education for all students no matter their socio-economic status. All scholars should have a school that will provide increased access and exposure to science, social studies, literature, the arts, physical education and health, and opportunities to learn an additional languages. Data Source: Population Reference Bureau, U.S. Census Bureau, Census 2000 Supplementary Survey, 2001 / 2002, and 2016 American Community Survey

#### *Demonstrate an exceptional need for the charter school in the proposed location*

Disparities in STEM learning exist along racial, socioeconomic, gender and geographic lines which are traced to the differences in access to resources and STEM opportunities across communities (Volmert, Baran, Kendall-Taylor, & O'Neil (2013). These disparities are also visible throughout Mecklenburg County. The LEA at CMS currently offers very little regarding a STEM in the area of the proposed Charter school. According to the LEA website (cmschoice.org), Winget Park, Paw Creek, and Walter Byers Elementary schools currently offer the following STEM education plans according to their websites: Limited exposure to problem-solving curriculum; Limited community science fairs that have not been publicized in local news media; Limited access and low students participation in robotics clubs and/or STEM curriculum. These schools also received a 65, 68, and 34 on math scores respectively.

The average percentage of disadvantaged elementary students in CMS LEA STEM programs is 59.73%. The data also shows a great need for a viable elementary STEM school for the local student population. It also reflects limited LEA STEM options entering the next level of Middle and High on grade level within the STEM program schools with only two (2) passing STEM Elementary Schools in District 2). For the Middle School LEA STEM choices there are four choices, with the fifth choice, Wilson Middle school. Kennedy, Coulwood, Whitewater (a partial STEM with Environmental Sustainability as



the STEM option) and again Walter G. Byers (K-8). These schools also received 46, 61, 49, and 34 on math scores (cmschoice.org). All failing scores. While CSA will not attain middle school status until year five, the data shows that the average percentage of disadvantaged Middle School students in CMS LEA STEM programs is 66.15%. The average percentage of students below proficiency entering 6th grade in STEM Middle Schools in CMS LEA programs is 18.45%. Overall, the data reflects that there is only one (1) passing Middle School STEM program in District 2 of the LEA. Once again, this data demonstrates a significant need and demand for both STEM Elementary and Middle Schools in the locale of the LEA with particular emphasis on math and science.

CSA intentionally targets students of low socio-economic and diverse backgrounds living in and around the South/Southwest region of Charlotte and particularly those students within the 485 Beltway perimeters located from as far west as I-85 South, to as far east as Providence Road because of the limited access to STEM choice. According to City-Data.com, the target area has a population of 36,849 with the median household income below the state average and unemployed percentage above state average. For population 25 years and over, 13.9% is unemployed. The percentage of adults with a bachelor's degree or higher also falls below the state average at 15.6%. Residents with income is also below the poverty level in 2016 with 28.3% vs. the state at 15.4%. Residents with income below 50% of the poverty level in 2016 were 16.7% vs. the state at 8.7%. The population consists of 4,527 Caucasian; 24,803 African Americans; 175 American Indians; 1,306 Asians; 35 Native Hawaiian and Other Pacific Islanders; 53 other race population; 609 Two or more races population; 2,659 Hispanic or Latino population.

CSA is offering a smaller classroom setting, which will enable increased learning opportunities for all scholars. Teachers can set individual goals for each scholar based on an intimate knowledge of scholars academic background. Increasing access and exposure to a STEM learning environment give families choices to nontraditional school which has proven to be more desirable for children who are struggling academically and has trouble thriving in a traditional setting. Some children get lost in the shuffle of large class sizes and would benefit from a learning system that tracks their progress more closely and provide individualized attention.

*Agree to participate in the planning year while the charter application is being reviewed without any guarantee of charter award.*

Yes:

No:

*Is a facility identified by the applicant that is feasible for opening on an accelerated schedule.*

Yes:

No:

*Demonstrate that the facility identified by the applicant is feasible for opening on an accelerated schedule.*

Mulberry Presbyterian Church has been the focal point of Tuckaseegee Road and the surrounding communities for over 120 years.

Under Mr. Jacob Harkey a church building was built with volunteer labor.

The land was donated by Mr. J. N. Rhyne and a new church was dedicated, debt free.

A west wing was added with twelve new classrooms, bathrooms and an office. Then a spacious east wing was added giving a large fellowship hall, kitchen, parlor and eight additional classrooms.

5600 Tuckaseegee (East & West wing) other descriptions:

Number of stories in the building: 2.0 story

Exterior walls: Face Brick

Heating: Air-Ducted

Fuel: Gas

Air conditioning: Ac-Central

Land area: 230,868 square feet

Classroom Building area: 15,000 square feet each

*Attach Appendix A1 to demonstrate you have a facility secured for opening on an accelerated schedule.*

*Once evidence for the requirements has been verified, the State Board will also consider the presence or absence of the following factors in making its determination:*

- 1. Unique mission and educational program.*
- 2. Local, state, and national nonprofit partnerships committed to assisting the school.*
- 3. Potential for economic and educational development of the region.*
- 4. Mentoring by a successful organization that has experience in creating public schools.*
- 5. Obstacles to educational reform efforts that leave chartering as an available option.*
- 6. Commitment to work with a successful charter school board as a guiding mentor.*
- 7. The length of time the board of directors has existed.*
- 8. Whether the proposed board has previously or currently operates a successful public charter school.*

*The above list is not exclusive or controlling and is intended to guide the exercise of the State Board's discretion. An applicant requesting acceleration must submit the request to the State Board of Education prior to the application due date for consideration.*

*In order to qualify for designation as an "alternative school" for purposes of accountability under this policy, the charter school must demonstrate that it serves a student population as follows:*

- 1. The school must include grades 9-12.*
- 2. At least 75% of the school's population in grades 9-12 must be at-risk of academic failure as defined in GCS-Q-001, I.B, and must also meet one or more of the following indicators:*
  - a. The student must either be recently released from a juvenile justice facility, or otherwise be subject to and participating in the juvenile justice court process;*
  - b. The student must be currently served by a treatment facility licensed pursuant to Chapter 122C of the General Statutes, or have recently been discharged from such a facility;*
  - c. The student must be currently under long-term suspension from a public or private school ; or*
  - d. The student must be a high-school dropout as defined in GCS-Q-001; or be imminently at risk of dropping out as demonstrated by adequate documentation in the charter school's application for designation under this policy.*

Yes:  
 No:

*A charter school meeting the eligibility criteria set forth in this policy and seeking designation as an "alternative school" must submit an application to the Office of Charter Schools describing in detail the school's mission as it relates to the request for designation; the criteria the school plans to use that will meet the eligibility requirements set forth above, including the documentation the school will use to support its admissions process; how the school intends to serve the select population, educationally and otherwise; and the goals the school is setting for academic achievement for this population. The application must also include an admission plan that is well-defined and specifically limited to serving at-risk students as described in the application. A plan that is not well-defined will not be approved.*

*The School must, in its application, designate which of the alternative accountability options it is requesting under GCS-C-038. The option selected, if approved, cannot be changed except at the time of renewal.*

*What is the name of the nonprofit organization that governs this charter school?* Clara Science Academy Charter School  
*Is this application for Virtual charter school:* Yes:      No:

**Grade Levels Served and Total Student Enrollment:**

*Projected School Opening: Year* 2019                      *Month* August

*Will this school operate on a year round schedule?*

No:   
 Yes:

*Proposed Grade Levels Served and Total Student Enrollment (*  
 5

*Years)*

<b>Academic School Year</b>	<b>Grade Levels</b>	<b>Total Projected Student Enrollment</b>
Year 1	K,01,02	250
Year 2	K,01,02,03	350
Year 3	K,01,02,03,04	450
Year 4	K,01,02,03,04,05	550
Year 5	K,01,02,03,04,05,06	650

*The State Board of Education provides funds to charter schools, approves the original members of the boards of directors of the charter schools, has the authority to grant, supervise, and revoke charters, and demands full accountability from charter schools for school finances and student performance.*

*I certify that I have the authority to submit this application, that the initial board members and I were regularly involved in the development of this application, and that no part of this application is plagiarized. All information contained herein is complete and accurate. I realize that any misrepresentation will result in disqualification from the application process or revocation after award. I*

*understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the non-profit organization. Additionally, the board is aware that if this application is approved by the State Board of Education, the approval is contingent upon successful completion of such planning year.*

omarmu  
*Signature*

Board Member  
*Title*

omarmu  
*Printed Name*

10/01/2018  
*Date*

<b>Section I: Application Contact Information Concerns and Additional Questions</b>	<b>Reviewer</b>	<b>Page Reference</b>
<u>School is not applying for replication nor alternative status.</u>	<u>Shaunda Cooper</u>	<u>Cover Page</u>
<u>There is an acceleration request.</u>	<u>Steven Walker</u>	<u>Cover Page</u>
<u>Only see letter of intent (Mulberry Presbyterian Church) What are the terms?</u>	<u>Lynn Kroeger</u>	<u>Acceleration</u>
<u>Applicant states the following as reasons for acceleration: overcrowding and a lack of STEM education options in CMS.</u>	<u>Sherry Reeves</u>	<u>Acceleration</u>
<u>What are the terms of the lease?</u>	<u>Austin Smigel</u>	<u>Acceleration</u>
<u>What information was used to determine the budget for the facility? No amounts were given in the documents attached. How will the charter school ensure that all spaces being used by the charter school be free of religious icons during the entire time the building is being used as a public charter school?</u>	<u>Buffy Fowler</u>	<u>Acceleration</u>
<u>Is the information on facility submitted sufficient to show that facilities will not be an issue?</u>	<u>Steven Walker</u>	<u>Acceleration</u>
<u>The need for STEM education in the area of Charlotte is documented</u>	<u>Stephen Gay</u>	<u>Acceleration</u>
<u>What is the cutoff for the number of students from class?</u>	<u>Shaunda Cooper</u>	<u>Grade Levels</u>
<u>Reasonable starting enrollment projections.</u>	<u>Sherry Reeves</u>	<u>Grade Levels</u>
<u>Is the proposed space large enough to accommodate the projected growth?</u>	<u>Austin Smigel</u>	<u>Grade Levels</u>
<u>How long does the school plan to stay in the space mentioned? Is the space big even to handle long term enrollment projections?</u>	<u>Buffy Fowler</u>	<u>Grade Levels</u>
<u>The key for success with be a strong start - K-2 and then adding grades is a smart move - build on what you offer. Will they be able to pull 100 new each year?</u>	<u>Stephen Gay</u>	<u>Grade Levels</u>
<u>Basic information is in place -</u>	<u>Stephen Gay</u>	<u>Certify Appl</u>

<b>Reviewer</b>	<b>Score</b>
<u>Steven Walker</u>	<u>Pass</u>
<u>Tammi Sutton</u>	
<u>Shaunda Cooper</u>	<u>Pass</u>
<u>Cheryl Turner</u>	<u>Pass</u>
<u>Buffy Fowler</u>	<u>Pass</u>
<u>Bruce Friend</u>	
<u>Austin Smigel</u>	<u>Pass</u>
<u>Alan Hawkes</u>	
<u>Alex Quigley</u>	
<u>Heather Soja</u>	<u>Pass</u>
<u>Joe Maimone</u>	
<u>Lindalyn Kakadelis</u>	<u>Pass</u>
<u>Lisa Huddleston</u>	<u>Pass</u>
<u>Lynn Kroeger</u>	<u>Pass</u>
<u>Phyllis Gibbs</u>	
<u>Robert McQuat</u>	
<u>Sherry Reeves</u>	<u>Pass</u>
<u>Stephen Gay</u>	<u>Pass</u>
<u>Stephenie Clark</u>	
<u>Danielle Allen</u>	

## II. MISSION and PURPOSES

(No more than three total pages in this section)

### **Mission:**

*State the Mission of the proposed charter school in **thirty-five words or less**. The mission statement defines the organization's purpose and primary objectives, describing why it exists. The mission statement provides the foundation for the entire proposal.*

*The mission statement of the proposed charter school is as follows:*

Clara Science Academy will increase scholars access to a STEM learning environment and promote high academic achievement through scientific inquiry, reasoning, and investigative learning.

*Clearly describe the mission of the proposed charter school:*

CSA will focus on delivering a high-quality STEM-based education to under-served communities in our area.

The STEM foundation will increase college and career readiness for our scholars and prepare them for success through rigorous standards of high academic achievement.

### **Educational need and Targeted Student Population of the Proposed Charter School:**

- 1. Provide a description of Targeted Population in terms of demographics. In your description, include how this population will reflect the racial and ethnic composition of the school system in which it is located. Describe the rationale for selecting the location and student body.*

A STEM education is a high national priority because America as a nation lacks skilled workers in the fields. For the United States to remain innovative and continue to accelerate, the nation must commit to improving educational access and positive outcomes. CSA is committed by intentionally targets students of low socio-economic and diverse backgrounds living in and around the South/Southwest region of Charlotte and particularly those students within the 485 Beltway perimeters located from as far west as I-85 South because of limited access to STEM choice. The estimated population within zip code 28208 is about 36,849 (Whites 4,527; Blacks 24,803; American Indians 175; Asians 1,306; Native Hawaiian and Pacific Islanders 35; Two or more races 609; and of some other race 53). The median household income is below the state average; unemployment percentage is above the state average; the Black race population is significantly above the state average. Equally, the data shows a high percentage of schools within the corridor as failing schools and servicing a large population of students from this geographic area of District 2 in Mecklenburg County. For instance, the EOG tests results for several of the elementary schools within the area such as Renaissance West STEAM, Sterling, Tuckaseegee, and Westerly Hills received an overall failing performance. Math scores were 45, 44 and 38, ranging from a grade of D to an F. Reading was also significantly low (34, 44, and



38).

From this data, there is a need for additional education reform. The opportunity of implementing CSAs mission of increasing access to quality-high performing STEM schools within this district is dire and imperative. Again, this district is comprised of mostly low and middle SES households. The data has reflected a robust STEM academy is much needed, and CSA is committed to fulfilling that need. Furthermore, according to the Mecklenburg County Pulse Report, on average, the school district has grown about 1.3% annually since the 2007-08 school year equating to about 1,900 students per year. The board of CSA concurs that the process of learning and practicing the STEM disciplines will create future scholars, instilling "a passion for inquiry and discovery, and fosters skills such as persistence, teamwork, and the application to gained knowledge to new situations" (Bailey et al., 2015; Betrus, 2015).

CSA also affirms a strong STEM education can and will open the door for lifelong learning beginning, culturally responsive, employs problem and inquiry-based approaches, and engages scholars in hands-on-activities that offer opportunities to interact with STEM professionals. These types of STEM teaching and learning practices are not widespread, and CSA would like the opportunity to narrow the percentage of the gaps which remains persistent throughout the education system (STEM 2026; innovation.ed.gov-AIR-STEM 2026\_Report\_2016.pdf). Disparities in STEM learning also exist along racial, socioeconomic, gender and geographic lines which are traced to the differences in access to resources and STEM opportunities across communities (Volmert, Baran, Kendall-Taylor, & ONeil (2013). Using the STEM pedagogy, CSA scholars are taught to develop critical-thinking skills that are valuable well beyond the four STEM subjects; a STEM curriculum that supports civic engagement and partnership that will result in a stronger promising workforce with STEM training, and literacy proficient for a variety of jobs (Volmert, Baran, Kendall-Taylor, & ONeil (2013).

References: Volmert, A., Baran, M., Kendall-Taylor, N., & ONeil, M. (2013). "You have to have the basics down really well": Mapping the gaps between expert and public understanding of STEM learning.

Washington, DC: Frame

Works Institute. Retrieved from

[www.frameworksinstitute.org/assets/files/PDF\\_STEM/STEMMTG10-18-13\\_proofedandformatted.pdf](http://www.frameworksinstitute.org/assets/files/PDF_STEM/STEMMTG10-18-13_proofedandformatted.pdf)

STEM 2026: [https://innovation.ed.gov/files/2016/09/AIR-STEM2026\\_Report\\_2016.pdf](https://innovation.ed.gov/files/2016/09/AIR-STEM2026_Report_2016.pdf)

2. *What will be the total projected enrollment at the charter school and what percentage of the Average Daily Membership (ADM) does that reflect when compared to the Local Education Agency (LEA) of the same offered grade levels? (i.e. If the proposed school will be grades 9-12, only compare the total enrollment to the total enrollment of the LEA is grades 9-12).*

The total projected enrollment of the charter school in the first year is 250 students, grades K-2. This represents less than 1/2 of 1% of the enrollment in the LEA (64,484 students enrolled in CMS in 2016-2017).

The total projected enrollment of the Clara Science Academy is 650 students from K-6. According to the LEA 2016-2017 ADM enrollment data there were approximately 64,484 students. This represents 1% of the enrollment in the LEA.

3. *Explain how the charter school's education plan will compare to or differ from that of the local LEA(s).*

The LEA at CMS currently offers very little in terms of STEM choices in the area of the proposed Charter school. According to the LEA website (cmschoice.org), Winget Park, Paw Creek, and Walter Byers Elementary schools currently offer the following STEM education plans according to their websites: Limited exposure to problem-solving curriculum; Little or no community science fairs that have been publicized in local news media; Limited access and low students participation in robotics clubs and/or STEM curriculum. These schools received a 65, 68, and 34 on math scores respectively. The average percentage of disadvantaged elementary students in CMS LEA STEM programs is 59.73%. This data also shows a greater need for more viable STEM schools at the elementary level for the local student population. It also reflects limited choices of LEA STEM options for students entering the next level of Middle and High, on grade level, within the STEM program schools with only two (2) passing STEM Elementary Schools in District 2). For the Middle School LEA STEM choices there are four choices, with the fifth choice, Wilson Middle school. Kennedy, Coulwood, Whitewater (a partial STEM with Environmental Sustainability as the STEM option) and again Walter G. Byers (K-8). These schools also received 46, 61, 49, and 34 on math scores (cmschoice.org). All failing scores. The average percentage of disadvantaged Middle School students in CMS LEA STEM programs is 66.15%. The average percentage of below proficiency entering 6th grade in STEM Middle Schools in CMS LEA programs is 18.45%. Overall, there is only one (1) passing Middle School STEM program in District 2 of the LEA. Once again, this data reflects a significant need and demand for both STEM Elementary and Middle Schools in the locale of the LEA with special emphasis on math and science. CSA immediate focus is to expose and equip students with the necessary skills and knowledge in STEM subjects for both immediate and long-term academic success. CSA believes that each scholar must have the skills, understanding, and exposure to be able to compete and work productively in a multicultural, globally-oriented environment. (CMS School Choice Website: cmschoice.org; NC DPI: School Report Cards; ncreportcard.com). CSA STEM curriculum offers its future scholars an informal STEM learning environment giving our teachers the openness to engage groups of students in smaller groups with less-restrictive schedules. This style of teaching allows for greater opportunities for hands-on learning and interaction with specialists and mentors. Our scholars can spend more time exploring multiple aspects of a given topic and have opportunities for hands-on experiences with concepts. With this informal learning, CSA scholars learning contexts are "low stakes," compared to formal schooling, because informal contexts do not have the same testing requirements as schools. As a result, the spaces allocated for both teachers and students to experiment, explore, take risks, make mistakes and try again all of which are critical features of effective STEM learning. A "Low-stake" environment also means that students of varying abilities can participate in informal STEM programs without the anxiety that comes from assessment. CSA also affirms that this type of learning will enable deeper student engagement with learning materials (Volmert, Baran, Kendall-Taylor, & ONEil (2013). CSA is offering extended learning time, a 7.5 to 8-hour day, over 195 days giving student 1, 500 hours of learning time. Additionally, CSA is offering shared partnership and mentoring support for parents; collaborations, and partnerships with the local school districts and other



organizations within the local community and state in organizing and hosting of science fairs, mathematics competitions both inclusively and exclusively. CSA offers nontraditional settings which are desirable for some children who are self-directed learners.

4. *In the appendices (Appendix A1), you must provide evidence through a narrative or visual of this educational need through survey data, or times and locations of public meetings discussing this proposed charter school. (Please do not provide more than one sample survey form).*

**Purposes of the Proposed Charter School:** *In one page or less, describe how the proposed charter school will achieve one or more of the six legislated purposes, as specifically addressed in the NC charter school statute GS 115C-238.29A, and the proposed school's operations.*

*The Six Legislative Purposes of a Charter School are:*

1. *Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.*
2. *Hold schools accountable for meeting measurable student achievement results.*
3. *Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system.*
4. *Improving student learning.*
5. *Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students.*
6. *Encourage the use of different and innovative teaching methods.*

CSA will meet all six legislative purposes of a charter school per GS 115C-238.29A.

#1 To achieve the legislated purpose of creating new professional opportunities, Clara Science Academy plans on focusing intensely on professional development for teachers which will be aligned to the ISTE standards for educators.

Professional development decisions involve and not limited to the following:

- \*Targeting professional development resources toward gaps in STEM pedagogical knowledge
- \*Providing continuous training on STEM curricula and methods
- \*Coaching and modelling on specific STEM instructional practices
- \*Guiding individuals in building needed STEM knowledge and capacities
- \*Establishing partnerships with agencies such Dulany Consulting, Inc., CSA will provide STEM-based professional development workshops and training for all teachers and administrators.
- \*Teacher Institute - comprehensive, collaborative and structured; Summer Institute;
- \*Extended learning through certificate and college programs.

CSA is committed to a personalized professional growth plan for its school personnel (teachers, administrators, and staff) providing time and opportunities for ongoing training and development. Teachers will focus heavily in core competencies in instructional strategies and lesson design in the areas of mathematics, science, and technology, classroom management, and data analysis. CSA will facilitate collaboration by adopting an extensive, structured, and continuous professional learning community promoting both individual and collaborative learning opportunities. The program will include continuous departmental and grade level meeting whereby teachers are actively reflecting and translating research into practice and contributing to the overall success of CSA. Teachers will be required to integrate STEM into daily lesson planning and regular reviews of lesson plans will be completed to ensure STEM curriculum integration is taking place as intended.

#4 Improving student learning at CSA is of urgency. By improving student learning CSA will also improve academic outcomes. Accomplishing this purpose there is the fundamental belief every child is academically able if given a chance. CSA philosophy is grounded in the idea that an educated citizen in the modern age must have the skills, understanding, and the opportunity to participate productively in a multicultural, globally oriented environment, including the skills required to use technology to its full potential. CSA will improve student learning through the following techniques: Curriculum-led improvement focusing on improving the quality, pattern and structure of day-by-day learning activities in the classroom; inquiry through the use of technology-integrated instruction for communication, construction, and expression; Each classrooms will be equipped with smart boards, document cameras, iPads and other instructional technology; Family-school-community partnership will be facilitated through classroom and school newsletters, parent-teacher conferences, home visits, parent volunteering, family nights, collaboration with the local colleges and universities, and field trips; Extended programs before and after school, not limited to homework help, tutoring, foreign language learning, etc.; Small class sizes targeting a teacher-to-student ratio of 1:16 with a maximum class size of 24; Assessment-driven instruction employing online Progress Monitoring System.

### **Goals for the Proposed Charter School:**

1. *Provide specific and measurable **goals** for the proposed school for the first 5 years of operation outlining expectations for the proposed school's operations, academics, finance, and governance. Address how often, who, and when the information will be communicated to the governing board and other stakeholders.*

CSA will set specific measurable scholar achievement goals with the North Carolina State Testing (NC Accountability model), along with the ISTE benchmarks and Renaissance STAR 360 Reading, Math and Literacy Testing Assessment in measuring success. Monthly and/or quarterly data will be collected and tracked by teachers and annual progress towards these goals will be monitored by the school's leadership team, who will, in turn, keep parents and the board abreast of progress. Monthly and Quarterly assessments in ELA and Math will serve as ongoing barometers for teaching staff and board members.

## GOALS

A. Academically all students at Clara Science Academy will become proficient readers and will make strong yearly progress towards mastery of English-language reading skills.

Goal 1: In year one 60% of scholars will be proficient. Proficiency for our K/1st/2nd Graders will be measured through the Renaissance STAR 360 Reading, Math, and Literacy Testing assessments.

Goal 2: In year two 70% of scholars will be proficient. Proficiency for K/1st/2nd/3rd Graders will be measured through Renaissance STAR 360 Reading, Math, and Literacy Testing assessments.

Goal 3: In year three 80% of scholars will be proficient. Proficiency for our K/1st/2nd Graders will be measured through the Renaissance STAR 360 Reading, Math, and Literacy Testing assessments. Proficiency for our 3rd Graders will be measured by the NC State EOGs.

Goal 4: Year four 90% of scholars will be proficient. Proficiency for K-2nd Graders will be measured on will be measured through the Renaissance STAR 360 Reading, Math, and Literacy Testing assessments; 3rd/4th Graders will be measured on NC State EOGs.

Goal 5: Year five 90% of scholars will be proficient. K-2nd Graders will be measured will be measured through the Renaissance STAR 360 Reading, Math, and Literacy Testing assessments; 3rd-5th Graders will be measured on NC State EOGs.

Goal 6: Ultimately in (5 years) CSA will meet or exceed the state 15% higher than the local averages to eventually be at 90% proficiency and to remain at a 90% proficiency. Reading, math, and science will be 10% higher than the local average.

Measures: Scholars who attend CSA for a full year, not including children with special education needs, will read at Emergent Reader/Writer or Beginning Reader/Writer level by the end of kindergarten. Scholars will demonstrate their reading abilities to the satisfaction in the Renaissance STAR 360 Reading, Math and Literacy Testing assessments include skills-based test items, the Core Progress learning progressions for instructional planning, and in-depth reports.

## B. Finance

Goal 1: To establish and maintain a cash reserve program to help guard against temporary cash flow shortages in a safe, cost-effective way by reviewing the school surplus and reviewing our financial goals at the monthly board meetings.

## C. Governance

Goal 1: CSA board members will ensure representation at each PAC meeting and 50% of school events during the academic school year, with 100% board engagement. CSA board will receive monthly summaries which provide relevant and detailed sub-reports informing them of the percentage of scholars at proficiency. They will also receive monthly financial reports on the school operation.

## d. Enrollment & Retention Goal

Goal 1: Meet target enrollment and retention by 100%. This will be assessed monthly through the attendance report. Indicators will be free and reduced-price eligibility scholars, disability scholars, and scholars with limited English proficiency.

2. *How will the governing board know that the proposed public charter school is working toward attaining their mission statement?*

CSA governing board will know that the proposed public charter school is working through the following metrics:

#1 Communication of goals and data assessments:

a. CSA staff will have weekly grade level meetings, at a specific time and date, in which student academic and social needs are discussed and planned. Each student within the grade level will be discussed, issues will be addressed, and best practices among the staff members will be shared. Plans resulting from these meetings will include tutoring, classroom management, home visits, parent calls, and working in collaboration.

b. Once a month and immediately following the STAR assessments, a data meetings will be held with grade level math and ELA teachers. Scholars at risk will be given special attention. In these data meetings, individual student progress will be monitored and intervention plans will be reviewed and updated. In addition, the teachers will discuss the scholars who show no progress with referrals for RTI. Intervention student groups will be reorganized frequently based on the data and discussions.

c. The school leader will hold weekly grade chair meetings with the administrative team. During these meetings, each grade level team will discuss plans, issues, and best practices.

d. CSA will create a triad of scholar-teacher-parent through weekly teacher contacts to parents and home visits, both of which are mandated contractually and monitored weekly in grade chair meetings. Communications from these parent-teacher-student interactions will be communicated weekly to grade level teachers and administrators through grade level and grade chair meetings.

e. The CSA board members along with Head of School and assistant will meet weekly to discuss academic, financial, and operational issues, and plan for future. These meetings on a monthly schedule. Throughout all these meetings, school leaders communicate with all staff effectively and receive feedback continuously. In addition, schools monthly STAR assessment results, quarterly benchmark assessment results, and annual EOGs results, and monthly financial dashboard and financial statement summaries will be shared at board meetings with board members and the public.

f. School leaders will receive feedback on a daily basis through their meetings with scholars, staff, and parents and through annual staff and parent surveys. All the feedback will be discussed and considered for further action, if needed, at the appropriate meetings.

#2 Performance Oversight:

a. CSA board will practice active oversight of the charter school management, fiscal operations, and progress toward academic and other school goals. Every month key academic, cultural, operational, and financial data will be presented to the board and public.

b. Academic reports will include the monthly STAR test data, quarterly benchmark data, and annually EOG assessments.

c. The administrative report will summarize the activities and events for the month to reflect on how the culture is emerging within the school buildings.

d. Enrollment report will include enrollment numbers, overall school demographics, free and reduced lunch rate, the total number of the scholars on the waiting list, the total number of scholars with disabilities and ELLs, and change in staffing.

e. The financial report will include reliance ratio, self-sufficiency ratio, a comparison of payroll and fringe benefit vs. program cost, cost per student, cost per sq. ft. for facilities, current ratio, quick ratio, debt ratio and months of cash, major revenue, expense, receivable and payable updates, budget vs. actual income statement, cash flow statement and a balance sheet.

f. Special reports will be provided to the board from different staff members, for example, the social worker, counselor, etc.

<b>Section II: Mission and Purposes Concerns and Additional Questions</b>	<b>Reviewer</b>	<b>Page Reference</b>
Mission statement is clear and defines the organization's purpose.	Shaunda Cooper	Mission Stat
Providing rigor and high expectations - the focus will be on STEM, but also needs to focus on the development of literacy and academic vocabulary that will help build a strong foundation for the STEM plan	Stephen Gay	Mission Stat
Mission clearly focuses on STEM-based education. However, there is no mention of dual language.	Sherry Reeves	Mission Stat
Clarify how this charter is innovative and different from the local LEA and other charter schools in the area	Lynn Kroeger	Mission Stat
More information needed about how this school will be different than the cms schools.  "CSA offers nontraditional settings which are desirable for some children who are self-directed learners." Explain this statement.  Survey is unclear that the majority of the results came from within the targeted area.	Buffy Fowler	Educational
Is targeted population students from South/Southwest Charlotte? Explain what an informal STEM learning environment looks like on a daily basis. Is an 8 hour instructional day feasible for K-2?	Sherry Reeves	Educational
What efforts will be made in recruiting to realistically racially balance the school?	Shaunda Cooper	Educational
STEM is the HOT topic in education. Need to engrain it in the culture as you grow and stay true to mission.	Stephen Gay	Educational
Next door is not defined in the survey results. A substantial number of the respondents from the survey results were from website traffic which is not easy to isolate to the location.	Austin Smigel	Educational
How does informal learning mesh with formal learning and accountability? What fraction of time will be spent in informal versus formal environments?	Lisa Huddleston	Educational
Please describe how Legislative Purpose #4 will be evaluated for fidelity?	Shaunda Cooper	Purposes of
Again - need to look at PD - yes STEM is the mission, but literacy will be the key! How are you going to address that need?  Student / teacher ratio is great / tech is great - need to think how can afford and what outside resources can be tapped to support budget?	Stephen Gay	Purposes of
What is the professional development plan for teachers prior to the start of school? If they are expected to utilize STEM curricula and methods they will need to be trained extensively prior to the start of school.	Sherry Reeves	Purposes of
Student achievement shows a steady increase projection of 10 points over 6 years. What basis was used to set the initial goal at 60% and what basis was used to determine a 10 progression over the course of 6 years?	Shaunda Cooper	Goals for th
As a STEM school, how will CSA assess success in STEM areas? The academic goals for reading are clear, but less so for the STEM areas.  What are the targeted retention numbers?  How will CSA staff find time to discuss each student within the grade-level meeting each week?  How often will home visits occur for staff?	Lisa Huddleston	Goals for th
The goals for proficiency on state tests are very aggressive given the results from the area schools and the state averages.	Heather Soja	Goals for th
Looking at information on student population and area pulling from - is 60% obtainable in the first year? (Yes - it can be done and hope it can - but reality?)	Stephen Gay	Goals for th

<b>DO not want to set up for a let down! Retention - 100% is great, but even the top 20 year schools do not get 100%. How does STAR 360 align to the K-2 assessment / mClass and then EOG? If not aligned with future EOG targets - will you know if they are ready?</b>		
<b>Is a raise from 60% proficient to 90% proficient attainable in 5 years?</b>	<b>Austin Smigel</b>	<b>Goals for th</b>
<b>How many required home visits will teachers be asked to make?</b>	<b>Sherry Reeves</b>	<b>Goals for th</b>
<b>Are Academic goals realistic? How did you start with 60% given your surrounding area is so low?</b>	<b>Buffy Fowler</b>	<b>Goals for th</b>
<b>How will you evaluate the board and leadership of the school?</b>		
<b>Is it realistic to reach for 100% retention in the first few years of an opening?</b>		
<b>Social Worker and Counselor mentioned in this section is not in the budget.</b>		
<b>Can feel the passion in the application - high expectations and rigor!</b>	<b>Stephen Gay</b>	<b>Certify Miss</b>

<b>Reviewer</b>	<b>Score</b>
Steven Walker	Pass
Danielle Allen	
Shaunda Cooper	Pass
Cheryl Turner	Fail
Buffy Fowler	Pass
Bruce Friend	
Austin Smigel	Pass
Alan Hawkes	
Alex Quigley	
Heather Soja	Pass
Tammi Sutton	
Stephenie Clark	
Stephen Gay	Pass
Sherry Reeves	Pass
Robert McOuat	
Phyllis Gibbs	
Lynn Kroeger	Fail
Lisa Huddleston	Pass
Lindalyn Kakadelis	Pass
Joe Maimone	



### III. EDUCATION PLAN

(No more than ten total pages in this section)

**NOTE:** *All sections of the Education Plan should align with all other sections of this application. The State Board of Education shall give priority consideration to the applicants who demonstrate potential for significant, meaningful innovation in education. Provide precise and clear explanations. Lack of response to any question or proper documentation will deem the application incomplete.*

#### **Instructional Program:**

Provide a detailed description of the overall instructional program of the proposed charter school, including major instructional methods, assessment strategies, and explain how this instructional program and model meet the needs of the targeted student population.

The overall instructional program for a population under-represented in the STEM field and with a demographic heavily saturated with failing schools is the Competency Based learning model. CSA recognizes its teachers as learning facilitators whereby teachers must transition from a traditional delivery approach toward coaching, mentoring and facilitating student learning. As part of the STEM-based curriculum, CSA encourages its scholars to be modern 21st-century learners enabling them to be creative, collaborative, communicative, and critical thinkers. It is not enough for them to master the "Three Rs" (reading, writing, and arithmetic) if they are going to be successful competing in this global society. They must become proficient communicators, creators, critical thinkers, and collaborators (the "Four Cs"). The students also need to master additional subject areas, including foreign languages, the arts, geography, science, and social studies. CSA teachers must compliment all of those subjects with the "Four Cs" in preparing students for citizenship and the global workforce ([www.nea.org](http://www.nea.org)). Teaching critical thinking and problem solving effectively in the classroom is also vital for scholars, and learning critical thinking will lead young scholars to develop other skills, such as a higher level of concentration, more in-depth analytical abilities, and improved thought processing.

The teaching staff is evaluated according to the ISTE benchmarks for educators. The use of technology will not be haphazard; instead, guided by a specific purpose behind technology-based lessons. This will enable our scholars to succeed digitally according to the ISTE standards for students, which are aligned with the 21st-century learning objectives set forth by the National Education Association ([www.iste.org/standards/for-educators](http://www.iste.org/standards/for-educators)). The overall curriculum models and proposals to utilize by CSA for example, one of the supplementary curriculum is the STEM Connect curriculum from Discovery Education ([www.discoveryeducation.com](http://www.discoveryeducation.com)). Pearson also offers a STEM curriculum which bases mathematics instructions in scientific inquiry and investigation ([www.pearsonschool.com](http://www.pearsonschool.com)).

The National Council of Supervisors of Mathematics (NCSM) and the National Council of Teachers of Mathematics (NCTM) recognize the importance of addressing STEM fields (science, technology, engineering, and mathematics) in PK12 education and affirm the essential role of a strong foundation in mathematics as the center of any STEM education program. To do so, CSA teachers must "connect and extend mathematics and science and incorporate engineering and technology to address relevant problems and tasks arising



from life in the 21st century. Teachers will do so integrating and exploring topics such as robotics, communication, urban transportation, health, space exploration, environmental issues, or disease spread and prevention which offer fertile ground for scholar explorations in STEM learning. Scholars will use mathematics or science to model problems from the list above as they develop creative approaches and solutions (www.nctm.org/Standards-and-Positions).

Renaissance STAR 360 Reading, Math, and Literacy Testing Assessment will be used by CSA teachers to assess scholars. Learning will be extended by connecting the disciplines of the STEM with extra circular activities. All scholars need a strong mathematics foundation to succeed in STEM fields and to make sense of STEM-related topics in their daily lives. NCTM affirms such best practices, "any STEM education program (including out-of-school activities) should support and enhance a school's mathematics program, ensuring that instructional time for mathematics is not compromised. Also, any STEM activity claiming to address mathematics should do so with integrity to the grade level's mathematics content and mathematical practices(www.nctm.org) Specific areas of instruction are discussed in sections that follow).

### **Curriculum and Instructional Design:**

*Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure for each grade span (i.e. elementary, middle, high) the school would ultimately serve.*

CSA will retain a small class size of 15-20 scholars per classroom, which allows for maximum support within all facets of learning. In addition to the small class size, teachers will offer a combination of instructional strategies to meet the needs of all scholars throughout all areas of study, allowing scholars to take advantage of the flexible (informal) learning space, and where all areas of the classroom are available to scholars. The research strongly recommended, informal settings as ideal for STEM learning because it allows students to work in small groups, have less restrictive schedules and offer more significant opportunities for collaboration. Additionally, these low-stakes, informal environments will enhance learning and, coupled with hands-on activities, enabling a deeper engagement with the material (Vollmert, A., Baran, M., Kendall-Taylor, N., & O'Neil, M. (2013).

At CSA for instance, scholars in grades K-2 will have the flexibility to take advantage of the flexible learning spaces available within the classroom with the management of teachers. Areas allow for both group settings and individualized settings. Teachers also have the option of utilizing large group space (the rug) during times of whole-class instruction and reading, and in times when scholars are viewing the Smart-board and may not need to be at desks. Being a flexible classroom means every area of the classroom will be a learning space. As supported by Miner (2017), "a bookshelf becomes a standing workstation, a beanbag transforms into a reading corner, and whiteboard paint turns any surface into a writing opportunity. These classrooms allow students to choose, or to create the spaces they need to succeed helping them understand themselves better as learners while building 21st-century skills like collaboration, communication, and creativity" (p. 1). Providing flexible classrooms give

students a choice in what kind of learning spaces works best for them. It also enables students to work collectively, communicate, be creative, and engage in critical thinking - The 4C's (edutopia.org; nea.org).

CSA instructional approach also focuses on a curriculum driven by benchmark and end of year assessments that are aligned with the North Carolina Common Core Learning Standards, and the Competency-Based Learning Model; whereby, scholars are engaged in daily activities both inside and outside of the classroom. Along with a combination of hands-on activities, scholars will participate in field experience throughout the Mecklenburg County, meetings with field experts, and utilize one-to-one technology as tools for learning. Several K-2 STEM curriculums focus on specific Science, Technology, Engineering and Math-based strategies or instructional methods. For example, the technique of the 5 E's, hands-on approach, growth mindset, flexible learning, etc. The Framework Institute (and other organizations) support and specify the idea that STEM education must begin early in a student's academic career to be genuinely successful (Vohlmer 15).

STEM learning supports critical thinking, civic engagement, and economic benefits for both individuals and society. Best practices for teaching STEM-based curriculum include hands-on learning, problem-based, and Inquiry-based learning, and an early introduction to STEM concepts. Schedules for students include 100 minutes of reading; 50 minutes of writing and 50 minutes of guided reading and 100 minutes of daily math and science. English instructions are performed in a variety of ways primarily using the through Cengage, as well as other instructional programs such as the Journeys Reading Program for reading and Lucy Caulkins Writers Workshop series for writing. Scholars, K-2 are divided into small groups and rotated between guided reading, literacy lessons, and self-directed computer-based instructions. Teaching Assistants will enable these small group instructions.

Provide a synopsis of the planned curriculum, including:

1. *One sample curriculum outline (in graph form) in the Appendices (Appendix B) for one core subject (specific to the school's purpose) for each grade span (i.e. elementary, middle, high) the school would ultimately serve.*
2. *If you are proposing a high school, as Appendix B2, provide a visual disseminating what courses (core content and electives) will be offered at the charter high school to ensure students meet the proposed charter school's graduation requirements. Please ensure the projected staff and budget aligns with the course offerings.*
3. *Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model.*

The curriculum at Clara Science Academy again will concentration on delivering a high-quality STEM-based education (science, technology, engineering, and math) to under-served communities which will increase college and career readiness for all our young scholars and prepare them for success. As mentioned prior, many of our scholars are coming from a target population of low socio-economic and diverse backgrounds and with limited access to STEM choice schools. Within this population, the median household income is well below the state average and the unemployed percentage is above the state average. The percentage of adults with a bachelor's degree

or higher also falls below the state average at 15.6.%. A STEM education is a high national priority because the Nation lacks skilled workers in these fields and especially minorities and women. In preparation for STEM careers, CSA also believes both the state and national standards which are used to compare our scholars' academic success, progress, and growth are also vital in understanding our scholars' success. Thus it is significantly more important to align our curriculum with the Common Core State Standards as well as the state standards.

North Carolina's end of grade assessments in English Language Arts and Math (taken in grades 3rd-8th) are aligned to The Common Core State Standards. The Common Core State Standards were developed with the express intent of ensuring that scholars in grades K-12 will master and are proficient in these standards which will prepare them to excel in college and subsequent careers.

Clara Science Academy objective is to impact change in the education system within the Mecklenburg County by preparing students for the kind of deep learning, critical thinking, collaboration, problem-solving, and adaptability required for success. STEM education is a high national priority and it is a competitive field. CSA knows that science and math skills are highly valued and also the language skills when competing globally; therefore, the curriculum along with instructional practices will offer students personalized instruction with project-based learning, intensive foreign language instructions in the choice of Chinese, Spanish, and Arabic (based on parents majority vote), and the approach to learning all content areas in the context of real-world applications. The individualized and engaging nature of these approaches includes hands-on, inquiry-driven, technology-enabled, real-world activities is appropriate and effective teaching strategies for students at every level. CSA board consist of members who are Chinese teacher and Chinese Curriculum Designer for the district with experience training Chinese, Arabic and Japanese teachers in CMS.

Please see Appendix B for additional information on Language

- 4. Describe the primary instructional strategies that the school will expect teachers to master and explain why these strategies will result in increased academic achievement for the targeted student population for each grade span (i.e. elementary, middle, high) the school would ultimately serve.*

With the Competency Based learning model, CSA recognizes it teachers as learning facilitators whereby teachers must transition from a traditional delivery approach toward coaching, mentoring and facilitating young scholars learning. CSA teachers are teaching facilitators and are active designers of the curriculum whereby they encourage scholars to assume responsibility for their knowledge and move from teacher-centered to scholar-centered education. Teachers are also expected to utilize a variety of instructional strategies. With this in mind, teacher training supports a strong background in the facilitation of content, differentiated learning and culturally responsive.

Also, CSA teachers are guided in their mastery of the following strategies and methods: Project-Based Curriculum Planning - CSA teachers, will need to build their expertise in the development and facilitation of project-based

learning modules. Project-based learning is encouraged as a way that both teachers and scholars can access a wide array of learning styles and multiple-intelligence. Teachers will function as coaches with the confidence that scholars understand content not only through the lecture but also through inspiration, experimentation, and practice. Projects may cross content areas, allowing teachers to work together to design assignments that have relevance to real-world problems and to collaborate to revise and improve the curriculum. The learning that occurs outside the school walls is also valued through this assessment method, allowing scholars to link the relevance of school-based education with the rest of their lives. The use of a variety of media and technologies, both in teaching and in the student demonstration, has characterized most schools' application of competency-based assessment.

Peer coaching groups are encouraged, as a way that students can get supportive feedback as they grow towards greater skill development. Teacher-scholar dialogue, either one-on-one or in small groups, has emerged as the aspect of the competency-based assessment method most valued by both teachers and scholars. The richness of an interactive discussion about the student's specific demonstrations of skill development work to guide the young scholar toward proficiency in all areas. These dialogues are also learning experiences in themselves, teaching scholars to reflect on their work and actions, to evaluate their performance, to use feedback constructively as an improvement tool, to value direction from caring adults, and to recognize that accomplishment is not a one-time test, but a journey, over time, of incremental steps supporting college and career readiness.

Renaissance STAR 360 Reading, Math, and Literacy Testing Assessment are designed to help teachers assess scholars quickly, accurately, and efficiently. It provides teachers with reliable and valid data instantly so that they can target instruction, monitor progress, provide scholars with the most materials, and intervene with at-risk students. CSA will be able to use real-time data from STAR to make decisions about curriculum, assessments, and instruction at the classroom, school and district levels. It will measure student achievement in the areas: Early Literacy Enterprise which assesses early literacy and early numeracy skills, Reading skills (grades k-12), Math skills. Renaissance STAR 360 Reading, Math, and Literacy Testing assessments include skills-based test items, the Core Progress learning progressions for instructional planning, and in-depth reports. It is also a proven assessment. For example, St. Pauls Catholic elementary school in New York City after one year of using the assessment, test scores with math quadrupled. The STAR assessments measure scholar's achievement in four areas: STAR Early Literacy Enterprise assesses early literacy and early numeracy skills (grades pre- k-3); STAR Reading

5. *Explain how the proposed instructional plan and graduation requirements will ensure student readiness to transition from grade to grade and to the next grade span upon program completion.*

The ongoing use of small group instruction and technology-enhanced instruction is designed to take scholars from where ever they are to the grade level expectation at a minimum. Therefore, CSA will adopt in its policy that the school's requirements for promotion to be evaluated by each grade level teacher along with the schools' director reflecting a culture of

rigor and high achievement opportunities for all. These requirements will be communicated to parents and scholars throughout the academic year.

CSA will utilize formative and summative assessment data to engage in conversations with scholars and their families regarding their strengths as well as opportunities and specific concepts needed to master for promotion. Our instructional program is designed to ensure students of all different learning capacities are accommodated.

Clara Science Academy's primary purpose of the proposed school is to increase learning opportunities for all scholars. The educational program, instructional plan, and promotion requirements are specifically designed to transition each student to the next grade successfully. The comprehensive curriculum plan will not only prepare scholars academically through the use of a rigorous and relevant curriculum but will also ensure that scholars have appropriate personal and social skills.

6. *If you are proposing a high school, describe how the proposed charter school will meet the Future-Ready Core requirements. Provide details on how the students will earn credit hours and how grade-point averages will be calculated?*
7. *Provide a school academic calendar in Appendix C (minimum of 185 instructional days or 1,025 hours).*
8. *Describe in a brief narrative below on how the calendar coincides with the tenets of the proposed mission and education plan.*

The calendar is a four-quarter two-semester model. CSA goal is to provide 100 hours more instruction than a traditional schedule. However, it is primarily used to meet the needs of high poverty scholars. Research shows that scholars from low-income families do not generally get the same kind of academic stimulation during school breaks that there more affluent peers receive. Consequently, they often return to school with significant summer loss which is reduced with extra hours in class (Jensen (2009), *Teaching with Poverty in Mind*; Gunnar, Frenn, Wewerka, & Van Ryzin, 2009; Miller, Seifer, Stroud, Sheinkopf, & Dickstein, 2006).

To maximize our instructional time, Clara Science Academy will operate on a seven and a half to an eight-hour school day rather than the seven (7) hour school day with which most schools operate allowing our young scholars additional time for instructional practices, fieldwork, and meetings with our community partners, which will ultimately improve our challenge-based coursework and academic success. This extra time also enables the time needed to adequately implement our intervention program, which we feel will be a critical component to the development of positive school culture, and the development of innovative thinking and modern-day-age skills that often are not quickly or sufficiently integrated into other areas of the curriculum.

With the increase in the instructional day, CSA has more flexibility with the school calendar. By increasing the academic calendar year to 195 days, starting early August, and ending late June, it is the belief this change is necessary to provide teachers with additional time and resources needed to be successful. One day on the last school day of each month for teacher development, and planning (10 days total), a half (1/2) day each quarter for



parent-teacher-student conferences, and additional professional development and planning days before the school year begins and after it ends (11 workdays). The last day of each quarter will be designated as a showcase day where students can share their module work with their peers, parents and community partners which enable students to take ownership of their work and motivates them to increase their learning potential. The "public" nature of these presentations, with the inclusion of a "real world" audience, creates a genuinely high stakes accountability model, for students, teachers, and the school.

### **Special Programs and "At-Risk" Students**

1. *Describe the methods and clear systems of prevention and intervention teachers will utilize to provide assistance to students that are not performing at expected levels: ensuring continued progress and academic student growth.*

Keeping in line with mission, and providing a positive, nurturing and learning environment for all scholars including a scholar who is "At-Risk," CSA will provide instructional support and opportunities for all its scholars. As part of its fundamental design element, CSA will identify and monitor the progress of students in need of expanded learning opportunities and remedial assistance, including the at-risk population by extending regular, extensive tutoring assistance during and after school, during vacations and on weekends to students in need of additional instruction or desiring academic stimulation. Through technology-driven, instruction will enable the teachers to provide means of engagement and options for all type of learners and students at a different level of cognitive development. Academically struggling ("At-Risk") scholars will be identified by using computer adaptive testing software and classroom and interim assessment data. A student is identified "at risk" of not completing their education based on factors such as poor school performance, poor attendance, behavioral difficulties, or economic or environmental disadvantages, and have been referred to the school counselor. The counselor will work with the scholar and the scholars' family to revise the individualized Learning Plan that is specifically designed to provide appropriate interventions. These scholars will be scheduled for a Response to Intervention (RtI) period several times weekly where students receive individually targeted reading and math interventions. Scholars struggling with academics will also receive differentiated instruction, additional tutoring, and pull-out support. Scholars struggling with behavior or emotional issues will receive an adult mentor, small group peer support, and professional counseling. Additional support may be provided during daily after-school "tutoring hours" and during the summer session.

The third level includes evidence-based intervention(s) of moderate intensity using asset-based instructional tools. To ensure sustained support, scholars will receive a Personalized Education Plan (PEP) based on locally determined assessments and teacher observation. Through collaborative efforts, multiple tiers of increasingly intense instruction/intervention services will be implemented to support scholars academic proficiency. Scholars needing remediation or intensive instructional support will be matched to strategic and intensive instruction/interventions based on screening, progress monitoring, and diagnostic assessments. To ensure scholars do not miss core subject instruction, interventions will occur during specific times of the academic

day, possible extended school and if needed a Saturday Academy. Progress will be monitored through a consistent evaluation process (i.e., timed probes) at a minimum each month. If there is no progress after four weeks of intervention, intervention implementation will be evaluated for fidelity and intervention time will intensify.

All young scholars will participate in multiple formal assessments to establish a baseline and personalized education plan. All scholars performance, teaching and learning will be measured monthly and/or quarterly through data collected and tracked by multiple assessment instruments, including the Renaissance STAR360 Assessment (Reading, Math and Literacy Testing), Benchmark Exams and full-length practice tests for state assessments, Compass Learning to monitor progress as well as common formative assessments developed by our teachers. Student performance will be documented and reviewed by teachers, and school administrators. Through the CSA Team partnerships, teachers will master the processes of effectively collecting, analyzing and collaborating to make effective decisions for children. The school will develop a student support team comprised of our best classroom teachers, instructional coaches, and administrators to analyze brainstorm collectively.

2. *Explain how the instructional plan and curriculum will meet the needs of English Language Learner (ELL) students, including the following:*

- a) *Methods for identifying ELL students.*
- b) *Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for ELL students.*
- c) *Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.*

As stated above, Clara Science Academy will work to ensure that all young scholars demonstrate continued progress and growth. Therefore upon the acknowledgment by parents that English is an additional language in the home, or if they check yes to any of the determining questions on the Home Language Survey, then there is a referral of the student to the ELL liaison for testing. If a scholar has not been previously identified as ELL, the WIDA Access Placement Test (WIDA-APT) will be administered. If a student's academic records show previous ELL identification, the ELL liaison will proceed with preparing the adequate instructional plan based on proficiency level.

Ensuring effective instruction for these scholars CSA will also implement the Sheltered Instruction Observation Protocol (SIOP), model. The SIOP model includes:

- a. Lesson preparation- that includes pre-lesson assessment and a plan for an ongoing cycle of assessment, instruction, and re-teaching when needed.
- b. Building background- using and connecting background knowledge with the lesson in the classroom (creating relevance), making explicit links to past learning, and a clear and intentional focus on key vocabulary.
- c. Comprehensible input- by ensuring that the scholar can comprehend all instructional practices and methods.
- d. Strategies- specifically, providing that we are teaching the types of cognitive (e.g., underlining, use of graphic organizers, re-reading) and meta-cognitive strategy (e.g., making predictions, correctly using self-questions) that are commonly employed by good learning.
- e. Interaction- including large amounts of positive student talk and making

room for scholar interactions with each other and the teacher.

f. Practice and application- giving scholars the opportunities to practice and apply learned content.

g. Lesson delivery- delivering instructional contact in a way that supports learning objectives and maintains scholar engagement.

h. Review and assessment- reviewing lesson content and assessing scholars to determine mastery of the material.

CSA leadership team consisting with the ELL Liaison will determine the appropriate means of instruction and modifications or accommodations for ELLs based on previous academic records, ELL placement test, parent input, student input, student observations, and other relevant data. We will ensure that ELL students meet the same challenging English proficiency objectives and standards required of all other students. Teachers will individualize their lesson plans for the ELL students. Teachers will also align their strategies with the available Core Knowledge ELL lesson plans.

CSA will employ the necessary personnel to ensure appropriate curricular materials and supplemental resources needed to help ELL learners become proficient in English are present in the classroom. ELL learners benefit greatly from Total Physical Response, in which students, as much as possible, physically engage in their learning. For instance, if they are reading a story about the wind blowing, the teacher and students will pretend to be the wind as they read. Also, our curriculum will be supplemented with Web-based programs with a multitude of multimedia activities including monolingual/bilingual dictionary, grammar tools, audio support, and additional print coursework.

To ensure compliance with state and federal guidelines for ELL scholars, our staff will work closely with classroom teachers, and counselors to facilitate communication and dissemination of information to parents. Notifications will be sent, to the extent possible, in a language understood by the parents. Scholars who are determined to be thoroughly English proficient based on ACCESS tests results will continue to be monitored for two years, as required by state regulations. Parents will be notified and kept informed of monitoring progress.

3. *Explain how the school will identify and meet the needs of intellectually gifted students, including the following:*
  - a) *Specific instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.*
  - b) *Plans for monitoring and evaluating the progress and success of intellectually gifted students.*

Gifted Education Program (Academically / Intellectually Gifted)

All scholars within the jurisdiction of a school district are entitled to a Free and Appropriate Public Education (FAPE) to those that identified as Academically/Intellectually Gifted (AIG). CSA gifted will meet the NC AIG Program Standards under Article 9B (N. C. Gen. Stat. 115C 150.5 150.8). The Academy ensures that student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services through careful monitoring during school site visits. CSA will ensure all identification, screening, parental involvement, and procedural safeguard requirements are followed in accordance with the North Carolina



## AIG Program Standards.

While ensuring consistency implementation of screening, referral, and identification processes, CSAs screening procedure will provide equal opportunity for all students using the following:

\*Multiple criteria for decision-making including informal assessment such as benchmark assessments, state assessments, end of course and end of grade assessments

\*Assessments that go beyond a narrowed conception of giftedness

\*Reliable instruments/strategies for assessing giftedness,

\*Appropriate instruments to be used with underserved populations, and

\*Data which provide relevant information for instructional decision-making rather than labeling

All data obtained will become part of the student's AIG differentiation program folder and will be used throughout the process to determine appropriate services.

Screening procedures, and processes, as well as, a list of specific assessments used to determine aptitude and achievement will be included in the folder. Students who have been identified and qualify for AIG will each have a differentiated educational plan written every educational phases (45, 6-8) which includes a statement of the present levels of educational performance of the child, a statement of goals, including measurable short-term instructional objectives, a statement of the specific services to be provided to the child, and appropriate objectives, criteria, and evaluation procedures and schedules for determining whether the objectives are being achieved.

CSA gifted curriculum objectives are focused on developing cognitive, learning, research and reference, and meta-cognitive skills at each grade level, using principles of differentiation, in one or more of the following content areas: mathematics, science, language arts, social studies, foreign language, fine arts and vocational/technical education which are aligned to the North Carolina AIG Program.

### **Exceptional Children**

*The public charter school cannot deny admission to any child eligible for special education services as identified under the federal legislation Individuals with Disabilities Education Improvement Act (IDEA), IDEA regulations, and Article 9 115C of the North Carolina General Statutes, North Carolina Policies Governing Services for Children with Disabilities. **All public schools are responsible for hiring licensed and 'highly qualified' special educators pursuant to law.** Public schools are required to provide a full continuum of services to meet the unique needs of ALL students with disabilities.*

### **Identification and Records**

1. *Explain how you will identify students who are enrolled within the charter school that have previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act.*
2. *Provide the process for identifying students who may be eligible for special education services as identified in the federal 'Child Find' mandate. Be sure to include how student evaluations and assessments will be completed.*
3. *Provide a plan detailing how the records of students with disabilities and 504*

*Accommodation plans will be properly managed.*

- a) Requesting Records from previous schools*
- b) Record Confidentiality (on site)*
- c) Record Compliance (on site)*

To identify students who have previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act, upon enrollment at the charter school, all students' records will be reviewed by a school counselor for previously diagnosed disabilities, eligibility under Section 504 and/or Individual Education Plans. The IEP team will contact the previous school in writing and by telephone to request the current IEP and pertinent student information. We will speak and/or meet with the previous special education staff regarding special accommodations and follow through with previously written plans until we are able to conduct our own evaluation, adopt the most current IEP or develop a new IEP, in accordance with the transfer provisions of NC 15044.4(e) and (f).

CSA Teachers, parents and staff will be provided with resources for identifying children with special needs in our school through brochures, posters and letters found on the Public Schools of North Carolina Department of Public Instruction Project Child Find website. Under the leadership of an Exceptional Children's Teacher, the education team, consisting of an LEA representative, the parent of a child with a disability, regular education teacher of the child, and an individual who can interpret the instructional implications of evaluation, will use a problem-solving approach and progress monitoring when addressing academic, behavioral, and/or developmental concerns regarding students. Team members will document the data collected, monitor the results of scientifically research-based interventions and make data-based decisions. The school will utilize the North Carolina Department of Public Instruction forms to document the evaluation and IEP.

Additionally, parents can refer their child for testing at any time by providing a written request to the school.

In compliance with confidentiality requirements, all confidential records shall be kept in a locked file cabinet in a room accessible only to pertinent school personnel. Written documentation will be required to remove any records from the records room. Only those staff members of the students will have access to the aforementioned files.

Our school will provide special education and related services according to the federal mandates of the Individuals with Disabilities Education Act and the regulations of the North Carolina Public School Law, Article 9. To ensure record compliance, our school will develop and implement a record compliance monitoring system. The IEP team will complete a compliance checklist for all records of students with disabilities. Each record will be reviewed and if any noncompliance is found, a correction action of noncompliance will take place immediately. Verification of correction will be the final action to ensure the noncompliance was corrected. The 504 Coordinator at our school will monitor the 504 Accommodation plans compliance as required by Section 504 of the Rehabilitation Act of 1973.

### Exceptional Children's Education Programming

- 1. Describe the educational programs, strategies, and additional supports the school will provide to ensure a full continuum of services for students with disabilities.*
- 2. Describe the methods and support systems that will be in place to ensure students with*

*disabilities receive a Free and Appropriate Public Education (FAPE).*

3. *Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents and relevant staff.*
4. *Describe the proposed plan for providing related services.*

Keeping in line with the mission, CSAs goal is to promote a positive, nurturing and learning environment by supporting a student-centered education for students with disabilities through data driven instruction, flexible classroom space based on student needs collected from data (student demographics, personal data, student performances, assessments, etc.), including the IEPs and 504 Plans.

IEP and 504 Plans layout the specific needs for students and teachers. Teachers will be trained in differentiate instruction to fully understand how to meet the needs of the students; how to integrate student needs in the instruction and planning; and implement the strategies necessary to deliver the content in a consistent way. Teacher training and planning is vital to the success of student centered learning. Also, PLC collaboration with the EC Coordinators, teachers assistants, and content facilitators support the differentiation of instruction.

To provide instructional support, challenges and opportunities for all its students, CSA will extend regular, extensive tutoring assistance during and after school, during vacations and on weekends to students in need of additional instruction or desiring academic stimulation. Through technology-driven instruction will enable the teachers to provide means of engagement and options for all type of learners and students at different level of cognitive development. Again, academically struggling students will be identified by using data collected by way of computer adaptive testing software and classroom and interim assessment data. Students struggling with academics will also receive differentiated instruction, additional tutoring, and pull-out support.

CSA staff will access each student to collect baseline data when they are admitted into the school to determine his or her academic strengths and or weakness. Students with disabilities will have specially designed instruction based on their IEP or 504 Plan requirements. All classroom teachers, paraprofessionals and other related personnel employed by CSA will attend annual in-service professional workshops on assistive technology, how to read and implement accommodations and modifications in each students IEP, and differentiated instruction and assessment for gifted students and students with learning disabilities. The goal is to fuse education instruction with general education curriculum in the general education classroom. Examples of appropriate classroom adaptations, accommodations and modification that will enable a child to access the curriculum include but limited to, changing the manner in which material is presented; creating personalized study guides; adapting textbooks; creating teacher made podcast of study materials; creating flexible classroom spaces; altering tasks requirements; promoting social acceptance and making use of assistive technology devices.

Training in this stratagem will be important for the EC Coordinator/Specialist. All instruction is data driven for all students and the special instructional strategies for students with disabilities comes directly from the instructions with in the IEP on what is the best method of instruction for each student with disabilities. This strategy aligns with the "inclusive, positive" learning environment in the mission statement. An

EC Coordinator/Specialist has been consulted and will be hired to support the specific needs of students with disabilities providing a full continuum of service delivery.

CAS will provide educational opportunities to students with disabilities in the least restrictive environment with the full continuum of alternative placements, as appropriate. We anticipate that 12% of our school population will require EC services and will plan accordingly. There will be at least one Exceptional Children's teacher on staff, depending on school enrollment. He or she will be responsible for implementing IEPs and monitoring students' progress.

Classrooms will be equipped with the necessary materials to ensure access to the curriculum. Quarterly, the EC teacher will meet with students' classroom teacher(s) to discuss progress and determine if a parental meeting is necessary. Yearly, parents, the EC teacher, one regular education teacher, a school administrator and an individual who can interpret any evaluation data will meet to review the student's IEP and to make any necessary changes or recommendations. Parents may request an IEP meeting at any time.

Clara Science Academy will ensure that all students with disabilities have access to a free and appropriate public education. In addition will focus on their special education and related services needed in order to ensure that they acquire the best possible education and are being prepared for further education, employment and independent living. CSA will follow all federal and state laws and regulations relating to the education of students with disabilities. All staff will be educated as to the contents and implications of these laws.

The Exceptional Children's teacher will be responsible for monitoring the implementation of all IEPs. Students will receive quarterly progress reports and an annual review meeting. Further meetings will be scheduled as a student's needs change. As a student is identified, a transition meeting will take place to ensure that all accommodations are communicated to the relevant teachers.

CSA has budgeted for the support of an EC Coordinator/Specialist, STEM training and differentiation of instruction training. Exceptional students will be supported through the technology integration for their specific needs based on the data within the IEP/504 Plan framework. Science, math and engineering courses will also have differentiation of instruction to meet the needs of the exceptional students with the guidance of the EC Coordinator, IEP/504 Plan framework and the curriculum design. Clara Science Academy will also contract with the appropriate related service providers, including occupational therapists, physical therapists and speech therapists.

## **Student Performance Standards**

1. *Describe the student performance standards for the school as a whole.*
2. *Explain the use of any evaluation tool or assessment that the proposed charter school will use in addition to any state or federally mandated tests. Describe how this data will be used to drive instruction and improve the curriculum over time for the benefit of students.*
3. *Explain the policies and standards for promoting students, including students with special needs, from one grade level to the next. Discuss how and when promotion criteria will be communicated to parents and students.*
4. *Provide the public charter school's exit standards for graduating **ALL** students. These standards should set forth what students in the **last grade served** will know and be able to do. Be sure to*

*include plans for the "At-Risk" population.*

Clara Science Academy has a high standard and expectation for the students serve. We believe that through our experience as educators, the quality of instructional program, and the wide range of learning experiences being offer, students will succeed in meeting high criteria for success. Therefore, the performance standard for the school as a whole is: 90% of all students will complete their assigned coursework each year, and 90% of all students will show at least one year's academic growth at the end of the school year by 2023, our 5th year open as a school. To achieve this, there are many evaluation tools that we will use in addition to the state tests:

Literacy

In Reading, CSA will use different formative assessments to measure our students' Reading levels. Teachers in grades 3-6 will conduct STAR benchmark assessments at a minimum of once a quarter or whenever they believe a child has moved up in reading level. These assessments, similar to the text reading and comprehension assessments will provide teachers with an understanding of students' reading skills and behaviors and what comprehension strategies they use to analyze texts.

In Writing, teachers will create rubrics for each writing unit of study in order to evaluate the students published pieces and ongoing writing abilities. Reading and Writing will be conducted in all grades 4-6 two times a year to give CSA teachers a baseline for how their students' understanding of informal reading and writing transfers to summative task-oriented assignments. This will also help teachers gauge how students may perform on their Smarter Balanced READY EOG performance tasks at the end of the year.

Math, Social Studies and Science, CSA teachers will assess students on an ongoing basis using teacher observations and conference notes, rubrics from projects and assignments, and CSA-created performance tasks and benchmark assessments for each strand of the Common Core and Essential Standards. Once a quarter, CSA teachers will also use a program such as the STAR Assessment System where they can create Math and Science quizzes and unit exams online that have questions similar to those of the READY EOGs. Since all students will eventually take their state exams on the computer, these Internet-based assessments will enable them to familiarize themselves with the computer tools and allow them to improve upon their technological skills.

Foreign Language - The Arabic, Chinese, or Spanish teachers will create assessments using the PALS rubrics for evaluating the success of their program using the National Standards for Learning Languages as their guide. They will administer a variety of conversational evaluations, written tasks and presentation activities to measure all students oral, reading and written fluency in the second language.

CSA believes that all students can succeed as long as they have the social and academic tools to access, analyze, synthesize and present new information learned. To support this notion, many factors should be utilized in promotion decision and promoting to the next grade level. The student should be on or approaching grade level in four out of five core subjects, is the appropriate age level or within a year of it, and is socially mature enough to handle the subsequent grade level. The factors that determine grade level performance includes: students' grades based on classroom



activities, teachers recommendations, academic growth the student has made throughout the year, and when applicable, his/her performance on state mandated assessments.

To ensure that this data is formally taken into account on behalf of each student, CSA will develop a process to handle promotion and retention. The process will work as follows:

a) At the beginning of the last quarter of each school year, teachers will be responsible for providing the intervention teams with a list of students in their class that they believe are in question for promotion.

Because we have a strong intervention process, no names on the list should be a surprise to the team as they would have been discussed by the team members throughout the year.

b) While in the last quarter, teachers will work with students to create a portfolio of their work in whatever areas that they are deficient and collect the documentation from the year that supports whether the student should be promoted or retained.

c) Parents will be notified of and invited to student review meeting well in advance.

d) The parents, teachers and administration, will have the opportunity to present a portfolio and documentation to the review committee. This committee will include members of the intervention team including one teacher representative from each grade level in grades 4-6. The members can also share whether they wish for the child to be promoted or retained and explain why.

e) The committee will review the information, take into account the students prior history (i.e. age, size, past retention's, past grades), make a decision regarding promotion/retention, and the parents will be notified of the decision within 72 hours.

Although this process will be in effect for all students, there are specific students that need to meet different criteria for promotion. CSA will review all EC students' IEPs to determine if they should be promoted to the next grade level, the EC students who have sufficiently met their IEP goals will be promoted regardless of their achievement on grade level assignments and standardized tests. The same is true for ELL students, any ELL student who is still below grade level due to language deficiencies will be promoted to the next grade level. Their PEP will be revised for next year to ensure that their language needs are continually being met. Move Up Ceremony Requirements

By grade 6, all CSA students will be proficient in a number of areas that will enable them to move on to the next grade. On state assessments, they will meet grade level expectations on the 6th grade English, Math and Science READY EOG exams. Within the school, they will have met all attendance requirements as well as completed 95% of their assigned work for their courses by passing day. In addition, each 6th grade student will need to receive a satisfactory grade or higher on their exit presentation which will be based on their work in their area of focus. This presentation should exhibit strong research and technological competence, solid oral and written communication skills, and embody their cultural learning experiences. They will share their presentation with parents, teachers and classmates on project day during the last week of school.

**Student Conduct:**

*Provide a brief narrative that disseminates how student conduct will be governed at the proposed*

charter school and how this plan **aligns** with the overall mission and proposed Education Plan of the charter school.

Be sure to include:

1. Practices the school will use to promote effective discipline.
2. A preliminary list and definitions of the offenses which may result in suspension or expulsion of students.
3. An explanation of how the school will take into account the rights of students with disabilities in regards to these actions that may or must lead to suspension and expulsion.
4. Policies and procedures disseminating due process rights, including grievance procedures, for when a student is suspended or expelled.

To ensure that an environment is created where teaching and learning can prosper CSA Charter School will develop a series of rules that address proper student behavior, student dress code (uniform), maintenance of order within the school and during school activities, and a statement of student rights and responsibilities. The Code of Conduct for elementary and middle scholars will be designed appropriately for each age groups. School staff will ensure that parents and students are well -informed of these policies, both before enrollment and at the time students sign up for entry into the charter school. The discipline and order policies will include components such as student disciplinary code, maintenance of public order on school property and scholars rights and responsibilities. Parent partnership and clear communication are critical to CSA success. CSA aims for parents to feel heard and be aware of multiple opportunities to communicate their concerns. This always begins with going to the source (teacher) and scheduling a conversation. The administration will develop processes and communication channels. Other communication channels may include Parent Advisory Council and Public Comment at Board Meetings.

CSA utilizes data to create a discipline plan based on a reward system which is fully documented in the CSA Scholars Handbook Code of Conduct. Teachers will be trained to implement components of the Positive Behavioral Interventions and Supports (PBIS) and the OLWEUS Bullying Prevention Program to highlight and encourage the positive behaviors displayed within the student body. The Olweus program was developed by Dr. Dan Olweus, a professor of psychology from Norway has been based on the greatest amount of research on bullying, and happens to be the foremost bullying prevention program in the world. The program was designed to help the relationship amongst children and to make the learning atmosphere safer and a more positive one for children to study and learn. It was originally designed for school-aged children in elementary schools, middle schools and high schools, all between the ages of 5 and 15.

Goals of the Olweus Bullying Prevention Program are as follows:

To make peer relations in the school environment better.

To stop bullying among students in the school environment.

To prevent bullying in the future in the school environment.

The first component of CSA positive school culture is establishing clear expectations from students. For example, CSA school-wide positive behavior expectations from students are as follows: 1. Be Safe 2. Be Responsible 3. Be Respectful 4. Try Your Best. Expectations will be reviewed with students and displayed in every classroom and throughout the building. Using positive behavior intervention and supports, students will be recognized for their positive efforts.

#2 component in promoting a positive school climate is safety; a well-

established disciplinary structure. The student code of conduct is developed to establish and enrich healthy behavioral expectations, rules, and regulations. Rules centered on manners, etiquette and organization support discipline. In the mission statement, students will be in a "positive, inclusive" environment. PBIS school store technology is a reward system designed to motivate students and maintain a positive environment. Student, parent discipline contracts support the implementation of discipline with the focus on student responsibilities.

CSA will approach disciplinary cases based on three areas. Level 1 - Non-negotiable rules such as dress code, electronic device, locker, food and drink, reinstatement meetings. Level 2 - Minor Infractions whereby students will have the ability to earn both merit and demerit points, Level 3 - Major Infractions which may lead to suspension and expulsion. Minor infractions ex.-instances where students have not injured or caused bodily harm to others, they have not stolen or committed an illegal violation.

Mulberry Presbyterian Church has been the focal point of Tuckaseegee Road and the surrounding communities for over 120 years.

Under Mr. Jacob Harkey a church building was built with volunteer labor. The land was donated by Mr. J. N. Rhyne and a new church was dedicated, debt free.

A west wing was added with twelve new classrooms, bathrooms and an office. Then a spacious east wing was added giving a large fellowship hall, kitchen, parlor and eight additional classrooms.

5600 Tuckaseegee (East & West wing) other descriptions:

Number of stories in the building: 2.0 story

Exterior walls: Face Brick

Heating: Air-Ducted

Fuel: Gas

Air conditioning: Ac-Central

Land area: 230,868 square feet

Classroom Building area: 15,000 square feet each



<b>Section III: Education Plan Concerns and Additional Questions</b>		
Has a specific STEM-based curriculum been identified?	Sherry Reeves	Instructiona
Strong resources and means for evaluating teacher growth - ISTE and NCSM - the understanding fo rtes need for strong math foundation is present	Stephen Gay	Instructiona
At one point in the application, CSA says that students will have science instruction each day. However, Appendix B states that students will have science instruction every other day. How is this adequate for a STEM school if true?	Lisa Huddleston	Instructiona
Foreign language curriculum is listed in Appendix B as part of the core curriculum but is not addressed in the mission or curriculum/instructional design section of the narrative.	Sherry Reeves	Curriculum a
The use of space to enhance learning is addressed - remember to set the expectations and you are setting a strong foundation!	Stephen Gay	Curriculum a
The five-year personnel plan seems to include 7 teaching assistants for 32 teachers. How will these few assistants support the small group instruction across the school?	Lisa Huddleston	Curriculum a
How much physical activity and free play will young children have to support the longer school day?		
An example of a day-to-day schedule would be helpful. Spending time in a student's shoes by providing a detailed schedule for a student would assist reviewers.	Heather Soja	Curriculum a
AIG identification and instructional plan are vague.	Sherry Reeves	Special Prog
Will teacher pay reflect the extra time given to students afterschool and in the summer? Will the counselor be developing the individual learning plan with academic goals? Why would the instructional staff not be doing that? Is there money in the budget to pay for professional counseling for students with emotional issues?	Buffy Fowler	Special Prog
The basic concepts of MTSS are played out in the plan - supports are also provided	Stephen Gay	Special Prog
What information will you use to determine if an after school or Saturday school will be required to support the increase of student achievement? Will money be reallocated to support these programs?	Shaunda Cooper	Special Prog
The plan includes leveled-supports for struggling learners and plans (PEP, Individualized Learning Plan) for addressing student needs.	Robert McOuat	Special Prog
How and when will the intervention program work with EC personnel and EC identification?	Lisa Huddleston	Special Prog
Basics meet state requirements	Stephen Gay	Exceptional
The personnel budget indicates there will be two Exception Children's instructors hired for the first year. How will these staff members be assigned across grade levels?	Shaunda Cooper	Exceptional
IEP and section 504 are used interchangeably. Please make sure you are aware with the different requirements of each law.	Robert McOuat	Exceptional
When describing appropriate classroom adaptations, did the applicant mean "but NOT limited to"? Limiting is inappropriate.	Lisa Huddleston	Exceptional
Why does CSA anticipate an EC population of 12%?		
Again basic state requirements met - the EC section does look at providing materials in the classroom that will allow students to access the curriculum. Strong	Stephen Gay	Exceptional
The application indicates that IEP progress will be discussed with parent quarterly. Please make sure this is as or more frequent that than report cards are provided.	Robert McOuat	Exceptional
The application does not describe the school's obligation for Free and Appropriate Education (FAPE).		
The application indicates that the school will provide "a full continuum of service delivery." Who makes the decision about placement on the full continuum? What are the components of the full continuum? How will special education services and teachers be integrated with the school's instructional approach?		
Who will serve as the LEA rep at your school?	Buffy Fowler	Exceptional

Does the budget allow for the continuum of services that may be needed? Please note that afterschool and weekend tutoring, cannot not be used as service time for students with IEPs.		
Will an EC qualified teacher provide instruction (whether in-class or pull-out) to students with IEPs?	Sherry Reeves	Exceptional
Plans are in place - the plan to develop own curriculum from standards - have to have a STRONG staff and administrative focus / leadership fo this to happen!	Stephen Gay	Student Perf
Applicant does not state specific student performance standards. What are the expectations for measuring student proficiency and growth?	Sherry Reeves	Student Perf
what did you use to decide on 90% completion of schoolwork. What will you use to determine a years worth of growth in a student? WHO will teach the foreign languages and where is that in the budget?	Buffy Fowler	Student Perf
Who will be included in the promotion meetings before you have 4-6 teachers?		
The statement that 90% of students will complete their assigned coursework each year is vague. What is meant by this statement, and how will it be measured?  Why wait until the last quarter to develop a list of possible retentions?  What does CSA mean by stating that parents will be notified well in advance for review meetings?  Waiting until the last week of school to have sixth graders present their final program does not leave students or teachers much time for intervention and correction given that this project is a graduation requirement. Has CSA considered having these presentations earlier in the spring to alleviate unnecessary stress the week of graduation?	Lisa Huddleston	Student Perf
due process and grievance procedures are not mentioned in this section.	Heather Soja	Student Cond
Plan will need to be fully developed upon approval to move to the RTO process.	Shaunda Cooper	Student Cond
How will the protections for students with disabilities be addressed within the school's discipline procedures. In particular, when will the school hold a manifestation determination meeting?	Robert McOuat	Student Cond
Handbook will need to go more into detail on due process procedures for long term suspensions/expulsions.	Steven Walker	Student Cond
What is the appeal process for suspension and expulsion?	Buffy Fowler	Student Cond
Is CSA aware of age requirements for expulsion?	Lisa Huddleston	Student Cond
Policy is general - but like the focus on Bullying prevention	Stephen Gay	Student Cond

Reviewer	Score
Alex Quigley	
Tammi Sutton	
Austin Smigel	Pass
Bruce Friend	
Buffy Fowler	Pass
Cheryl Turner	Fail
Shaunda Cooper	Pass
Danielle Allen	
Steven Walker	Pass
Stephenie Clark	
Stephen Gay	Pass
Sherry Reeves	Pass
Robert McOuat	
Phyllis Gibbs	
Lynn Kroeger	Pass
Lisa Huddleston	Pass
Lindalyn Kakadelis	
Joe Maimone	
Heather Soja	Pass
Alan Hawkes	

#### **IV. GOVERNANCE and CAPACITY**

(No more than ten total pages in this section)

**NOTE:** Please answer all sections completely. Do not use "same as LEA" or "whatever the law states". Lack of proper documentation could deem the application incomplete.

##### **Governance:**

##### **School Governing Body:**

\*The nonprofit corporation must be officially authorized by the NC Secretary of State upon application submission.

The municipality must be officially incorporated by the NC General Assembly upon application submission.

*Name of Private NonprofitMunicipality:* Clara Science Academy Charter School

*Mailing Address:* 13106 Autumn Trace Dr.

*City/State/Zip:* Huntersville NC 28078

*Street Address:* 13106 Autumn Trace Dr.

*Phone:* 704-904-7180

*Fax:*

*Name of registered agent and address:* Omar Muhammad  
13106 Autumn Trace Dr.  
Huntersville, NC 28078

*FEDERAL TAX ID:* 83-1972342

##### **Tax-Exempt Status 501 (c)(3)**

The private nonprofit listed as the responsible organization for the proposed charter school has received 501 (c)(3) status:

Yes (copy of letter from federal government attached: Appendix D)

X No

**NOTE:** If the non-profit organization has yet to obtain the 501(c)(3) status, the tax-exempt status must be obtained from the Internal Revenue Service within twenty-four (24) months of the date the Charter Application is given final approval.

##### **Governance and Organizational Structure of Private Non-Profit Organization:**

The private nonprofit corporation is the legal entity that has responsibility for all aspects of the proposed charter school. Its members should reflect the ability to operate a charter school from both business and education perspectives.

Either the governing body of the municipality who serve ex officio as the board of directors of a charter school granted to a municipality or the board of directors appointed to govern a charter school granted to a municipality is the legal entity that has responsibility for all aspects of the proposed charter. Its members should reflect the

ability to operate a charter school from both business and education perspectives.

Please complete the table provided depicting the founding members of the nonprofit organization.  
Please complete the table provided depicting the members of the board that will oversee the proposed school.

<b>Board Member Name</b>	<b>Board Title</b>	<b>County/State of Residence</b>	<b>Current Occupation</b>	<b>Past or Present Professional Licenses(s) Held</b>	<b>Has any disciplinary action been taken against any of these professional licenses?</b>
Teresa Mutakabir	Member	MECKLENBURG	Realtor	n/a	N
Glenda Tate	Vice Chair	NEW HANOVER	Business Owner	n/a	N
Aprill Yakubu	Member	MECKLENBURG	Teacher & Curriculum Specialist	NC State Professional Educator License	N
Jawwaad Rasheed	Member	Out of State	Family Court Judge	n/a	N
Omar Muhammad	Board Chair	MECKLENBURG	Business Owner	n/a	N
Varsty Muhammad	Secretary	MECKLENBURG	Teacher / Counselor	NY State Counseling Education	N
James Cyrus	Member	MECKLENBURG	Attorney	n/a	N
Kenneth Willis	Treasurer	MECKLENBURG	Teacher	NC State Professional Educator License	N

**Please provide the following in this location of the APPLICATION:**

1. *A description of the governance structure of the proposed charter school, including the governing board's functions, primary duties, roles and responsibilities as it relates to overseeing the charter school. Include how the board will recruit, hire, and supervise the lead administrator.*

The function of the Board and primary duties:

Acting effectively, ethically and proactively, the Board duties include governing while utilizing the school mission as the standard for the organizational strategic intent and baseline measure of success. The Board must also govern with knowledge of the laws and regulations to maintain fiscal integrity, sustain a high educational quality while recruiting, evaluating and supporting the lead administrator as they complete long-term and short-term goals.

Primary responsibilities of the Board:

\*Adhere to the highest ethical standards.

\*Establish, disseminate, and keep current the school's mission.

\*Ensure that school policies and processes are legal, current and adequately implemented.

- \*Conduct the Boards business in an exemplary fashion and with appropriate transparency.
- \*Ensure the currency of Board governance policies and practices.
- \*Ensure the maintenance of the school's fiscal integrity by preserving and protecting the school's assets for posterity, engage directly in fundraising and philanthropy.
- \*Recruit, appoint, support, and evaluate the lead administrator in leading the school.
- \*Charge the lead administrator with the task of leading the approved strategic planning process, participate in that strategic planning process, and monitor its progress.
- \*Ensure the educational quality of the school including curriculum, policies and academic programs.
- \*Preserve and protect the school autonomy and academic freedom.
- \*Periodically and systematically assess the performance of the Board, its committees, and its members.
- \*Ensure the school financial success by establishing a sound financial budget

Recruit, hire, and supervise the lead administrator:

The Board will identify a highly qualified lead administrator through a systemic application process. Through this application process, the Boards approach to the recruitment and retention must include methodologies or practices supporting the acquisition of experienced lead administration. Recruitment through the utilization of contacts in the local community, posts on the statewide university or college or other national higher education recruiting sites, and posts in major newspaper publications. Upon reviewing the applications, the Board will interview the top five candidates for the job. Utilization of an interview rubric ensures objective decision attainment. After choosing finalists, interviews will be conducted with the Board to select the best leader for Clara Science Academy. The Board will supervise the head of school through frequent and open communication, the use of various monthly and quarterly reports provided to the Board by the Head of School, through site visits to the school, through progress made toward the goals, through the interpretation of test data and through parent/student surveys.

2. *Describe the size, current and desired composition, powers, and duties of the governing board. Identify key skills, areas of expertise, and constituencies that will be represented on the governing board. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.*

Clara Science Academy Board currently consists of 5 voting members and will expand to as many as 9, if the need arises. There will be three non-voting members of the Board including the Head of School, a parent representative, and a teacher representative. Clara Science Academy recruited various members of the community for the Board with knowledgeable experience and diverse backgrounds. The Board consists of entrepreneurs with management, marketing, and non-profit accounting expertise. The Board also consists of highly qualified educators and curriculum specialists, as well as, two members who work in the real estate field. One member has extensive experience as a small business owner. Most of the Board members live in various parts of the Mecklenburg County.

These Board members will be successful in all areas of the school. With an understanding of business and accounting on the Board, this will ensure strict financial oversight. The educators on the Board will ensure academic integrity and goal attainment.

The Board will evaluate the success of the school and the school leader based on enrollment, teacher retention, academic achievement and performance on benchmark testing.

The Board currently includes parents and non-parents. CSA will create a similar balance on future Boards.

- 3. Explain the procedure by which the founding board members have been recruited and selected. If a position is vacant, how and on what timeline will new members be recruited and added to the board?*

Each founding Board member was recruited through discussions at professional network sessions and other gatherings. An evaluation of skills, experience, and diverse thinking was sought for each responsible Board member. All Board members selected was based on their achievements and commitment to the mission of the Clara Science Academy.

At the annual or special meeting of the Board of Directors, a vote of a majority of the Directors at the time in office will decide who serves on the Board. The election of Directors shall be a part of the order conscious of each annual meeting. Candidates for the Board will be selected by the Board's Nominating Committee. Once elected, the name of each Board member shall be published in the School Newsletter or other appropriate publication of general circulation to the School community.

To help ensure continuity, the founding Board members will serve for varying terms. Each Board member will serve for three or more years to ensure success while recruiting other Board members. Board member terms (the founding members notwithstanding) will be three years in length and will expire July 31st of every year so that new members will begin serving on August 1st of each year.

- 4. Outline below the strategic board calendar detailing how often the board will meet according to the bylaws established.*

The board will meet at least 10 times per year in addition to an annual meeting.

- 5. What kinds of orientation or training will new board members receive, and what kinds of ongoing professional development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.*

Orientation or Training:

Clara Science Academy new Board member training will be delivered in a blended format. Half of the training will be provided online through a web-based application. The remainder will be provided in a classroom setting at a set location. A diverse group of presenters will deliver the content based on effective Board governance.

The content will address and includes sessions on:

Student Achievement, School Law, School Finance, Board Policy, Board



Relations, Board Operations Goal Setting, Strategic Planning, Advocacy, and Communications

Professional development:

Ongoing professional development for Clara Science Academy Board members will include the following activities and schedule.

Board members are required to participate in a minimum of three (3) professional development opportunities each year. These professional development sessions will address financial oversight, accountability, and fiduciary responsibilities of school Board members.

Timetable:

January 2019: Board Member Orientation: Defining a charter school Board member, overview of responsibilities, and guest speaker from existing charter school Board member.

January 2019: Workshops on how Clara Science Academy Board plans to work together and commit to the support and success of CSA and other sessions listed above.

February - March 2019: Charter School Law 101: The Board will invite a guest speaker/expert to provide an overview and training to Board members on important legal issues associated with NC charter school governance

During the professional development: Each Board member will review progress of the school and review data to discuss and provide feedback to the Head of School. The Board will address the strategic plans and revise if needed to ensure that CSA is successful and on the right path to achieving its goals. CSA Board will also assess its own effectiveness as a collaborative team through the administration and review of feedback surveys

August 2019: Board member orientation for new members and every year Requirements for participation:

While the founding Board develops their initial orientation program in January 2019, critical information will be reviewed. When new Board members join, they will have to obtain a federal background check and given a copy of the handbook.

- 6. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.*

Clara Science Academy Board members will adhere to the Non-Profit Corporation Law NCGS 55A-8-31. The Board shall comply with the voting and disclosure provisions of the Board member Conflict of Interest status.

Clara Science Academy believes there are currently no existing conflicts of interest. If a conflict of interest should arise between one or more Board members, those Board members must recuse themselves from all voting and discussion of the matter. Board members will also be required to sign a conflict of interest and confidentiality document that states their understanding of this policy prior to taking office.

*7. Explain the decision-making processes the board will use to develop school policies.*

All board members will participate in developing school policies regularly throughout the board meetings. This will allow each Board member to be truly effective when making important decisions. All meetings will be organized in a way that invite a healthy debate and discussion, but also manage conflict and problems that arise as a result of the debate. The Board will seek insight with key stakeholders (parents, community members, and Head of School) to gain a well-rounded perspective with regards to school policies. Also, the Board will reach out to other successful charter school Boards and experience educators to utilize their perspective and wisdom with regards to school policies. With all the decisions made by the Board, it is important that these policies support the mission and goals of Clara Science Academy.

*8. Describe any advisory bodies, councils, or associations listed in the organization chart or to be formed, including the roles and duties of that body, and the reporting structure as it relates to the school's governing body and leadership.*

The following advisory bodies and committees will be put in place at Clara Science Academy:

I. Parent Advisory Council-the role the (PAC) is to support the teachers and staff in their mission and engaging families. They will report to the Head of School.

II. The Board Appointed Committee-the Board Appointed will consist of members of the board and a teacher representative and will recruit and nominate new members to the board.

III. The Academic Committee-the Academic Committee will consist of board members and education experts from both the elementary and middle school. The Academic Committee will report to the board.

IV. The Finance Committee-the Finance Committee will consist of board members, the Head of School, and a parent representative. The members of this committee should possess a strong financial background.

V. The Hiring Committee-the Personnel Committee will consist of board members, a teacher representative and the Head of School. The members of this committee will make recommendations to the board about the hiring of new teachers and termination of current teachers.

*9. Discuss the school's grievance process for parents and staff members.*

Grievance process for parents:

Parents who would like to file a complaint should first raise a complaint with their child's teacher, then the Lead Administrator, and then if still not satisfied they may take their complaint to the Clara Science Academy Board. Complaints to the Clara Science Academy Board must be submitted in writing. Parents and other interested community members may attend Clara Science Academy public Board meetings per NC Open Meetings Law, Board meeting times and locations will be made available to the public. If the member cannot attend, minutes from the Board meeting will be publicly available upon any request.

Grievance process for staff members:

Staff members are expected to first raise the complaint with their direct supervisor (Lead Administrator) who should attempt to resolve the issue quickly. If this person is unable to resolve the issue to the satisfaction of the complainant, the complaint may be taken to the Clara Science Academy Board. If a complaint is specifically about the Lead Administrator, staff

should take the complaint directly to the Clara Science Academy Board. The Board Chair will appoint a committee to investigate and provide a written response in a timely manner.

The Clara Science Academy prohibits retaliation against anyone who has complained about a violation of school policy or who has cooperated in an investigation of such a complaint. Retaliation will result in disciplinary action, up to and including termination of employment.

### Governance and Organizational Structure of Private Non-Profit Organization (continued)

#### Include in the Appendices:

1. A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school. This chart should also include lines of authority to and from any outside entity that will play a role in managing or supporting the charter school (such as educational service providers, advisory bodies or parent/teacher councils). (Appendix E)
2. A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form (Appendix F).
3. The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law (Appendix G).
4. A copy of the articles of incorporation from the NC Department of the Secretary of State. (Appendix H)

### Proposed Management Organization (Educational Management Organization or Charter Management Organization)

*If the proposed school does not intend to contract with an education service provider, mark "Not Applicable" and follow the direction #3 in the Application Specifications.*

**X Not Applicable**

**Private School Conversions: complete ONLY if the proposed charter is a private school conversion. Otherwise, mark "Not Applicable" and follow the direction #3 in the Application Specifications.**

**X Not Applicable**

*Applicable" and follow the direction #3 in the Application Specifications. Understand that the replication means that a new charter school will be governed separately from the charter school the application is modeled after.*

**X Not Applicable**

### Projected Staff:

*Below, please outline a list of positions anticipated for the charter school (e.g., principal/director, finance officer, administrative support staff, teachers (part-time and full-time), paraprofessionals/teaching assistants, clerical, and maintenance). Be mindful that your predicted administration and staff match the projected enrollment noted in Section I, course offerings and align with the proposed budget.*

Head of School  
Director of Instruction  
Classroom Teachers

Teachers Assistants  
Business Manager IT Manager  
Finance Officer  
Receptionist Office Manager  
Head Custodian/Facilities Director Assistant Custodian  
Cafeteria Manager  
Cafeteria Staff  
PE Teacher  
Music/Art Teacher  
EC Coordinator/Teacher  
EC Teacher Speech & Language  
Foreign Language Teacher  
School Nurse  
Guidance Counselor  
Bus Driver

### **Staffing Plans, Hiring, and Management**

Include the following information for the proposed charter school:

The boards strategy for recruiting and retaining high-performing teachers is what will make the Clara Science Academy School highly effective. The academy will attract and retain creative, smart, passionate, innovative, and experienced faculty and staff who truly believe in our mission and who reflects the diversity of our students.

CSA will start by recruiting through Clara Science Academy website, Facebook, Twitter accounts, teachers-teachers.com, LinkedIn, university and state job fairs, and online job finder/recruitment sites. The academy will advertise through website ads, bill boards, word of mouth, local newspapers and magazines written in English and Spanish.

#### Retention of Employees

Clara Science Academy will focus on retaining innovative faculty and staff members to provide an atmosphere of respect for all. Our decision-making processes will intentionally include staff to help guide the school's leadership in accomplishing the mission. All teachers will be supported professionally through professional development, learning communities, instructional coaches and internal mentoring system.

To retain our educators, we plan to offer a competitive benefits package which will be based on experience. Additionally, the school will offer a 401(k) plan to all of our full-time faculty and staff members. This is a contribution plan, versus the state's defined benefit plan, which is more flexible for most teachers and is portable. Full-time employees will also receive health insurance with employee coverage paid in substantial part by the school as well as life insurance and disability benefits. The school will evaluate the current state retirement plan and health plan to make the decision final upon the charter approval. A mandatory unemployment and workers compensation insurance will be incurred by the school.

- 2. Provide a description of the relationship that will exist between the charter school employees and the nonprofit board.*

As Clara Science Academy board hires the Head of School, they will be

responsible for the ongoing employment needs of the school. These needs will cover managing the finances and the day by day operations. All Faculty and staff will report to the Head of School who will in turn report to the board. The board will provide a seat to the Head of School, who will also have a non-voting position. This will keep open the lines of communication between the Board and the faculty and staff.

The Clara Science Academy board will focus on a trustful, united and accountable relationship between itself and its lead administrator. In every meeting, the lead administrator will provide the board with critical information to help the board make critical decisions.

All employees will be led by the lead administrator and all communications shall be directed his/her way. The board will communicate to the employees through the lead administrator. From time to time the board may host an event or meetings to gather additional information about the organization's health. In addition, the board will also use third party information and surveys to determine how policies are impacting employee work space.

The board will have no direct lines of communication to staff unless it is supported by the full board. The lead administrator will ensure proper procedures are carried out if issues arise between employees. If the lead administrator believes an issue must be handled by the board, each employee will have an opportunity to be heard in hopes of a professional resolution. Clara Science Academy board will have an employee grievance policy establish to follow if a mediation process is required.

*4. Outline the board's procedures for hiring and dismissing school personnel, including conducting criminal background checks.*

CSA Hiring School Personnel Application Process:

1) A sealed college/university transcript indicating good standing; 2) Three letters of reference documenting leadership, community service, and/or exemplary service within a community; 3) Demonstration of superior writing skills through submission of writing samples; 4) Teaching portfolio with sample units; 5) A clean National Criminal Background Investigation Check.

The hiring process consist of three-steps: Step 1: Resumes and applicants are screened for a potential match of expectations and in line with the academy mission. All applicants will be asked to submit a cover letter that states their qualifications and their educational philosophy, as well as a resume and names of three references.

Step 2: A committee is involved in observing the select applicants session, and posing questions and situations to the applicant to measure the applicants responses.

Step 3: Comprises final interview with select candidates, in which expectations are presented to the candidate. The administration recommends the candidates chosen for hire to the Clara Science Academy board for approval.

Criminal Background Check: Clara Science Academy will perform a criminal background check on all new employees from the State Bureau of Investigation ("SBI") and a national FBI check from other qualified source(s) prior to



their initial employment. The academy reserve the right to perform a criminal background check on all employees at any given time for any reason.

Dismissal School Personnel: The board may need to dismiss staff members based on their actions. All teachers will work towards personal and professional growth. The lead administrator will be responsible for creating the evaluation tool, providing effective feedback, and utilizing experts to help educators to grow. An employee may be placed on an action plan prior to recommendation for dismissal.

*5. Outline the school's proposed salary range and employment benefits for all levels of employment.*

Salary Range

Head of School: \$75,000-\$99,000  
Director of Instruction \$40,000-\$55,000  
Receptionist: \$20,000-\$45,000  
Office Manager: \$30,000-\$50,000  
Finance Officer \$50,000-\$65,000  
Teacher: \$35,000-\$80,000  
Teacher Assistant: \$20,000-\$40,000  
PE Teacher: \$35,000-\$50,000  
Head Custodian/Facilities Director \$35,000-\$50,000  
Assistant Custodian: \$10,000-\$35,000  
Cafeteria Manager: \$35,000-\$50,000  
Cafeteria Staff: \$10,000-\$40,000  
EC Coordinator: \$45,000-\$90,000  
EC Teacher: \$40,000-\$80,000  
Speech Teacher: \$40,000-\$80,000  
School Social Worker: \$35,000-\$60,000  
Technology Director: \$40,000-\$80,000  
School Nurse: \$40,000-\$90,000  
Bus Drivers: \$10,000-\$35,000  
Foreign Language Teacher \$40,000-\$50,000  
Guidance Counselor \$30,000-\$60,000

Benefits

From the outset, CSA plan to offer a competitive retirement package, health insurance, and life insurance.

We will not participate in the state retirement plan but will offer a 401(k) program with matching contributions up to 3%, health care and life insurance to all full-time employees. We will not offer retirement, health insurance or life insurance to part-time employees.

*6. Provide the procedures for employee grievance and/or termination.*

Clara Science Academy (CSA) reserve the right at all times to immediately terminate an employee or to decide what level or type of discipline is warranted, if any. All employees of the CSA are at-will employees and can be terminated at any time, without first implementing any other type of disciplinary action.

Staff members are expected to first raise the complaint with their direct supervisor, who should attempt to resolve the issue quickly.

CSA is not required to use any of the following steps of discipline, and, if CSA does choose to utilize any of the following steps, it is not required to apply or use them in any particular order, but retains the discretion at all



times to determine the nature and severity of discipline and/or termination.

If it becomes necessary to discipline an employee, the following steps of discipline may occur at the discretion of the School:

1) Verbal Warning; 2) Written Verbal Warning; 3) Written Warning; 4) Final Written Warning and/or Probation; 5) Termination. An employee may be requested to obtain professional counseling and/or attended a conflict resolution training in addition to the receiving any discipline reprimand within a contract year.

Clara Science Academy (CSA) reserve the right to determine if the situation of a particular case warrants termination for the first offense, or whether one of the other three forms of discipline listed above is warranted. Lastly, if an employee's conduct, performance, work habits attitude or demeanor becomes unsatisfactory or unacceptable in the judgment of CSA, including based on violations of any school policies, rules, guidelines, regulations, or rules of conduct, whether contained herein or in other documents, they will be subject to disciplinary action up to and including termination.

*7. Identify any positions that will have dual responsibilities (within or without the organization) and the funding source for each position.*

Clara Science Academy will utilize the talents of our team to assign them in a role they will be most successful. Some personnel staff may have two key roles.

*8. Describe the plans to have qualified staffing adequate for the anticipated special needs population, means for providing qualified staffing for ELL and gifted students.*

Clara Science Academy will ensure that we provide adequate staff and instructional time to meet the needs of all students, including those who have special needs, are ELL, and gifted. The Academy will do this by hiring a special needs teacher that is experienced and holds a Master's Degree in Special Education. Clara Science Academy will provide an experienced part time ELL teacher to assist with any child that is an English Language Learner. We will also provide all full time and part time teachers with the proper training and staff development to prepare for both ELL and gifted students.

*9. Provide a narrative detailing the roles and responsibilities, qualifications and appropriate licenses that each position must have to be hired by the organization and effectively perform the job function(s).*

Faculty and staff will be required to hold the appropriate licenses, certifications, endorsements and experience necessary to faithfully and satisfactorily fulfill the roles and responsibilities for which they were hired and as required by their job description. Faculty and staff will conduct their work in a manner consistent with the mission of the School and the needs of every student.

Full Time and Part Time Teachers:

At least 75% of Clara Science Academy teachers will be NC licensed in the subject areas in which they teach. They will teach the Project Base Curriculum in alignment with the NC Common Core and Essential Standards. All classrooms will be created for a climate conducive to learning. Each teacher will establish open lines of communications with parents. Tutoring and enrichment activities will be offered to students as needs arise. There will be different lessons plans to fit the needs of individual students. In

addition, all communications will have clear expectations, goals, and grading requirements. Clara Science Academy teachers will uphold all legal, professional, and ethical requirements of the profession.

**Lead Administrator:**

The Lead Administrator will provide educational and operational leadership, contractual accountability and logistical direction as part of his/her responsibility for the day-to-day management of the school. Lead Administrator is accountable to the Board of Directors. Minimum qualifications include a Master's Degree in administration, educational leadership, curriculum and instruction or a related academic management field and at least 5 years of experience at the executive leadership level. Preference will be given to candidates who have classroom experience as a certified/licensed teacher and those who have earned administrative certification through a recognized or accredited training program.

**Assistant Administrator:**

Assistant Administrator is responsible for interim management of the school in the absence of the Lead Administrator and reports to the Lead Administrator. The Assistant Administrator will also supervise the evaluation of instructional and non-instructional staff, will oversee and coordinate professional development programming and will serve as the chief disciplinarian in the event of student misconduct. Qualifications include possession of a valid state teaching certificate with preference given to those candidates with administrative certification through a recognized or accredited training program.

**School Counselor or School Psychologist:**

The Counselor will provide a comprehensive competency-based counseling program focused on the learning, personal, social, vocational needs of all students. The Counselor will possess a Master Degree in Guidance or School Counseling and hold a current license (Standard Professional 2 (SP2) Professional Educator's Licenses, valid in grades K-12) for position as required by the NCDPI. The Guidance Counselor will have a minimum of three years of teaching, counseling, or other experience working with children similar in age to the position hired.

**Finance Officer / Accounting Firm:**

The Finance Officer / Accounting Firm is responsible for managing the requisition, purchasing, accounts payable, payroll, budget and financial reporting functions of the school. The Finance Officer will interact with the accounting staff, provide regular financial and budget reports to the board as requested, assist in drafting the annual budget and coordinate the annual audit. Qualifications include a bachelor's degree in finance or accounting.

**Other Faculty and Support Staff:**

Other Faculty and Support Staff will be responsible for carrying out support functions as delegated to them by the Lead Administrator and will require applicable credentials and requisite experience based on the position's duties and responsibilities.

**Staff Evaluation and Professional Development**

1. *Identify the positions responsible for maintaining teacher licensure requirements and professional development.*

The Head of School will be responsible for maintaining teacher license requirements and professional development

2. *Provide a detailed plan noting how the school will mentor, retain, and evaluate staff in a format that matches the school's mission and educational program. Plan should also describe how the school will meet the teacher certification and licensure requirements for teachers as prescribed by state law and the Every Child Succeeds Act. Be sure this overview matches with the projected staff and funding of the proposed budget section.*

Clara Science Academy will model the North Carolina Teacher Evaluation Process which is intended to assess the teachers performance in relation to the North Carolina Professional Teaching Standards and to design a plan for professional growth. Instructional staff will be evaluated based on the six aligned standards adopted by the NCSBE. They are 1) Leadership, 2) Establishing a Respectful Environment, 3) Content Knowledge, 4) Facilitation of Learning, 5) Critical Reflection, and 6) Contribute to Academic Success.

The evaluation process will include the following components: Component 1: TRAINING

Before participating in the evaluation process, all teachers, administrators and peer evaluators must complete training on the evaluation process.

Component 2: ORIENTATION

Within two weeks of a teacher first day of work in any school year, the Lead Administrator will provide teachers with the evaluation rubric that will be used during the evaluation process and a schedule for completing each component of the evaluation process.

Component 3: SELF-ASSESSMENT

Using the evaluation rubric along with feedback, growth and improvement plans from previous evaluations, the teacher will conduct a performance self-assessment from the beginning of the year through to the date of the most recent evaluation period.

Component 4: PRE-OBSERVATION CONFERENCE

Before the first formal observation, the Lead Administrator will meet with the teacher to review and discuss the self- assessment, the teachers most recent professional growth plan, and the lessons to be observed. The teacher will provide the Lead Administrator with a written lesson plan. The goal of this conference is to prepare the Lead Administrator for the observation. In the event that there are multiple observations, pre-observation conferences are not required for subsequent observations.

Component 5: OBSERVATIONS

Formal observations by the Lead Administrator will be made for a minimum of 45 minutes or the entire class period. If a class period is less than 45 minutes, then the evaluation will be made over two class periods to fulfill the minimum time requirement. Those teachers who are designated as Probationary will undergo no fewer than three formal classroom observations, one of which must be conducted by a peer designated by the Lead Administrator. Seasonal teachers will be evaluated no fewer than two times per year. During observations, the Lead Administrator and the peer will note, in writing, the teachers performance in relation to the standards

contained in the evaluation rubric.

#### Component 6: POST-OBSERVATION CONFERENCE

The Lead Administrator will conduct a post-observation conference with the teacher being evaluated no later than ten days after each formal observation. During the post-observation conference, the Lead Administrator and teacher will discuss and document on the evaluation rubric the performance strengths and weaknesses during the observed lesson.

#### Component 7: PROFESSIONAL DEVELOPMENT PLAN

Based on the teacher's performance, a professional development plan will be crafted that outlines specific areas for improvement, strategies for improvement, benchmarks to be met and a time-line for re-evaluation.

#### Mentoring

Clara Science Academy plan for Mentoring is to directly support all teachers, to ensure the development of a positive culture among students and staff. Although the staff and teachers will be small in size in the beginning, experienced seasonal teachers will mentor new novice teachers each year. The Lead Administrator will have an open door policy. Each professional development and evaluation process at Clara Science Academy will be individualized; therefore direct mentoring/coaching of teachers will be an ongoing part of their experience.

#### Retaining

Retaining all staff and teachers require a complete competitive compensation, a positive culture, and a hands on approach to faculty evaluation.

- 3. Describe the core components of professional development plan and how these components will support effective implementation of the educational program. Describe the extent to which professional development will be conducted internally or externally and will be individualized or uniform.*

As a mission-driven charter school, the Clara Science Academy professional development plan will consist of high quality instruction and constant improvement of student learning. Through the use of qualified contractors, trained in-house staff, professional conferences, guest speakers and online learning, the professional development program will include topics of current interest and contemporary relevance such as effective classroom management and evidence-based instructional strategies.

These programs will also include engaging parents and families in the educational process, technology in the classroom and other applicable topics. In addition to self-study or a strict group lecture format, professional development programs will emphasize small group instruction and discussion, peer collaboration and teamwork. Workplace issues will also be incorporated into the professional development program covering topics such as maintaining a safe workplace, First Aid/CPR/AED training, effective communication, preventing sexual harassment and cultivating a culture of diversity in the workplace.

- 4. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.*

The Academy professional development will begin 2 weeks prior to the first day of school for students. All faculty and staff will report to school at 9am and remain until 3pm. Every day will include approximately 60- 90 minutes for classroom setup and prepared for activities with a 30 minutes lunch. The remaining 35-40 hours will be used for professional development. About 10-15 hours will be used to train the staff on all operating policies and procedures including school safety plans, code of ethics, employment policy review, student referrals for discipline, student referrals for special education, reporting workplace violence, reporting sexual harassment and other procedural topics.

Five to ten hours will be designed to build a culture of collaboration among the staff through ice-breakers, team building exercises, simulations and small-group problem solving. All remaining time will be used to orient the staff toward school-wide instructional objectives during which the instructional goals and measurement criteria for student performance will be discussed in detail as a group.

There will be a breakout time incorporated into the instructional objectives program for instructional/grade teams, led by grade leaders, to meet and define specific objectives within their grades, develop team-wide instructional strategies, create action-plans for anticipated obstacles and challenges, coordinate lesson plans and synthesize curriculum components within the grade.

*5. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan.*

Clara Science Academy will provide 18 teacher workdays, in which 14 will be considered mandatory professional development days throughout the school year. There will be 11 professional development days prior to the beginning of school, where teachers will receive intensive training in curriculum and classroom management and 3 full days throughout the year providing continuous support and training for the faculty and staff.

Approximately 20-25 hours of additional designated staff development time will be in the form of 4 half-days, which will be incorporated into the calendar. School will not be in session for students during these days but faculty and staff will be required to report to work at normal business hours. The programming for each day will be determined based on trending hot-topics and needs identified by the board, administration or faculty and staff.

**Teachers Schedule:** Teachers are expected to be in school between 7:30 am and 4:30 pm on regular school days. Teachers are expected to make home visits between 4:30 and 5:30 pm on an irregular schedule to reach their target home visits. Prior to the start of school, all staff members will participate in 60 hours within 10 days of professional development (calendar), which is detailed under the professional development section below.

During the school year, staff members will also receive a minimum of two full professional development days, not including any special seminars and training opportunities which may be approved for individual staff members.



Teachers will have weekly common departmental planning time in which they will come together to ensure horizontal and vertical curriculum alignment and share best practices with one another. CSA will also promote staff and student opportunities for interdisciplinary instruction, not only through Common Core Learning Standards alignment, but also through field trips, internal fairs, competitions and assemblies such as the Science Fair, Liberal Arts Tunnel Fair, International Day, and Black History Month celebration, etc. To promote staff cohesion and interdisciplinary teaching, teachers will be encouraged to conduct four peer observations throughout the school year.

### **Enrollment and Marketing:**

Reaching the full capacity for enrollment will be critical to obtain the necessary financial resources to keep your school viable and operating efficiently. In addition, it is required by law that charter schools provide equal access to all students. Read the charter school state statute regarding admissions GS 115C.218.45(a-i) carefully.

### **Marketing Plan**

*Marketing to potential students and parents is vital to the survival of a charter school. Provide a plan indicating how the school will market to potential students and parents in order to reasonably reflect the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-218.45(e)).*

Clara Science Academy understands that to be successful as a charter school, we must maintain full enrollment of students in our first year. The academy will also provide web site ([www.clarascienceacademy.com](http://www.clarascienceacademy.com)) to communicate with potential students and parents. We also will utilize social media such as Facebook to advertise to and educate the general public. To reach and maintain full enrollment we plan to implement an ongoing marketing plan that includes, but is not limited to, the following:

Charter Application Phase: June 2017 -June 2019

Goal: Gather addition information regarding the educational need or interest for a public charter school from 250 families, recruit additional board members.

Action: Conduct a series of public relations endeavors to publicize the school to the community at large so that all interested parties will be aware of the schools upcoming application submission. Strengthen the social media outlet. Send a press release to four publications. Email blasts, social media binge and local representatives regarding application submission.

Ready to Open Period (July 2018 - January 2019)

Goal: Obtain 60% Letters of Intent (LOI) and Educate parents that Letters of Intent cannot be utilized as applications for enrollment.

Action: Collect contact information utilizing LOI format, recruit prospective volunteers, and recruit board members. We will utilize our best marketing tool, our enrolled families, and utilize them to host community gatherings, public charter school town hall meetings and potential



employment fairs.

Members of the board of directors will visit local preschools, day cares, churches, other child related and organizations and community organizations such as the YMCA to distribute information. Once the lead administrator is in place, he or she will perform this duty in conjunction with board members.

A representative of Clara Science Academy will attend community events to promote the school, such as the annual Taste of Charlotte which is held in June of each year.

All marketing information will be in both English and Spanish, so as to attract those members of the community.

Open Enrollment Period (January 2019-July 2019) Goal: 120% Capacity enrollment and wait-list

Action: Send direct mailing to households in specific zip codes. After the lottery, we will utilize our best marketing tool, our enrolled families. We will utilize them to host community gatherings, public charter school town hall meetings and potential city events.

First 30 Days of School (Approximately August 2019)

Goal: Build and sustain wait-list 25% above capacity per grade.

Action: After testing marketing strategies that worked best over the past 18 months, we will focus our attention on the top three strategies and continue to promote in the community.

## **Parent and Community Involvement**

1. *Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.*
2. *Describe how you will engage parents in the life of the public charter school. Explain the plan for building engaging partnerships between the family and school that strengthen support for student learning.*

Clara Science Academy has and will continue to engage parents and the residents through community meetings, the use of the news media, online social media, religious organizations, preschools, promotional videos, and building strong relationships with the local business community. There has already been an organized effort by parents and community leaders to notify the public about Clara Science Academy. Locally we have been distributing surveys to the community and will hold community meeting up until opening day.

Board meetings will be transparent and maintain a section of time built for public comments. We will also schedule town hall meetings to allow the community to stress their larger concerns.

The Academy will engage parents early and frequently in the school year and highly encourage them to volunteer and play an active role in their child's education. Through the school's intense focus on character development, there will be an increased focus on bridging the gap between home life and school. Bridging this gap will include several interactive lessons that will build on parental involvement. These lessons will be presented at evening events, opened to the public, displaying student work, varying from the arts

to core subjects, including science and technology. Additionally, CSA ideal goal is to engage parents through "Real Clara Science" a youtube bi-weekly video presentation whereby parents can use as a guide linking the home to the classroom. Presentation will consist of homework study guide and tips both in English and the world language that students are being taught.

Clara Science Academy will also develop a strong Parent Advisory Council with parents and teachers working closely together to carry out the mission of the school.

The board will encourage open and transparent communication with parents and encourage all parents to become a part of the culture of Clara Science Academy. Leadership will write monthly newsletters to provide the state of the charter and new happenings. At the end of the year the leadership team will collaborate with PAC to write the "State of the Charter" address.

In addition, a suggestion box will be created to get feedback, ideas, and volunteers. This box will be housed with volunteer opportunities and allow suggestion to be expressed. Teachers will weekly write out specific step by step instructions for potential volunteer hours for parents who want to participate. We anticipate having a heavy carpool line in the afternoon. This box will provide parents an opportunity to utilize their time more effectively by coming into the school, grabbing information and helping complete needed tasks. Suggestions will also help teachers know what parents want to see more in the classroom.

## **Admissions Policy**

Provide the school's proposed policies and the procedures for admitting students to the proposed charter school, including:

1. *Tentative dates for the open enrollment application period, enrollment deadlines and procedures. \*Please be advised schools cannot accept applications until after final approval from the SBE.*
2. *Clear policies and procedures detailing the open enrollment lottery plan, including policies regarding statutory permitted student enrollment preferences.*
3. *Clear policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.*
4. *Explanation of the purpose of any pre-admission activities (if any) for students or parents.*
5. *Clear policies and procedures for student withdrawals and transfers.*

1. Once the preliminary approval of our charter is completed, CSA will conduct a highly publicized campaign, utilizing a variety of methods to inform the public of the dates for open enrollment. These methods may include, but are not limited to, publication in all local newspapers, using multiple sources of social media, distributing flyers at churches, daycares and other community oriented locations and the holding of public meetings in various parts of the county. The tentative enrollment period will begin February 1, 2019, following final approval of the charter, and will tentatively run through March 31, 2020 at 5:00 P.M. The application will be available to fill out both online and in print format. It will be available in both English and Spanish. Immediately following the closing of the enrollment period, Clara Science Academy will determine if a lottery is needed, in accordance with NCGS 115C-238.29F(g)(6). If a lottery is not

needed, all applicants will be accepted and parents and guardians will be contacted via telephone and via mail (both electronic and postal). Parents and guardians need to respond about their student's attendance at Clara Science Academy within five business days by 5:00 P.M.

If a lottery is needed, a date will be set for the lottery, which will take place no more than two weeks from the close of the enrollment period and will only include the names from the enrollment period noted above. Parents and guardians of applicants will be notified of the date and time of the lottery. The lottery will be open to the public and names will be decided by a computerized randomization system in accordance with the policies adopted in the North Carolina Charter Schools Act and by the State Board of Education. Once the names are chosen, the parent or guardian will have five business days until 5:00 P.M. to respond about their student's attendance.

2. As set in NCGS 115C-238.29F(g)(5a), Clara Science Academy will abide by the following:

a). For every year of operation, children of the active board members and full-time staff members will receive priority admission, up to 15% of the total enrollment.

b). Multiple birth siblings will be entered into the lottery as one surname, and should that surname be chosen in the lottery, all will receive admission.

c). After the first year of operation, siblings of current students will receive priority admission. Legacy preference will also be granted to students whose siblings have graduated from CSA within the previous four years.

3. We anticipate developing a waiting list of students. If a student withdraws, the next name on the waiting list will be offered a seat and that student's parent or guardian will be given one business day to respond. The Lead Administrator will develop a process to maintain effective student records and transfer documentation in a timely manner.

4. As stated above, we will utilize community meetings and open forums prior to the beginning of the admission's process. The purpose of these is to inform the public of the enrollment period, as well as to share our vision and mission with interested parents and community members.

5. In the event that a student from the school transfers, the parent or legal guardian should immediately notify the school. Clara Science Academy will verify the withdrawal of the student by letter. Once the letter is submitted, that seat will be open and if needed, the waiting list will be utilized.

### **Weighted Lottery**

*Does your school plan to use a weighted lottery?*

Yes:

No: x

*The State Board of Education may approve an applicant's request to utilize a special weighted, or*

*otherwise limited lottery in certain circumstances. If the charter applicant wishes to deviate in any way from the open lottery normally utilized by charter schools, the following requirements must be met:*

- 1. In no event may a lottery process illegally discriminate against a student on the basis of race, religion, ethnicity, gender, or disability.*
- 2. A lottery process may not be based upon geographic boundaries, such as zip code or current public school attendance zones, unless the charter school is operated by a municipality OR the charter school was converted from a traditional public school. Municipal charter schools may give enrollment priority to domiciliaries of the municipality in which the school is located (G.S. 115C-218.45(f)(7)), and charter schools that were converted from traditional public schools shall give admission preference to students who reside within the former attendance area of the school (G.S. 115C-218.45(c)).*
- 3. A lottery process that deviates from the standard lottery must be based upon the school's unique mission and must be based upon educationally, psychometrically and legally sound practices, protocol and research.*

*If the applicant is requesting to use a weighted, or otherwise limited, lottery, please provide the following:*

- 1. A thorough explanation of how the specific mission of the school, as set forth in the application, requires the utilization of the weighted or limited lottery.*
- 2. A thorough description of the processes and procedures the applicant intends to use to effectuate the lottery.*
- 3. The underlying research, pedagogical, educational, psychometric and legal, that supports the request and the procedures the applicant is requesting.*

**PROJECTED ENROLLMENT**

**Year 1 through Year 5**

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Charlotte-Mecklenburg Schools

LEA #2

LEA #3

In the following tables, please list for each year and grade level, the numbers of students that the school reasonably expects to enroll. In addition, please indicate any plans to increase the grade levels offered by the school over time and be sure these figures match those on the initial cover page.

	Year 1			Year 2			Year 3			Year 4			Year 5		
	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000
Kindergarten	84	0	0	84	0	0	84	0	0	84	0	0	84	0	0
Grade 01	83	0	0	83	0	0	83	0	0	83	0	0	83	0	0
Grade 02	83	0	0	83	0	0	83	0	0	83	0	0	83	0	0
Grade 03	0	0	0	100	0	0	100	0	0	100	0	0	100	0	0
Grade 04	0	0	0	0	0	0	100	0	0	100	0	0	100	0	0
Grade 05	0	0	0	0	0	0	0	0	0	100	0	0	100	0	0
Grade 06	0	0	0	0	0	0	0	0	0	0	0	0	100	0	0
	250			350			450			550			650		

X

<b>Section IV: Governance and Capacity Concerns and Additional Questions</b>	<b>Reviewer</b>	<b>Page Reference</b>
Document not available for review.	Shaunda Cooper	Private Non-
Non-profit status has not been applied for.	Shaunda Cooper	Tax-Exempt S
Is it appropriate for two members of the same household to be on the board? Home address is the same for Omar and Varsty Muhammad.	Buffy Fowler	Governance a
All selected board members are stated to have served on a board of directors before. Was this a focus for the recruitment process?	Shaunda Cooper	Governance a
What is the nature of the cases or citations?	Austin Smigel	Governance a
What are the school's conflict of interest and nepotism policies?		
Are Omar and Vasty related? Need to explore the possible conflict	Stephen Gay	Governance a
Head of School should not be on the board	Lynn Kroeger	Governance a
The term limits section of the by laws is not clear. How many consecutive terms can a Board member serve? How long can founding Board members serve?	Lisa Huddleston	Governance a
Will out-of-state board member be able to attend meetings?	Sherry Reeves	Governance a
NA	Shaunda Cooper	Proposed Man
NA	Stephen Gay	Proposed Man
The budget for year 1 indicates two specials teachers will be hired. Which two elective positions will be hired for year 1? What capacity will they serve in the overall academic goal and mission of the school?	Shaunda Cooper	Staffing Pla
Will it be difficult to retain staff given the length of the work day, including home visits?	Lisa Huddleston	Staffing Pla
Salary ranges are wide - if all employees are on the top end / how will that impact your budget. Some of the top end salaries may be out of line with industry standards.	Stephen Gay	Staffing Pla
Please point out the following positions in the budget: Business Manager IT Manager Finance Officer Foreign Language Teacher School Nurse Guidance Counselor  Do you foresee issues with hiring teachers with experience, which will be necessary with the target population and method of instruction, by not providing the state retirement?  How did you budget each category with the wide range of salaries listed here?	Buffy Fowler	Staffing Pla
How many teachers (classroom and elective) are anticipated in year 1?	Sherry Reeves	Staffing Pla
Does the budget allow for teachers working the extra time prior to school starting?	Buffy Fowler	Staff Evalua
The description seems to be heavy on staff development. What strategies will you use to prevent teacher burn out with before and afterschool and weekend tutoring and a large number of staff development days and required days before school starts?		
There is no clear evidence that the professional development will prepare teachers to be effective in Project Based Learning and STEM integration. More detail for "how" they will be trained would be important for clarity.	Heather Soja	Staff Evalua
Is the staff development budget sufficient for the staff development opportunities?	Austin Smigel	Staff Evalua
What does CSA mean by the term seasonal teachers?	Lisa Huddleston	Staff Evalua
How does the Beginning Teacher Support Plan work with the proposed observation system?		
How does professional development connect with the STEM mission?		
Ten days of professional development prior to the start of school will be necessary (as planned).	Sherry Reeves	Staff Evalua
evaluation - NCEES PD is in line and defined in other sections	Stephen Gay	Staff Evalua



1st year budget has been projected for \$7,000.	Shaunda Cooper	Marketing Pl
What are the current "interest" numbers based on surveys?	Sherry Reeves	Marketing Pl
What is the marketing budget?	Austin Smigel	Marketing Pl
Marketing plan is general - social media / public meetings. Where are the community partnerships and locations to reach out to community?	Stephen Gay	Marketing Pl
You stated where to plan to open / will parents have the tech to access the bi-weekly message?	Stephen Gay	Parent and C
Email blasts and other social media platforms should be taken advantage of for communication. There is never too much communication.	Heather Soja	Parent and C
Has the school defined the difference between an application and the enrollment packet? What steps will take place to ensure the application does not contain any information regarding parental employment or gender?	Austin Smigel	Admissions P
Why drop in 1 and 2 to 83? If you have the 100% retention then you will have 84 in grade 1.	Stephen Gay	Projected St
Feasible starting enrollment and grade span.	Sherry Reeves	Projected St
Basically follows state law	Stephen Gay	Weighted Lot
Was the use of a weighted lottery discussed? What was the deciding factor to not utilize the weighted lottery?	Shaunda Cooper	Weighted Lot

Reviewer	Score
Alex Quigley	
Alan Hawkes	
Austin Smigel	Pass
Bruce Friend	
Buffy Fowler	Pass
Cheryl Turner	Pass
Shaunda Cooper	Pass
Danielle Allen	
Steven Walker	Pass
Heather Soja	Pass
Joe Maimone	
Lindalyn Kakadelis	
Lisa Huddleston	Pass
Lynn Kroeger	Pass
Phyllis Gibbs	
Robert McOuat	
Sherry Reeves	Pass
Stephen Gay	Pass
Stephenie Clark	
Tammi Sutton	

## **V. OPERATIONS**

### **Transportation Plan:**

*Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation. The details of this plan should align with the mission, identified need for the charter school, targeted student population, and the budget proposal.*

In accordance with state law, Clara Science Academy will ensure that transportation is not a barrier to attendance or a deterrent to children who wish to enroll at Clara Science Academy. The Academy realize that for some of our target demographics it will be a challenging time in getting transportation.

A transportation survey will be provided in the enrollment packet for new students, and after analyzing the results, we will create available options for every family to ensure no child is denied access to Clara Science Academy on the bases of transportation.

When the transportation survey data has been analyzed, the academy will develop a plan with multiple pick-ups and drop-off locations in the southern and southwest part of Charlotte to ensure transportation availability for all students. The routes will be concentrated through a high density and easily accessible areas.

In addition, Clara Science Academy will explore available school bus chartering companies (such as Eagle Bus Company) that would be willing to work directly with parents to establish drop-off and pick-up locations for children and will encourage the parents to work directly with the charter company to provide service. Also the academy will reach out to MacAllister Transportation and American Bus to open a dialogue regarding the options available for buying a new or used bus for the transport of students to Clara Science Academy.

As Clara Science Academy review all transportation options, the Academy will create free transportation options to all students in order to best serve our target communities. Partnering with Clara's Foundation, CSA has assurances that the first 2 buses will be purchased on our behalf as evidenced in the accompanying letter from Clara's Foundation.

In the preliminary budget, the costs for a used bus, maintenance, and fuel have already been accounted for and we believe this is a viable and sustainable line item for the future based on our projections.

### **School Lunch Plan:**

*Describe in detail the school lunch plan that will ensure that no child is lacking a daily meal. The details of this plan should align with the targeted student population and school budget proposal.*

Each student at Clara Science Academy will be expected to bring a bag lunch to school. The Academy also intends to participate in the USDA National School Lunch Program (also known as the free and reduced lunch program) which requires three bids from vendors, as a means of ensuring that no child

who meets income eligibility guidelines for the program is lacking a daily meal. All students will be required to submit a Free and Reduced Priced Meals Application so that payment status may be established. As these forms are being processed, all students who desire meals provided through the School will receive them. However, if a child who does not qualify for the free and reduced lunch program does not have a bag lunch on any given day the school will provide a lunch for that child.

By offering all children a superior education, CSA will offer quality lunch programs. If the need arise, the Academy will provide breakfast which both meals will meet high standards of nutrition, taste, attractiveness, and delivered on time.

Parents will be asked to make payments for lunch (or breakfast) by check and made payable to the School and delivered to the School office. Parents and students can pay in cash, which a sealed envelope with the students name printed on the outside is required. All envelopes should be delivered to the teacher at the beginning of the school day to reduce the risk of loss or theft.

If a child is repeatedly arriving without a lunch, a conference with the parents of the child will be held during which Clara Science Academy will determine the affordability of lunch for the child. If a child's parents do not qualify for free and reduced lunch but, due to extenuating circumstances, cannot afford to provide lunch, long-term plans will be made on a case-by-case basis to furnish the child with a nutritional meal.

All students are advised to refrain from sharing food with other students to minimize the spread of viruses and the risk of allergic reaction.

**Civil Liability and Insurance (GS 115C-218.20):**

The NonprofitBoard shall name the SBE as an Additional Named Insured to their liability coverage for operation of a charter school while obtaining and maintaining insurance at a minimum in the following amounts:

- a. Errors and Omissions: one million dollars (\$1,000,000) per occurrence;
- b. General Liability: one million dollars (\$1,000,000) per occurrence;
- c. Property Insurance: For owned building and contents, including boiler and machinery coverage, if owned;
- d. Crime Coverage: no less than two hundred fifty thousand dollars (\$250,000) to cover employee theft and dishonesty;
- e. Automobile liability: one million dollars (\$1,000,000) per occurrence; and
- f. Workers' compensation: as specified by Chapter 97 of the General Statutes, Workers' Compensation Law.

Area of proposed coverage	Proposed amount of coverage		Cost (Quote)
Comprehensive General Liability	\$1,000,000		\$1,461.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$4,277.00
Property Insurance	\$250,000		\$450.00
Motor Vehicle Liability	\$1,000,000		\$181.00
Bonding Minimum/Maximum	\$250,000	\$250,000	\$332.00

Amount			
Other		\$1,000,000	\$9,179.00
Total Cost			\$15,880.00

\*The applicant must provide a quote from an insurance provider as part of this application (as Appendix L) to demonstrate the levels of insurance coverage and projected cost.

**Health and Safety Requirements:**

All public charter schools are required to follow the regulations regarding health and safety as stated in § 115C218.75.

We, the Board members at (Charter School Name) will develop a written safety plan and policies to be shared with staff, parents and students and be available upon inspection from the Department of Public Instruction and local Health Departments.

omarmu 10/01/2018

(Board Chair Signature) (Date)

**Facility:**

*Note that the SBE may approve a charter school prior to the school's obtaining a facility; however, students may not attend school and no funds will be allocated until the school has obtained a valid Certificate of Occupancy for Educational use to the Office of Charter Schools.*

*What is your plan to obtain a building? Identify the steps that the board will take to acquire a facility and obtain the Educational Certificate of Occupancy.*

Clara Science Academy has been in contact with local churches in Charlotte, NC who is interested in leasing a building to the school and at below-market rent.

In-addition the Academy has also identified multiple properties in the target area of west -southwest Charlotte that we have been exploring. Upon preliminary approval of the Clara Science Academy Charter School, the board will execute the following plan to

obtain a facility:

- I. Work with a local commercial real estate firm to identify the 3 best possible options out of the identified properties considering traffic patterns, population density and demographics, scope of renovation work, and cost.
- II. Assess options with building committee and begin negotiations with most appropriate facility.
- III. Place property under contract before January 1, 2019.
- IV. Apply for appropriate permitting for renovation work no later than February 1, 2019.
- V. Renovate property during ready-to-open period in order to meet all regulations set forth in Certificate of Occupancy for Educational Use.
- VI. Obtain Certificate of Occupancy for Educational Use prior to May 1, 2019.

VII. Submit to the Office of Charter Schools prior to beginning the first day of school.

*What is the breakdown of cost per square foot for the proposed facility? Outline how this cost is comparable to the commercial and educational spaces for the proposed school location.*

Location and price depends on the space that will be chosen. \$100-150 psf if it is design/build on a vacant lot, and closer to \$85-110 if renovating existing building plus cost of land and existing building. The pricing is comparable to other areas.

**Facility Contingency Plan:** *Describe the method of finding a facility if the one the board has identified will not be ready by the time the public charter school will be opening. Include information regarding the immediate spatial needs of the school and identify any programs that will not be immediately offered because a permanent facility has yet to open.*

Clara Science Academy will meet with our contractor to review the timeline towards the

finish date for proposed facility no later than 3 months prior to opening of school. In December 2018 the board will assess progress, and if behind schedule the following plan will be implemented:

Engage the local commercial real estate firm who helped with the search of the proposed facility. They are already familiar with our needs and with other properties in the area that could be suitable. (Contingency property search will be conducted simultaneously with search for proposed facility in order to not delay if proposed facility is not ready in time. The contingency property search will only include "turn-key" buildings that would require minimal up-fit for move-in.)

2. Identify 3 properties and conduct feasibility assessments to determine most suitable option for CSA by January 15, 2019.

4. Enter into negotiations with contingency property no later than February 1, 2019.

5. Determine costs of renovation to comply with Certificate of Occupancy for Educational Use.

6. Apply for permitting no later than March 1, 2019.

7. Perform all necessary work and receive Certificate of Occupancy for Educational Use no later than June 1, 2019.

8. Execute a 1 (one) year lease with the contingency property along with 2 (two) renewable terms by June 15, 2019.

9. Submit to the Office of Charter Schools prior to beginning the first day of school.

<b>Section V: Operations Concerns and Additional Questions</b>	<b>Reviewer</b>	<b>Page Reference</b>
Concerns about lunch and transportation plan.	Shaunda Cooper	Certify Oper
Information is general, but meets State Guidelines. Biggest concern is building plan - with acceleration, you have a tight window.	Stephen Gay	Certify Oper
No facility identified and contingency plan is weak.	Heather Soja	Certify Oper
Will 2 buses be enough for 250 students? The budgeted amount seems small for the targeted population.	Buffy Fowler	Transportati
Money for transportation has not been allocated in the budget for years 1 and 2. Please include a feasible amount of money that will cover minimal transportation needs for the first two years of school operations.	Shaunda Cooper	Transportati
If CSA has to contract for additional transportation services, how will they pay for this in their current budget?	Lisa Huddleston	Transportati
What are the budgeted transportation costs?	Austin Smigel	Transportati
Targeted population will need transportation. A general wait and see plan is presented here.	Stephen Gay	Transportati
How will transportation to address the needs of students with disabilities. In particular, students that have transportation as a related service on their IEPs.	Robert McOuat	Transportati
Will CSA offer bus transportation to students? Plan is vague.	Sherry Reeves	Transportati
It is concerning that Clara has not budgeted for transportation or lunch needs of students that may apply from lower socioeconomic situations. There is a budget item of \$25,000 for lunch personnel, what role will they play in school nutrition without an actual program?	Shaunda Cooper	School Lunch
Using Federal Lunch program and standards with vendor. Need to make sure budget contains extra money to cover short fall if occurs	Stephen Gay	School Lunch
How will CSA determine if they need to provide breakfast?	Lisa Huddleston	School Lunch
Confusion with the plan: each student will be expected to bring a bag lunch to school; CSA will participate in the NSLP; parents will make payments for lunch.	Sherry Reeves	School Lunch
Why would you expect students to bring a bag lunch if you are going to participate in the free and reduced lunch program? With the targeted population why haven't you decided to already provide a breakfast program?	Buffy Fowler	School Lunch
Was unable to locate expenditure in budget.	Shaunda Cooper	Civil Liabil
State standards	Stephen Gay	Civil Liabil
Lack of a facility is a concern. The contingency plan is similar to the original plan.	Heather Soja	Facility and
In the opening information there is reference to a Church on Tuskegee Rd - here that space is not specifically addressed?  Real Estate cost in Charlotte are high - plan to purchase and rehab - may want to review timeline to meet an opening deadline	Stephen Gay	Facility and
For how many years is one of the churches a workable temporary solution?	Lisa Huddleston	Facility and
Concerned that a facility has not yet been finalized.	Lynn Kroeger	Facility and
In the beginning of the application, it stated that the school already had an agreement with a church. This detail seems to be different than what was stated prior.	Buffy Fowler	Facility and
I'm confused as this doesn't seem to line up with the information in the acceleration section.	Steven Walker	Facility and
Appendix indicates that a facility has been identified although the enclosed lease agreement is blank. Four months between obtaining permits and opening a facility seems like a very tight schedule. (March - June)	Sherry Reeves	Facility and

<b>Reviewer</b>	<b>Score</b>
Steven Walker	Fail
Tammi Sutton	
Shaunda Cooper	Pass
Cheryl Turner	Fail



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Buffy Fowler	Pass
Bruce Friend	
Austin Smigel	Pass
Alan Hawkes	
Alex Quigley	
Heather Soja	Fail
Joe Maimone	
Lindalyn Kakadelis	
Lisa Huddleston	Pass
Lynn Kroeger	Fail
Phyllis Gibbs	
Robert McOuat	
Sherry Reeves	Fail
Stephen Gay	Pass
Stephenie Clark	
Danielle Allen	

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## VI. FINANCIAL PLAN

In the following sections, present a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income.

### Budget: Revenue Projections from each Year 1

**SHOW CALCULATIONS FOR FIGURING STATE AND LOCAL DOLLARS FOR THE PROPOSED CHARTER SCHOOL**

*Refer to the Resource Manual Finance Section for guidance on estimated funding amounts*

**State Funds:** Charter schools receive an equivalent amount per student as the local education agency (LEA) receives per student receives from the State. Funding is based on the 1<sup>st</sup> month average daily membership.

- In year 1 – Base state allotments are determined by the LEA in which the student resides
- In year 2 and beyond- Base State allotments are determined by the LEA in which the school is located.

**Local Funds:** Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.

**Federal Funds:** Charter schools must qualify and apply for the individual federal grants based on their population of students.

**REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS**

LEA #1600 - Charlotte-Mecklenburg Schools

Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds	\$5,291.06	250	\$1,322,765.00
Local Funds	\$2,526.27	250	\$631,567.50
Federal EC Funds	\$4,464.16	30	\$133,924.80
<b>Totals</b>			\$2,088,257.30

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**Total Budget: Revenue Projections Year 1 through Year 5**

<b>INCOME: REVENUE PROJECTIONS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>-State ADM Funds</b>	\$1,322,765	\$1,851,871	\$2,380,977	\$2,910,083	\$3,439,189
<b>-Local Per Pupil Funds</b>	\$631,568	\$884,194	\$1,136,821	\$1,389,448	\$1,642,075
<b>-Exceptional Children Federal Funds</b>	\$133,925	\$214,280	\$321,420	\$428,559	\$535,699
<b>-Other Funds*</b>	\$20,000	\$0	\$0	\$0	\$0
<b>-Working Capital*</b>	\$0	\$0	\$0	\$0	\$0
<b>Z - TOTAL REVENUE</b>	\$2,108,257	\$2,950,345	\$3,839,218	\$4,728,090	\$5,616,963

**\*If the applicant is depending on other funding sources or working capital to balance the operating budget, please provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of these funds. If these figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.**

**Assurances are needed to confirm the commitment of these additional sources of revenue. Please include these as Appendix J.**

**Personnel Budget: Expenditure Projections Year 1 through Year 5**

*The personnel list below may be amended to meet the staffing of individual charter schools: This list should align with the projected staff located in the Operations Plan.*

BUDGET EXPENDITURE PROJECTIONS Personnel	Year 1			Year 2			Year 3			Year 4			Year 5		
	Num Staff	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary
Administrative & Support Personnel:															
Lead Administrator	1	\$75,000	\$75,000	1	\$76,500	\$76,500	1	\$78,030	\$78,030	1	\$79,590	\$79,590	1	\$81,181	\$81,181
Assistant Administrator	0	\$0	\$0	1	\$50,000	\$50,000	1	\$51,000	\$51,000	1	\$52,020	\$52,020	2	\$53,060	\$106,120
Finance Officer	0	\$0	\$0	0	\$0	\$0	1	\$50,000	\$50,000	1	\$51,000	\$51,000	1	\$52,020	\$52,020
Clerical	1	\$26,000	\$26,000	1	\$26,520	\$26,520	2	\$27,050	\$54,100	2	\$27,591	\$55,182	2	\$28,142	\$56,284
Food Service Staff	1	\$25,000	\$25,000	1	\$25,500	\$25,500	2	\$26,010	\$52,020	2	\$26,530	\$53,060	3	\$27,060	\$81,180
Custodians	0	\$0	\$0	1.5	\$25,000	\$37,500	2	\$25,500	\$51,000	2	\$26,530	\$53,060	3	\$27,060	\$81,180
Transportation Staff	2	\$15,000	\$30,000	2	\$15,000	\$30,000	3	\$15,300	\$45,900	5	\$15,606	\$78,030	6	\$15,918	\$95,508
Nurse	.5	\$32,000	\$16,000	1	\$32,000	\$32,000	1	\$32,640	\$32,640	1	\$33,293	\$33,293	1	\$33,959	\$33,959
A - Total Admin and Support:	5.5		\$172,000	8.5		\$278,020	13		\$414,690	15		\$455,235	19		\$587,432
Instructional Personnel:															
Core Content Teacher(s)	12	\$45,000	\$540,000	17	\$45,900	\$780,300	22	\$46,818	\$1,029,996	27	\$47,754	\$1,289,358	32	\$48,709	\$1,558,688
Electives/Specialty Teacher(s)	2	\$45,000	\$90,000	3	\$45,900	\$137,700	3	\$46,818	\$140,454	4	\$47,754	\$191,016	7	\$48,709	\$340,963
Exceptional Children Teacher(s)	2	\$48,000	\$96,000	2	\$48,960	\$97,920	3	\$49,939	\$149,817	3	\$50,937	\$152,811	4	\$51,955	\$207,820
Instructional Support	2	\$36,000	\$72,000	4	\$36,720	\$146,880	5	\$38,494	\$192,470	5	\$39,263	\$196,315	6	\$40,048	\$240,288
Teacher Assistants	6	\$20,000	\$120,000	6	\$20,400	\$122,400	7	\$20,808	\$145,656	7	\$21,224	\$148,568	7	\$21,648	\$151,536

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B - Total Instructional Personnel:	24		\$918,000	32		\$1,285,200	40		\$1,658,393	46		\$1,978,068	56		\$2,499,295
A+B = C - Total Admin, Support and Instructional Personnel:	29.5		\$1,090,000	40.5		\$1,563,220	53		\$2,073,083	61		\$2,433,303	75		\$3,086,727
Administrative & Support Benefits															
Health Insurance	3	\$1,500	\$4,500	7	\$1,600	\$11,200	10	\$1,700	\$17,000	10	\$1,800	\$18,000	13	\$1,900	\$24,700
Retirement Plan--NC State	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Retirement Plan--Other	3	\$750	\$2,250	7	\$820	\$5,740	10	\$890	\$8,900	10	\$960	\$9,600	13	\$1,030	\$13,390
Life Insurance	3	\$75	\$225	7	\$80	\$560	10	\$85	\$850	10	\$90	\$900	13	\$95	\$1,235
Disability	3	\$75	\$225	7	\$80	\$560	10	\$85	\$850	10	\$90	\$900	13	\$95	\$1,235
Medicare	5.5	\$453	\$2,492	7	\$498	\$3,486	10	\$455	\$4,550	10	\$464	\$4,640	13	\$471	\$6,123
Social Security	5.5	\$1,939	\$10,665	7	\$2,130	\$14,910	10	\$1,945	\$19,450	10	\$1,984	\$19,840	13	\$2,015	\$26,195
D - Total Admin and Support Benefits:			\$20,356			\$36,456			\$51,600			\$53,880			\$72,878
Instructional Personnel Benefits:															
Health Insurance	24	\$1,500	\$36,000	29	\$1,600	\$46,400	37	\$1,700	\$62,900	42	\$1,800	\$75,600	51	\$1,900	\$96,900
Retirement Plan--NC State	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Retirement Plan--Other	24	\$750	\$18,000	29	\$820	\$23,780	37	\$890	\$32,930	42	\$960	\$40,320	51	\$1,030	\$52,530
Social Security	24	\$2,372	\$56,928	29	\$2,493	\$72,297	37	\$2,558	\$94,646	42	\$3,009	\$126,378	51	\$2,753	\$140,403
Disability	24	\$75	\$1,800	29	\$80	\$2,320	37	\$85	\$3,145	42	\$90	\$3,780	51	\$95	\$4,845
Medicare	24	\$555	\$13,320	29	\$583	\$16,907	37	\$598	\$22,126	42	\$620	\$26,040	51	\$644	\$32,844
Life Insurance	24	\$75	\$1,800	29	\$80	\$2,320	37	\$85	\$3,145	42	\$90	\$3,780	51	\$95	\$4,845
E - Total Instructional Personnel Benefits:			\$127,848			\$164,024			\$218,892			\$275,898			\$332,367
D+E = F - Total Personnel Benefits			\$148,204			\$200,480			\$270,492			\$329,778			\$405,245
A+D = G - Total Admin and Support Personnel	5.5		\$192,356	8.5		\$314,476	13		\$466,290	15		\$509,115	19		\$660,310

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(Salary & Benefits)															
B+E = H - Total Instructional Personnel (Salary & Benefits)	24		\$1,045,848	32		\$1,449,224	40		\$1,877,285	46		\$2,253,966	56		\$2,831,662
G+H = J - TOTAL PERSONNEL	29.5		\$1,238,204	40.5		\$1,763,700	53		\$2,343,575	61		\$2,763,081	75		\$3,491,972



**Operations Budget: Expenditure Projections**  
**Year 1 through Year 5**

<b>BUDGET OPERATIONS EXPENDITURE PROJECTIONS</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
	Administrative & Support:					
Office:	Office Supplies	\$3,000	\$5,000	\$7,000	\$9,000	\$11,000
	Paper	\$1,400	\$1,800	\$2,200	\$2,600	\$3,000
	Computers & Software	\$2,500	\$3,000	\$3,500	\$5,000	\$15,000
	Communications & Telephone	\$1,400	\$1,600	\$1,800	\$2,000	\$2,200
	Copier leases	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Management Company	Contract Fees	\$0	\$0	\$0	\$0	\$0
Professional Contract	Legal Counsel	\$5,000	\$7,000	\$9,000	\$18,000	\$14,000
	Student Accounting	\$0	\$0	\$0	\$0	\$0
	Financial	\$20,000	\$23,000	\$26,000	\$29,000	\$32,000
	Other Professional	\$0	\$12,000	\$15,000	\$17,000	\$20,000
Facilities	Facility Lease/Mortgage	\$180,000	\$200,000	\$220,000	\$500,000	\$500,000
	Maintenance	\$0	\$0	\$0	\$0	\$0
	Custodial Supplies	\$5,500	\$6,500	\$7,500	\$8,000	\$8,500
	Custodial Contract	\$15,000	\$0	\$0	\$0	\$0
	Insurance (pg19)	\$20,880	\$23,880	\$26,880	\$29,880	\$33,880
	Other	\$0	\$0	\$0	\$0	\$0
Utilities	Electric	\$20,000	\$25,000	\$35,000	\$40,000	\$43,000
	Gas	\$5,000	\$6,000	\$6,500	\$8,500	\$9,000
	Water/Sewer	\$9,000	\$10,000	\$11,000	\$14,000	\$15,000
	Trash	\$2,000	\$2,500	\$3,000	\$3,500	\$4,000
Transportation	Buses	\$0	\$0	\$15,000	\$0	\$30,000
	Gas	\$28,000	\$30,000	\$38,000	\$40,000	\$56,000
	Oil/Tires & Maintenance	\$22,000	\$25,000	\$30,000	\$33,000	\$43,000
Other	Marketing	\$7,000	\$12,000	\$16,000	\$17,500	\$20,500
	Child nutrition	\$27,500	\$37,750	\$47,625	\$57,625	\$67,625
	Travel	\$1,500	\$3,000	\$4,500	\$5,500	\$6,500
	Other	\$0	\$0	\$0	\$0	\$0
	K - TOTAL Administrative & Support Operations	\$381,680	\$440,030	\$530,505	\$845,105	\$939,205
	Instructional:					
Classroom Technology	Computers	\$100,000	\$50,000	\$50,000	\$50,000	\$50,000
	Software	\$50,000	\$55,000	\$60,000	\$66,000	\$81,000

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	Instructional Technology	\$0	\$0	\$0	\$0	\$0
	Other	\$0	\$0	\$0	\$0	\$0
Instructional Contract	Instructional Support	\$0	\$0	\$0	\$0	\$0
	Staff Development	\$10,500	\$15,500	\$18,500	\$18,500	\$18,500
Books and Supplies	Instructional Materials	\$100,000	\$190,000	\$250,000	\$350,000	\$385,000
	Curriculum/Texts	\$25,000	\$45,000	\$65,000	\$85,000	\$100,000
	Copy Paper	\$7,000	\$9,000	\$11,000	\$13,000	\$15,000
	Testing Supplies	\$150	\$750	\$1,000	\$1,300	\$1,600
	Other	\$96,480	\$56,960	\$69,040	\$81,060	\$88,190
	L - TOTAL Instructional Operations	\$389,130	\$422,210	\$524,540	\$664,860	\$739,290
	K+L = M - TOTAL OPERATIONS	\$770,810	\$862,240	\$1,055,045	\$1,509,965	\$1,678,495

**Overall Budget:**

<b>BUDGET OPERATIONS EXPENDITURE PROJECTIONS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
J - TOTAL PERSONNEL	\$1,238,204	\$1,763,700	\$2,343,575	\$2,763,081	\$3,491,972
M - TOTAL OPERATIONS	\$770,810	\$862,240	\$1,055,045	\$1,509,965	\$1,678,495
J+ M =N TOTAL EXPENDITURES	\$2,009,014	\$2,625,940	\$3,398,620	\$4,273,046	\$5,170,467
Z - TOTAL REVENUE	\$2,108,257	\$2,950,345	\$3,839,218	\$4,728,090	\$5,616,963
Z - N = SURPLUS / (DEFICIT)	\$99,243	\$324,405	\$440,598	\$455,044	\$446,496

**Budget Narrative:** (No more than one and a half pages)

Please include additional information that showcases all assumptions for your budgetary calculations.

1. *How was the student enrollment number projected?*

*Provide an explanation as to why you believe there is a demand for the school that will meet this enrollment projection.*

*Provide the break-even point of student enrollment.*

Charlotte-Mecklenburg Schools continues to have challenges in achievement and is facing an expanding student population, which has led to overcrowding in certain areas. The 2017 Mecklenburg County Pulse Report included statistics indicating that Mecklenburg County's population grew by "approximately 200,000 people from 2010 to 2020." On average, the school district has grown about 1.3% annually since the 2007-08 school year. This equates to about 1,900 students per year. Most of the growth has been evidenced within the northern and southern portions of the county; however, the school system has experienced growth throughout all segments of the county.

It is anticipated that this growth trend will continue for at least the next ten years. Given the changing demographics of Mecklenburg County school-age population and the amount of growth that is anticipated, CMS will continue to face challenges as they plan for student assignment and how they can best meet the needs of each child they serve. Clara Science Academy believes that such growth in areas creates underperformance students that will drive demand for a school of choice. The board of Clara Science Academy School is seeking to maintain a small overall school size in order to maintain a successful student.

The total enrollment number that was projected was ascertained through various channels including surveys (Nextdoor App, www.clarascienceacademy.com which are still ongoing), informal conversations, and data from other studies done in Charlotte. The information from informal conversations, homeowners associations, churches, and residents we feel comfortable that we will be able to recruit the 250 students necessary for year 1 and subsequent additions in years following. With this positive response, we received through survey data supplements the need for Clara Science Academy and a willingness from the community to send children to the school.

Given all the assumptions in both revenue and expenditure projections, we estimate a break-even number of students to be 208. This break-even is the lowest number of students that we must enroll to cover our anticipated expenses, however, when we achieve our target enrollment goal of 250

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students, Clara Science Academy will be operating with a surplus.

*Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.*

If any unforeseen circumstances occur that negatively affect revenues, two strategies will be employed depending upon the cause. Assuming a shortage arising from under-enrollment, Clara Science Academy will increase marketing efforts and use every available resource to improve enrollment including expanded outreach to the community, seeking referral partners, and increased exposure and visibility through advertising.

Assuming changes in student funding, Clara Science Academy will take a budgetary approach by reducing costs in the following order:

1st - Reduction or elimination of any non-essential fixed costs and an attempt to renegotiate lease terms

2nd - Reduction or elimination of any non-essential, non-instructional variable costs (including non-instructional and administrative salaries and benefits)

3rd - Analysis and strategic reduction, consolidation or combination of expendable, non-essential instructional costs

*Does the budget rely on sources of funds other than state, county, and federal (e.g. loans, donations etc.)? If so, please provide the source and amount. Be sure that the appropriate assurances documentation is provided in the appendices*

The budget assumptions rely solely on funds derived from the state and local ADM.

*Provide the student to teacher ratio that the budget is built on.*

1:15 to 1:20 depending on grade.

- 2. Does the school intend to contract for services such as student accounting and financial services, exceptional children instructional support, custodial etc. Describe the criteria and procedures for the selection of contractors and large purchases.*

Clara Science Academy intends to contract with qualified vendors for several administrative, accountability and staff development services. Contractors will be selected based on multiple factors including the contractor's experience and track record in the given field, the level of value added to the school through such service contracts, the ability to realize cost savings by outsourcing versus hiring, the integrity and reputation of the contractor, the feedback from references, the cost feasibility of the contract, and the favorability and fair nature of contract terms. The board will maintain strict oversight of any vendor/contractor and will regularly evaluate contractor performance.

- 3. Explain how the budget aligns with the school's mission, curricular offerings, transportation plans, and facility needs.*

Clara Science Academy is committed to delivering a high-quality instructional program in a public school environment and to preparing students to succeed in a rigorous, global, and inclusive learning environmental program. In order to honor our commitment, Clara Science Academy must offer attractive compensation packages to instructional, support and administrative personnel. In addition, the board knows that the

facility must be economically feasible, safe, in good repair; and functional and that instructional supplies, books, and equipment must be up to date and useful. With that being said, the budget aligns with the school's mission, goals, transportation, instructional and facility needs in the following ways:

-The average teacher salary in Year 1 is the equivalent of the state scale salary for a teacher with 15 years of experience or an NBPTS certified teacher with 10 years of experience. Instructional salaries grow by 2% each year, thereby staying ahead of the average in North Carolina.

--Clara Science Academy is devoted to keeping administrative salaries in check and to investing as much as possible into the personnel who deliver direct and indirect instructional or support services. We will seek the most talented teachers in order to give our students the very best there is to offer. As stated above we have a competitive benefits package and a competitive starting salary for all staff positions. This is reflected by the fact that in year 1, the personnel budget represents over 80% of school's total expenditures.

--To ensure low student to faculty ratio, multiple teacher assistant positions is important when the goal is to develop authentic relationships and provide more individualized instructions.

--While working with low-income families it is important that every child have access to the school. Although our budget reflects a bus for the second year, Clara Science Academy will accommodate parents with options once they are enroll at the school. During the second year our buses will accommodate the transportation need of our students and as the school grows, so does the budgeted number of buses and drivers.

--The budget also contains a significant investment in instructional materials, software and other (technology hardware) throughout all five years. Clara Science Academy recognizes the need for students to have the appropriate tools to facilitate greater learning, and understanding children in the target demographic may not have access to a home computer, Clara Science Academy is purchasing tablets, chromebooks, or laptops that every student will have access to at school.

Cost control, commitment, and mission-focused is the way that Clara Science Academy plans to manage its budget and key to ensuring that the mission of the school is advanced and that instructional, transportation and facility needs are met in an environment that rewards teachers for achievement and contribute to the benefit of each students.

#### 4. *What percentage of expenditures will be the school's goal for a general fund balance?*

*Describe how the school will develop the fund balance.*

Fiscal best practices for a charter school include enacting policy that compels the board to operate on a zero-based, balanced budget from year-to-year while maintaining a low debt-to-income ratio. Cost controls and revenue enhancement will be employed to maximize the potential of every dollar and to build any possible savings reserves/fund balance. Any operating budget surplus will be committed to savings and/or invested in instructional programming as circumstances require. Although the school has not specified an arbitrary percentage of expenditures as a savings goal, it has specified that it will operate within its means and, using fiscal best practices, strive to build a fund balance sufficient to cover unforeseen expenses and minimize debt financing should the school eventually elect to expand its enrollment.

Clara Science Academy Charter School - Clara Science Academy will increase scholars access to a STEM learning environment and promote high academic achievement through scientific inquiry, reasoning, and investigative learning.

Ideally, Clara Science Academy goal is to have a general fund balance of 10 to 15% of Total Expenditures by year 3. This will be accomplished through our surpluses at the end of each year. Due to unforeseen expenses, the goal may be obtained or not.

*5. Provide a description of proposed financing structure. Include financing of facilities, other asset financing and leases.*

Clara Science Academy intends to enter into an operating lease for its facilities. The board will seek a commitment from potential building owners as to the monthly cost of the lease, which will be funded from operating revenues. The goal is to keep financing costs and debt to an absolute minimum. Those items that the school cannot afford and are not considered critical to instruction will be purchased through accumulated reserves as an alternative to long or short-term financing/leasing. Debt financing will remain a last resort.

*7. Will the school have assets from other sources (e.g. building, furniture, chairs, computers, etc.)? If yes, please provide a list. Note which are secured and which are anticipated, and include evidence of commitment for any assets on which the school's core operation depends*

No assets are expected to be transferred to Clara Science Academy from other sources. It is expected that the furniture, chairs, and computers will be purchased using operating funds and that the facility lease will also be funded from operating revenues.



**Financial Compliance:** (No more than a half of a page)

*How will the school ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate recording keeping?*

Clara Science Academy will implement both organizational level and functional level internal controls and will evaluate those controls annually to determine with approach and necessary modifications that should take place. Organizational and functional level internal control documents will be written and the independent auditor will be asked each year to review the organizational and functional level internal control documents, compare them to actual practices and to make recommendations to the board for improvements.

Organizational level controls will document the organizational structure and operational environment of the school and include statements on integrity, management philosophy and operating styles, training and commitment to competence, risk assessment, and internal and external communication.

The school's functional level internal controls will consist of a comprehensive set of written, functional level control documents for information systems, general ledger, accounts payable, accounts receivable, purchasing, cash disbursements, cash receipts, payroll (including E-verify), journal entries, financial reporting, and fixed assets and depreciation. All functional level control document will identify and define source documents, enumerate segregated duties and functions, specify output reports and summaries, appoint an appropriate authorizer, and levels of authorization, and provide procedures for error detection and correction.

Our implementation for organizational level control documents will be reviewed with the entire staff (including applicable vendors, consultants and contractors) annually and referenced throughout the year during staff development and other workshops. The functional level control documents will be reviewed with each employee, vendor, consultant or contractor to which the controls will apply to the financial officer, financial management contractor, IT personnel, independent auditor, the board of directors and finance committee and the school's administrative leadership.

*Provide any known or possible related party transactions (relationship, description of transaction and estimated dollars involved)*

Clara Science Academy does not have any known or anticipated related party transactions. Financial integrity is a high importance for Clara Science Academy and we have established a standard of excellence in financial management through our policies and procedures as established with our board of directors, head of school, independent auditor/financial services firm, and school financial officer.

*Provide the name and contact information of the independent audit firm who will conduct the annual financial statement audit. If a firm has yet to be identified please list the firms the board has investigated.*

The following firms are being explored to perform the annual, independent financial audit:

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Pettway, Mills and Pearson, CPA Zebulon Office  
806 N. Arendell Avenue Zebulon, NC 27597  
919.269.7405

Earney & Company, L.L.P.  
710 Military Cutoff Rd., Ste 250  
Wilmington, NC 28405  
Phone: 910-256-9995  
Fax: 910-256-2829  
Email: [info@earneynet.com](mailto:info@earneynet.com)

Bernard Robinson & Company, LLP  
1501 Highwoods Blvd., Ste. 300 (27410)  
P.O. Box 19608 Greensboro, NC 27419-9608 Front Desk: 336.294.4494

Disparities in STEM learning exist along racial, socioeconomic, gender and geographic lines which are traced to the differences in access to resources and STEM opportunities across communities (Volmert, Baran, Kendall-Taylor, & ONeil (2013). These disparities are also visible throughout Mecklenburg County. The LEA at CMS currently offers very little regarding a STEM in the area of the proposed Charter school. According to the LEA website ([cmschoice.org](http://cmschoice.org)), Winget Park, Paw Creek, and Walter Byers Elementary schools currently offer the following STEM education plans according to their websites: Limited exposure to problem-solving curriculum; Limited community science fairs that have not been publicized in local news media; Limited access and low students participation in robotics clubs and/or STEM curriculum. These schools also received a 65, 68, and 34 on math scores respectively.

The average percentage of disadvantaged elementary students in CMS LEA STEM programs is 59.73%. The data also shows a great need for a viable elementary STEM school for the local student population. It also reflects limited LEA STEM options entering the next level of Middle and High on grade level within the STEM program schools with only two (2) passing STEM Elementary Schools in District 2). For the Middle School LEA STEM choices there are four choices, with the fifth choice, Wilson Middle school. Kennedy, Coulwood, Whitewater (a partial STEM with Environmental Sustainability as the STEM option) and again Walter G. Byers (K-8). These schools also received 46, 61, 49, and 34 on math scores ([cmschoice.org](http://cmschoice.org)). All failing scores. While CSA will not attain middle school status until year five, the data shows that the average percentage of disadvantaged Middle School students in CMS LEA STEM programs is 66.15%. The average percentage of students below proficiency entering 6th grade in STEM Middle Schools in CMS LEA programs is 18.45%. Overall, the data reflects that there is only one (1) passing Middle School STEM program in District 2 of the LEA. Once again, this data demonstrates a significant need and demand for both STEM Elementary and Middle Schools in the locale of the LEA with particular emphasis on math and science.

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CSA intentionally targets students of low socio-economic and diverse backgrounds living in and around the South/Southwest region of Charlotte and particularly those students within the 485 Beltway perimeters located from as far west as I-85 South, to as far east as Providence Road because of the limited access to STEM choice. According to City-Data.com, the target area has a population of 36,849 with the median household income below the state average and unemployed percentage above state average. For population 25 years and over, 13.9% is unemployed. The percentage of adults with a bachelor's degree or higher also falls below the state average at 15.6%. Residents with income is also below the poverty level in 2016 with 28.3% vs. the state at 15.4%. Residents with income below 50% of the poverty level in 2016 were 16.7% vs. the state at 8.7%. The population consists of 4,527 Caucasian; 24,803 African Americans; 175 American Indians; 1,306 Asians; 35 Native Hawaiian and Other Pacific Islanders; 53 other race population; 609 Two or more races population; 2,659 Hispanic or Latino population.

CSA is offering a smaller classroom setting, which will enable increased learning opportunities for all scholars. Teachers can set individual goals for each scholar based on an intimate knowledge of scholars academic background. Increasing access and exposure to a STEM learning environment give families choices to nontraditional school which has proven to be more desirable for children who are struggling academically and has trouble thriving in a traditional setting. Some children get lost in the shuffle of large class sizes and would benefit from a learning system that tracks their progress more closely and provide individualized attention.

<b>Section VI: Financial Plan Concerns and Additional Questions</b>	<b>Reviewer</b>	<b>Page Reference</b>
Would like to see expenditures added for anticipated transportation and school nutrition needs.	Shaunda Cooper	Certify Fina
Not available for review of LEA breakdowns.	Shaunda Cooper	Budget Reven
Year 1 includes \$20k in other funds. There is no assurances provided to document these funds.	Buffy Fowler	Total Budget
What is the \$20,000 other funds?  Why does EC population increase as a % of total students in year 3-5? Revenues appear to be overstated	Lynn Kroeger	Total Budget
Very ambitious plan to open and what want to offer - worried budget will not match vision	Stephen Gay	Total Budget
Concerns: 1 cafeteria employee, 0 custodians, 2 elective teachers to cover 12 classrooms, 2 instructional personnel (who are they and why is their salary lower than other teachers?), 1% contribution to retirement is very low, health and life insurance costs seem low.	Sherry Reeves	Personnel Bu
The benefits are very low to attract any teacher that is experienced. The salaries listed will like attract beginning teachers that will need more training to teach STEM and PBL. Turnover could become an issue.	Heather Soja	Personnel Bu
Are all positions listed prior in the application listed here?	Buffy Fowler	Personnel Bu
What are the custodial costs y1? What are the other professional costs y1? If there is gas and transportation maintenance budgeted but no transportation or buses budgeted what is the gas and maintenance for? What is the budget for contracted services and fees for Exceptional Children's Services? Who is ultimately going to be responsible during daily operations if there is no financial officer y1 or y2? Do the health insurance premiums align with standard estimates? How is database/PowerSchool management and oversight reflected in the budget?	Austin Smigel	Personnel Bu
The salary ranges provided in an earlier section are higher than some positions in budget. The budget here is more realistic. Can you pull quality teachers from Char Meck with salaries offered?	Stephen Gay	Personnel Bu
Health Ins at \$1500 per staff is very low  What is proposed employer matching contribution for retirement? - appears to be less than 2%  Are enough teachers budgeted to maintain the desired class size of 1:20?	Lynn Kroeger	Personnel Bu
Health insurance plans seem low and may make it more difficult to recruit teachers.	Steven Walker	Personnel Bu
Office supplies and copier lease seem low	Buffy Fowler	Operations B
Utilities projections are too low. There are no related/contracted services for EC listed. There should be a line item for maintenance due to the unknowns.	Heather Soja	Operations B
Who will be responsible for student accounting/data management in PowerSchool? Also not present in the previous section. Has the building maintenance been verified as part of the lease agreement if maintenance is to remain at 0.00?	Austin Smigel	Operations B
I'm confused as to why there are expenses for gas/oil, etc. but no bus expense.	Steven Walker	Operations B

Are the office and professional contracts expenditures realistic? Has CSA included the cost of related services for EC?	Lisa Huddleston	Operations B
Is there additional supplements for teachers for extended day, summer school and home visits? Is there a budget for the audit fee? - Is that the "other Professional in year 2-5  The \$20,000 grant from the foundation for the purchase of buses is included in revenues but the corresponding exp is not included  Clarify letter from Charter School Capital for \$270,000 Where is this in the budget? What will it be used for? What are the terms for repayment?	Lynn Kroeger	Operations B
Concerns: management company = \$0 (there is no management company, right? why put this line item in budget, even if \$0?); student accounting \$0 but financial is \$20K (will this be contracted?); \$0 budgeted for maintenance (will this be included in lease agreement?); custodial contract is for year 1 only; \$0 allotted for buses in year 1 even though there are expenses allocated for fuel, tires, etc.; marketing increases each year (should be most costly year 1); child nutrition figures are low; \$0 for instructional technology; staff development costs are lowest for year 1; instructional materials increase every year even though the bulk of projected enrollment will be in year 1; books and supplies/other (what are these expenses?).	Sherry Reeves	Operations B
Very conservative budget - will need to be mindful of spending	Stephen Gay	Operations B
I believe expenditures are estimated too low and thus the surplus will not be as anticipated.	Sherry Reeves	Total Expend
Breakeven should be calculated based on the proposed budget without adjustments.	Steven Walker	Budget Narra
Would like to see expenditures added for anticipated transportation and school nutrition needs.	Shaunda Cooper	Budget Narra
What specific cuts would be made to balance the budget if the projected enrollment numbers are not met? Where in the budget are costs for furniture, etc.?	Sherry Reeves	Budget Narra
Is there sufficient staff other than the Lead Administrator to monitor the internal controls of the school in y1? What steps are going to be taken to ensure that financial oversight is occurring if there is no position added until y3?	Austin Smigel	Financial Au

Reviewer	Score
Steven Walker	Pass
Danielle Allen	
Shaunda Cooper	Pass
Cheryl Turner	Pass
Buffy Fowler	Pass
Bruce Friend	
Austin Smigel	Pass
Alan Hawkes	
Alex Quigley	
Heather Soja	Pass
Tammi Sutton	
Stephenie Clark	
Stephen Gay	Pass
Sherry Reeves	Fail
Robert McOuat	
Phyllis Gibbs	
Lynn Kroeger	Fail
Lisa Huddleston	Pass
Lindalyn Kakadelis	
Joe Maimone	

**VII AGREEMENT PAGE**

**Application Fee:**

*Pursuant to § 115C-218.1(c) the charter school applicant must submit a \$1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by the October 1, 2018 5:00 pm EST deadline. Payments will be accepted in the form of a certified check. Cash is not accepted.*

*\*Application Note: The applicant must mail the certified check along with a letter indicating the name of the proposed charter school, contact information and the enclosed payment amount to be received before or on the due date of October 1, 2018 5:00 pm EST. Failure to submit payment by the stipulated timeline to the Office of Charter Schools will deem the application incomplete.*

*Payments should be made payable to North Carolina Department of Public Instruction*

*North Carolina Department of Public Instruction  
Office Of Charter Schools  
6303 Mail Service Center  
Raleigh, NC 27699-6303*

*I understand the requirements pursuant to G.S. 115C-218.1(c).*

omarmu

Date: 10/01/2018

**Applicant Signature:**

The foregoing application is submitted on behalf of Clara Science Academy Charter School (*name of non-profit corporation/board of directors for the proposed municipal charter school or individuals submitting application*). The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations. Additionally, we understand the final approval of the charter is contingent upon successful completion of a mandatory planning year. Per SBE policy "Planning Year for New and Preliminary Charter Schools – CHTR 013, formerly "TCS-U-013," all new nonprofit boards receiving a charter must participate in a year-long planning program prior to the charter school's opening for students. The planning year provides an applicant time to prepare for the implementation of the school's curricular, financial, marketing, and facility plans. During this planning year, regular meetings are held with the Board of Directors and consultants from the Office of Charter Schools to provide information on the following topics: school opening plans, staff development, finance, governance, board training, marketing, policies and procedures, securing a school site, and hiring a school administrator.

Final approval of the charter will be contingent upon successfully completing all of the planning program requirements.

Print/Type Name: omarmu

Board Position: Board Member

Signature: \_\_\_\_\_

Date: 10/01/2018

Sworn to and subscribed before me this



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\_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

\_\_\_\_\_  
Notary Public

\_\_\_\_\_  
Official Seal

My commission expires: \_\_\_\_\_, 20\_\_\_\_.

## OVERALL ASSESSMENT

Would you, as an external evaluator, recommend an interview for this application? Remember that an external evaluator has no authority to bind the Advisory Board to a particular recommendation. This rubric, and the following recommendation, is simply a starting point for subcommittee and Advisory Board deliberations regarding which applicants to invite back for an interview.

<b><u>Total External Evaluator Votes</u></b>	
<b>No</b>	<b>Yes</b>

Would you, as a subcommittee, recommend an interview for this application? Remember that a subcommittee is not a quorum of the whole Advisory Board and has no authority to bind the Advisory Board to a particular recommendation. This rubric, and the following recommendation, is simply a starting point for Advisory Board deliberations regarding which applicants to invite back for an interview.

<b><u>Total Subcommittee Votes</u></b>	
<b>No</b>	<b>Yes</b>

Would you, as an Advisory Board, recommend this nonprofit group to the SBE to start the Planning year? The State Board of Education gives the final approval to start the Planning Year.

<b><u>CSAB Votes</u></b>	
<b>No</b>	<b>Yes</b>

***Summary comments are to be provided in the appropriate section detailing the findings and/or concerns of the Public Charter School Advisory Council subcommittee.***

### **Initial Screening**

<b>Mission, Purposes, and Goals</b>	Applicant applied in previous application round. - danielle_allen
<b>Education Plan</b>	Applicant applied in previous application round. - danielle_allen
<b>Governance and Capacity</b>	Applicant applied in previous application round. - danielle_allen
<b>Operations</b>	Applicant applied in previous application round. - danielle_allen
<b>Financial Plan</b>	Applicant applied in previous application round. - danielle_allen
<b>OVERALL</b>	- danielle_allen - danielle_allen

### External Evaluator

<b>Mission, Purposes, and Goals</b>	<p><u>Mission Statement</u> Mission statement is clear and defines the organization's purpose. - cooperdivine</p> <p><u>Mission Statement</u> Providing rigor and high expectations - the focus will be on STEM, but also needs to focus on the development of literacy and academic vocabulary that will help build a strong foundation for the STEM plan - stephen_gay1</p> <p><u>Mission Statement</u> Mission clearly focuses on STEM-based education. However, there is no mention of dual language. - sherryreeves</p> <p><u>Mission Statement</u> Clarify how this charter is innovative and different from the local LEA and other charter schools in the area - marylynn_kroeger</p> <p><u>Educational Need and Targeted Student Population</u> Next door is not defined in the survey results. A substantial number of the respondents from the survey results were from website traffic which is not easy to isolate to the location. - austin_smigel</p> <p><u>Educational Need and Targeted Student Population</u> More information needed about how this school will be different than the cms schools.  "CSA offers nontraditional settings which are desirable for some children who are self-directed learners." Explain this statement.</p> <p>Survey is unclear that the majority of the results came from within the targeted area. - buffy_fowler</p> <p><u>Educational Need and Targeted Student Population</u> What efforts will be made in recruiting to realistically racially balance the school? -</p>
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	<p>cooperdivine</p> <p><u>Educational Need and Targeted Student Population</u> How does informal learning mesh with formal learning and accountability? What fraction of time will be spent in informal versus formal environments? - lisa_huddleston</p> <p><u>Educational Need and Targeted Student Population</u> STEM is the HOT topic in education. Need to engrain it in the culture as you grow and stay true to mission. - stephen_gay1</p> <p><u>Educational Need and Targeted Student Population</u> Is targeted population students from South/Southwest Charlotte? Explain what an informal STEM learning environment looks like on a daily basis. Is an 8 hour instructional day feasible for K-2? - sherryreeves</p> <p><u>Purposes of Proposed Charter School</u> Please describe how Legislative Purpose #4 will be evaluated for fidelity? - cooperdivine</p> <p><u>Purposes of Proposed Charter School</u> Again - need to look at PD - yes STEM is the mission, but literacy will be the key! How are you going to address that need?</p> <p>Student / teacher ratio is great / tech is great - need to think how can afford and what outside resources can be tapped to support budget? - stephen_gay1</p> <p><u>Purposes of Proposed Charter School</u> What is the professional development plan for teachers prior to the start of school? If they are expected to utilize STEM curricula and methods they will need to be trained extensively prior to the start of school. - sherryreeves</p> <p><u>Goals for the Proposed Charter School</u> Is a raise from 60% proficient to 90% proficient attainable in 5 years? - austin_smigel</p> <p><u>Goals for the Proposed Charter School</u> Are Academic goals realistic? How did you start with 60% given your surrounding area is so low?</p> <p>How will you evaluate the board and leadership of the school?</p> <p>Is it realistic to reach for 100% retention in the first few years of an opening?</p> <p>Social Worker and Counselor mentioned in this section is not in the budget. - buffy_fowler</p> <p><u>Goals for the Proposed Charter School</u> Student achievement shows a steady increase projection of 10 points over 6 years. What basis was used to set the initial goal at 60% and what basis was used to determine a 10 progression over the course of 6 years? - cooperdivine</p> <p><u>Goals for the Proposed Charter School</u> As a STEM school, how will CSA assess success in STEM areas? The academic goals for reading are clear, but less so for the STEM areas.</p>
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	<p>What are the targeted retention numbers?</p> <p>How will CSA staff find time to discuss each student within the grade-level meeting each week?</p> <p>How often will home visits occur for staff? - lisa_huddleston</p> <p><u>Goals for the Proposed Charter School</u> Looking at information on student population and area pulling from - is 60% obtainable in the first year? (Yes - it can be done and hope it can - but reality?) DO not want to set up for a let down! Retention - 100% is great, but even the top 20 year schools do not get 100%. How does STAR 360 align to the K-2 assessment / mClass and then EOG? If not aligned with future EOG targets - will you know if they are ready? - stephen_gay1</p> <p><u>Goals for the Proposed Charter School</u> The goals for proficiency on state tests are very aggressive given the results from the area schools and the state averages. - heather_soja</p> <p><u>Goals for the Proposed Charter School</u> How many required home visits will teachers be asked to make? - sherryreeves</p> <p><u>Certify Mission, Plan, Goals</u> Can feel the passion in the application - high expectations and rigor! - stephen_gay1</p>
<p><b>Education Plan</b></p>	<p><u>Instructional Program</u> At one point in the application, CSA says that students will have science instruction each day. However, Appendix B states that students will have science instruction every other day. How is this adequate for a STEM school if true?  - lisa_huddleston</p> <p><u>Instructional Program</u> Strong resources and means for evaluating teacher growth - ISTE and NCSM - the understanding fo rtes need for strong math foundation is present - stephen_gay1</p> <p><u>Instructional Program</u> Has a specific STEM-based curriculum been identified? - sherryreeves</p> <p><u>Curriculum and Instructional Design</u> The five-year personnel plan seems to include 7 teaching assistants for 32 teachers. How will these few assistants support the small group instruction across the school?  How much physical activity and free play will young children have to support the longer school day? - lisa_huddleston</p> <p><u>Curriculum and Instructional Design</u> The use of space to enhance learning is addressed - remember to set the expectations and you are setting a strong foundation! - stephen_gay1</p> <p><u>Curriculum and Instructional Design</u> An example of a day-to-day schedule would be helpful. Spending time in a student's shoes by providing a detailed schedule for a student would assist reviewers. - heather_soja</p> <p><u>Curriculum and Instructional Design</u></p>

	<p>Foreign language curriculum is listed in Appendix B as part of the core curriculum but is not addressed in the mission or curriculum/instructional design section of the narrative. - sherryreeves</p> <p><u>Special Programs and "At-Risk" Students</u> Will teacher pay reflect the extra time given to students afterschool and in the summer? Will the counselor be developing the individual learning plan with academic goals? Why would the instructional staff not be doing that? Is there money in the budget to pay for professional counseling for students with emotional issues? - buffy_fowler</p> <p><u>Special Programs and "At-Risk" Students</u> What information will you use to determine if an after school or Saturday school will be required to support the increase of student achievement? Will money be reallocated to support these programs? - cooperdivine</p> <p><u>Special Programs and "At-Risk" Students</u> How and when will the intervention program work with EC personnel and EC identification? - lisa_huddleston</p> <p><u>Special Programs and "At-Risk" Students</u> The basic concepts of MTSS are played out in the plan - supports are also provided - stephen_gay1</p> <p><u>Special Programs and "At-Risk" Students</u> The plan includes leveled-supports for struggling learners and plans (PEP, Individualized Learning Plan) for addressing student needs. - robert_mcouat1</p> <p><u>Special Programs and "At-Risk" Students</u> AIG identification and instructional plan are vague. - sherryreeves</p> <p><u>Exceptional Children – Identification and Records</u> The personnel budget indicates there will be two Exception Children's instructors hired for the first year. How will these staff members be assigned across grade levels? - cooperdivine</p> <p><u>Exceptional Children – Identification and Records</u> Basics meet state requirements - stephen_gay1</p> <p><u>Exceptional Children – Identification and Records</u> IEP and section 504 are used interchangeably. Please make sure you are aware with the different requirements of each law. - robert_mcouat1</p> <p><u>Exceptional Children – Education Programming</u> Who will serve as the LEA rep at your school? Does the budget allow for the continuum of services that may be needed? Please note that afterschool and weekend tutoring, cannot not be used as service time for students with IEPS. - buffy_fowler</p> <p><u>Exceptional Children – Education Programming</u> When describing appropriate classroom adaptations, did the applicant mean "but NOT limited to"? Limiting is inappropriate.</p> <p>Why does CSA anticipate an EC population of 12%?</p>
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	<p>- lisa_huddleston</p> <p><u>Exceptional Children – Education Programming</u> Again basic state requirements met - the EC section does look at providing materials in the classroom that will allow students to access the curriculum. Strong - stephen_gay1</p> <p><u>Exceptional Children – Education Programming</u> The application indicates that IEP progress will be discussed with parent quarterly. Please make sure this is as or more frequent that than report cards are provided.</p> <p>The application does not describe the school's obligation for Free and Appropriate Education (FAPE).</p> <p>The application indicates that the school will provide "a full continuum of service delivery." Who makes the decision about placement on the full continuum? What are the components of the full continuum? How will special education services and teachers be integrated with the school's instructional approach? - robert_mcouat1</p> <p><u>Exceptional Children – Education Programming</u> Will an EC qualified teacher provide instruction (whether in-class or pull-out) to students with IEPs? - sherryreeves</p> <p><u>Student Performance Standards</u> what did you use to decide on 90% completion of schoolwork. What will you use to determine a years worth of growth in a student? WHO will teach the foreign languages and where is that in the budget?</p> <p>Who will be included in the promotion meetings before you have 4-6 teachers? - buffy_fowler</p> <p><u>Student Performance Standards</u> The statement that 90% of students will complete their assigned coursework each year is vague. What is meant by this statement, and how will it be measured?</p> <p>Why wait until the last quarter to develop a list of possible retentions?</p> <p>What does CSA mean by stating that parents will be notified well in advance for review meetings?</p> <p>Waiting until the last week of school to have sixth graders present their final program does not leave students or teachers much time for intervention and correction given that this project is a graduation requirement. Has CSA considered having these presentations earlier in the spring to alleviate unnecessary stress the week of graduation? - lisa_huddleston</p> <p><u>Student Performance Standards</u> Plans are in place - the plan to develop own curriculum from standards - have to have a STRONG staff and administrative focus / leadership fo this to happen! - stephen_gay1</p> <p><u>Student Performance Standards</u> Applicant does not state specific student performance standards. What are the expectations for measuring student proficiency and growth? - sherryreeves</p> <p><u>Student Conduct and Discipline</u></p>
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	<p>What is the appeal process for suspension and expulsion? - buffy_fowler</p> <p><u>Student Conduct and Discipline</u> Plan will need to be fully developed upon approval to move to the RTO process. - cooperdivine</p> <p><u>Student Conduct and Discipline</u> Is CSA aware of age requirements for expulsion? - lisa_huddleston</p> <p><u>Student Conduct and Discipline</u> Policy is general - but like the focus on Bullying prevention - stephen_gay1</p> <p><u>Student Conduct and Discipline</u> How will the protections for students with disabilities be addressed within the school's discipline procedures. In particular, when will the school hold a manifestation determination meeting? - robert_mcouat1</p> <p><u>Student Conduct and Discipline</u> Handbook will need to go more into detail on due process procedures for long term suspensions/expulsions. - dswalker</p> <p><u>Student Conduct and Discipline</u> due process and grievance procedures are not mentioned in this section. - heather_soja</p>
<p><b>Governance and Capacity</b></p>	<p><u>Private Non-Profit Corporation</u> Document not available for review. - cooperdivine</p> <p><u>Tax-Exempt Status 501 (c)(3)</u> Non-profit status has not been applied for. - cooperdivine</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> What is the nature of the cases or citations?</p> <p>What are the school's conflict of interest and nepotism policies? - austin_smigel</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Is it appropriate for two members of the same household to be on the board? Home address is the same for Omar and Varsty Muhammad. - buffy_fowler</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> All selected board members are stated to have served on a board of directors before. Was this a focus for the recruitment process? - cooperdivine</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> The term limits section of the by laws is not clear. How many consecutive terms can a Board member serve? How long can founding Board members serve? - lisa_huddleston</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Are Omar and Vasty related? Need to explore the possible conflict - stephen_gay1</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Will out-of-state board member be able to attend meetings? - sherryreeves</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Head of School should not be on the board - marylynn_kroeger</p>

<p><u>Proposed Management Organization (EMO/CMO)</u> NA - cooperdivine</p> <p><u>Proposed Management Organization (EMO/CMO)</u> NA - stephen_gay1</p> <p><u>Staffing Plans, Hiring, and Management</u> Please point out the following positions in the budget: Business Manager IT Manager Finance Officer Foreign Language Teacher School Nurse Guidance Counselor</p> <p>Do you foresee issues with hiring teachers with experience, which will be necessary with the target population and method of instruction, by not providing the state retirement?</p> <p>How did you budget each category with the wide range of salaries listed here? - buffy_fowler</p> <p><u>Staffing Plans, Hiring, and Management</u> The budget for year 1 indicates two specials teachers will be hired. Which two elective positions will be hired for year 1? What capacity will they serve in the overall academic goal and mission of the school? - cooperdivine</p> <p><u>Staffing Plans, Hiring, and Management</u> Will it be difficult to retain staff given the length of the work day, including home visits? - lisa_huddleston</p> <p><u>Staffing Plans, Hiring, and Management</u> Salary ranges are wide - if all employees are on the top end / how will that impact your budget. Some of the top end salaries may be out of line with industry standards. - stephen_gay1</p> <p><u>Staffing Plans, Hiring, and Management</u> How many teachers (classroom and elective) are anticipated in year 1? - sherryreeves</p> <p><u>Staff Evaluation and Professional Development</u> Is the staff development budget sufficient for the staff development opportunities? - austin_smigel</p> <p><u>Staff Evaluation and Professional Development</u> Does the budget allow for teachers working the extra time prior to school starting?</p> <p>The description seems to be heavy on staff development. What strategies will you use to prevent teacher burn out with before and afterschool and weekend tutoring and a large number of staff development days and required days before school starts? - buffy_fowler</p> <p><u>Staff Evaluation and Professional Development</u> What does CSA mean by the term seasonal teachers?</p> <p>How does the Beginning Teacher Support Plan work with the proposed observation system?</p>
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	<p>How does professional development connect with the STEM mission? - lisa_huddleston</p> <p><u>Staff Evaluation and Professional Development</u> evaluation - NCEES PD is in line and defined in other sections - stephen_gay1</p> <p><u>Staff Evaluation and Professional Development</u> There is no clear evidence that the professional development will prepare teachers to be effective in Project Based Learning and STEM integration. More detail for "how" they will be trained would be important for clarity. - heather_soja</p> <p><u>Staff Evaluation and Professional Development</u> Ten days of professional development prior to the start of school will be necessary (as planned). - sherryreeves</p> <p><u>Marketing Plan</u> What is the marketing budget? - austin_smigel</p> <p><u>Marketing Plan</u> 1st year budget has been projected for \$7,000. - cooperdivine</p> <p><u>Marketing Plan</u> Marketing plan is general - social media / public meetings. Where are the community partnerships and locations to reach out to community? - stephen_gay1</p> <p><u>Marketing Plan</u> What are the current "interest" numbers based on surveys? - sherryreeves</p> <p><u>Parent and Community Involvement</u> You stated where to plan to open / will parents have the tech to access the bi-weekly message? - stephen_gay1</p> <p><u>Parent and Community Involvement</u> Email blasts and other social media platforms should be taken advantage of for communication. There is never too much communication. - heather_soja</p> <p><u>Admissions Policy</u> Has the school defined the difference between an application and the enrollment packet? What steps will take place to ensure the application does not contain any information regarding parental employment or gender? - austin_smigel</p> <p><u>Projected Student Enrollment (Table)</u> Why drop in 1 and 2 to 83? If you have the 100% retention then you will have 84 in grade 1. - stephen_gay1</p> <p><u>Projected Student Enrollment (Table)</u> Feasible starting enrollment and grade span. - sherryreeves</p> <p><u>Weighted Lottery</u> Was the use of a weighted lottery discussed? What was the deciding factor to not utilize the weighted lottery? - cooperdivine</p> <p><u>Weighted Lottery</u> Basically follows state law - stephen_gay1</p>
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<b>Operations</b>	<p><u>Certify Operations</u> Concerns about lunch and transportation plan. - cooperdivine</p> <p><u>Certify Operations</u> Information is general, but meets State Guidelines. Biggest concern is building plan - with acceleration, you have a tight window. - stephen_gay1</p> <p><u>Certify Operations</u> No facility identified and contingency plan is weak. - heather_soja</p> <p><u>Transportation Plan</u> What are the budgeted transportation costs? - austin_smigel</p> <p><u>Transportation Plan</u> Will 2 buses be enough for 250 students? The budgeted amount seems small for the targeted population. - buffy_fowler</p> <p><u>Transportation Plan</u> Money for transportation has not been allocated in the budget for years 1 and 2. Please include a feasible amount of money that will cover minimal transportation needs for the first two years of school operations. - cooperdivine</p> <p><u>Transportation Plan</u> If CSA has to contract for additional transportation services, how will they pay for this in their current budget? - lisa_huddleston</p> <p><u>Transportation Plan</u> Targeted population will need transportation. A general wait and see plan is presented here. - stephen_gay1</p> <p><u>Transportation Plan</u> How will transportation to address the needs of students with disabilities. In particular, students that have transportation as a related service on their IEPs. - robert_mcouat1</p> <p><u>Transportation Plan</u> Will CSA offer bus transportation to students? Plan is vague. - sherryreeves</p> <p><u>School Lunch Plan</u> Why would you expect students to bring a bag lunch if you are going to participate in the free and reduced lunch program? With the targeted population why haven't you decided to already provide a breakfast program? - buffy_fowler</p> <p><u>School Lunch Plan</u> How will CSA determine if they need to provide breakfast? - lisa_huddleston</p> <p><u>School Lunch Plan</u> It is concerning that Clara has not budgeted for transportation or lunch needs of students that may apply from lower socioeconomic situations. There is a budget item of \$25,000 for lunch personnel, what role will they play in school nutrition without an actual program? - cooperdivine</p> <p><u>School Lunch Plan</u> Using Federal Lunch program and standards with vendor. Need to make sure budget contains extra money to cover short fall if occurs - stephen_gay1</p>
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	<p><u>School Lunch Plan</u> Confusion with the plan: each student will be expected to bring a bag lunch to school; CSA will participate in the NSLP; parents will make payments for lunch. - sherryreeves</p> <p><u>Civil Liability and Insurance</u> Was unable to locate expenditure in budget. - cooperdivine</p> <p><u>Civil Liability and Insurance</u> State standards - stephen_gay1</p> <p><u>Facility and Facility Contingency Plan</u> In the beginning of the application, it stated that the school already had an agreement with a church. This detail seems to be different than what was stated prior. - buffy_fowler</p> <p><u>Facility and Facility Contingency Plan</u> For how many years is one of the churches a workable temporary solution? - lisa_huddleston</p> <p><u>Facility and Facility Contingency Plan</u> In the opening information there is reference to a Church on Tuskegee Rd - here that space is not specifically addressed?  Real Estate cost in Charlotte are high - plan to purchase and rehab - may want to review timeline to meet an opening deadline - stephen_gay1</p> <p><u>Facility and Facility Contingency Plan</u> I'm confused as this doesn't seem to line up with the information in the acceleration section. - dswalker</p> <p><u>Facility and Facility Contingency Plan</u> Lack of a facility is a concern. The contingency plan is similar to the original plan. - heather_soja</p> <p><u>Facility and Facility Contingency Plan</u> Appendix indicates that a facility has been identified although the enclosed lease agreement is blank. Four months between obtaining permits and opening a facility seems like a very tight schedule. (March - June) - sherryreeves</p> <p><u>Facility and Facility Contingency Plan</u> Concerned that a facility has not yet been finalized. - marylynn_kroeger</p>
<p><b>Financial Plan</b></p>	<p><u>Certify Finance</u> Would like to see expenditures added for anticipated transportation and school nutrition needs. - cooperdivine</p> <p><u>Budget Revenue Projections from Each LEA (Table)</u> Not available for review of LEA breakdowns. - cooperdivine</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> Year 1 includes \$20k in other funds. There is no assurances provided to document these funds. - buffy_fowler</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u></p>



<p>Very ambitious plan to open and what want to offer - worried budget will not match vision - stephen_gay1</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> What is the \$20,000 other funds?</p> <p>Why does EC population increase as a % of total students in year 3-5? Revenues appear to be overstated - marylynn_kroeger</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> What are the custodial costs y1? What are the other professional costs y1? If there is gas and transportation maintenance budgeted but no transportation or buses budgeted what is the gas and maintenance for? What is the budget for contracted services and fees for Exceptional Children's Services? Who is ultimately going to be responsible during daily operations if there is no financial officer y1 or y2? Do the health insurance premiums align with standard estimates? How is database/PowerSchool management and oversight reflected in the budget?</p> <p>- austin_smigel</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Are all positions listed prior in the application listed here? - buffy_fowler</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> The salary ranges provided in an earlier section are higher than some positions in budget. The budget here is more realistic. Can you pull quality teachers from Char Meck with salaries offered? - stephen_gay1</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Health insurance plans seem low and may make it more difficult to recruit teachers. - dswalker</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> The benefits are very low to attract any teacher that is experienced. The salaries listed will like attract beginning teachers that will need more training to teach STEM and PBL. Turnover could become an issue. - heather_soja</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Concerns: 1 cafeteria employee, 0 custodians, 2 elective teachers to cover 12 classrooms, 2 instructional personnel (who are they and why is their salary lower than other teachers?), 1% contribution to retirement is very low, health and life insurance costs seem low. - sherryreeves</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Health Ins at \$1500 per staff is very low</p> <p>What is proposed employer matching contribution for retirement? - appears to be less than 2%</p> <p>Are enough teachers budgeted to maintain the desired class size of 1:20?</p> <p>- marylynn_kroeger</p>
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<p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Who will be responsible for student accounting/data management in PowerSchool? Also not present in the previous section. Has the building maintenance been verified as part of the lease agreement if maintenance is to remain at 0.00?</p> <p>- austin_smigel</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Office supplies and copier lease seem low - buffy_fowler</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Are the office and professional contracts expenditures realistic? Has CSA included the cost of related services for EC? - lisa_huddleston</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Very conservative budget - will need to be mindful of spending - stephen_gay1</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> I'm confused as to why there are expenses for gas/oil, etc. but no bus expense. - dswalker</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Utilities projections are too low. There are no related/contracted services for EC listed. There should be a line item for maintenance due to the unknowns. - heather_soja</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Concerns: management company = \$0 (there is no management company, right? why put this line item in budget, even if \$0?); student accounting \$0 but financial is \$20K (will this be contracted?); \$0 budgeted for maintenance (will this be included in lease agreement?); custodial contract is for year 1 only; \$0 allotted for buses in year 1 even though there are expenses allocated for fuel, tires, etc.; marketing increases each year (should be most costly year 1); child nutrition figures are low; \$0 for instructional technology; staff development costs are lowest for year 1; instructional materials increase every year even though the bulk of projected enrollment will be in year 1; books and supplies/other (what are these expenses?). - sherryreeves</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Is there additional supplements for teachers for extended day, summer school and home visits? Is there a budget for the audit fee? - Is that the "other Professional in year 2-5</p> <p>The \$20,000 grant from the foundation for the purchase of buses is included in revenues but the corresponding exp is not included</p> <p>Clarify letter from Charter School Capital for \$270,000 Where is this in the budget? What will it be used for? What are the terms for repayment? - marylynn_kroeger</p> <p><u>Total Expenditure Projections (Table)</u> I believe expenditures are estimated too low and thus the surplus will not be as anticipated. - sherryreeves</p> <p><u>Budget Narrative</u></p>
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	<p>Would like to see expenditures added for anticipated transportation and school nutrition needs. - cooperdivine</p> <p><u>Budget Narrative</u> Breakeven should be calculated based on the proposed budget without adjustments. - dswalker</p> <p><u>Budget Narrative</u> What specific cuts would be made to balance the budget if the projected enrollment numbers are not met? Where in the budget are costs for furniture, etc.? - sherryreeves</p> <p><u>Financial Audits</u> Is there sufficient staff other than the Lead Administrator to monitor the internal controls of the school in y1? What steps are going to be taken to ensure that financial oversight is occurring if there is no position added until y3? - austin_smigel</p>
<p><b>OVERALL</b></p>	<p><u>Cover Page</u> School is not applying for replication nor alternative status. - cooperdivine</p> <p><u>Cover Page</u> There is an acceleration request. - dswalker</p> <p><u>Acceleration</u> What are the terms of the lease? - austin_smigel</p> <p><u>Acceleration</u> What information was used to determine the budget for the facility? No amounts were given in the documents attached. How will the charter school ensure that all spaces being used by the charter school be free of religious icons during the entire time the building is being used as a public charter school? - buffy_fowler</p> <p><u>Acceleration</u> The need for STEM education in the area of Charlotte is documented - stephen_gay1</p> <p><u>Acceleration</u> Is the information on facility submitted sufficient to show that facilities will not be an issue? - dswalker</p> <p><u>Acceleration</u> Applicant states the following as reasons for acceleration: overcrowding and a lack of STEM education options in CMS. - sherryreeves</p> <p><u>Acceleration</u> Only see letter of intent (Mulberry Presbyterian Church) What are the terms? - marylynn_kroeger</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Is the proposed space large enough to accommodate the projected growth? - austin_smigel</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> How long does the school plan to stay in the space mentioned? Is the space big even to handle long term enrollment projections? - buffy_fowler</p>

	<p><u>Grade Levels Served and Total Student Enrollment:</u> What is the cutoff for the number of students from class? - cooperdivine</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> The key for success with be a strong start - K-2 and then adding grades is a smart move - build on what you offer. Will they be able to pull 100 new each year? - stephen_gay1</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Reasonable starting enrollment projections. - sherryreeves</p> <p><u>Certify Application</u> Basic information is in place - - stephen_gay1</p> <p><u>Signature Page</u> Unable to click box for signature completion. - cooperdivine</p>
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<b><u>Charter School Advisory Board Subcommittee</u></b>	
<b>Mission, Purposes, and Goals</b>	
<b>Education Plan</b>	
<b>Governance and Capacity</b>	
<b>Operations</b>	
<b>Financial Plan</b>	
<b>OVERALL</b>	

<b><u>Overall Summary</u></b>	
<b>Initial Screening</b>	The Office of Charter Schools deemed this application complete on October 5, 2018.
<b>Application Review</b>	<p>*Dr. Allen stated the school is proposed to locate in Mecklenburg County. Dr. Allen gave a brief introduction of the schools proposed enrollment and grade levels.</p> <p>Omar Muhammed introduced himself as the Board Chair. Ms. Varsty Muhammed introduced the school as bringing a STEM program to the Charlotte area. They hope to bring a rigorous program that would prepare students for college and to introduce a diverse way of teaching.</p>

	<p>CSAB requested clarification on improvements to the application, the STEM program, dual language, facilities, lunch, employee health care and transportation costs.</p> <p>Mr. Walker and Ms. Turner emphasized the importance of breakeven number and corresponding budget.</p> <p>Mr. Walker asked what changes were made to the application. Ms. Muhammed stated they improved the Board of Directors and strengthened the STEM curriculum. Ms. Muhammed explained that they considered the diversity of the proposed school demographics. Mr. Walker asked if the budget changed. Mr. Muhammed stated they raised 20k for their buses. He continued to explain that is why you see monies in the budget for gas and maintenance. Mr. Muhammed continued that Charter Schools Capital has agreed to loan them 275k in Y1. Mr. Walker asked if the buses have been purchased. Mr. Muhammed stated no and that it is listed in the "other funds" section of the budget. Mr. Walker and Ms. Turner stated there is no expense for the buses in the budget. Ms. Kroeger asked if they know the terms of the possible loan at this point. Mr. Muhammed stated no.</p> <p>Ms. Vuncannon asked if they are purchasing a STEM program. Ms. Muhammed stated they are looking at STAR curriculum to evaluate language arts, math, and science. Ms. Vuncannon asked if that is an assessment program. Ms. Muhammed stated yes and that they have looked at several STEM programs, but have not finalized a decision. Ms. Turner asked about the term "informal STEM" as used in the application. Ms. Muhammed stated they will have a variety of techniques including collaboration and hands-on approach to learning. Ms. Muhammed stated they are trying to get away from teacher-led style and students will not be confined to a desk.</p> <p>Mr. Walker asked for clarification on dual language. Ms. Muhammed stated one language must be taught and they want to survey the parents and determine what language they want taught. Mr. Walker asked if the teachers will speak in two languages. A representative for the school stated it would not be an immersion program, but more cultural based because they are K-2 students.</p> <p>Mr. Walker asked for clarification about the facility. Mr. Muhammed stated last year they had a facility but lost it. They found a new facility with a church with two buildings and a cafeteria. The whole area is about 235,000 square feet. Ms. Turner asked if they could stay there until they have a permanent facility. Mr. Muhammed stated yes. Ms. Kroeger asked about current status. Mr. Muhammed stated they are currently in negotiations with legal teams. The owners have verbally stated they have the facility.</p> <p>Mr. Walker expressed uncertainty as to whether this qualifies for acceleration. Ms. Turner stated its also important to know the rent costs with a tight budget.</p> <p>Ms. Turner stated she needs to understand the lunch program. Mr. Muhammed stated they did their research last year and contacted the USDA and was told they need three bids to even get in the program. Mr. Muhammed stated they will provide lunch if the child doesnt bring lunch. Ms. Muhammed stated they want to give parents choices. CSA will provide breakfast and lunch if needed, but the parent can provide lunch.</p> <p>Ms. Vuncannon made committee motion to allow interview for CSA. Mr. Walker seconded. Passed Unanimously.</p>
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	<p>Mr. Hawkes expressed concern with the facility and asked for clarification on the org chart.</p> <p>Mr. Walked made full CSAB motion to allow interview for CSA. Ms. Vuncannon seconded. Passed unanimously.</p>
<p><b>Application Interview</b></p>	<p>Dr. Allen provided applicant overview. Board members introduced themselves.</p> <p>Mr. Walker (SW) asked about facility and timeline. SW reviewed concerns brought up during evaluation phase. Ms. Turner (CT) concerned with ed plan. Ms. Kroeger (LKr) had budget concerns. Ms. Kakadelis (LK) concerned with student surveys.</p> <p>Ms. Varsty Muhammad (VM): timeframe is about a month to repair some areas and be ready to open. They have a lease ready to go pending the vote today.</p> <p>Mr. Quigley (AQ): There is no basis for acceleration based on the location. He stated there has to be a clear, compelling need.</p> <p>VM stated they were invited back for acceleration by the board.</p> <p>LK asked about student surveys. VM stated there are 150 interest surveys.</p> <p>Mr. Friend (BF) asked for clarification about the facility. VM stated it would be about three months timeline.</p> <p>AQ reiterated importance of making sure facility is ready for accelerated status.</p> <p>CT expressed concerns with ed plan.</p> <p>VM: School will have 100 minutes of literacy, 50 minutes of writing. SW: Give an example of second grade literacy. VM: The student would come in the classroom and there would be small groups and interventions. Science and math will be incorporated into daily instruction. CT: How is STEM incorporated? VM: In the vocabulary of the classes, environmental discussions, and exposure through field trips. CT: Will anyone on the board be in administration? VM stated she would be an administrator.</p> <p>VM spoke about community engagement.</p> <p>LK asked what literacy program would be used. VM: Discovery Ed and Pearson for science and math.</p> <p>LKr had budget concerns. VM: Insurance is low because we're hoping half of employees will buy into the insurance package. SW: I can't imagine getting insurance that low. That that will be a difficulty on the budget when looking at revenues. You could eat up your surplus just with health insurance costs.</p> <p>LKr asked for more information about the letter from Charter School Capital. Mr. Muhammad (OM) stated that hasn't been incorporated into the budget because they haven't decided if they will take that loan. LKr: the repayment would need to be factored into the budget. It is not.</p> <p>Board member spoke about health insurance negotiations. If needed, they would revisit the budget and adjust.</p> <p>LK questioned budget and whether the social worker and counselor are in the personnel budget. VM: those are projected positions after year 1.</p> <p>Ms. Reeves (SR): financial officer position isn't in budget until year 3. Board member: Treasurer and Finance Committee would handle the finances until that point. Another board member stated a lead administrator would be in charge of finances. SR and LKr concerned that contracts for financial assistance seemed low.</p> <p>SR asked about the transportation and lunch plans. VM stated the lunch plan will use. The board has funding for two buses and ~70% of students can self-transport. Board is in negotiations with Eagle Transportation to provide transportation if needed. SR: are buses in budget? OM: we raised \$20,000; will use that for transportation. CSAB stated it would need to be shown in expenditures as well. SR: the transportation plan needs to match the educational plan which shows a lot of field trips for the STEM education.</p> <p>Mr. Friend (BF) encouraged looking at technology, custodial, and marketing in budget.</p>



	<p>SR asked about facility capacity. OM: building holds 450 students. SR asked about recess area, transportation egress/ingress issues, and lunch room capabilities. OM stated the facility has all these things.</p> <p>HV concerns with EC services. VM: it was an oversight and will need to be added.</p> <p>Multiple concerns re acceleration.</p> <p>CT Motion: Deny acceleration. LK second. Passed unanimously.</p> <p>AQ and CT were concerned school leader can't explain ed plan. CSAB had budget concerns. LK<sub>r</sub> stated budget concerns from last year should have been fixed.</p> <p>AH encouraged board to reapply.</p> <p>PG Not move forward. LK second. SW oppose; all others pass.</p>
<p><b>OVERALL</b></p>	<p>Motion: The CSAB does not move Clara Science Academy forward for acceleration.</p> <p>Motion: Cheryl Turner</p> <p>Second: Lindalyn Kakadelis</p> <p>Vote: Unanimous</p> <p>Motion: The CSAB does not move Clara Science Academy forward to Ready to Open.</p> <p>Motion: Phyllis Gibbs</p> <p>Second: Lynn Kroeger</p> <p>Vote: Bruce Friend, Lynn Kroeger, Cheryl Turner, Heather Vuncannon, Sherry Reeves, Alex Quigley, Lindalyn Kakadelis, Alan Hawkes, Phyllis Gibbs in favor. Steven Walker opposed.</p>