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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:

Deanna Townsend-Smith
Alex Quigley
Kevin Piacenza
Phyllis Gibbs
Glenn Allen
Avril Smart
Robert McOuat
Becky Taylor
Steven Walker
Tracy Kelley
Tammi Sutton
Sherry Reeves
Buffy Fowler
Anthony Helton

Date of Review:

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09/30/2016
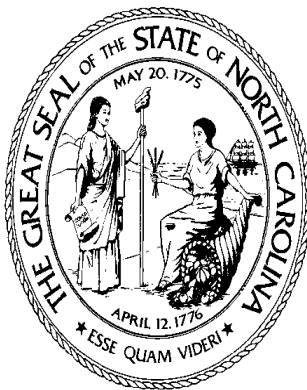
NORTH CAROLINA CHARTER SCHOOL APPLICATION

Clara Science Academy

Public charter schools opening the fall of 2018

Due by 5:00 pm, September 19, 2016

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

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CHARTER SCHOOL
2016 Application Process
To open a charter school in the 2018-2019 school year

APPLICATION DUE DATE/TIME

September 19, 2016   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 September 19, 2016 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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TABLE OF CONTENTS

Clara Science Academy - Clara Science Academys mission is to provide a Science, Technology and Mathematics focused curriculum that will build self-respect while preparing diverse students to become life-long learners, demonstrate critical-thinking and adapt to our changing technological world.

I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: Clara Science Academy

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 Charater 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 nonprofit: *Non-Voting Board Member*

Mailing address: 13106 Autumn Trace Drive
             Huntersville NC 28078
Primary telephone: 704-904-7180   *Alternative telephone:* 973-641-4124
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: X
Yes:
Is this application a Conversion from a traditional public school or private school?
No: X
Yes:

Is this application being submitted as a replication of a current charter school model?
No: X
Yes:

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Acceleration
Yes:
No: X

To be considered for acceleration applicants must meet four specific criteria. Provide supporting evidences of the following:
*Demonstrate a clear and compelling need for the accelerated planning year

Partner with a two of four year institution of higher education in North Carolina

Attach Appendix A from the four year institution of higher education in NC to demonstrate a partnership
Verify the absence of a charter school in the proposed county of location
Yes:
No: X

Agree to participate in the planning year while the charter application is being reviewed without any guarantee of charter award.
Yes:
No: X

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

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2018   *Month* August

> *Will this school operate on a year round schedule?*
No:
Yes: X

Proposed Grade Levels Served and Total Student Enrollment (
5

Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	04	75
Second Year	05	150
Third Year	06	225
Fourth Year	07	300
Fifth Year	04,05,06,07	300

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.

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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.

omarmu   Non-Voting Board Member_____
Signature   *Title*

omarmu_____   09/19/2016_____
Printed Name   *Date*

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Section I: Application Contact Information Concerns and Additional Questions	Reviewer	Page Reference
The 4-7 grade span is not standard and will require enrolling students to leave elementary school and graduating students to finish middle school someplace else before moving on to high school. Can the applicant provide rationale for this proposed design?	Kevin Piacenza	Grade Levels
Please clarify the grades of the school. It is certainly a different starting point.	Anthony Helton	Grade Levels
I am assuming that the grade levels are incorrect here as they make no sense.	Steven Walker	Grade Levels
Explain the reasoning for a 4-7 school-why not a 3-8 which has natural transition points? Where will 8th graders attend? This may be a barrier to attracting potential students. Since 1st year enrollment is less than the state's requirement, are you requesting an enrollment waiver?	Sherry Reeves	Grade Levels
This enrollment projection doesn't make sense. Why start in 4th and end in 7th?	Alex Quigley	Grade Levels
The enrollment projections and grade configuration is is unusual and unrealistic in that 4th grad is not a natural transition point for families.	Tracy Kelley	Grade Levels
Charter school statute specifically outlines the minimum enrollment requirement to start a charter school is 80 students. How does the applicant justify its proposal of beginning with 75 students? Doesn't statute stipulate extenuating circumstances for enrollment requests below the minimum student number?	Deanna Townsend-Smith	Grade Levels

Reviewer	Score
Deanna Townsend-Smith	Fail
Alex Quigley	Fail
Kevin Piacenza	Pass
Phyllis Gibbs	
Glenn Allen	
Avril Smart	
Robert McOuat	
Becky Taylor	
Steven Walker	Pass
Tracy Kelley	Pass
Tammi Sutton	
Sherry Reeves	Fail
Buffy Fowler	
Anthony Helton	Pass

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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 Academys mission is to provide a Science, Technology and Mathematics focused curriculum that will build self-respect while preparing diverse students to become life-long learners, demonstrate critical-thinking and adapt to our changing technological world.

Clearly describe the mission of the proposed charter school:

The founders core philosophy evolved through the life of gallant women and the work their lives inspired, signifying a symbol of change, an advocate for education, and leaving a legacy of excellence. CSA purpose is to replicate leaders of the twenty-first century by creating a student-centered learning environment that is project-based and technology driven in which students can reach the highest academic excellence in preparation for success in their post-secondary studies and careers.

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.*

CSA will be open to all students in North Carolina seeking an educational alternative, but will most likely pull its students from a population that is comparable to that of the district, and specifically the population of inner city Charlotte. Currently, Mecklenburg County Schools (CMS) have a demographic composition represented by 29% White, 40% African American, 22% Hispanic, 6% Asian and 3% American Indian. We hope that enrolling students within these target demographics will support CMS with overcrowding and will provide our school with the racial, ethnic and socioeconomic diversity that we desire.

The Board of Clara Science Academy chose Mecklenburg County primarily because of overcrowding and underperformance in the county itself. Despite the progress in some schools, failure on state exams remains prevalent at many schools. Forty-three of 165 schools had overall pass rates below 50 percent. Last year those schools served 33,500 students, most of them poor and 95 percent of them nonwhite. Nowhere are the gaps clearer than in high schools, where test scores raise questions about the value of some diplomas where these children did not receive the best educational foundation in there earlier grades, like middle school.

According to the Charlotte Observer, the article " For CMS, state ratings

highlight gains and gaps at crucial time" one of the schools featured in the article received an F with a 20 percent pass rate, is part of Project LIFT, a public-private partnership that has pumped millions of dollars into nine schools over the past four years. It was converted from an elementary school to a preK-8 school in a move CMS officials said would boost performance and the school is using a year-round calendar designed to prevent kids from slipping during a long summer vacation.
CSA will market to include families who want their children to experience authentic 21st century learning in Charlotte North Carolina. Given the North Carolina adoption of the Common Core State Standards (CCSS), students must develop an understanding for what it means to be literate in the 21st Century through a variety of content areas and contexts. One way to foster this type of learning is to partner with local organizations, businesses and field experts so that students are exposed to the workforce and daily, real-world experiences. The CSA students will work with our community partners and visit various locations in or around Charlotte on a regular basis. For this reason, it is important that CSA is located in the metropolitan area so that our students are within a close distance to all of its resources and so that we are functioning as a true out preforming school, to serve as a site for the development of teachers, leaders, and rich community partnerships.

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 student enrollment at Clara Science Academy will be 300 students in fourth through seventh grades. We plan to open the school with 75 students in grades fourth and will add a grade level each year through seventh grade. We will continue adding students until there are 75 students per grade level (the fourth year). The total projected student enrollment of CSA in year four (300 students) reflects 0.5% of the Average Daily Membership of Charlotte-Mecklenburg Schools.

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

All innovative educational techniques that CSA provides will differ from the local LEA by focusing on mastery of standards through offering a Proficiency Base Learning Curriculum. While implementing the Competency Base Learning Educational Model and Personalized Learning Plans; keep students and parents involved and informed through the Student Information System; ensure professional development and learning environment accountability by utilizing Quality Education for Student and Teachers school visits and weekly walk-throughs. CSA will also differ by utilizing technology to foster inquiry and innovation; differentiating between computer programming, note-taking and summarizing strategies for the 21st century, and building research abilities through discovery learning.

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*

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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 provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system.
CSA will meet the needs of families who demand more educational opportunities for their children. While helping to meet this demand and expand educational choices for parents and students of the community, Competency-based learning is more widely used at the elementary level, although more middle schools and high schools are adopting the approach as CSA will to create a keen focus on stakeholder satisfaction. While the goal of competency-based learning is to ensure that more students learn what they are expected to learn, our approach can also provide educators with more detailed or fine-grained information about student learning progress, which can help them more precisely identify academic strengths and weakness, as well as the specific concepts and skills students have not yet mastered. Since academic progress is often tracked and reported by learning standard in competency-based courses and schools, CSA educators and parents will know more precisely what specific knowledge and skills students have acquired or may be struggling with. For example, instead of receiving a letter grade on an assignment or test, each of which may address a variety of standards, students are graded on specific learning standards, each of which describes the knowledge and skills students are expected to acquire.

CSA will improve student learning.
The Competency-based learning Curriculum ensures that students have both the time and opportunity to learn and master the content expected of them within the Common Core State Standards (CCSS) and NC Academic Standards. The Competency-based learning Curriculum combined with implementation of the Educational Model through continuous assessment of student performance data and analysis of student learning gains are imperative to improving student learning and achieving the academic goals set forth in this application.

CSA will encourage the use of different and innovative teaching methods. Through our Student Information System (SIS) which will cover but not limited to Systems of Assessments, Continuous System Improvement, Data Systems, and Educator Competency: Teachers will be trained to integrate

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technology into the student learning environment to increase academic achievement for each student. CSA will designed innovative reporting tools through systems, including the standards- focused eGrade Book and Narrative Report Card, all of which will assist the school in analyzing student assessment data and monitoring student progress to ensure academic improvement. These tools also enable the school to monitor progress towards meeting and exceeding school-wide goals and objectives and facilitate greater parent communication and engagement.

Personalized Learning Plans (PLP): The PLP empowers students to track their own progress, which initiates student ownership of learning goals. Through analysis and evaluation of data, administrators, teachers, parents, and students are able to devise an academic plan for each student to achieve learning gains.

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.*

Each year after assessing the threshold, CSA goal will be to reduce the percentage of students who have not achieved proficiency by 10%. For example, if the percentage of students proficient on the state Math assessment is 75%, 25% of the students are not proficient. To reduce the number of students not proficient by 10%, math proficiency should increase by 10% of 25%: 75% + 2.5% = 77.5%. This rate of growth, on average, exceeds the state of North Carolinas average year to year growth as well as the districts average year to year growth. If in any year proficiency is at or above 90%, CSA will increase proficiency by 1% per year for the remainder of the charter term, or meet or exceed the districts average proficiency on state assessments. Below is an example of a chart that gives a hypothetical average proficiency of the district schools, preliminary goals for math, reading and science proficiency are detailed in this table.

Goals - Mecklenburg District Schools

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5
Attendance %	95	95	95	95	95	
Matriculation %	>90	>95	>95	>95	>95	
% Students at level III and above Math	86.4	88	89	90	91	
% Students at level III and above Reading	77.4	80	82	84	85	
% Students at level III and above Science	79.5	82	83	85	87	
% Students at level III and above Algebra	86.1	87	89	90	91	
% Students at level III and above English 1	87	88	89	91	91	
% Students at level III and above Biology	87.2	88	90	91	92	

READY CSA will meet or exceed district performance in the READY model components for
all grades. Elementary and middle school grades will meet or exceed the district average, among comparable student demographics, of the percent of students proficient in Math, English Language Arts and

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Science.
Annual Measurable Objectives (AMO) Clara Science Academy will make every effort to meet national AMO targets.

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

By using student assessment and performance data to create the best education culture of the school, CSA will implement the best Education Model, which will be a continuous improvement process that is not only used to improve student learning and achievement, but is also used to evaluate and inform instruction. The Accountability, Systems of Assessments, Educator Competency, Supports & Interventions, Data Systems, Continuous System Improvement which equals Student Learning is indispensable for increasing student achievement, is deeply embedded in CSA culture and is a top priority for school-wide improvement. Evaluation and assessment are critical to curriculum implementation and improving student achievement. Proper assessment and accountability verifies that students have successfully acquired crucial skills and knowledge. Assessment of student performance in core academic areas will be achieved in various ways, depending on the subject area.

CSA will monitor and evaluate specific, measurable goals regarding academic performance. As detailed in the table below, academic performance will be measured by making yearly progress by increasing the percentage of students who are proficient on the STAR assessments, aligned to the Common Core State Standards (CCSS) for 2018 and beyond, in math, reading and science. When STAR assessments are unavailable, state End of Grade (EOG) and/or End of Course (EOC) assessments will be used in its place. During CSA first year, these proficiency levels will act as the threshold for future years assessment goals. A threshold year will also be used in years where the state introduces new state-wide assessments. All students in grades 4-7 will take diagnostic benchmark assessments three times per year. Each student will demonstrate progressive growth based on differences of scale scores between diagnostic assessments.

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Section II: Mission and Purposes Concerns and Additional Questions	Reviewer	Page Reference
The description provided for the Mission is not clear to truly outline why the organization exists. The mission is clear; however, there is a lack of clarity in the decription provided.	Deanna Townsend-Smith	Mission Stat
While the mission statement is clear the description is muddled, disjointed and misaligned in significant ways.	Tracy Kelley	Mission Stat
I am unclear as to the explanation of the mission statement. It seems more like why the founder wants to start the school rather than an explanation of the mission statement.	Steven Walker	Mission Stat
Who are the gallant women mentioned in the description of the mission?	Sherry Reeves	Mission Stat
What exactly is a "proficiency base learning curriculum?" How does it intersect with these other curricula. Where are the results from the survey?	Alex Quigley	Educational
Can the applicant clarify and provide supporting details on PBL, CBL, and PLP's to better explain how this plan will differ from LEA opportunities already available for students? Can the applicant provide details and results for the survey and meeting described in Appendix A1?	Kevin Piacenza	Educational
Applicant did not provide evidence of need, at all. Attempts to differentiate the proposed school from LEA offerings was, again, jumbled, inconclusive, disjointed, and not compelling. There is no explanation of what is meant by "proficiency base learning curriculum"; "competency based learning educational model"; and there was no context explaining the theory of action for proposing to provide PD using "quality of education for students and teachers school visits and walk throughs".Applicant uses a lot of education jargon without fully understanding what it means or suggests.	Tracy Kelley	Educational
How are the educational techniques proposed as innovative so different from that of some LEA options? Does he applicant adequately address the projected student enrollment and the percentage of the ADM when compared to the LEA? Are the evidences provided substantial enough to demonstrate a true need for the school? Attached for review purposes is a map outlining the current charter schools. Additionally, the map provides an overview of the general placement of proposed charter schools for the 2018 school year: http://www.dpi.state.nc.us/charterschools/schools/map.	Deanna Townsend-Smith	Educational
Reasons given for starting the school are overcrowding and underperformance in CMS. Applicant speaks of concern about low performing high school students yet students will leave CSA at the conclusion of 7th grade.	Sherry Reeves	Educational
There is no mention in this section of the STEM focus prevalent in the mission statement. Can the applicant clarify this and explain how STEM focus compliments SIS, CBL, and the other programs cited in this section?	Kevin Piacenza	Purposes of
The definition of "competency based learning" is unclear: While the goal of competency-based learning is to ensure that more students learn what they are expected to learn, our approach can also provide educators with more detailed or fine-grained information about student learning progress, which can help them more precisely identify academic strengths and weakness, as well as the specific concepts and skills students have not yet mastered. -The sentence above is confusing and doesn't help explain it.	Alex Quigley	Purposes of
Based on the applicant response it is unclear whether the model is likely to improve academic outcomes for students especially with regard to the narrative on use of different innovative teaching strategies. Plans to create a technology integrated or blended model is discussed in very general terms without specific	Tracy Kelley	Purposes of

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details on how targeted students from CMS will benefit from this model in terms of closing the achievement gap and maintaining high levels of engagement, and reengaging disengaged students.		
Explain what this means: Student Information System (SIS) which will cover but not limited to Systems of Assessments, Continuous System Improvement, Data Systems, and Educator Competency - don't understand what this is and how it applies to one of the six legislative purposes of a charter school.	Sherry Reeves	Purposes of
Applicant should clarify the following statement -CSA will meet the needs of families who demand more educational opportunities for their children. While applicant provided detail on the purposes of the school, there is a lack of clarity making it difficult to ascertain alignment and how these proposed practices will truly impact student achievement.	Deanna Townsend-Smith	Purposes of
What diagnostic assessments will be used to progress monitor student achievement? In what grades will students take Algebra? Please clarify what specific assessments the board will have access to in order to monitor student achievement levels. Applicant does not provide goals or targets to used to monitor operational, organizational, governance, and financial performance. The overall school goals do not align with the schools STEM mission as there are no focused specific goals connecting technology, engineering to overall school achievement.	Tracy Kelley	Goals for th
Hypothetical proficiency "chart" denotes Algebra and English I but neither of these are EOC courses (NC Math I, English II and Biology are the three high school courses with required end-of-course exams). Answer to question about how governing board will know that the charter school is attaining their mission is confusing and makes no sense. Explain. Applicant mentions SMART goals but does not list any SMART goals. Where are SMART goals specifically related to the STEM-focused mission?	Sherry Reeves	Goals for th
Applicant should clarify the alignment to the mission. Are the proposed performance goals clear?	Deanna Townsend-Smith	Goals for th
I do not see a systematic process here. It seems to be parts of many plans.	Anthony Helton	Goals for th
Are the "hypothetical" values provided in the chart actual Charlotte-Mecklenburg data? Why are English and Biology scores included for grades 4-7? Can the applicant clearly provide specific goals for the proposed school using a baseline from the LEA and project that onto the target population?	Kevin Piacenza	Goals for th
The responses to this section really appear to be a cobbling together of education buzzwords and acronyms without any thought behind them. Other than a mention in the mission statement speaking about technological advances I am not sure how the goals match up to the mission.	Steven Walker	Goals for th

Reviewer	Score
Glenn Allen	
Becky Taylor	
Avril Smart	
Buffy Fowler	
Alex Quigley	Fail
Anthony Helton	Pass
Deanna Townsend-Smith	Fail
Kevin Piacenza	Fail
Steven Walker	Fail
Tammi Sutton	
Phyllis Gibbs	
Robert McOuat	
Tracy Kelley	Pass
Sherry Reeves	Fail

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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 <u>will deem the application incomplete.</u>*

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.

Clara Science Academy is dedicated to providing students with a rigorous and personalized education in Science, Technology and Mathematics, building self-respect and preparing students to become life-long learners, demonstrating critical thinking while learning to adapt to our changing technological world and demonstrating the ability to compete successfully within the global economy. CSA will provide students with the best education upholding the fidelity of its core values, and utilizing a variety of instructional methods to obtain success. At CSA, every student deserves a course of study that allows him or her to learn in a deep, meaningful and practical way. Knowing facts are not sufficient, applying the facts to new situations, and problem solving, expands students knowledge and opportunities.

CSA instructional approach focuses on the concept of growth mindsets emphasizing that the brain can grow and change, and students do not enter school with a set of unchangeable strengths and weaknesses. Our goal is to initiate praising students effort over personal traits by encouraging students to learn from mistakes, developing new strategies to approach and solve problems. An authentic rigorous learning experience will enable students to learn content and skills through logical contexts and applications where by students will develop and master the technique of competitive aggression, a greater comprehension, and a global awareness of their world with exposure to global events, etc., and through project-based courses that are inherently interdisciplinary. Courses will funnel class discussions and collaboratively develop solutions for age-appropriate real-world challenges. They will develop mathematical understandings through solving of real- world problems. Students we know develop mathematical abilities at different paces, thereby the necessity to create mathematics program that will be strongly individualized with math coaches and small groups. In preparation for high school, seventh grade students will develop an area of focus, enabling them to develop expertise in a chosen area of interest.

Gauging the success and drive of the instructional program, CSA will use a variety of assessment data. Teachers will create and administer formative and quarterly benchmark assessments in all core areas measuring student learning and academic progress, enabling tracking and monitoring of student growth and instructional needs in Reading level, literacy skills, Mathematics abilities, Sciences, Common Core State Standards, 21st Century skills and world global readiness. In addition, classroom activities assignments, and project-based module work (Math and Sciences) will be tracked through STAR Enterprise. In addition, teachers will use ongoing,

daily classroom data to create a personalized plan for each student including weekly technology and applied research activities, allowing students to develop their skills while working at own pace. Uppergrades (6 & 7) will lead their own conferences and create portfolios showcasing their learning, share new understandings; explain their strengths and set future goals. These practices will provide opportunities for ongoing informal assessments, as well the ability for students to self- reflect and evaluate their progress.

The CSA student body will be comprised of a diverse group of students seeking a school experience that differs from that of the traditional school model. Through our dedication to our core values, we will provide CSA students with a unique and innovative model of school in the 21st Century utilizing the North Carolina Common Core Standards, along with the Competency Base Learning Model focusing on the six guiding principles: Personalization and Relationships; Rigor and High Standards; Relevance and Engagement; Results; Empowered Educators; and Follow The Child. The STAR Assessment will be used to assess our students regularly.

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.

Traditionally, fourth grade marks the transition from learning to read to reading to learn (in grade four and beyond). This stage is categorized as reading and learning for life, a stage in which students begin to acquire and apply a full and complex range of lifelong language and literacy skills. Clara Science Academy will provide a caring and nurturing learning environment for all of our grades 4-7 students where they form lasting relationships with peers and adults, are encouraged to make responsible choices, have a sense of personal ownership and play a role in the community, and are valued as individual thinkers and life-long learners. To achieve this, CSA will offer small class size (between 15-20 students) and additional personnel to provide a low student-teacher ratio so that teachers can give students more personal attention and support their social and emotional needs. We will also use a student-centered approach, designed so that children and adolescents can develop an understanding for who they are as learners and how they learn best. Using the North Carolina Common Core Curriculum along with the Competency Base Learning Model, students will engaged in daily activities both inside and outside of the classroom. We will utilize a combination of hands-on activities, field experience throughout the Mecklenburg county, meet with field experts, and utilize one-to-one technology as tools for learning. Our advisory program will serve as an important foundation for students' academic success, by providing them with the support, guidance, and explicit learning skills needed at each stage of their development. Finally, our ubiquitous use of technology will foster an environment that views it as a tool to use whenever needed, not as a driver for what we do (i.e. never technology for technology's sake). Part of our technology-rich environment will include an explicit curriculum designed to help our students make better choices around technology and raise awareness and consciousness about the dangers of the internet, social

media, and the potential long-term consequences for their public images and reputation.

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 will focus on science, technology, engineering and math (STEM) which provides the necessary foundation for college entrance and careers in technical fields. STEM education is a high national priority because of the lack of skilled workers in these fields and especially women and minorities. Therefore in preparation of STEM careers, CSA believes that both the state and national standards which are used to compare our students' academic success, progress and growth are vital to understanding our students success. Thus it is greatly more important to align our curriculum with the Common Core State Standards as well as the Essential State Standards.

At CSA, we want to prepare students for the kind of deep learning, critical thinking, collaboration, problem solving, and adaptability required for success in higher education and the 21st century workforce. Therefore, our curriculum along with instructional practices offer students personalized instruction, project-based learning, intensive foreign language instruction, and the approach to learning all content areas in the context of real world applications. The individualized and engaging nature of these approaches, which include hands-on, inquiry-driven, technology-enabled, real world activities are appropriate and effective teaching strategies for students at every level. Additionally, the families who choose CSA will be those seeking and opting into this type of innovative learning experience.

With the supplemental curriculum along with unique instructional techniques designed to address a wide variety of learners, and with regular benchmark assessment we will have an accurate view of how our students are performing; thus CSA students will be prepared to participate in the North Carolina Accountability Model. The students in grades 4 -5 will take part in the Read to Achieve Program Grade-Level Implementation Plan. Students performing below grade level will take part in the North Carolina Responsiveness to Intervention program and will receive supplemental activities and reading interventions.

CSA learning modules along with community partnerships show a strong correlation with the STEM initiative (Math and Science) as it is focuses on preparing our students for opportunities in high school and beyond. These modules, as well as our Math and science curriculum, are designed to teach students the skills that they need for 21st Century readiness. To support this, our quarterly benchmark assessments (STAR Assessment) and performance

tasks will align with the North Carolina READY End-of-Grade exams (EOGs) so that teachers will be able to monitor student growth throughout the year and plan their lessons accordingly.

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 Base learning model at Clara Science Academy recognizes it Teachers as Learning Facilitators where by Teachers must transition from a traditional delivery approach toward a coaching, mentoring and facilitating student learning. CSA believes that as learning facilitators, teachers will become more active designers of the curriculum whereby they encourage students to assume responsibility for their learning and move from teacher-centered to student centered education. Teachers are also expected to utilize a variety of instructional strategies. With this in mind, we expect our teachers to have a strong background in the facilitating of workshop and differentiated learning.

In addition, we will guide CSA teachers 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 students can access a wide array of learning styles and multiple intelligence. Teachers will function as coaches with the confidence that students learn content not only through 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 curriculum. The learning that occurs outside the school walls is also valued through this assessment method, allowing students to link the relevance of school-based learning with the rest of their lives. The use of a variety of media and technologies, both in teaching and in 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-student 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 students. The richness of an interactive discussion about the student's specific demonstrations of skill development work to guide the student toward proficiency in all areas. These dialogues are also learning experiences in themselves, teaching students to reflect on their own work and actions, to evaluate their own 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 that will be life-long.

STAR Assessment is designed to help teachers assess students quickly, accurately, and efficiently. It provides teachers with reliable and valid data instantly so that they can target instruction, monitor progress, provide students with the most appropriate instructional materials, and intervene with atrisk 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. All the STAR Enterprise assessments include skills-based test items, the Core Progress learning progressions for instructional planning, and in depth reports.

Sheltered Instruction Observation Protocol (SIOP) model – As the number of English learners increases in schools across the United States, and especially within the state of North Carolina, CSA duly noted the increase in English learners in its target areas thereby must make the necessary adjustment within its curriculum. Using the SIOP model will certainly strengthens the academic outcomes of our students

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.*

Clara Science Academy instructional plans are explained in the questions above. CSA is not planning on having a graduation because the school grade level is 4th -7th.

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.*

To maximize our instructional time, Clara Science Academy will operate on a seven in a half to an eight hour school day rather than the seven (7) hour school day with which most schools operate. This will allow our students additional time for instructional practices, fieldwork, and meetings with our community partners, which will ultimately improve our challenge-based coursework and academic success. This additional time also enables the time needed to adequately implement our intervention program, which we feel will be a critical component to the development of a positive school culture, and the development of innovative thinking and 21st century skills that often are not easily or sufficiently integrated into other areas of the curriculum.

With the increase in the instructional day, we have more flexibility with our school calendar. We may increase our 2018-2019 academic calendar year to 195 days, starting early August and ending in June. We feel that this change may be necessary to provide our teachers with the time and resources that they need 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 enables 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 truly 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.*

Clara Science Academy will identify and monitor the progress of students in need of expanded learning opportunities and remedial assistance, including the at-risk population. The CSAs Response to Intervention ("RTI") method is a three-tiered instructional and assessment framework designed to address the learning needs of all students through progress monitoring, data analysis, support and intervention. CSA will utilize a process based on the student's response to scientific, research-based intervention tools, consistent with the comprehensive evaluation procedures. This is in accordance with the Response to Instruction requirement of Individuals with Disabilities in Education Act of 2004, which requires each school to identify whether appropriate instruction in reading has been offered through the use of North Carolina Standard Course of Study (NCSCS).

CSAs RTI model prepares struggling learners to prepare for the state adopted assessments which are designed to measure student performance on the goals, objectives, and grade-level competencies specified in the CCSS and NC Essential Standards.

TIER I Core, Universal Academic and Behavior Support (Goal:100% of students achieve at high level) all students participate in general education learning that includes: universal screenings to target groups in need of specific instructional and/or behavioral support, implementation of the State Standards through a standards-based classroom structure, differentiation of instruction including flexible grouping, multiple means of learning, demonstration of learning, progress monitoring of learning through multiple formative assessments, and positive behavior supports. Tier I: Effective if at least 80% are meeting benchmarks with access to Core/Universal Instruction.

TIER II Targeted, Supplemental Interventions & Supports targeted students participate in learning that is different by including: a standard intervention protocol process for identifying and providing research based interventions based on student need; on-going progress monitoring to measure student response to intervention; and guided decision-making aligned with the core academic and behavior curriculum. Tier II: Effective if at least 70-80% of students improve performance (i.e., gap is closing towards benchmark and/ or progress monitoring standards).

TIER III: Intensive, Individualized Interventions & Supports increased time, narrowed focus, reduced group size instruction and intervention based upon individual student need provided in addition to and aligned with Tier 1 & 2 academic and behavior instruction and supports, specialized programs, methodologies, or instructional deliveries, greater frequency of progress monitoring of student response to intervention(s). Tier III: Effective if there is progress (i.e., gap closing) toward benchmark and/or progress monitoring goals.

CSA curriculum resources for reading, mathematics, writing, and science are embedded with differentiated instructional lessons, strategies, and assessments that are associated with the RTI Tier Model that support and

prepare all learners for the state adopted assessment. In addition to the RTI plan discussed in the instructional programing section, the Academy will also use the following supports and programs;

Comprehensive Intervention Reading Programs-Students will receive additional instruction in a small-group setting with more frequent progress monitoring to ensure accelerated progress toward grade level expectations. Research-based programs that the teacher may utilize are: STAR Enterprise (4-6); Soar to Success (4-6) and Voyager Passport (4-7).

Tutoring-For students who require additional intervention, tutoring will be available at the CSA. Teachers use a set curriculum in a small group setting, targeted to students skill deficiencies, as determined by diagnostic and formative data.

Additional Help -Teachers make themselves available during a time that is outside of the instructional block.

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.*

Through CSA mission, our program for ELL is to prepare and successfully equip ELL students to meet the needs of their global community. In order to support our ELL students, CSA will equip them with targeted instructional supports necessary to achieve mastery of the NC English Language Proficiency Standards as measured by the Test of English Language Learning (TELL) for ELLs. CSA will use a structured English immersion methodology to fulfill this goal, as this strategy has been shown to demonstrate the best results with ELL. Also, our extended school day and school year will provide needed additional learning time for these students that are explained below.

a) All ELL students will be identified in the initial assessments administered upon enrollment and through a Home Language Survey. Students will be selected to take the assessment if they are foreign-born or do not speak English in the home.

b) Once a student is identified, they will be scheduled to be administered the TELL test within thirty calendar days of enrollment and the parent will be notified. If a student is tested, and it is determined that the student is limited English proficient, the student will be tested annually.

c) When the assessment results are collected, an instructional plan for students who qualify will be created including the integration of scaffolding methods to address the ELL and setting goals for achieving mastery of the NC English Language Proficiency Standards.

d) As prescribed by law, intervention will be administered that facilitates growth in English mastery, while promoting content knowledge.

To promote both literacy and proficiency, the ELL program will provide English language development instruction that is age and grade appropriate and is tailored to the students English proficiency level. CSA ELL program will be in a climate that promotes not only listening, speaking and reading, but also writing skills. The school will offer ELL students instructional services through an English Immersion program mainstream/ inclusion instructional delivery models. Instruction is supported through the use of ELL instructional strategies. In addition, the curriculum, textbooks and

other instructional materials used by ELL students are comparable to those used by their non-ELL counterparts. Supplemental text and materials are also provided.

Pinpoint instruction provided to ELL students is equally important, sequence and scope to the instruction provided to the non-ELL students at the same grade levels, while also including specific accommodations and modifications to the curriculum. A Personalized Learning Plan will be used to show the areas of success and growth that the student maintains through the year. All ELL strategies will be documented in the teachers lesson plan and in the students Personalized Learning Plan and ELL folder.

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 students within the jurisdiction of a school district are entitled to a Free and Appropriate Public Education (FAPE) to those that are identified as Academically/Intellectually Gifted (AIG). CSA gifted will meet the NC AIG Program Standards in accordance with 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 in 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 under served 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 four educational phases (4-5, 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. CSAs 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)*

Section 504 of the Rehabilitation Action of 1973
CSA will identify all students who should receive services and/or accommodations through Section 504 of the Rehabilitation Action, CSA will review cumulative records from all students' previous schools to determine if an Individualized Education Plan (IEP) or 504 plan exists. If the student is found by the 504 team to have a disability under Section 504, the 504 team will be responsible for determining what, if any, accommodations are needed to ensure that the student receives the free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by Clara Science Academy professional staff.

The parent or guardian will be invited to participate in 504 team meetings to participate in any program modifications, and given an opportunity to examine in advance all relevant records. The 504 Plan will describe the Section 504 disability and any program modification that may be necessary. In considering the 504 Plan, a student with a disability, requiring program modification, shall be placed in all general education courses to the extent appropriate for the individual needs of the student with a disability.

All 504 team participants, including parents, and guardians, teachers and any other participants in the students education, will have a copy of each 504 Plan. A copy of the 504 Plan shall be maintained in the students file.

All 504 Plans will be reviewed at least once per year to determine the appropriateness of the Plan, continued eligibility, or readiness to discontinue the 504 Plan.

In compliance with the guidelines of the federal Child Find mandate, if there is a CSA student who is believed to have EC needs, he/she can be evaluated in one of two ways: 1)A parent has to submit a written request to the school asking that his/her child be evaluated for a disability. CSA will then hold an IEP meeting in which a decision will be made by the IEP team as to whether or not there is enough evidence to show that the student should be evaluated for a disability; 2) If the student has gone through Tier III of the RtI process with limited progress and is, therefore, referred to the EC Team for evaluation.

During the EC process, if a parent wishes that his/her child receive accommodations under Section 504, he/she will need to provide the school with a copy of the child's medical condition or disability and meet with the case manager and classroom teacher to write a 504 plan.

With the process of identifying and evaluating students for EC services and 504 accommodations, CSA will maintain all EC and 504 records and information in a confidential manner. In addition, the EC and administrative teams will have access to the closet and by request, teachers will be able to review their own students' information. There will be a sign-in/out process for all records so that all student records can be located at all times.

CSA administrative team will have an individual attending each IEP and 504 meeting to ensure compliance with state/federal guidelines, record-keeping, and student services.

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.*

CSA has designed an educational program that ensures a full continuum of services for all students. For students with disabilities, this means that they will receive a Free and Appropriate Public Education (FAPE) through the inclusion model and ongoing differentiated instruction. We believe that the inclusion model works best for most Exceptional Children (EC) students. In this model, EC teachers will push-into classrooms to provide additional one-to-one or group support to EC children. As a result, those students are part of an educational setting that is their Least Restrictive Environment (LRE) where they can hear the lesson firsthand from their classroom teacher and receive supplemental instruction from an EC-trained teacher. They also have the benefit of observing their classmates problem-solve through their work and set personal goals for themselves. We believe this enriches the classroom community and allows all students to learn from and respect one

another. As we believe in the inclusion model, we do understand that there is no "one size fits all" solution to EC or any type of instruction; therefore, if a setting other than the inclusion setting is noted on an EC student's IEP, that alternative setting will be provided.

Like our ELL and intellectually gifted students, EC students will receive differentiated instruction throughout the day. During Reading instruction, teachers will conduct running records to determine their independent and instructional reading levels and work with them in homogeneous guided reading and strategy groups. While writing, classroom and EC teachers will individually confer with students to determine what their next writing steps should be. With our math program, students will be spending significant time working at their own pace, on the skills that they need to work on, and will be supported by classroom teachers, assistant teachers, and EC teacher when issues with particular challenges arise. This model is centers on students and allows the EC students to challenge themselves and truly push themselves to their academic potential.

With this core instruction, classroom and EC teachers are cognizant of the EC students' IEPs and are modifying instruction and work when applicable to ensure that they are in compliance with the IEP goals and plans. Quarterly parent-teacher conferences are scheduled between the parents, teachers, and advisors to make certain that all stakeholders share the same ideas about the EC students' achievement and progress. Other staff members that work with the EC students are also informed of the IEP goals and will work with the students at the appropriate levels in their subject areas.

As EC students seek attention through parents or teachers that may need related services, an IEP meeting will be scheduled and the team will convene. Each adult who made the referral will bring documentation of the need to the meeting and the team will discuss the options that are available at theschool. If the services are available at CSA, the student will receive the related services on-site on a part or full-time basis, depending on the need. If the services are not available, CSA will contract with personnel from the Local Education Agency or another charter school to obtain the services for the child.

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 we serve. We believe that through our experience as educators, the quality of our instructional program, and the wide range of learning experiences that we offer, our students will succeed in meeting our high criteria for

success. Therefore, our performance standard for our 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 our state tests:

Literacy

In Reading, we will use different formative assessments to measure our students' Reading levels. Teachers in grades 4-7 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 4-7 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 Spanish teachers will create their own assessments 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.

Promotion

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 supportthis notion, we feel that 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 4-7. 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 7, 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 7th 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 7th 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.*

Clara Science Academy - Clara Science Academys mission is to provide a Science, Technology and Mathematics focused curriculum that will build self-respect while preparing diverse students to become life-long learners, demonstrate critical-thinking and adapt to our changing technological world.

Provide a draft copy of the student handbook specific to the proposed charter school within the appendices (Appendix D).

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.*

Clara Science Academy Charter School will maintain an open-door policy with its parents and, thus, will provide a variety of avenues for parents to register complaints or concerns and to ask questions about the schools progress toward its goals. These avenues include the following: (a) talking with a teacher and/or administrator, (b) sending a comment via the schools website, (c) addressing a concern among the Parents Advisory Council, requesting the parent representative on the Board of Trustees to raise the issue at the next board meeting, (d) and entering a comment during the public comment period of the monthly board meeting. All grievances will be handled expeditiously and diplomatically with the intention of bringing those involved in the conflict to a consensus and a resolution. In accordance with North Carolina education law, the Head of School may recommend long-term suspension (more than ten days) or expulsion of a student to the board of trustees if the student commits any major infractions. Within twenty days of the recommendation, the board of trustees will hold a hearing to act on the Head of School's recommendation. Within ten days of the hearing, written notice will be delivered via registered mail to the student and his or her parents/guardians to notify them of and more: a) The details regarding the students rights, including: the right to retain counsel, the right to request a translator, the right of student and parents/guardians to appear on student's behalf, the right to produce witnesses and present evidence on student's behalf, the right to confront and to cross-examine any witness who submits or presents evidence against the student, the right to request that a copy of the hearing record be produced for the student at his/her own expense. B) Students will be able to file for an appeal through the process.

Some Major Infractions list below for consequences:
1) Behaviors that put ones own or others safety at risk.
2) Violation of any federal or state statute or regulation, local ordinance or school policy.
3) Deliberate damage to school property or other personal property.
4) Truancy.

Students with disabilities will be subject to the same disciplinary procedures as all students and may be disciplined in accordance with their individual educational plan (IEP). The school administration will evaluate any serious infractions by a student with a disability to determine appropriate action in accordance with North Carolina Educational Law. If however, the nature of the student's infraction is primarily a function of their disability; the school administration will refer to the student's IEP

to determine the appropriate course of action. If a student's IEP includes a Behavioral Intervention Plan (BIP), the student will be disciplined in accordance with the plan. If it is determined by the school administration that the Behavioral Intervention Plan is ineffective or if there is a concern for the health and safety of thestudents or others if the BIP is followed with respect to infraction, the matter will be immediately referred to the Special Education Coordinator, or like position or team of individuals, to consider a modification to the BIP.

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Section III: Education Plan
Concerns and Additional Questions

The six guiding principles, mentioned in this section were not mentioned and previous sections and evidence misalignment. The applicant does not provide a comprehensive description of the specific instructional methods to be used (i.e. whole group, small group (mixed, homo or heterogeneous), blended, integrated, centers, independent. What is the role of the student portfolio in determining student proficiency given commitment to competency based learning? The applicant does not site research supporting its school model, approaches, assessments, or theory of action with regard to the targeted student population, grade configuration, district performance K-3 etc.	Tracy Kelley	Instructiona
Give examples: In preparation for high school,7th grade students will develop an area of focus, enabling them to develop expertise in a chose area of interest. (A STEM focus?) Applicant speaks of a rigorous education but fails to give specific details that outline this rigor. Explain the Competency Based Learning model and its 6 guiding principles. What does research say about this model? How does it apply to a STEM focus?	Sherry Reeves	Instructiona
Again, a lot of buzzwords. I am concerned by the lack of documented evidence of how the proposed approach will lead to improved student performance.	Steven Walker	Instructiona
What is the evidence to support the proposed approach will lead to improved student performance?	Deanna Townsend-Smith	Instructiona
How is the Star Enterprise (Assessment)related to the proposed instructional program? Are there examples of existing schools demonstrating the compatibility of Star assessment with a project-based STEM approach?	Kevin Piacenza	Instructiona
How does the "advisory program" interface with the classroom? What is meant by "explicit learning skills"?	Kevin Piacenza	Curriculum a
But what will be the STEM program and the unique educational instruction? I would like more details on this.	Steven Walker	Curriculum a
Small class size is a plus. Intensive foreign language is mentioned in this section-how does this intertwine with STEM focus? What are the CSA learning modules? How do Competency Based Learning Model and Project Based learning complement each other? What does the research say? Explain the Sheltered Instruction Observation Protocol model for EL students. Earlier question on application asked if school would be year-round and the response was "Yes". The narrative in this section contradicts the earlier response. Question was not answered about how students would transition from grade to grade.	Sherry Reeves	Curriculum a
Overall instructional program lacks clear direction. Curricular plans seem disjointed and in some cases a cut and past of CCSS.	Alex Quigley	Curriculum a
When will students participate in advisory? How will advisory be structured? What curriculum will the school use? Will the school develop its own curriculum in house? If so who on staff will lead that process, when will it be done, what supports will teachers receive? What science curriculum will be used (i.e. FOSS)? What specific math curriculum will be used? What researched based intervention program will be used to support tier 1 struggling learners and how will it monitored and structured so that students have the opportunity to move along a continuum of services and change placements based on progress or needs? If the curriculum is created in house what maps, and pacing guides will be used and how will those differ from the LEA? The cover sheet indicates school will operate year round but narrative proposes starting in early Aug and ending in June. The curriculum framework references 6th-8th grade but school will only be 4th -7th grade. The section does not clearly explain why the group selected to start with 4th grade.	Tracy Kelley	Curriculum a
Is the RTI process outlined an outdated approach? How else might the proposed school provide support to "At-Risk" students?	Deanna Townsend-Smith	Special Prog
Clarify what is meant by "Additional Help -Teachers make themselves available during a time that is outside of the instructional block." Will student be required to seek out	Tracy Kelley	Special Prog

extra help? Who on staff will create, monitor, revise and update personal learning plans? AIG plans refer to 8th grade which is another example of overall misalignment in this application.		
Responses to special programs and at-risk students do not lend a clear understanding of the identification and intervention for this population. Applicant states that identification procedures for AIG are clear but further explanation of those procedures is confusing. DEP is written every four education phases (4-5, 6-8)-what does this mean?	Sherry Reeves	Special Prog
What are the staffing plans for the Exceptional Children's program?	Sherry Reeves	Exceptional
Retention considerations should occur before the last quarter. A parent should be notified by mid-year if his/her student is not on grade level and in jeopardy of being retained. Narrative describing promotion standards is unclear-any team member can explain why a child should be retained?	Sherry Reeves	Student Perf
What are the goals for years 1, 2, 3? Applicant needs to clarify the promotion policy to make sure it aligns with state law. As written it leaves a lot of discretion with the school. Promotion standards for foreign language is interesting since heretofore there was no mention of the school offering a foreign language. It is not clear how the school will use STAR data to inform curriculum and instructional decisions for organizational learning.	Tracy Kelley	Student Perf
"...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"- What are the applicant's expectations for growth during first 4 years of operation?	Kevin Piacenza	Student Perf
Is the proposed student code of conduct in line with EC regulations? Does the applicant truly have an understanding on the process for discipline regarding EC students?	Deanna Townsend-Smith	Student Cond
Grievance procedures are not clearly outlined.	Sherry Reeves	Student Cond
I have concerns about the discipline plan as it pertains to EC students.	Anthony Helton	Student Cond
What are the procedures for addressing discipline and behavior? What is the teacher's role? How are parents involved? When does administration get involved? Does the "advisory program" mentioned in the Curriculum Design Section play a role in promoting positive behavior? How does the discipline plan reflect the school's mission?	Kevin Piacenza	Student Cond
The student discipline and conduct section does not align with the overall school mission, mission description, 6 core values are not referenced again in this section. There is no discussion about character development, common values, creating a sustained school community, shared language, core beliefs. And there is no discussion of how the schools policies will align with citizenship programs or partnerships or the global education components mentioned in the community flyer. The flier mentions a mentorship program and home visits which have not been discussed. Overall, this section does not align with what has been presented in other sections, or public documents.	Tracy Kelley	Student Cond

Reviewer	Score
Deanna Townsend-Smith	Pass
Buffy Fowler	
Sherry Reeves	Fail
Phyllis Gibbs	
Tammi Sutton	
Tracy Kelley	Pass
Glenn Allen	
Alex Quigley	Fail
Avril Smart	
Robert McOuat	Pass
Anthony Helton	Fail
Kevin Piacenza	Pass
Becky Taylor	
Steven Walker	Fail

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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:

Private Nonprofit Corporation:
*The nonprofit corporation must be officially authorized by the NC Secretary of State upon application submission.

Name of Private Nonprofit: Clara Science Academy Charater School

Mailing Address:

City/State/Zip: Huntersville NC 28078

Street Address: 13106 Autumn Trace Dr.

Phone: 704-904-7180

Fax:

Name of registered agent and address:

FEDERAL TAX ID:

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.

Please complete the table provided depicting the initial members of the nonprofit organization.

Board Member Name	Board Title	County/State of Residence	Current Occupation	Past or Present Professional Licenses(s) Held	Has any disciplinary action been taken against any of these professional licenses?
Akbar Muhamma	Board Chair	MECKLENBURG	CEO, Akbar Production		

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d			s, Inc.		
Jabbar Abdullah (pending)	Treasure	MECKLENBURG	Centralized Relationship Manager, Wells Fargo		
Teresa Mutakabbir (pending)	Board Member	MECKLENBURG	Senior Broker / Realtor		
Varsty Muhammad	non-voting Board member	MECKLENBURG	PhD Candidate and Principal Coach		
Omar Muhammad	Non-Voting Board Member	MECKLENBURG	Consultant		
Corbett Mercado (pending)	Board Member	MECKLENBURG	Parent retired Veteran bilingual		
Glenda Tate (pending)	Vice Chair	NEW HANOVER	CEO, Kairos Center, Inc		
Dr. Shanelle Reid (pending)	non-voting Board member	Out of State			

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.*

Clara Science Academy governing structure, functions, duties, roles and responsibilities to recruitment, hiring, and supervising the lead administrator will include the following:

Adopt the annual budget; B) Appointing or dismissing charter school administration; C) Purchasing or selling land; D) Locating new buildings or changing the locations of old ones; E) Creating or increasing any indebtedness; F) Designating financial depositories for school funds; G) Entering into contracts of any kind where the amount involved exceeds $3000.00; H) Approving salaries or compensation of administrators, teachers, or other employees of the charter school; I)Entering into contracts with and making appropriations to an intermediate unit, school district or area vocational technical school for the charters proportionate share of the cost of services provided or to be provided by the foregoing entities. Approve

the appointment of a Head of School; K) Approve the appointment or dismissal of staff members upon the recommendation of the Head of School; L) Authorize or establish a Committee of the Board or appoint a qualified hearing officer to hold hearings regarding recommendations of suspensions or expulsion of students; M) Authorize or establish a Committee of the Board or appoint a qualified hearing officer to hold hearings regarding recommendations of suspension or dismissal of employees with or without cause; N) Consistent with the aforesaid, the Board shall, pursuant to the approved school policies, assemble to hear the recommendations of the Head of School regarding any employee issue. Specifically, following the Head of School s or the Head of School s designees recommendation, the Board shall (1) make a determination based on the information produced at the meeting; or (2) establish a fact-finding committee to gather additional evidence for the Board examination of the issue.

Roles of board members will include: Board Chair, Vice Chair, Secretary, and Treasurer. Additionally, board members will participate in at least one sub-committee such as Budget and Audit, Development, Community Engagement, and Facility to be voted on in accordance with bylaws.

As the Board has identified a Head of School and intends to hire her pending approval of the application, the Board will utilize many methods to hire future Heads of School. Recruitment could be through contacts in the local community, state wide Universities/Colleges and post on national and higher education recruiting sites. Qualified candidates will participate in a behavioral interview that includes a range of questions from diverse perspectives, role-playing scenarios designed to elicit examples of previous experience and behavior, and providing a writing sample. The Board will focus its search on applicants with prior school leadership experience, particularly in the areas of new school design and start-up, blended learning, Competency-Based Learning, developmentally appropriate instructional practices, and managing significant external partnerships. A review of the Head of School's performance three times throughout each school year will be done by the board.

The Board has and exercises the powers prescribed by the laws of the state of North Carolina, and more particularly described with NC Meetings of Public Bodies Laws and support the keeping and publishing of meeting minutes (NC Statutes: Chapter 143, Article 33C; G.S., 143:318); Avoid conflicts of interest and be willing to put welfare of organization before personal benefit. The essential function of the Board is policy-making, the assurance of sound management and active participation in the provisions of necessary funds. The Board has the ultimate responsibility to determine general, academic, financial, personnel and related policies deemed necessary for the administration, development, and ongoing operation of Clara Science Academy in accordance with its stated purposes and goals.

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.*

The board will use Robert's Rules of Order as a guide for meetings. These meetings will provide common rules and procedures for deliberation and debate in order to place the whole membership on the same footing and

speaking the same language. The conduct of all school business is controlled by the general will of the whole membership - the right of the deliberate majority to decide. Complementary is the right of at least a strong minority to require the majority to be deliberate - to act according to its considered judgment after a full and fair "working through" of the issues involved. CSA board will provide for constructive and democratic meetings, to help, not hinder, the business of the assembly. Under no circumstances should "undue strictness" be allowed to intimidate members or limit full participation.

Each board member brings to the table a wealth of knowledge and expertise in 21st century teaching and learning, educational technology, public school leadership, curriculum planning and design, literacy education, bilingual education, marketing/development/fundraising, real estate, business, strategic planning, community engagement, human resources/diversity, law, and representatives from partner organizations and higher education. Several board members are also parents of current public school students. All CSA Board members are well connected with diverse Charlotte communities, business leaders, cultural institutions, higher education institutions, and have extensive connections with educators in both private and public schools.

All CSA board members will provide governance and support to ensure the school will be an educational and operational success. The board will hire, supervise, and evaluate the Head of School and will approve all personnel decisions made by the Head of School through a vote. In order to ensure success the board participate in producing: 1) Development of clear short and long-term goals and related strategic plans and benchmarks; 2) Quarterly review and evaluation of operational, financial, and academic progress by school and Head of School; 3) Supervision of the Head of School through monthly Board meetings and reports; and 4) Ongoing opportunities for professional development of Board members. Announcement and posting of all activities, opportunities, and meeting dates (are open to the public) will be on the school (CSA) website. All board members will be following the law of North Carolina which will be explained in the non-disclosure agreement sign by each board member. In managing their own effectiveness, the CSA board will review its roles and responsibilities on an annual basis to ensure ongoing support and successful implementation through non-profit board self-assessment tools of the schools mission and vision.

When a board member completes their term(s), a search will follow for the next board member and training of the replacement will being as stated in the bylaws. Thediversity and experience background, as well as representation from parents and community members, will remain a high priority.

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?*

CSA has three founding board members and has recruited through discussions at professional network sessions and other gatherings. An evaluation of skills, experience, and diverse thinking will create a responsible board. Board members selected based on their achievements and commitment to the

vision and mission of the Clara Science Academy. Currently, the Clara Science Academy School Board has seven committed pending members and two non-voting members. CSA is presently waiting on a response from the other pending board members.

Each board member is committed to serving a three-year term, which will take the school through its opening months.

According to the CSA Bylaws (Article IV) Section 2. Number and Election of Trustees. The Board of Trustees shall consist of not less than five (5) nor more than eighteen (18) Trustees. Fourteen (14) days at least prior to the annual meeting of the Trustees, as established by Section 6 of this Article II, candidates shall be nominated to succeed any one or more retiring Trustees, and the Trustees shall elect new Trustees by a majority vote at the annual meeting of the Trustees each year. In addition, the Trustees may at any time elect new Trustees by a majority vote at any regular or special meeting of Trustees. The Executive Director shall be a non-voting ex officio member of the Board of Trustees.

Each Trustee elected by the serving Trustees at any annual, regular or special meeting shall serve a term of three (3) years, or the remaining term of a vacancy, commencing on the next following board meeting and expiring on the third Annual Meeting after appointment. Once elected, the name of each Trustee shall be published in the School Newsletter or other appropriate publication of general circulation to the School community. The term for Trustees

serving on the initial Board of Trustees may be for greater than three years in order that the Board may achieve a coordinated expiration of the Trustee's term of office, as provided for in Section 3 hereof. At the expiration of each

three-year term, any Trustee may thereafter be elected to serve an additional three-year term by a vote of a majority

of Trustees. Trustees may serve no more than three (3) consecutive terms.

Section 3. Continuity. The term of office for each Trustee and the number of Trustees elected by the Board from time to time should be focused on achieving a

Board consisting of not less than one-half

of Trustees with prior service.

Section 4. Resignation. Any Trustee may resign by delivering or causing to be delivered to the Secretary a written resignation which shall take effect upon the acceptance by the Board at any meeting.

Section 5. Removal. Any Trustee may be removed from office with or without cause by the vote of a majority of all the Trustees then in office. A Trustee may be removed for cause only after being afforded reasonable notice and an opportunity to be heard before the Board of Trustees.

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

The CSA Board will meet monthly and quarterly for 2-3 hours and hold committee work sessions.

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.

CSA essential 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 locations around the state. 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, Communications

Ongoing professional development for CSA 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 in addition to the quarterly retreat sessions. These professional development sessions will address financial oversight, accountability, and fiduciary responsibilities of school board members and include the following topics:

1) The provisions and context of the fiscal accountability; 2) Roles and responsibilities of school officers and officials including internal auditors and the audit committee; 3) overview of internal controls and risk assessment; 4) internal and external audits;

5) Revenue sources and the budget process; 6) Monitoring financial condition and maintaining school fiscal health; and 7) Preventing fraud, waste, and abuse of school resources.

January 2018: Board Member Orientation: Defining a charter school board member, overview of responsibilities, and guest speaker from existing charter school board member

January 2018: Workshops on how we plan to work together and commit to the support and success of CSA and other sessions listed above

February-March 2018: 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 Quarterly Meeting: Each quarter the Board will meet for a retreat meeting during which they will review progress of the school and board, review data to drive discussion and decision making, 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 2018: Board member orientation for new members and every year

While the founding board develops their initial orientation program in January 2018, best practices and critical information will be reviewed and compiled into a CSA Board Member handbook. AS new Board members join, they

will be given a copy of the handbook and the outgoing Board member will provide an orientation during the transition. Each summer during the Boards retreat, the entire Board will review bylaws, CSA mission and vision, Board policies, etc., providing new members with a complete orientation.

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.*

The Clara Science Academy Board bylaws will describe the boards ethical standards and procedures for identifying and addressing conflicts of interest. CSA Board members are committed to avoiding potential conflicts of interest an exercising their positional authority for the benefit of the CSA. Potential areas of conflict may include: 1) inside and confidential information regarding employees and students; 2) acceptance of gifts and favors; 3) preferential treatment of their own children who may be CSA students; 4) financial benefit to their represented organization; and 5) any financial, or other interest from which they might benefit. The CSA Board bylaws will specify that any individual(s) identified of having a potential conflict shall be excused from relevant decisions and voting, and excluded from quorum requirements for that particular session.

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

The decision-making processes the board will use to develop school policies will be guided under all North Carolina Department of Education State Laws for Charter Schools. The Board will review and oversee the development of all policies related to teacher licensure, student admissions, charter renewal, and screening of employees and relevant Board members.

CSA Board will serve as a governance board, delegating day-to-day decision-making power to the Head of School. The Head of School will ensure and enforce school policies. The Board will focus on developing and voting on school-wide policies to support the big picture - the vision, mission, and achievement of school goals. The Head of School and his/her designated team will develop policies to be outlined each year in faculty and family handbooks. Each year, the Board will vote on and approve those policies. The Board will also be able to vote on conjoining or changes to those policy handbooks as needed throughout the year. All policies that affect school outcomes, students and families experiences related to the achievement of desired outcomes, and/or the resources/finances required to achieve those outcomes will remain the focus of Board policy-making.

CSA board will initiate and approve school policies by taking the following steps below:
1) Presentation of Data collection: Board members will closely review the issues related to the policy. What are the different perspectives? What are the current issues? What are the needs? What does the data reveal? What is the potential impact/consequences? What is the cost (real and otherwise)? This data collection period may include informal discussions and data gathering (including the use of surveys) from various stakeholders and input and reporting from the Head of School and his/her team.
2) Experience Consultation and Discussion: After a collection and review of available data and perspectives, Board members will share opinions, seek

expertise opinion in those relevant areas, brainstorm solutions, and propose alternatives.
3) Rational and realistic consensus-building: After deliberation and discussion, Board members will work to compromise in areas of disagreement, by keeping the focus on the needs of students. The majority vote is required for the adoption of a policy, the Board will make all efforts to reach consensus to increase positive support for all school policies, in the best interests, harmony, and ongoing collaboration of the greater school community.

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.*

Clara Science Academy will adopt the policy stated below, to form its Advisory Committee:
Initial members will be selected from a pool of parent volunteers and Teachers. Candidates may be self-nominated or nominated by an individual of the General Membership. All nominations must be seconded. Members of the Advisory Committee subject to a filed complaint must excuse themselves from the deliberations of the Committee. Future positions will be filled by vote of the Advisory Committee members. Elections will be for a two-year term. An Advisory Coordinator will be nominated by parents and teachers and elected to the position.
Qualifications
Volunteers for the Advisory Committee will be required to meet certain minimum requirements for service. Volunteers must have a minimum of one year's continuous service as a Member in good standing. Because grievances are considered personal matters, all volunteers must state that they are willing to abide by strict confidentiality requirements. Volunteers must also state that they understand that violation of this confidentiality agreement will mean immediate expulsion from the Advisory Committee, and could result in termination of Member Not in Good Standing by the Advisory Board.
Committee Membership
The Advisory Committee shall consist of seven members of The Clara Science Academy. The panel must be comprised of parents and teachers. In the event that a member of the Advisory Committee is one of the parties involved in the dispute or has a personal interest in the dispute, that Committee Member shall retire from involvement with any aspect of that grievance. In the event that an Advisory Committee member changes positions at The Clara Science Academy Charter School during their term, they may remain as a representative of the position for which they were appointed until the end of their term. This does not apply in the case of the committee member's election to The Clara Science Academy Charter School Board, at which time they would be required to resign and a new representative appointed after a call for volunteers from within the project to fill the seat.

A Parent Association will also be formed for the Clara Science Academy as a way for parents to become more actively involved in supporting the school. In addition to leading fundraising efforts, the Parent Association will also be responsible for coordinating volunteers, planning and running school-wide and community events, and may offer parent workshops and special programs. The Parent Association has no formal authority and no direct reporting to the school Board. The Parent Association plays no role in the evaluation of

the Head of School or any other faculty/staff.

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

Step 1: All parents or employees who wishes to file a grievance must first submit a request in writing to the Head of School or other appropriate member of the administrative team. A meeting will be scheduled and the matter may be resolved at that time.

Step 2: Once a grievance cannot be resolved directly with the Head of School, the parents and staff members may request, within 15 days of the action or incident, a hearing with the Board. The Board has 30 days from receipt of that written notification to schedule and hold the requested hearing or deny the request for a hearing, with or without cause. The Board will provide written notice of the time and place to the parent staff member who filed the grievance, as well as the Head of School and any other relevant personnel.

Step 3: CSA Board will communicate its final decision to all involved parties within 30 days of the hearing. The Board's final decision is the final step for all grievances. An appeal process may be filed after.

<u>Governance and Organizational Structure of Private Non-Profit Organization (continued)</u>

<u>Include in the Appendices:</u>
1. *A well-defined <u>organizational chart</u> 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:

Clara Science Academy - Clara Science Academys mission is to provide a Science, Technology and Mathematics focused curriculum that will build self-respect while preparing diverse students to become life-long learners, demonstrate critical-thinking and adapt to our changing technological world.

Outline below, a list of positions anticipated for the charter school; (e.g., principal or 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.

CSA will employee the following employees:

Head of School Full Time starting in the first year
School Business Manager - Full Time starting in the first year
Office Manager - Full Time starting in the first year
Assistant Head of School - Full Time starting in the fifth year
Technology Director - Full Time starting in the first year
Dean of students - Full Time starting in the fourth year
Technician - Full Time starting in the fourth year
Three Teachers - Full Time starting in the first year
One Assistant Teacher - Full Time starting in the first year
One ESL Teacher - Part Time starting in the first year
One Speech Teacher - Part Time starting in the first year

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. Our best asset will be our teaching staff and leadership. CSA goal is to attract and retain creative, smart, passionate, innovative, and experienced teachers who truly believe in our mission and who reflect the diversity of our students and what North Carolina learning community have offer the world.

We will start by recruit talented faculty by the list below:
1) CSA will describe and post job openings on: the CSA website, Facebook and Twitter accounts, teachers-teachers.com, LinkedIn, university and state job fairs, and online job finder/recruitment sites;
2) CSA will advertise through: website ads, bill boards, word of mouth, local newspapers and magazines written in English and Spanish, Teach for America's group TFA Alumni of Color, New Leaders networks, university and Latino educator organizations, including National Hispanic Education Coalition and Hispanic Education Association, the National Association for Bilingual Education publications;
3)Share job opportunities as part of Board members' presentations at national education conferences
4) Establishing an innovating environment is a must for faculty members. The creative culture will be developed using regular feedback, coaching and great ideas. Staff will collaboratively set goals, problem-solve, and form a highly professional community that values intellectual, instructional conversations.
5) Retaining innovative teachers are high on our list. CSA teacher retention is one of our overall goals. As we listen and respond to teachers' needs through their ongoing suggestions and working conditions survey results, CSA will provide feedback throughout the evaluation process and value their work through an annual average salary increase of 2.9% based on teacher performance.
   2. *Provide a description of the relationship that will exist between the charter school employees and the nonprofit board.*

All hiring, coaching, evaluation, recruitment and recommendation for termination of employees are all responsibilities that will be carried out by the Head of School. The Board will provide final approval with majority vote for all final decisions regarding hiring and dismissals.

All employees at CSA will have opportunity for direct interaction with the Board:

1) All faculty members will have non-voting representation on the Board
2) All faculty members will have representation on the School Advisory Council, which in-turn has Board representation
3) All faculty members may raise concerns officially to the Board via email to any Board Member
4) All faculty members can go to a board meeting because the meetings are open to the public
5) All faculty members may submit to the Board grievances, in writing, regarding dismissals
6) All Employees may be asked to participate in various Board events, fundraisers, etc.

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

In its dedication to excellence in education, Clara Science Academy is committed to the employment of the most qualified staff. Upon recommendation of the Head of School and the Personnel Committee of the Board of Trustees, the Board shall approve the employment and determine the responsibilities for each employee.

Appointment of personnel shall be made on merit without regard to race, creed, color, national origin, sex, sexual orientation, marital status, or membership in an employee organization. An employees deliberate misstatement of fact essential to qualifications for employment or determination of salary shall be considered as grounds for dismissal.

All prospective employees must provide the Clara Science Academy and the Board of Trustees
Personnel Committee:
* State of North Carolina certification where such certification is required;
* Completed NC State Police Request for Criminal Record;
* Completed NC Child Abuse History Clearance.
An initial phone screening conversation
* An onsite interview
* Facilitating a model lesson (if applicable)
* A final conversation with the Head of School
* at least two professional references will be reviewed

Additionally, all employees who have not had a complete medical evaluation prior to employment will be required to undergo a complete medical and tuberculosis examination conducted by a licensed physician. The first ninety (90) days of employment with Clara Science Academy is regarded as an employees introductory period. The ninety-day introductory period will start with the employees hire (or re-hire) date and is designed to determine whether an employees interests and talents are compatible with the schools educational and organizational objectives. During this introductory period, the employee will receive feedback from his/her supervisor as needed to

evaluate his/her total job performance. The supervisor will offer the new employee counsel in areas of concern if necessary.

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

Because CSA will have a small operation in the beginning with an effective team, it is important for all employees to realize its mission, and the increased expectations for planning, collaboration, and great leadership. CSA will offer salaries suitable for our growth and nearby LEAs which we plan for an average annual salary increase of 2.9%.

School Leader: $65,000-$100,000
Assistant School Leader: $55,000-$80,000
Secretary: $20,000-$40,000
School Business Manager: $40,000-$80,000
Teacher: $35,000-$80,000
Teacher Assistant: $20,000-$40,000
EC Teacher: $35,000-$70,000
Speech Teacher: $35,000-$70,000
Guidance Counselor: $35,000-$60,000
Technology Director: $35,000-$50,000
Development Director: $40,000-$60,000
Admissions Director: $35,000-$50,000

The annual average 2.9% salary increase will be based on faculty member performance, determined by a combination of the following criteria:
1)Student performance data (proficiency and growth on NC State end-of-year assessments, and growth as determined by progress in reading and math levels for grades 4 and 5),
2)Faculty member growth and how well the school preform as a whole,
3)Student growth, as measured by Star Enterprise assessments, our own 21st century skills rubric and other factors.
Annual performance bonuses are pending Board approval each year and may be dependent on the schools financial position and other contextual factors.

All full-time faculty members will receive health insurance and will be offered a retirement plan beginning in the schools third year.

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

1) All employees who wish to file a grievance must first submit a request in writing to the Head of School or other appropriate member of the leadership team. A meeting will be scheduled and the matter may be resolved at that time.

2) Once a grievance cannot be resolved directly with the Head of School, the employee may request, within 15 days of the action or incident, a hearing with the Board. The Board has 30 days from receipt of that written notification to schedule and hold the requested hearing or deny the request for a hearing base on an explanation. The Board will provide written notice of the time and place to the employee who filed the grievance, as well as to the Head of School and any other relevant personnel.

3) The Board of trustees will communicate its final decision to all involved parties within 30 days of the hearing and will allow an appeal process to follow. The Boards final decision is the final step for all grievances.

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

As a new charter school, Clara Science Academy believes that all employees are going to have to play dual roles. These expectations are realized because of a diverse population. CSA will seek candidates who can fulfill dual responsibilities:
Teachers

1) Teachers who are dual-certified to teach elementary and Exceptional Children
2) Teachers who are dual-certified to teach elementary and AIG students
3) Teachers who are dual-certified to teach elementary and English as a Second Language
4) Teachers who are able to teach multiple enrichment courses, such as Physical Education and Dance, or Art and Technology, etc.

CSA will seek resource through networking partnerships with other schools, private, charter and within CMS, to recruit teachers for innovate nutritional programs, and provide services in different area like psychologists, speech teachers, guidance counselor and nurses.

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.*

CSA 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. We will do this by recruiting teachers who are dual certified, sharing some instructional positions with other schools, and employing one full-time EC teacher beginning in our first year. As we grow, we will adjust the number of positions to be hired in each of these areas based on the needs of our student population.

We expect a higher population of ELL and gifted students based on our mission of offering intensive math and science instruction, targeting a diverse student body, and teaching through an inquiry-driven, Competency-Based Learning approach that emphasizes higher order thinking skills. We also expect to better accommodate those students, as well as our students with special needs, due to our differentiated instruction, smaller class sizes and intention to hire teachers with multiple licenses and skill-sets.

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

All teachers will hold a bachelors degree from a four-year institution and demonstrate the qualities outlined below. Teachers that are fully licensed by the State of NC, are important. Teachers will be mission-aligned and may have previous experience, advanced degrees, leadership potential, technology experience, and strong interpersonal skills. CSA will set a goal to employ at least 80% certified teachers at all grade levels. The position responsibilities are but not limited to: Developing curriculum collaboratively with teachers, integrating technology, and assessing students based on CSA policies/programs; Facilitating instruction for whole

class, small group, individuals, and advisory group; Analyzing data to inform decision making and instructional planning communicating frequently and regularly with families of students and advises; Participating actively in ongoing professional development and teacher evaluation process; Supervising students and maintaining a clean, orderly, safe, print-rich and positive classroom learning environment.

All Teacher Assistants will have completed an Associates Degree or two years of higher education equivalent to 48 credit hours, provide proof of passing a formal assessment that demonstrates your knowledge and ability to assist in instructing reading, writing, and mathematics completion; Experience working with elementary age students is required. The position responsibilities are but not limited to: Planning and working with teachers in devising strategies for reinforcing skills and concepts and assessing students, Assisting in instruction of individual or groups of students as directed by the teacher,

CSA Office Manager will hold an associate degree, with some office management experience, and preferred bilingual in Spanish. The office manager will serve as both a front office receptionist and an assistant to the Head of School. Must be proficient in Microsoft Office Suite, have knowledge of office practices, have excellent written and verbal communication skills in English and (preferred) Spanish, and strong interpersonal skills. The OM must be comfortable working in a fast-paced environment with diverse community members, can meet deadlines, and maintain flexibility in response to schedules and tasks. The position responsibilities are but not limited to: Greeting parents, students, visitors, and school partners and assisting with various needs; answering phones, and taking messages

The School Business Manager will be required to have at least a Bachelors Degree (Masters Preferred), experience in business/finance/office or program management. Some leadership/management experience and knowledge of accounting principles is critical. Must also be proficient in Microsoft Office Suite, have knowledge of office practices, have excellent written and verbal communication skills, and strong interpersonal skills. The position responsibilities are but not limited to: Working with confidential information Maintaining accurate financial records; Processing payroll and preparing and maintaining payroll documents Interfacing with contracted CPA to prepare required paperwork in a timely manner; Receiving and accounting for cash, bank deposits, and balancing budget data Apprising Head of Schoolon financial status on a weekly basis;

The Technology Director will be expected to hold an advanced degree in IT or a related field, have some years of experience as an instructor, and experience working with/training teachers to integrate technology into instruction. The Technology Director should also be current with emerging technologies, have a strong network of colleagues to encourage ongoing innovation ideas. The position responsibilities are but not limited to: Serving as website co-author and trainer; Working directly with contracted infrastructure set-up vendor; Collaborating regularly with other international technology coordinators;
The Head of School will be required to have an advanced degree (Masters or greater) in education or relevant field, previous school leadership

experience, and teaching experience and hold or work to obtain NC Principal Certification.   The position   responsibilities   are but   not limited to: Supervises all school personnel, directly and/or indirectly, Purpose: To serve as the chief administrator of a school in developing and implementing policies, programs, curriculum activities, and budgets in a manner that promotes the educational, development of each student and the professional development of each staff member, General Planning: conceptualizes the broad goals of the school and plans accordingly to, ensure that procedures and schedules are implemented to carry out the total school program, General Coordination: ensures that the school program is compatible with the legal, financial and organizational structure of the school system.

Staff Evaluation and Professional Development

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

The Head of School, Assistant Head of School and School Business Manager will all be responsible for maintaining and tracking all licensure requirements and professional development for teachers and administrators.

2. *Provide a detailed plan noting how the school will mentor, retain, and evaluate staff in a format that matches the school's mission, educational program, and meet the teacher certification and licensure requirements for teachers as prescribed by state law and No Child Left Behind. Be sure this overview matches with the projected staff and funding of the proposed budget section.*

CSA 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 teacher will be small in size in the beginning, experienced CSA teachers will mentor new CSA teachers each year. The head of the school will have an open door policy. Each professional development and evaluation process at CSA will be individualized; therefore direct mentoring/coaching of teachers will be an ongoing part of their experience.

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

An integral part of the schools professional development for staff, self-assessment and accountability plan is the staff evaluation plan. Teachers and administrators at CSA will be evaluated through a combination of professional development, self-assessment and performance reviews. Performance reviews will be conducted annually based upon personal portfolios and a published set of performance standards designed by professionals who understand education.
The Board will select the head of school, and approve all other staff.
Teachers will be provided with a detailed set of clearly defined rubrics.
The rubrics will be distributed to all teachers upon their hiring and will reflect the schools emphasis on teacher professionalism, preparation, and a rigorous curriculum.

An evaluator will complete a performance evaluation each time that he or she observes a teacher. Teachers will use the same performance evaluation rubrics to complete a self-assessment at the end of the school year. If the evaluator is someone other than the head of school, then the head of school will also observe each teacher at least twice per year and will complete an evaluation.
The head of school and the evaluator will then meet with each teacher to

review the teachers self-assessment and the evaluations. The head of school and the teacher will use their evaluation forms as the basis for discussing the teachers performance for the year. The head of school will then give the teacher a rating of "exemplary," "satisfactory," or "unsatisfactory" based on the teachers ratings in each of the domains of the performance standards. All ratings will be considered and determine for retention, assignment, and salary increases. CSA will also determine if the funds are available to provide bonuses to the teachers who attain an "exemplary" rating. An important determinant of the teacher evaluation process will be professional development. All CSA teachers will participate in professional development on how to integrate technology into the curriculum and how to harness the power of technology to advance their teaching practices. All teachers will also attend professional development tailored to the curriculum. Beyond these professional development programs, teachers and administrators will be given the flexibility to pursue the kinds of professional development activities that best suit their individual needs.

CSA Licensure and Certification Requirements will meet or exceed the certification and licensure standards set forth by both North Carolina charter school law and federal laws. Every teacher will be required to hold at least a 4 year bachelor's degree and 80% or more of our teachers will be certified in their teaching area. Our administration will hold a valid North Carolina Principal certification or be working towards it within two years.

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.*

The core component of our professional development plan is to understand how students learn. Effective professional development for adults is that which is conducted in the context of their work, when they have the need for it and it is relevant to their personal goals. With this being said, professional goals will be individualized based upon each faculty member's annual SMART goals and personal plan for achieving those goals. The professional development could include training's or workshops offered online or outside of school, independent or small group study, or one-on-one professional development with another staff or faculty member.Our entire school will be led by the Head of School when it is time to facilitate professional development for everyone. Topics may include: The school Mission/Vision, curriculum development, best practices of dual language learning, data-driven instruction, technology integration, and 21st century skills. CSA will hold schedule monthly professional development days, giving teachers time to plan, learn and collaborate with faculty and external partners, and reflect upon and modify their instructional practices. Teachers will also be allotted days off each year for their own, partially funded professional development, as collaboratively determined by their formal evaluation.

We will seek partnerships with a local and out of state university like Teacher Education Institute for online flexible opportunities to support the development of educators at all levels:
a) "Innovative Testing Tools" certificate program b)"Character Education in the Classroom" certificate program c)"Teaching and Group Learning"

certificate program d)"Grantsmanship" certificate program

These courses will allow staff and faculty to become the best in their position and provide the best education environment.

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.*

Before the school opens, the Head of School, and Technology Director will meet monthly to plan the instructional framework, curriculum, and more detailed professional development plan for the school. The Head of School will conduct research and presentation for his/her own professional development. This will be done be attending educational conferences and forming collaborative partnership with visiting schools (charter, district and private) to gain more "best practices" and "innovative approaches". It is the expectations that the Head of School will attend and/or present at national conferences with participation in research and book studies on relevant topics. Educational conference, Research and Books will include:
Competency-Based Learning modules
IRIS STAR Legacy modules
Nurture by Nature: Understand your childs personality type
STAR Enterprise assessments
Schools That Learn by Peter M. Senge
Law and Ethics in Educational Leadership by David L. Stader
The Smartest Kids in the World by Amanda Ripley
Data Wise by Kathryn Parker Boudett
Finding Your Leadership Style by Jeffrey Glanz
 How to Innovate by Mary Moss Brown

Beginning in the spring 2018, all hired faculty members will participate in the following professional development experiences:

Spring 2018: Overview of CSA Mission, Vision, and Core Instructional Program; Assignment of CSA books for reading prior to commencement of summer
Late Spring 2018: Individual completion of placement questionnaire (to help us determine best placement) and Strengths Finder survey (to help us put together high functioning teams for the fourth grade)

Early Summer 2018:
10 days of professional development will include:
1) A 2-day retreat during which we will focus on: Why CSA? What are we about? What makes us different? "No I IN TEAM" building activities and exercises, including the development of norms; feedback and collaborative development of student policies
2) Book discussions based on pre-reading
3) Readers/writers workshop training to ensure consistency across the class
4) A 5-day challenge-based unit design workshop, using experience educators to plan and create a guide to a classroom management module created by CalState TEACH.
5) A 2-day mentor and advisor workshop, designed to help faculty members prepare for their roles as mentors and advisors (including an overview of the advisory curriculum and student-led conference process)
6)1-day technology skills and training will be embedded throughout these

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workshops


Late Summer:
3 days of faculty and staff orientation will include:
1) Review of Faculty Handbook and policies and procedures
2) Tech orientation for specific tools, software, etc.
3) Review of student orientation program and student policies
4) Team planning time
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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.*

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Professional development for the school leader and teachers will be critical
to ensure that they are able to implement the schools curriculum with
excellence. Professional development activities will be planned by the
school leader. Each year the topics for professional development will be
determined based on the needs of the teachers, strategic plans developed by
the school leader, and data collected from annual evaluations conducted by
the school leader.

In years one and two of operations, most of the professional development
will be delivered by the school leader. Over time, however, as the staff
develops a deep knowledge of the schools design and demonstrates competency
with the instructional elements, staff members, including both faculty and
administration, will work with the School Developer to facilitate and lead
some of these sessions.

This will allow the school to transition more smoothly at the end of four
years to full local support to ensure sustainability. To facilitate
professional learning at CSA, consistent structures will be put into place
and monitored by the School Developer to facilitate the professional growth
of the teachers and the school leader.

To create the Professional Development Plan for the school, each year the
school leader, the School Developer, and professional development committee
will create a professional development work plan customized to CSA and based
around creating a stronger fidelity to the school focus. The plan will
include intensive training in the aligning instruction and expeditions to
standards, building classroom culture through restorative discipline.
differentiated instruction, and formative and summative assessment
strategies.
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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 reflects

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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)).

The Clara Science Academy (CSA) is committed to developing a student body mirroring the diversity of the city Charlotte. CSAs primary target location is a 20-mile radius of University City with parts of Huntersville, an area that will cultivate a diverse applicant pool embodying representation from the seven CMS Learning Communities and new home community developments. CSAs marketing strategy includes distributing all communications in English and Spanish and concentrating marketing efforts throughout the following parts of school districts and neighborhoods: school district 1, school district 2, school district 3, Sunset Hills, Newell, Hickory Grove, Hickory Ridge, Ashley Park, Hidden Valley, Lincoln Heights, Mountain Island Village, and other university-city locations.

The CSA Marketing Plan At-a-Glance:

Winter-Spring 2017: Build interest in CSA and its mission and vision through networking

Update and post student application on website and start responding to inquiries

Create Social Media Accounts (i.e. Facebook, Twitter, Instagram)

Create Logo, fliers, brochures, and other marketing materials and build brand awareness

Meet with Neighborhood Associations

Pursue Partnerships with local colleges and universities

Seek advertising opportunities with local radio, television, and newspaper

Begin community outreach by meeting with community leader

Form Community Engagement Committee

Develop networking and speaking engagement opportunities for Head of School

Summer-Fall 2017: Continue executing Social Media campaign; Maintain and update website; Conduct workshops with local churches and other religious groups. Implement public relations strategies throughout media outlets. Establish relationships with charter organizations and other charters in the area to develop common recruitment strategies. Review missed enrollment areas and implement blitz campaign tactics Winter-Spring 2018: Continue social media efforts as well as website maintenance and updates. Host monthly open houses and information sessions. Continue to focus on neighborhoods with little to no enrollment and conduct marketing blitzes to build more awareness. Implement a press tours consisting of a minimum of 2 interviews with local media outlets Summer 2017: Prepare for open-house event

Hosts an showcase event to spotlight CSAs best practices and provide a platform for CSAs partners to promote their programs

Create and order CSA brand apparel and marketing merchandise

Fall 2017: CSA opens with an orientation program for founding class

Back to school night

Charter Drop in

Charter Cruise

Establish an annual outreach Education Event (TBA)

Parent and Community Involvement

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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 founders consider the involvement of the community and the general public, particularly parents and students, in the development of the design for the school is essential to our ultimate success. The parents especially are a vital part of the community; therefore, they will have a significant role to play in the school. By taking a spiraling approach to community involvement, beginning by identifying a core of founding organizations and individuals who are committed to our mission of providing an alternative learning experience.

We will maintain a database of interested organizations from which we will develop partnerships, particularly for the enhancement of the science and technology education aspects of our program. We will develop a website to inform the larger community regarding our mission and vision, and to keep in touch with our students, parents, and community partners (www.claracharter.com). We will continue to hold a series of community meetings in a variety of physical locations in the county throughout the application process to share our ideas with the community, gather feedback, and to recruit parents and students to the school. The initial meetings will be held throughout Mecklenburg County and then adjacent counties as needed for the interest of expanding. Clara Science Academy will follow a comprehensive plan for involving the community in the development of the schools design and educational program. During this program year the community will be involved in the following ways:

1. Assessed community interest in the CSA: Contacted community groups to discuss the possibilities for forming a new charter school, Hold informational meetings for the community to discuss the activities and opportunities surrounding, the founding of the Clara Science Academy Charter Schools, Conducted a survey of potential parents for the charter school.

2. Informed the local community about the founding of the Clara Science Academy Charter Schools: Established an interim Administrative/School Information Office (eg, office equipment and telephone in donated space), Contacted community organizations to discuss plans for Clara Science Academy, Contacted local newspapers to alert them to the development of the new school, Developed and posted flyers and brochure regarding the Charter Schools and contact information, We will have a presence on social media through a school Facebook page and our Board members' LinkedIn and Twitter pages, Hold informational meetings for students, parents, and older community members about the school to obtain their input, online and in community centers, Created a website describing the mission and vision for the school, and inviting feedback on our model.

3. Built a coalition of interested community members: Developed a database of interested community members, Recruited individuals to serve on the Board of Trustees for the school, Circulated petitions in support of the school to the community, Recruited local organizations to serve as partners for the school,

4. Recruited local students and parents to participate in the school: Developed application forms for students, Held focus groups for prospective students and parents.

It is the schools profound desire that once parents are familiar with the

benefits available to them through involvement and support, parental volunteerism and involvement that they will become a part of the regular culture of the school learning community. The parents of the CSA will be encouraged to form and participate in a Parents Association, for which they will be responsible. All parents will be eligible to participate. Membership will be voluntary, and members will develop their own bylaws and elect officers. They will work closely with the administration.

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 withdraws and transfers.*

The School will admit children without regard to their intellectual ability, measures of achievement or aptitude, athletic ability, disability, ethnicity, English or Spanish language proficiency, race, creed, gender, sexual orientation, national origin, religion, ancestry, or any other basis that would be unlawful for a public school. CSA will admit each eligible student who submits a timely application, unless the number of applications exceeds the capacity of the students. The application process will be from September 5, 2017 to April 5, 2018. All student applications must be received by the CSA office no later than 1:00pm on April 5, 2018. If the numbers of applications exceed available seats, a public lottery will be held in May, in accordance with all NC charter school laws. After the lottery is held, any applications not accepted will be placed on a waitlist based on the order pulled from the lottery. Any application submitted after April 5 will be added to the end of the waitlist according to the date/time submitted.

Parents/guardians must turn in the registration packet by May 30, 2018; the enrollment process is then complete. Only students with a completed enrollment packet will attend classes at Clara Science Academy. All students will be notified of acceptance via mailed written letter (in both English and Spanish) and families will be required to attend a school information session to complete the registration process.

Whenever a vacancy occurs, either prior to the start of a particular school year or during the course of that school year, the school will contact the parent or guardian of the student chosen through the lottery system. Students who are placed on the waiting list are ranked. If the chosen students parents decline the opening another lottery will be held until the space is filled.

Along with a completed application, parents must submit the following documents: A copy of the students birth certificate. The students most recent report card; Proof of residency (drivers license, phone bill, etc.); A copy of the most recent IEP (if applicable); Immunization records;

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documentation of a physical examination (done within the past 12 months); documentation of a dental exam for all new students.

The public lottery will be run as follows: CSA will notify all applicants and the public through email, phone, and text of the date, time, and location of the lottery. Applications will be reviewed for completeness and each application will be assigned a unique number.

Any applicant that meets the State rules for priority admission will be placed on the acceptance list.

All numbers will be generated randomly through computer software during the public lottery for the remaining seats at each grade level until all seats are filled.

Preference will be given to children of current employees and to current students' siblings to keep families together. If the number of applicants in these groups exceeds the available seats, a separate preference group lottery will be held. Once a student is enrolled at CSA, families do not have to re-enroll each year; however they must submit an intent to return form so CSA administrators can plan accordingly.

All families must complete the registration process prior to May 30, if not their seat may be forfeited and the next applicant on the waitlist will be accepted. Students who do not attend the first day of school or call in to notify the school of the absence will have 24 hours to contact CSA which we will contact the parent also by phone and email that their child will forfeit their enrollment and must complete another application to be considered in the future.

Finally, if any student wish to withdraw must notify CSA in writing at least 5 school days prior to withdrawal and are requested to participate in an in-person Exit Interview to help CSA administrators better understand the reason for withdrawal.

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.*
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

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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.*

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PROJECTED ENROLLMENT
  2018-19 through 2022-2023

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.

	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	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
Grade 04	75	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 05	0	0	0	75	0	0	0	0	0	0	0	0	0	0	0
Grade 06	0	0	0	0	0	0	75	0	0	0	0	0	0	0	0
Grade 07	0	0	0	0	0	0	0	0	0	75	0	0	0	0	0
	75			75			75			75			0		

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Section IV: Governance and Capacity Concerns and Additional Questions	Reviewer	Page Reference
Name of the nonprofit corporation is misspelled.	Steven Walker	Private Non-
Applicant has 24 months after approval to obtain.	Deanna Townsend-Smith	Tax-Exempt S
Missing board member resumes and background checks. Applicant states that optimal board will range from 5 to 18 members. What is the rationale for such wide variance? Explain why new board members would be added throughout the year. Board handbook is a great idea. Unclear about the role of the advisory committee-duties outlined seem to belong to actual board. Grievance process Step 1 should be to discuss the matter with the aggrieving party. Step 2 discuss the matter with the aggrieving party's supervisor.	Sherry Reeves	Governance a
Can the applicant clarify the role of the Advisory Committee described in this section with respect to "grievances" and disputes"? What kinds of grievances and disputes will the Advisory Committee be resolving? Why is the Advisory Committee not part of the organizational chart?	Kevin Piacenza	Governance a
I have no idea what it means to have a (pending) Board Member. It appears that there is only one voting board member. The board member forms show a lack of understanding of what a BOD does in a charter school.	Steven Walker	Governance a
Overall, the responses provided in the governance section where disjointed, often incoherent and inconsistent and lacking in sound judgment of governing capacity and appreciation for magnitude of fiduciary and legal responsibility. For example, applicant needs to clarify the apparent inconsistency in stating that "The Head of School and his/her designated team will develop policies to be outlined each year in faculty and family handbooks.". That contradicts previous statements indicating that the Board has responsibility for developing all school policies. The board membership lacks critical skills and expertise, especially with regard to marketing, human resources, non profit management, education/school administration, legal, financial, fiscal management, organizational leadership. There at no resumes provided and it is unclear as to the background and qualifications of the school leader. The organization chart is confusing and unclear. The role of chief school administration is not articulated and how that person interfaces with the principal and deans is confusing. Applicant needs to clarify the role of Assitant principals if teachers only report to principal and deans. How can an independent auditor report to the chief school administration, to do so is a blatant and obvious conflict of interest. The community partners are part of the org chart but heretofore have not been identified in the application narrative. Applicant needs to clarify the role and responsibilities of the following positions listed on the chart: education consultants, assistant principals, assistant deans, principal, deans, business administrator, auditor, leagal counsel, chief school admin. The Head of School and his/her designated team will develop policies to be outlined each year in faculty and family handbooks.	Tracy Kelley	Governance a
While applicant has provided an explanation, the criminal background checks are missing for all board members. Will vetting of this applicant group be complete without this critical documentation? What does the applicant mean by having pending board members? Were these members not intricately involved with the application development? How will the BOD assess its own performance?	Deanna Townsend-Smith	Governance a
N/A	Deanna Townsend-Smith	Proposed Man
NA	Steven Walker	Proposed Man
The applicant's organizational chart includes a "chief administrator" and "principal", but this section only includes "head of school". Can the applicant clarify this?	Kevin Piacenza	Staffing Pla

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Comment	Reviewer	Section
Three teachers? Is this for first year? 1:25 student/teacher ratio?		
No counselor/social worker listed in projected staff for first 5 years. Will 1 assistant teacher serve all teachers the 1st year of operation? Why hire a part-time speech teacher? Consider contracting for services. Extreme range in salaries. What is the rationale for this? Expectation that all employees will hold dual roles....	Sherry Reeves	Staffing Pla
Applicant needs to clarify the role and responsibility of the school advisory council and explain why they are not on the org chart. The criteria for a 2.9% salary increase is not fully developed and lacking in intentionality in terms of who on staff will be eligible and the specific metrics that will be used to determine eligibility. How this will incentivize school leaders and when hiring and retention decisions will be made. Applicant needs to clarify how the 90 introductory period will work and how it will not impact student learning. Applicant needs to provide a rationale for have a 90 trial period in light of its hiring and recruitment plan and strategies. Narrative indicates a Technology Director will be hired year 1 but that position is not listed on org chart. Overall, the applicant does not provide a sound plan for recruitment and retention; does not provide consistent information regarding roles and responsibilities of staff, hiring and dismissal of employees; and does not provide a clear and concise description of the relationship of employees to the board. There is nothing in the staffing section that speaks to the critical competencies the team would look for in a teacher in terms of science and math expertise, curriculum development, role of advisory committee, and there is no mention of the PTA which is included on the org chart. Plans to recruit for "innovative nutrition program" does not align with other section of the application. The head of school qualifications are not innovative or unique and do not evidence a focus on math science, technology or engineering. The description does not speak in a meaningful way about specific leadership qualities like, drive for results, critical thinking, self awareness, cultural competence, talent development, decision making style etc.	Tracy Kelley	Staffing Pla
Will the performance evaluation instrument be an SBE approved document? What is its origin?	Kevin Piacenza	Staff Evalua
How long before the school opens will you expect the Head of School and Technology Director to meet monthly to plan? When do you plan to hire these positions? Applicant states that in the spring of 2018 all hired faculty members will participate in professional development. How will you require this when you will not have funds to hire prior to July 1, 2018? Explanations always include lots of "lists".	Sherry Reeves	Staff Evalua
The applicant does not provide sufficiently detailed description of a focused PD plan that aligns with the program mission and focus area of math and science and does not articulate a plan for how student achievement data will impact PD plans, calendar, offerings and decisions. The mentorship program is lacking necessary intentionality and details on the systems structures, processes that need to be in place including who will monitor and assess the effectiveness of the program, who will be qualified as a mentor or mentee and how those decsions will be made.	Tracy Kelley	Staff Evalua
Is the budgeted PD amount sufficient for the proposed PD offerings?	Deanna Townsend-Smith	Staff Evalua
Marketing plan refers to school opening in fall 2017.	Sherry Reeves	Marketing Pl
There remain concerns about the 75 proposed student enrollment in year 1.	Deanna Townsend-Smith	Marketing Pl
The applicant does not discuss how to engage parents who are not native English speakers. The applicant needs to clarify the role of the PTA and Advisory Counsel since neither group is mentioned in this section.	Tracy Kelley	Parent and C
Where are the results of the survey that shows interest in this school?	Sherry Reeves	Parent and C
Why would you require documentation of a dental exam for all new students?	Sherry Reeves	Admissions P
Is it the parents responsibility to provide a copy of a child's IEP? Why are dental records required for students? Is applicant aware of the limited allowances for sibling preference in year one? How will the school ensure due diligence is exercised before informing a parent their seat is forfeited for failure to submit documentation? Is it allowable to withdraw a student from enrollment on day one for failure to appear on day one of school?	Deanna Townsend-Smith	Admissions P

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"Preference will be given to children of current employees"- Does this include full time and part-time? Non-instructional staff?	Kevin Piacenza	Admissions P
Projected enrollment table is incorrectly filled out. It displays only 75 students (the original group) advancing each year.	Sherry Reeves	Projected St
I believe that the data is not correct.	Anthony Helton	Projected St
The enrollment projections are not realistic given the decision to start with 4th grade. This is not a natural transition point and it is likely the school will have difficulty meeting year 1 targets.	Tracy Kelley	Projected St
While the enrollment projected is manageable over 5 years. beginning with 75 students does not align with statutory requirements.	Deanna Townsend-Smith	Projected St
What in the world is this? There has to be some sort of mess up by the applicant in inputting this data.	Steven Walker	Projected St
Shouldn't overall enrollment numbers increase each year by 75?	Kevin Piacenza	Projected St
N/A	Deanna Townsend-Smith	Weighted Lot

Reviewer	Score
Deanna Townsend-Smith	Pass
Buffy Fowler	
Sherry Reeves	Fail
Tammi Sutton	
Tracy Kelley	Fail
Steven Walker	Fail
Becky Taylor	
Robert McOuat	
Avril Smart	
Glenn Allen	
Phyllis Gibbs	
Kevin Piacenza	Pass
Alex Quigley	Pass
Anthony Helton	Fail

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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.

Clara Science Academy has a future location in or near University area for several reasons: (1) to have access to a rapidly expanding area with local organizations and growing businesses in that area, (2) to draw a diverse student body of families who live in close range from the highway to the area, and (3) to be within walking distance of public transportation for students who want to attend CSA from the outer parts of the city. We will provide all CSA families with a transportation survey in their enrollment packets in order to research their transportation needs. This action will also ensure that no child is denied access to CSA due to lack of transportation. Based on this information, we expect that the following plan will grant our CSA families numerous selections for transportation to school each day.

CATs transportation
CSA will also provide Charlotte Authority Transit System (CATS) bus and light rail passes at an established cost for families who want to utilize public transportation and are in need of financial assistants

Carpooling
According to the 2012 data, 80.6% of North Carolina households drive their own cars for transportation. CSA will organize a carpooling program for families who live near each other and prefer to carpool to and from school together. To promote this, we will use the addresses of all families who wish to participate in this program and organize central stops for pick-up and drop-off venues. Parents who wish to work out carpooling systems on their own will be encouraged to do so; our needs assessment survey results reveal that this will be an expected and favored choice among some members of our school community population.

School Bus
Services provided by a contracted bus company at an established cost (Eagle Bus Company quote) will be offered at CSA. This service will retain multiple pick-up and drop-off sites in several areas of Charlotte. We will collaborate with other charters in the area that cant afford the bus company to share the cost. This will allow CSA to expand our recourses. Also the bus will stop in community neighborhoods and the route will be designed based on the information acknowledged from the CSA transportation surveys. It will be our goal in the negotiations of a contract with a bus company to provide the service at a reasonable cost, but the school will preserve a proportion of the fees to create a "transportation fund" to mask the costs for students who need funding for transportation.
All of the options above will provide students the opportunity to obtain free transportation access to our exceptional educational experience until we are able to purchase our own bus.

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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.

In accordance with our mission to develop "Life-Long Learners", the Clara Science Academy will utilize its lunch program to teach concepts and skills around developing local food sourcing, nutrition and healthy eating patterns. CSA will work with a local establishment to provide lunch at a good cost (through monthly meal plans) to our students. We will negotiate a contract with the organizations to obtain a portion of the sales for meal plans in order to provide lunches free of cost to those students who meet the guidelines for free and reduced lunch in public schools. We will review the USDA position on healthy children meals in hopes of developing an innovative lunch program. Through farmers markets, catering firms and colleges like Johnson & Wales, CSA will produce a lunch that is nutritional and sustainable.

As a contingency plan, in our budget projections we included the cost of daily lunch ($3/day for 185 days) for 30% of our students.

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

The Charter School shall obtain and maintain insurance at a minimum in the following amounts:
1. Errors and omissions: one million dollars ($1,000,000) per claim;
2. General liability: one million dollars ($1,000,000) per occurrence;
3. Boiler and machinery: the replacement cost of the building;
4. Real and personal property: the appraised value of the building and contents;
5. Fidelity bonds: no less than two hundred fifty thousand dollars ($250,000) to cover employee dishonesty;
6. Automobile liability: one million dollars ($1,000,000) per occurrence; and
7. Workers' compensation: as specified by Chapter 97 of the General Statutes.

Area of proposed coverage	Proposed amount of coverage		Cost (Quote)
Comprehensive General Liability		$1,000,000	$1,140.00
Officers and Directors/Errors and Omissions		$1,000,000	$2,444.00
Property Insurance		$961,400	$1,085.00
Motor Vehicle Liability		$1,000,000	$181.00
Bonding Minimum/Maximum Amount	$250,000	$250,000	$332.00
Other		$1,000,000	$5,911.00
Total Cost			$11,093.00

*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:

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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   09/15/2016
_____
(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.

The facility that CSA is seeking will be a space in or near the University Charlotte area. Clara Science Academy plans to utilize our board and other resources in the community to fulfill our mission. We anticipate a need for a 4000 to 7000 square foot space for our initial 75 students, with the capacity to grow to approximately 15,000 square feet.

The steps we take to secure a space will include:

January 2017: Meet with two board members that have over 20 years of experience in real estate among. After our initial meeting, a facility Committee will be formed talk about who is best to consult with regarding financing our facility. We will discuss organizations like Charter Growth Fund, Charter School Capital, Ziegler Investment Banking /Education Organization, Charter School Development Corporation, Baird Capital and Funding the Gap, all organizations that provides financing and consulting services for charter schools and has extensive experience supporting schools with their facilitys needs; together develop a plan and timeline for finding space, and discuss options for contingency plan.

February-April 2017: The facility Committee will tour school facilities, and other facilities whose concepts are applicable to our vision.

March 2017: The facility Committee will identify possible locations, which CSA will discuss which area organizations can support and promote the development of the University community; The Committee Chair will set up meetings as appropriate with these organizations.

April 2017: The Committee and the Board will develop a feasible facility requirement document to determine actual space needs, including total space, classrooms, restrooms, common learning areas, recreation areas, cafeteria, teacher planning spaces, adminstrative offices, reception area, multi-purpose spaces, power, and technical infrastructure needs

April-June 2017: Have a Committee monthly meeting to provide updates on meetings with board, funders, architects, realtors, etc.

July 2017: The Committee will have identified funders/financers, architect, location, and specific technology requirements

September 2017: Enter into a facility contract to begin necessary work

September 2017 February 2018: The Committee will meet to discuss internal set-up and design, furniture, use of space

December 2017: Have use of portion of space in order to conduct open houses for prospective families, Board meetings, and faculty information sessions and interviews

February 2018: Vendors and suppliers will be selected for furniture, school equipment, and IT infrastructure

May 2018: Facility is ready and Certificate of Occupancy issued

July 1, 2018: Facility is ready for move-in, installation and set-up of furniture and equipment

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.

According to LoopNet, the average asking price for commercial space in Charlotte, NC is $142.09 per square foot. Industrial spaces, like warehouses, have an asking price of only $59.90 per square foot. CSA is looking to pay a $100 per square foot.

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.*

Two of our board members have 15 years of experience in real estate. A facilities committee will be establish early in our planning process. Our real estate experts will explore contingency plan for reasonable possibilities. These are likely to include temporarily renting office space in the University area or surrounding areas, both of which scenarios we have accounted for in our budget projections and locations equally accessible to CSA central location to support our school mission and remain convenient for families.

Section V: Operations Concerns and Additional Questions	Reviewer	Page Reference
" "transportation fund" to mask the costs for students who need funding for transportation." - Does this include plans for providing transportation to students with disabilities as a related service?	Robert McOuat	Transportati
It is not clear that the team fully understands the costs associated with providing bus	Tracy Kelley	Transportati

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transportation year round.		
What evidence supports the transportation plan which proves other charter schools are willing to collaborate with the proposed applicant with providing transportation?	Deanna Townsend-Smith	Transportati
Explain "established cost" for light rail/bus passes? Is this a cost to parents? How will sharing a bus with other local schools work?	Sherry Reeves	Transportati
This does not meet the criteria. It suggests busing will be provided but it is not budgeted for adequately.	Alex Quigley	Transportati
Not clear if this aligns with other sections.	Tracy Kelley	School Lunch
Will CSA participate in the federal free and reduced lunch program? Why budget for 30% of students for lunch plan?	Sherry Reeves	School Lunch
Very light in details.	Steven Walker	School Lunch
This is not adequately scoped and does not meet criteria.	Alex Quigley	School Lunch
Are there plans for a cafeteria or will lunch be served in classrooms?	Kevin Piacenza	School Lunch
Will you seek a facility in the beginning that will only serve the original 75 students or your anticipated full enrollment of 300? Is a 15,000 SF facility the ultimate goal?	Sherry Reeves	Facility and
"According to LoopNet, the average asking price for commercial space in Charlotte, NC is $142.09 per square foot. Industrial spaces, like warehouses, have an asking price of only $59.90 per square foot. CSA is looking to pay a $100 per square foot"- Is this construction cost or lease cost? Annual or monthly?	Kevin Piacenza	Facility and
The Lunch program is not complete. Transportation is a concern as well.	Anthony Helton	Facility and

Reviewer	Score
Deanna Townsend-Smith	Pass
Anthony Helton	Fail
Alex Quigley	Fail
Kevin Piacenza	Pass
Phyllis Gibbs	
Glenn Allen	
Avril Smart	
Robert McOuat	
Becky Taylor	
Steven Walker	Fail
Tracy Kelley	Pass
Tammi Sutton	
Sherry Reeves	Pass
Buffy Fowler	

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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 LEA 2018-19

<table>
<tr>
<td rowspan="2">SHOW CALCULATIONS FOR FIGURING STATE AND LOCAL DOLLARS FOR THE PROPOSED CHARTER SCHOOL

<i>Refer to the <u>Resource Manual Finance Section</u> for guidance on estimated funding amounts</i></td>
<td><i>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 1st month average daily membership.</i>

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

<i>Local Funds: Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.</i>
<i>Federal Funds: Charter schools must qualify and apply for the individual federal grants based on their population of students.</i>

<i>REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS</i>

LEA #1 600 - Charlotte-Mecklenburg Schools</td>
</tr>
</table>

Revenue	2016-2017 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2018-2019
State Funds	$4,852.22	75	$363,916.50
Local Funds	$2,381.40	75	$178,605.00
Federal EC Funds	$3,579.70	5	$17,898.50
Totals			$560,420.00

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Total Budget: Revenue Projections 2018-19 through 2022-2023

INCOME: REVENUE PROJECTIONS	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
-State ADM Funds	$363,917	$727,834	$1,091,751	$1,455,668	$1,819,585
-Local Per Pupil Funds	$178,605	$357,210	$535,815	$714,420	$893,025
-Exceptional Children Federal Funds	$17,899	$17,899	$0	$0	$0
-Other Funds*	$0	$0	$0	$0	$0
-Working Capital*	$0	$0	$0	$0	$0
Z - TOTAL REVENUE	$560,420	$1,102,943	$1,627,566	$2,170,088	$2,712,610

*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.

If you have questions regarding the application process, please contact the Office of Charter Schools via email at deanna.townsend-smith@dpi.nc.gov.

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Personnel Budget: Expenditure Projections 2018-19 through 2022-2023

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	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	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	$77,175	$77,175	1	$79,413	$79,413	1	$81,715	$81,715	1	$84,084	$84,084
Assistant Administrator	1	$50,000	$50,000	1	$51,450	$51,450	1	$52,942	$52,942	1	$54,477	$54,477	1	$56,056	$56,056
Finance Officer	1	$45,000	$45,000	1	$46,305	$46,305	1	$47,647	$47,647	1	$49,028	$49,028	1	$50,449	$50,449
Clerical	1	$21,000	$21,000	1	$21,609	$21,609	1	$22,235	$22,235	1	$22,879	$22,879	1	$23,542	$23,542
Food Service Staff	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0
Custodians	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0
Transportation Staff	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0
A - Total Admin and Support:	4		$191,000	4		$196,539	4		$202,237	4		$208,099	4		$214,131
Instructional Personnel:															
Core Content Teacher(s)	3	$38,000	$114,000	6	$38,000	$228,000	9	$38,000	$342,000	12	$38,000	$456,000	12	$38,000	$456,000
Electives/Specialty Teacher(s)	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0
Exceptional Children Teacher(s)	.05	$19,000	$950	.05	$19,000	$950	.05	$19,000	$950	.05	$19,000	$950	.05	$19,000	$950
Instructional Support	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0
Teacher Assistants	1	$25,000	$25,000	2	$25,000	$50,000	3	$25,000	$75,000	4	$25,000	$100,000	4	$25,000	$100,000
B - Total Instructional	4.05		$139,950	8.05		$278,950	12.05		$417,950	16.05		$556,950	16.05		$556,950

If you have questions regarding the application process, please contact the Office of Charter Schools via email at deanna.townsend-smith@dpi.nc.gov.

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Personnel:														
A+B = C - Total Admin, Support and Instructional Personnel:	8.05		$330,950	12.05		$475,489	16.05		$620,187	20.05		$765,049	20.05		$771,081
Administrative & Support Benefits														
Health Insurance	4	$4,581	$18,324	4	$4,581	$18,324	4	$4,581	$18,324	4	$4,581	$18,324	4	$4,581	$18,324
Retirement Plan--NC State	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0
Retirement Plan--Other	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0
Life Insurance	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0
Disability	4	$400	$1,600	4	$400	$1,600	4	$400	$1,600	4	$400	$1,600	4	$400	$1,600
Medicare	4	$533	$2,132	4	$533	$2,132	4	$533	$2,132	4	$553	$2,212	4	$553	$2,212
Social Security	4	$2,367	$9,468	4	$2,367	$9,468	4	$2,367	$9,468	4	$2,367	$9,468	4	$2,367	$9,468
D - Total Admin and Support Benefits:	16		$31,524	16		$31,524	16		$31,524	16		$31,604	16		$31,604
Instructional Personnel Benefits:														
Health Insurance	4.5	$4,581	$20,615	4.5	$4,581	$20,615	4.5	$4,581	$20,615	4.5	$4,581	$20,615	4.5	$4,581	$20,615
Retirement Plan--NC State	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0
Retirement Plan--Other	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0
Social Security	4.5	$2,367	$10,652	4.5	$2,367	$10,652	4.5	$2,367	$10,652	4.5	$2,367	$10,652	4.5	$2,367	$10,652
Disability	4.5	$400	$1,800	4.5	$4,000	$18,000	4.5	$400	$1,800	4.5	$400	$1,800	4.5	$400	$1,800
Medicare	4.5	$553	$2,489	4.5	$553	$2,489	4.5	$553	$2,489	4.5	$553	$2,489	4.5	$553	$2,489
Life Insurance	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0	0	$0	$0
E - Total Instructional Personnel Benefits:	18		$35,555	18		$51,755	18		$35,555	18		$35,555	18		$35,555
D+E = F - Total Personnel Benefits	34		$67,079	34		$83,279	34		$67,079	34		$67,159	34		$67,159
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	20		$222,524	20		$228,063	20		$233,761	20		$239,703	20		$245,735

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B+E = H - Total Instructional Personnel (Salary & Benefits)	22.05		$175,505	26.05		$330,705	30.05		$453,505	34.05		$592,505	34.05		$592,505
G+H = J - TOTAL PERSONNEL	42.05		$398,029	46.05		$558,768	50.05		$687,266	54.05		$832,208	54.05		$838,240

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Operations Budget: Expenditure Projections
2018-19 through 2022-2023

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	Administrative & Support:					
Office:	Office Supplies	$500	$500	$0	$0	$0
	Paper	$500	$500	$500	$500	$500
	Computers & Software	$1,500	$0	$0	$0	$0
	Communications & Telephone	$3,000	$4,000	$5,000	$5,000	$6,000
	Copier leases	$2,400	$2,400	$2,400	$2,400	$2,400
Management Company	Contract Fees	$0	$0	$0	$0	$0
Professional Contract	Legal Counsel	$2,100	$2,100	$2,100	$2,100	$2,100
	Student Accounting	$0	$0	$0	$0	$0
	Financial	$4,500	$4,500	$4,500	$4,500	$4,500
	Other Professional	$0	$0	$0	$0	$0
Facilities	Facility Lease/Mortgage	$54,000	$54,000	$54,000	$54,000	$54,000
	Maintenance	$0	$0	$0	$0	$0
	Custodial Supplies	$0	$0	$0	$0	$0
	Custodial Contract	$3,500	$3,500	$3,500	$3,500	$3,500
	Insurance (pg19)	$11,093	$11,093	$11,093	$11,093	$11,093
	Other	$0	$0	$0	$0	$0
Utilities	Electric	$0	$0	$0	$0	$0
	Gas	$0	$0	$0	$0	$0
	Water/Sewer	$0	$0	$0	$0	$0
	Trash	$0	$0	$0	$0	$0
Transportation	Buses	$0	$0	$4,935	$4,935	$4,935
	Gas	$0	$0	$0	$0	$0
	Oil/Tires & Maintenance	$0	$0	$0	$0	$0
Other	Marketing	$4,000	$4,000	$4,000	$5,000	$5,000
	Child nutrition	$27,750	$27,750	$41,625	$41,625	$41,625
	Travel	$0	$0	$0	$0	$0
	Other	$0	$0	$0	$0	$0
	K - TOTAL Administrative & Support Operations	$114,843	$114,343	$133,653	$134,653	$135,653
	Instructional:					
Instructional Contract	Staff Development	$1,500	$3,000	$4,500	$6,000	$75,000
Classroom Technology	Software	$1,500	$0	$2,000	$0	$2,500

Books and Supplies	Instructional Materials	$750	$1,500	$2,250	$3,000	$3,000
	Curriculum/Texts	$1,125	$2,250	$3,375	$4,500	$5,625
	Copy Paper	$500	$1,000	$1,000	$1,000	$1,000
	Testing Supplies	$500	$1,000	$1,500	$2,000	$2,000
	Other	$0	$22,500	$22,500	$22,500	$22,500
	L - TOTAL Instructional Operations	$5,875	$31,250	$37,125	$39,000	$111,625
	K+L = M - TOTAL OPERATIONS	$120,718	$145,593	$170,778	$173,653	$247,278

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Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
J - TOTAL PERSONNEL	$398,029	$558,768	$687,266	$832,208	$838,240
M - TOTAL OPERATIONS	$120,718	$145,593	$170,778	$173,653	$247,278
J+ M =N TOTAL EXPENDITURES	$518,747	$704,361	$858,044	$1,005,861	$1,085,518
Z - TOTAL REVENUE	$560,420	$1,102,943	$1,627,566	$2,170,088	$2,712,610
Z - N = SURPLUS / (DEFICIT)	$41,674	$398,583	$769,523	$1,164,228	$1,627,093

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.

Clara Science Academy budget was developed in consultation with Board members which utilized estimates comparable to those of similarly sized charter schools in the surrounding areas. Budget projections were based on enrollment figures that seem feasible based on the positive interest shown in the Clara Science Academy model.

Many applicants and parents believe that small class and quality teachers are what makes a good school. Clara Science Academy believes that small class and quality teachers are just a small part of good schooling. Innovating thinking, developing a solid foundation, educational enhancement, are what CSA will produce. The size of the school and thus our enrollment projections were determined based on the need for a 4-7 grade school, which could remain relatively small in size even at full capacity with innovative teachers. A small size, quality teaching, innovative thinking to develop a strong foundation will be attractive for many families, particularly with our target 4-7 grades, which represent a time when many families leave CMS for private schools, and will be more suitable to Clara Science Academy.

Our Research shows from our needs assessment (see Appendix A), CSA student target (4 to 7 grade), our unique approach to teaching and learning, University location, partnership organizations, high quality faculty, the general need for more seats in CMS, and the need to have more effective and efficient schools, particularly in STEM focused schools, we believe that our enrollment projections are reasonable.

150 students enrolled we will our breakeven point. As long as we meet our enrollment target of 20 students in the first year, we can cover our anticipated expenses, even if we experience a difference of 3% during our first months of operation.

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

Clearly we believe there is a need in Charlotte for the kind of school experience CSA will provide. From our research results and direct conversations over the past year, we have taken in consideration for receiving lower revenues for this proposal and therefore would consider reducing expenses in the following areas:

-Staff will be reduce and the space amount if enrollment is lower
-Lower spending for all supplies; we will then focus on specific classroom donation support from family, community, and organization donations,
-Reduce or eliminate professional development stipends and provide more in-house opportunities
-Reduce support staff or administrative positions, or delay the adding of such positions, as needed
-Reduce salaries; this would be a last resort do to the fact CSA believe in creating "Nation Builders" from innovative faculty members in order to carry out our mission.

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

No, the proposed budget for Clara Science Academy does not rely on any sources of funds other than state, county, and federal EC funds. Although we have an aggressive plan for applying for planning and start-up grants, we have produced a balanced budget based solely on these sources of funding.

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

Class sizes range from 17 to 25; 17:1 ratio

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 for the following services: transportation, financial services/accounting, child psychologist, child nutrition, and some professional & economic development.

Clara Science Academy will considered certain criterias when selecting vendors: reputation and references, service record, experience with k-12 schools (particularly charter schools), appropriate liability coverage (as relevant), and criminal background check for any vendors who come in contact with students.

Selection and payment of a vendor will include the following steps:
1) The Head of School (or designee) or Board of trustee will issue a Request for Proposal for the proposed need/service/item.
2) Interested vendors will submit estimates and a description of services; at least two "bids" must be received prior to any expenditure over $15,000.
3) The Head of School (or designee) must have the School Business Manager co- sign any check over $15,000.
4) The Head of School will require Board approval for any expenditure over $35,000.

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

Clara Science Academy propose budget was designed carefully and strategically to align with and support the school mission. We believe that our budget reflects an efficient strategy to obtain our goals. For each category of expenses, we will highlight components of our budget that demonstrate this alignment.Personnel:
a)Our success of CSA is dependent upon innovative leaders and teachers,

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therefore salaries reflect a standard range until each individual proves their selves, but remain within that of CMS; these salaries also reflect CSA's higher expectations for the innovative planning and instructions, longer school days, and the increased number of work days (include in the summer).

b) Multiple Teacher Assistants will enable us to keep our student to faculty ratio low

c) Multiple enrichment teachers will enable us to provide a diversity of offerings and choice to our students for exploring new activities and deepening learning in areas of interest

d) We will partner with CMS or another charter school to share the resources of speech and guidance faculty for the first two years. Beginning in the 3rd year, we will hire a Guidance Counselor full time, to better support our students as they enter adolescence and to help them prepare early for the next grade selection and admissions process. Our strong advisory program will also be able to provide many of the social and emotional support services typically provided by Guidance Counselors.

e) A Dean of Students will be added as our students approach their middle school years, in anticipation of greater needs for student support and discipline.

f) While we are preparing our students for the knowledge base economy, CSA is investing in hiring a Technology Director in the first year, as much of our model depends heavily on the integration of software applications and technology. This person will be able to oversee our technology from an infrastructure perspective as well as assist with planning, professional development, and ongoing innovation.

g) A technician will be hired beginning in our third year, as we reach over 150 devices, enabling our teachers to use technology more readily and reliably

h)A Development Director will be hired beginning in the third year, enabling us to strongly begin the marketing and fundraising processes after our board develops and establish plans in our existence to ensure our long-term sustainability and to facilitate our developing relationships with various partner organizations

i)In order to attract and retain innovative talent, we offer competitive salaries for all positions, benefits calculated at a typical rate of 12%, and access to the NC State retirement plan, beginning in our second year.

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.*

As Clara Science Academy grows, we will seek to grow a general fund balance. We believe this fund is obtainable of 10% in order to ensure long-term sustainability of our school and to be fully prepared for future needs of our student population, technology upgrades, transportation, child nutrition, as well as our growth and facilities.

Our fund balances listed below:
2018-2019: $8,459 which represents 2% contingency
2019-2020: $433,436 which represents 40% contingency and a cumulative reserve
fund of $441,895
2020-2021: $763,835 which represents 46% contingency and a cumulative reserve

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fund of $1,205,730

2021-2022: $1,358,533 which represents 63% contingency and a cumulative reserve
fund of $2,564,263

2022-2023: $1,709,167 which represents 67% contingency and a cumulative reserve fund of $2,564,263.

By the end of our fifth year, the cumulative reserve fund of $2,564,263 which provides us with more than 10% contingency reserve, to meet our goal to maintain.

These estimates will be in range provided we make our enrollment projections. Additional funding was not figured in that we are likely to receive through start-up grants, partnership grants, PTA and family fundraising efforts, or the fundraising dollars raised by our Board and Director of Development who will be hired during our third year. Some of the planning and start-up grants for which we are in the process of applying include: National Charter School Resource Center, Next Generation Learning Challenge grants, Charter School Growth Fund, National Science Foundation, U.S. Department of Education, School Grants (www.k12grants.org) and federal CSP funding.

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

Our description of the proposed financial structure is based on short-term planning for the facilities. We have budgeted 10% of our total revenue for facilities spending. Beginning in our fifth year, this percentage will be raised to 14%. During the first years of the school, this will enable us to lease a full-service building, which includes security costs, basic utilities, regular cleaning and maintenance. We have budgeted to spend approximately $15 to $17 per square foot, which falls in line with the $17.89 square foot average rental for inner city Charlotte commercial properties. Because we are in a down economy, we plan to seek a fix affordable rent structure to enable us to better absorb the costs. We are also in the process of working with Funding the Gap to explore our options for financing a long- term lease or an independent, new building.

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*

At this time, Clara Science Academy does not hold assets from any other sources; however we will seek opportunities to accept donations and purchase below market price furniture, equipment, etc. from businesses that might be closing, downsizing, or relocating. Below is a continuation from the budget alignment question above.

Operations:

a)Many of our projected expenses support faculty autonomy, flexibility, ownership, collaboration and risk-taking; each faculty member will be given a $1000 allocation to determine which computer device they wish to purchase. A $1000 budget will be given for classroom furniture and design. Also an annual $500 stipend for professional development will be allocated.

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b) Beginning in our second year, we have set aside a Research & Development fund that will grow as the school grows. This fund will be set aside for new initiatives, pilot programs, teacher innovation mini-grants, and other activities that will support the school's ongoing initiative.

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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?
The Clara Science Academy will employ a full-time School Business Manager who will oversee all financial record-keeping. Roles, responsibilities, expectations and hiring criteria for the school.

While hiring a full-time SBM, CSA will also seek a contract with a well-regarded licensed accounting firm that has extensive experience managing Charter School finances. We have been in contact with two firms: Mary J.Green, CPA and Pettway, MIlls and Pearson, CPA will be reviewed for their services and estimates in greater detail prior to selecting which firm will handle our finances, payroll, ISIS reporting, etc. and which (or another if needed) will conduct an annual audit of our finances and financial processes. These financial accounting consultants will liaise with the school primarily through the School Business Manager and advise on preparing monthly budget and status updates for the Board. Each year a thorough audit will be conducted by one of the aforementioned licensed accounting firms.

Provide any known or possible related party transactions (relationship, description of transaction and estimated dollars involved)
Not applicable. Clara Science Academy will ensure, through its comprehensive conflict of interest policies and annual auditing process, that finances will be handled with the highest standard of ethics.

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.
In our above statements it was mentioned, we have received estimates for financial services and audit services from the following licensed and experienced Certified Public Accountants firms:

Pettway, MIlls and Pearson, CPA Zebulon Office
806 N. Arendell Avenue
Zebulon, NC 27597
919.269.7405
Raleigh Office
919.781.1047

Mary J.Green, CPA, PLLC
NC Certificate Number: 21368
7301 Ca

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Section VI: Financial Plan **Concerns and Additional Questions**	Reviewer	Page Reference
Is the $0 amount projected for EC funds realistic?	Deanna Townsend-Smith	Total Budget
This does not align with the enrollment chart.	Steven Walker	Total Budget
Shouldn't EC funds increase annually based on projected enrollment increases?	Kevin Piacenza	Total Budget
Year 1: Benefits are no accounted for; custodian, lunch and transportation not budgeted for. Year 1-5: no budget for food, transportation, or custodial. Budget does not account for 3.9% salary increase for teachers discussed in the narrative. Teacher salaries hold stagnant for 5 years while administrative salaries increase by average of 2.5% per year.	Tracy Kelley	Personnel Bu
Given apparent underfunding in Operations Section, can the applicant justify the need for the substantial investment in year 1($191k) for admin staff given small instructional staff ($140k)? "Retaining innovative teachers are high on our list"- given this statement from Staffing Section, can the applicant justify not offering any retirement benefits?	Kevin Piacenza	Personnel Bu
Is it appropriate for the administrator to receive a salary of $75,000 in year one and an Assistant Administrator receiving $50,000 for 75 students? Is this realistic? Should the applicant not fully plan to have a full time EC teacher and budget for such in year 1?	Deanna Townsend-Smith	Personnel Bu
EC teacher is listed at .05-explain. Salaries in personnel budget do not match figures previously given in staffing projections.	Sherry Reeves	Personnel Bu
There is no transportation budget for year 1 and no gas, maintence budget for subsequent years. The nutrition budget year 1 is the same for ear 2 despite increasing the number of students from 75 to 150 students. Budget does not account for utilities cost year 1 -year 5.Budget only provides 6k for classroom technology over 5 years which is not aligned to school focus area and mission for school to be technology focused and integrated program.	Tracy Kelley	Operations B
Operations budget expenditures are unrealistic (i.e. Office supplies $500 in years 1 and 2 and $0 thereafter; computers and software $1500 in year 1, nothing thereafter; $0 utilities; and so on). Surplus in each year ($1,627,093 by year 5)-again unrealistic; many line items equal $0.	Sherry Reeves	Operations B
Multiple projections in the operations budget appear underfunded. For example, is it appropriate to have only budgeted $500 for office supplies in year 1 and none in the subsequent years? Is $2,100 an appropriate amount to budget for legal fees? No monies are budgeted for electric. Is this operational budget realistic?	Deanna Townsend-Smith	Operations B
Financial projections for bus transportation are far below needed costs.	Alex Quigley	Operations B
Many of the lines in this section appear to be unusually underfunded given the applicant's stated instructional and operational goals and needs related to instructional materials, staff development, technology, facility, transportation, etc. Can the applicant clarify?	Kevin Piacenza	Operations B
This budget is very unrealistic.	Steven Walker	Operations B
Based on previous comments, the budget proposed may not be realistic.	Deanna Townsend-Smith	Total Expend
It is unclear whether this budget can support the year round program as proposed in the narrative.	Tracy Kelley	Total Expend
Can the applicant clarify the EC revenue at $0 after year 1? Also, can the applicant clarify the investment in admin staff for year 1 and underfunding of key items in operations budget?	Kevin Piacenza	Total Expend
Unrealistic surpluses because of unrealistic costs.	Steven Walker	Total Expend
Please provide evidence of interest in the school. Please clarify the specific partnerships mentioned and evidence of the nature of the partnership and how the	Tracy Kelley	Budget Narra

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partnerships will further support the proposed plan on a year round basis. Please discuss the rational for allowing school to spend up to $35k before requiring board approval. Clarify the answer provided with regard to general balance/reserve funds.		
Does the proposed contingency plan threaten to decrease the proposed applicant's ability to achieve all components outlined in the plan?	Deanna Townsend-Smith	Budget Narra
Will there be contracted services for exceptional children instructional support?	Robert McOuat	Budget Narra
"Clara Science Academy intends to contract for the following services: transportation, financial services/accounting, child psychologist, child nutrition, and some professional & economic development"- What is the role of the finance officer @45k if financial/accounting services are going to be contracted? How will contracted services for EC program be funded? Operations budget shows $0 in professional contract "other". Given the unusually low level of funding in operations budget for instructional materials and supplies, is lowering spending for these items an adequate contingency strategy? Can the applicant clarify the projected surplus and reserve projections ($2,564,263 cumulative reserve in year 5) given apparent underfunded budget projections for operations?	Kevin Piacenza	Budget Narra
I do not understand the break even number of enrollment. Is it 150 or 20?	Steven Walker	Budget Narra
Explain teacher ratio 17:1 Head of School will require Board approval for any expenditure over $35,000-this gives the Head of School a lot of leeway in expenditures! Partner with CMS or other charter schools for counselor and speech???	Sherry Reeves	Budget Narra
The Budget does not fit the project.	Anthony Helton	Financial Au

Reviewer	Score
Becky Taylor	
Glenn Allen	
Steven Walker	Fail
Kevin Piacenza	Fail
Avril Smart	
Tracy Kelley	Fail
Deanna Townsend-Smith	Fail
Phyllis Gibbs	
Robert McOuat	
Sherry Reeves	Fail
Buffy Fowler	
Alex Quigley	Fail
Anthony Helton	Fail
Tammi Sutton	

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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 September 19, 2016 5:00 pm EST deadline. Payments will be accepted in the form of a check or credit card. The Credit card Form is found on the Office of Charter Schools website. Cash is not accepted.

*Application Note: The applicant must mail the check or credit card form 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 September 19, 2016 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: 09/19/2016

Applicant Signature:

The foregoing application is submitted on behalf of Clara Science Academy *(name of non-profit corporation 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 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: Non-Voting Board Member

Signature: _____   Date: 09/19/2016

Sworn to and subscribed before me this
_____day of _____, 20_____.

_____
Notary Public   Official Seal

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My commission expires: _____, 20_____.

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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.

Total External Evaluator Votes	
No	**Yes**

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.

Total Subcommittee Votes	
No	**Yes**

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.

CSAB Votes	
No	**Yes**

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

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Mission, Purposes, and Goals	- theltoncsab
Education Plan	- theltoncsab
Governance and Capacity	(1) Applicant has 24 months after approval to obtain tax exempt status. (2) Each board member listed in the application must have a one page resume, background form, and national criminal background check. (3) National criminal background checks are missing for all members (4) Board resumes and board member form are missing for Corbett Mercado, Dr. Shanelle Reid, Teresa Mutakabbir, Jabbar Abdullah, and Glenda Tate - theltoncsab
Operations	- theltoncsab
Financial Plan	- theltoncsab
OVERALL	- dtsmith840 - theltoncsab - theltoncsab

External Evaluator	
Mission, Purposes, and Goals	<u>Mission Statement</u> The description provided for the Mission is not clear to truly outline why the organization exists. The mission is clear; however, there is a lack of clarity in the decription provided. - dtsmith840 <u>Mission Statement</u> While the mission statement is clear the description is muddled, disjointed and misaligned in significant ways. - kelleytracy <u>Mission Statement</u> Who are the gallant women mentioned in the description of the mission? - sherryreeves <u>Mission Statement</u> I am unclear as to the explanation of the mission statement. It seems more like why the founder wants to start the school rather than an explanation of the mission statement. - dswalker <u>Educational Need and Targeted Student Population</u> Can the applicant clarify and provide supporting details on PBL, CBL, and PLP's to better explain how this plan will differ from LEA opportunities already available for students? Can the applicant provide details and results for the survey and meeting described in Appendix A1? - kpiacenza

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Educational Need and Targeted Student Population

How are the educational techniques proposed as innovative so different from that of some LEA options? Does he applicant adequately address the projected student enrollment and the percentage of the ADM when compared to the LEA? Are the evidences provided substantial enough to demonstrate a true need for the school?

Attached for review purposes is a map outlining the current charter schools. Additionally, the map provides an overview of the general placement of proposed charter schools for the 2018 school year:
http://www.dpi.state.nc.us/charterschools/schools/map. - dtsmith840

Educational Need and Targeted Student Population

Applicant did not provide evidence of need, at all. Attempts to differentiate the proposed school from LEA offerings was, again, jumbled, inconclusive, disjointed, and not compelling. There is no explanation of what is meant by "proficiency base learning curriculum"; "competency based learning educational model"; and there was no context explaining the theory of action for proposing to provide PD using "quality of education for students and teachers school visits and walk throughs".Applicant uses a lot of education jargon without fully understanding what it means or suggests. - kelleytracy

Educational Need and Targeted Student Population

Reasons given for starting the school are overcrowding and underperformance in CMS. Applicant speaks of concern about low performing high school students yet students will leave CSA at the conclusion of 7th grade. - sherryreeves

Educational Need and Targeted Student Population

What exactly is a "proficiency base learning curriculum?" How does it intersect with these other curricula.

Where are the results from the survey? - a_quigley

Purposes of Proposed Charter School

There is no mention in this section of the STEM focus prevalent in the mission statement. Can the applicant clarify this and explain how STEM focus compliments SIS, CBL, and the other programs cited in this section? - kpiacenza

Purposes of Proposed Charter School

Applicant should clarify the following statement -CSA will meet the needs of families who demand more educational opportunities for their children.

While applicant provided detail on the purposes of the school, there is a lack of clarity making it difficult to ascertain alignment and how these proposed practices will truly impact student achievement. - dtsmith840

Purposes of Proposed Charter School

Based on the applicant response it is unclear whether the model is likely to improve academic outcomes for students especially with regard to the narrative on use of different innovative teaching strategies. Plans to create a technology integrated or blended model is discussed in very general terms without specific details on how targeted students from CMS will benefit from this model in terms of closing the achievement gap and maintaining high levels of engagement, and reengaging disengaged students. - kelleytracy

Purposes of Proposed Charter School

Explain what this means: Student Information System (SIS) which will cover but not

limited to Systems of Assessments, Continuous System Improvement, Data Systems, and Educator Competency - don't understand what this is and how it applies to one of the six legislative purposes of a charter school. - sherryreeves

Purposes of Proposed Charter School

The definition of "competency based learning" is unclear: While the goal of competency-based learning is to ensure that more students learn what they are expected to learn, our approach can also provide educators with more detailed or fine-grained information about student learning progress, which can help them more precisely identify academic strengths and weakness, as well as the specific concepts and skills students have not yet mastered.

-The sentence above is confusing and doesn't help explain it. - a_quigley

Goals for the Proposed Charter School

Are the "hypothetical" values provided in the chart actual Charlotte-Mecklenburg data? Why are English and Biology scores included for grades 4-7?
Can the applicant clearly provide specific goals for the proposed school using a baseline from the LEA and project that onto the target population? - kpiacenza

Goals for the Proposed Charter School

Applicant should clarify the alignment to the mission. Are the proposed performance goals clear? - dtsmith840

Goals for the Proposed Charter School

What diagnostic assessments will be used to progress monitor student achievement? In what grades will students take Algebra? Please clarify what specific assessments the board will have access to in order to monitor student achievement levels.
Applicant does not provide goals or targets to used to monitor operational, organizational, governance, and financial performance.
The overall school goals do not align with the schools STEM mission as there are no focused specific goals connecting technology, engineering to overall school achievement. - kelleytracy

Goals for the Proposed Charter School

Hypothetical proficiency "chart" denotes Algebra and English I but neither of these are EOC courses (NC Math I, English II and Biology are the three high school courses with required end-of-course exams).
Answer to question about how governing board will know that the charter school is attaining their mission is confusing and makes no sense. Explain.
Applicant mentions SMART goals but does not list any SMART goals.
Where are SMART goals specifically related to the STEM-focused mission? - sherryreeves

Goals for the Proposed Charter School

The responses to this section really appear to be a cobbling together of education buzzwords and acronyms without any thought behind them. Other than a mention in the mission statement speaking about technological advances I am not sure how the goals match up to the mission. - dswalker

Goals for the Proposed Charter School

I do not see a systematic process here. It seems to be parts of many plans. - theltoncsab

| **Education Plan** | Instructional Program |
| | How is the Star Enterprise (Assessment)related to the proposed instructional program? |

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Are there examples of existing schools demonstrating the compatibility of Star assessment with a project-based STEM approach? - kpiacenza

Instructional Program
What is the evidence to support the proposed approach will lead to improved student performance? - dtsmith840

Instructional Program
The six guiding principles, mentioned in this section were not mentioned and previous sections and evidence misalignment. The applicant does not provide a comprehensive description of the specific instructional methods to be used (i.e. whole group, small group (mixed, homo or heterogeneous), blended, integrated, centers, independent. What is the role of the student portfolio in determining student proficiency given commitment to competency based learning? The applicant does not site research supporting its school model, approaches, assessments, or theory of action with regard to the targeted student population, grade configuration, district performance K-3 etc. - kelleytracy

Instructional Program
Give examples: In preparation for high school,7th grade students will develop an area of focus, enabling them to develop expertise in a chose area of interest. (A STEM focus?) Applicant speaks of a rigorous education but fails to give specific details that outline this rigor.
Explain the Competency Based Learning model and its 6 guiding principles. What does research say about this model? How does it apply to a STEM focus? - sherryreeves

Instructional Program
Again, a lot of buzzwords. I am concerned by the lack of documented evidence of how the proposed approach will lead to improved student performance. - dswalker

Curriculum and Instructional Design
How does the "advisory program" interface with the classroom? What is meant by "explicit learning skills"? - kpiacenza

Curriculum and Instructional Design
When will students participate in advisory? How will advisory be structured? What curriculum will the school use? Will the school develop its own curriculum in house? If so who on staff will lead that process, when will it be done, what supports will teachers receive? What science curriculum will be used (i.e. FOSS)? What specific math curriculum will be used? What researched based intervention program will be used to support tier 1 struggling learners and how will it monitored and structured so that students have the opportunity to move along a continuum of services and change placements based on progress or needs? If the curriculum is created in house what maps, and pacing guides will be used and how will those differ from the LEA?

The cover sheet indicates school will operate year round but narrative proposes starting in early Aug and ending in June.
The curriculum framework references 6th-8th grade but school will only be 4th -7th grade.

The section does not clearly explain why the group selected to start with 4th grade. - kelleytracy

Curriculum and Instructional Design
Overall instructional program lacks clear direction. Curricular plans seem disjointed and in some cases a cut and past of CCSS. - a_quigley

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<u>Curriculum and Instructional Design</u>

Small class size is a plus.

Intensive foreign language is mentioned in this section-how does this intertwine with STEM focus?

What are the CSA learning modules?

How do Competency Based Learning Model and Project Based learning complement each other? What does the research say?

Explain the Sheltered Instruction Observation Protocol model for EL students.

Earlier question on application asked if school would be year-round and the response was "Yes". The narrative in this section contradicts the earlier response.

Question was not answered about how students would transition from grade to grade. - sherryreeves

<u>Curriculum and Instructional Design</u>

But what will be the STEM program and the unique educational instruction? I would like more details on this. - dswalker

<u>Special Programs and "At-Risk" Students</u>

Is the RTI process outlined an outdated approach? How else might the proposed school provide support to "At-Risk" students? - dtsmith840

<u>Special Programs and "At-Risk" Students</u>

Clarify what is meant by "Additional Help -Teachers make themselves available during a time that is outside of the instructional block." Will student be required to seek out extra help? Who on staff will create, monitor, revise and update personal learning plans?

AIG plans refer to 8th grade which is another example of overall misalignment in this application. - kelleytracy

<u>Special Programs and "At-Risk" Students</u>

Responses to special programs and at-risk students do not lend a clear understanding of the identification and intervention for this population.

Applicant states that identification procedures for AIG are clear but further explanation of those procedures is confusing.

DEP is written every four education phases (4-5, 6-8)-what does this mean?

 - sherryreeves

<u>Exceptional Children – Education Programming</u>

What are the staffing plans for the Exceptional Children's program? - sherryreeves

<u>Student Performance Standards</u>

"...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"- What are the applicant's expectations for growth during first 4 years of operation? - kpiacenza

<u>Student Performance Standards</u>

What are the goals for years 1, 2, 3?

Applicant needs to clarify the promotion policy to make sure it aligns with state law. As written it leaves a lot of discretion with the school.

Promotion standards for foreign language is interesting since heretofore there was no mention of the school offering a foreign language.

It is not clear how the school will use STAR data to inform curriculum and instructional decisions for organizational learning. - kelleytracy

<u>Student Performance Standards</u>

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	Retention considerations should occur before the last quarter. A parent should be notified by mid-year if his/her student is not on grade level and in jeopardy of being retained. Narrative describing promotion standards is unclear-any team member can explain why a child should be retained? - sherryreeves Student Conduct and Discipline What are the procedures for addressing discipline and behavior? What is the teacher's role? How are parents involved? When does administration get involved? Does the "advisory program" mentioned in the Curriculum Design Section play a role in promoting positive behavior? How does the discipline plan reflect the school's mission? - kpiacenza Student Conduct and Discipline Is the proposed student code of conduct in line with EC regulations? Does the applicant truly have an understanding on the process for discipline regarding EC students? - dtsmith840 Student Conduct and Discipline The student discipline and conduct section does not align with the overall school mission, mission description, 6 core values are not referenced again in this section. There is no discussion about character development, common values, creating a sustained school community, shared language, core beliefs. And there is no discussion of how the schools policies will align with citizenship programs or partnerships or the global education components mentioned in the community flyer. The flier mentions a mentorship program and home visits which have not been discussed. Overall, this section does not align with what has been presented in other sections, or public documents. - kelleytracy Student Conduct and Discipline Grievance procedures are not clearly outlined. - sherryreeves Student Conduct and Discipline I have concerns about the discipline plan as it pertains to EC students. - theltoncsab
Governance and Capacity	Private Non-Profit Corporation Name of the nonprofit corporation is misspelled. - dswalker Tax-Exempt Status 501 (c)(3) Applicant has 24 months after approval to obtain. - dtsmith840 Governance and Organizational Structure of Private Nonprofit Organization Can the applicant clarify the role of the Advisory Committee described in this section with respect to "grievances" and disputes"? What kinds of grievances and disputes will the Advisory Committee be resolving? Why is the Advisory Committee not part of the organizational chart? - kpiacenza Governance and Organizational Structure of Private Nonprofit Organization While applicant has provided an explanation, the criminal background checks are missing for all board members. Will vetting of this applicant group be complete without this critical documentation? What does the applicant mean by having pending board members? Were these members not intricately involved with the application development? How will the BOD assess its own performance? - dtsmith840

If you have questions regarding the application process, please contact the Office of Charter Schools via email at deanna.townsend-smith@dpi.nc.gov.

Governance and Organizational Structure of Private Nonprofit Organization

Overall, the responses provided in the governance section where disjointed, often incoherent and inconsistent and lacking in sound judgment of governing capacity and appreciation for magnitude of fiduciary and legal responsibility. For example, applicant needs to clarify the apparent inconsistency in stating that "The Head of School and his/her designated team will develop policies to be outlined each year in faculty and family handbooks.". That contradicts previous statements indicating that the Board has responsibility for developing all school policies.

The board membership lacks critical skills and expertise, especially with regard to marketing, human resources, non profit management, education/school administration, legal, financial, fiscal management, organizational leadership. There at no resumes provided and it is unclear as to the background and qualifications of the school leader. The organization chart is confusing and unclear. The role of chief school administration is not articulated and how that person interfaces with the principal and deans is confusing. Applicant needs to clarify the role of Assitant principals if teachers only report to principal and deans. How can an independent auditor report to the chief school administration, to do so is a blatant and obvious conflict of interest. The community partners are part of the org chart but heretofore have not been identified in the application narrative. Applicant needs to clarify the role and responsibilities of the following positions listed on the chart: education consultants, assistant principals, assistant deans, principal, deans, business administrator, auditor, leagal counsel, chief school admin.

The Head of School and his/her designated team will develop policies to be outlined each year in faculty and family handbooks. - kelleytracy

Governance and Organizational Structure of Private Nonprofit Organization

I have no idea what it means to have a (pending) Board Member. It appears that there is only one voting board member. The board member forms show a lack of understanding of what a BOD does in a charter school. - dswalker

Governance and Organizational Structure of Private Nonprofit Organization

Missing board member resumes and background checks.
Applicant states that optimal board will range from 5 to 18 members. What is the rationale for such wide variance?
Explain why new board members would be added throughout the year.
Board handbook is a great idea.
Unclear about the role of the advisory committee-duties outlined seem to belong to actual board.
Grievance process Step 1 should be to discuss the matter with the aggrieving party. Step 2 discuss the matter with the aggrieving party's supervisor. - sherryreeves

Proposed Management Organization (EMO/CMO)
N/A - dtsmith840

Proposed Management Organization (EMO/CMO)
NA - dswalker

Staffing Plans, Hiring, and Management

The applicant's organizational chart includes a "chief administrator" and "principal", but this section only includes "head of school". Can the applicant clarify this?

Three teachers? Is this for first year? 1:25 student/teacher ratio? - kpiacenza

Staffing Plans, Hiring, and Management

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Applicant needs to clarify the role and responsibility of the school advisory council and explain why they are not on the org chart.

The criteria for a 2.9% salary increase is not fully developed and lacking in intentionality in terms of who on staff will be eligible and the specific metrics that will be used to determine eligibility. How this will incentivize school leaders and when hiring and retention decisions will be made. Applicant needs to clarify how the 90 introductory period will work and how it will not impact student learning. Applicant needs to provide a rationale for have a 90 trial period in light of its hiring and recruitment plan and strategies. Narrative indicates a Technology Director will be hired year 1 but that position is not listed on org chart.

Overall, the applicant does not provide a sound plan for recruitment and retention; does not provide consistent information regarding roles and responsibilities of staff, hiring and dismissal of employees; and does not provide a clear and concise description of the relationship of employees to the board. There is nothing in the staffing section that speaks to the critical competencies the team would look for in a teacher in terms of science and math expertise, curriculum development, role of advisory committee, and there is no mention of the PTA which is included on the org chart. Plans to recruit for "innovative nutrition program" does not align with other section of the application. The head of school qualifications are not innovative or unique and do not evidence a focus on math science, technology or engineering. The description does not speak in a meaningful way about specific leadership qualities like, drive for results, critical thinking, self awareness, cultural competence, talent development, decision making style etc. - kelleytracy

Staffing Plans, Hiring, and Management
No counselor/social worker listed in projected staff for first 5 years.
Will 1 assistant teacher serve all teachers the 1st year of operation?
Why hire a part-time speech teacher? Consider contracting for services.
Extreme range in salaries. What is the rationale for this?
Expectation that all employees will hold dual roles.... - sherryreeves

Staff Evaluation and Professional Development
Will the performance evaluation instrument be an SBE approved document? What is its origin? - kpiacenza

Staff Evaluation and Professional Development
Is the budgeted PD amount sufficient for the proposed PD offerings? - dtsmith840

Staff Evaluation and Professional Development
The applicant does not provide sufficiently detailed description of a focused PD plan that aligns with the program mission and focus area of math and science and does not articulate a plan for how student achievement data will impact PD plans, calendar, offerings and decisions.   The mentorship program is lacking necessary intentionality and details on the systems structures, processes that need to be in place including who will monitor and assess the effectiveness of the program, who will be qualified as a mentor or mentee and how those decsions will be made. - kelleytracy

Staff Evaluation and Professional Development
How long before the school opens will you expect the Head of School and Technology Director to meet monthly to plan? When do you plan to hire these positions?
Applicant states that in the spring of 2018 all hired faculty members will participate in professional development. How will you require this when you will not have funds to hire prior to July 1, 2018?
Explanations always include lots of "lists". - sherryreeves

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Marketing Plan
There remain concerns about the 75 proposed student enrollment in year 1. - dtsmith840

Marketing Plan
Marketing plan refers to school opening in fall 2017. - sherryreeves

Parent and Community Involvement
The applicant does not discuss how to engage parents who are not native English speakers. The applicant needs to clarify the role of the PTA and Advisory Counsel since neither group is mentioned in this section. - kelleytracy

Parent and Community Involvement
Where are the results of the survey that shows interest in this school? - sherryreeves

Admissions Policy
"Preference will be given to children of current employees"- Does this include full time and part-time? Non-instructional staff? - kpiacenza

Admissions Policy
Is it the parents responsibility to provide a copy of a child's IEP? Why are dental records required for students? Is applicant aware of the limited allowances for sibling preference in year one? How will the school ensure due diligence is exercised before informing a parent their seat is forfeited for failure to submit documentation? Is it allowable to withdraw a student from enrollment on day one for failure to appear on day one of school? - dtsmith840

Admissions Policy
Why would you require documentation of a dental exam for all new students? - sherryreeves

Projected Student Enrollment (Table)
Shouldn't overall enrollment numbers increase each year by 75? - kpiacenza

Projected Student Enrollment (Table)
While the enrollment projected is manageable over 5 years. beginning with 75 students does not align with statutory requirements. - dtsmith840

Projected Student Enrollment (Table)
The enrollment projections are not realistic given the decision to start with 4th grade. This is not a natural transition point and it is likely the school will have difficulty meeting year 1 targets. - kelleytracy

Projected Student Enrollment (Table)
What in the world is this? There has to be some sort of mess up by the applicant in inputting this data. - dswalker

Projected Student Enrollment (Table)
Projected enrollment table is incorrectly filled out. It displays only 75 students (the original group) advancing each year. - sherryreeves

Projected Student Enrollment (Table)
I believe that the data is not correct. - theltoncsab

Weighted Lottery
N/A - dtsmith840

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| **Operations** | Transportation Plan
" "transportation fund" to mask the costs for students who need funding for transportation." - Does this include plans for providing transportation to students with disabilities as a related service? - robert_mcouat1

Transportation Plan
What evidence supports the transportation plan which proves other charter schools are willing to collaborate with the proposed applicant with providing transportation? - dtsmith840

Transportation Plan
It is not clear that the team fully understands the costs associated with providing bus transportation year round. - kelleytracy

Transportation Plan
This does not meet the criteria. It suggests busing will be provided but it is not budgeted for adequately. - a_quigley

Transportation Plan
Explain "established cost" for light rail/bus passes? Is this a cost to parents? How will sharing a bus with other local schools work? - sherryreeves

School Lunch Plan
Are there plans for a cafeteria or will lunch be served in classrooms? - kpiacenza

School Lunch Plan
Not clear if this aligns with other sections. - kelleytracy

School Lunch Plan
This is not adequately scoped and does not meet criteria. - a_quigley

School Lunch Plan
Very light in details. - dswalker

School Lunch Plan
Will CSA participate in the federal free and reduced lunch program?
Why budget for 30% of students for lunch plan? - sherryreeves

Facility and Facility Contingency Plan
"According to LoopNet, the average asking price for commercial space in Charlotte, NC is $142.09 per square foot. Industrial spaces, like warehouses, have an asking price of only $59.90 per square foot. CSA is looking to pay a $100 per square foot"- Is this construction cost or lease cost? Annual or monthly? - kpiacenza

Facility and Facility Contingency Plan
Will you seek a facility in the beginning that will only serve the original 75 students or your anticipated full enrollment of 300? Is a 15,000 SF facility the ultimate goal? - sherryreeves

Facility and Facility Contingency Plan
The Lunch program is not complete. Transportation is a concern as well. - theltoncsab |
| **Financial Plan** | Total Budget Revenue Projections 2018-2023 (Table)
Shouldn't EC funds increase annually based on projected enrollment increases? - kpiacenza |

Total Budget Revenue Projections 2018-2023 (Table)
Is the $0 amount projected for EC funds realistic? - dtsmith840

Total Budget Revenue Projections 2018-2023 (Table)
This does not align with the enrollment chart. - dswalker

Personnel Budget: Expenditures 2018-2023 (Table)
Given apparent underfunding in Operations Section, can the applicant justify the need for the substantial investment in year 1($191k) for admin staff given small instructional staff ($140k)?

"Retaining innovative teachers are high on our list"- given this statement from Staffing Section, can the applicant justify not offering any retirement benefits? - kpiacenza

Personnel Budget: Expenditures 2018-2023 (Table)
Is it appropriate for the administrator to receive a salary of $75,000 in year one and an Assistant Administrator receiving $50,000 for 75 students? Is this realistic? Should the applicant not fully plan to have a full time EC teacher and budget for such in year 1? - dtsmith840

Personnel Budget: Expenditures 2018-2023 (Table)
Year 1: Benefits are no accounted for; custodian, lunch and transportation not budgeted for.
Year 1-5: no budget for food, transportation, or custodial. Budget does not account for 3.9% salary increase for teachers discussed in the narrative. Teacher salaries hold stagnant for 5 years while administrative salaries increase by average of 2.5% per year. - kelleytracy

Personnel Budget: Expenditures 2018-2023 (Table)
EC teacher is listed at .05-explain.
Salaries in personnel budget do not match figures previously given in staffing projections. - sherryreeves

Operations Budget: Expenditures 2018-2023 (Table)
Many of the lines in this section appear to be unusually underfunded given the applicant's stated instructional and operational goals and needs related to instructional materials, staff development, technology, facility, transportation, etc. Can the applicant clarify? - kpiacenza

Operations Budget: Expenditures 2018-2023 (Table)
Multiple projections in the operations budget appear underfunded. For example, is it appropriate to have only budgeted $500 for office supplies in year 1 and none in the subsequent years? Is $2,100 an appropriate amount to budget for legal fees? No monies are budgeted for electric. Is this operational budget realistic? - dtsmith840

Operations Budget: Expenditures 2018-2023 (Table)
There is no transportation budget for year 1 and no gas, maintence budget for subsequent years. The nutrition budget year 1 is the same for ear 2 despite increasing the number of students from 75 to 150 students. Budget does not account for utilities cost year 1 -year 5.Budget only provides 6k for classroom technology over 5 years which is not aligned to school focus area and mission for school to be technology focused and integrated program. - kelleytracy

Operations Budget: Expenditures 2018-2023 (Table)

Financial projections for bus transportation are far below needed costs. - a_quigley

Operations Budget: Expenditures 2018-2023 (Table)
This budget is very unrealistic. - dswalker

Operations Budget: Expenditures 2018-2023 (Table)
Operations budget expenditures are unrealistic (i.e. Office supplies $500 in years 1 and 2 and $0 thereafter; computers and software $1500 in year 1, nothing thereafter; $0 utilities; and so on).
Surplus in each year ($1,627,093 by year 5)-again unrealistic; many line items equal $0. - sherryreeves

Total Expenditure Projections (Table)
Can the applicant clarify the EC revenue at $0 after year 1? Also, can the applicant clarify the investment in admin staff for year 1 and underfunding of key items in operations budget? - kpiacenza

Total Expenditure Projections (Table)
Based on previous comments, the budget proposed may not be realistic. - dtsmith840

Total Expenditure Projections (Table)
It is unclear whether this budget can support the year round program as proposed in the narrative. - kelleytracy

Total Expenditure Projections (Table)
Unrealistic surpluses because of unrealistic costs. - dswalker

Budget Narrative
Will there be contracted services for exceptional children instructional support? - robert_mcouat1

Budget Narrative
"Clara Science Academy intends to contract for the following services: transportation, financial services/accounting, child psychologist, child nutrition, and some professional & economic development"-

What is the role of the finance officer @45k if financial/accounting services are going to be contracted?

How will contracted services for EC program be funded? Operations budget shows $0 in professional contract "other".

Given the unusually low level of funding in operations budget for instructional materials and supplies, is lowering spending for these items an adequate contingency strategy?

Can the applicant clarify the projected surplus and reserve projections ($2,564,263 cumulative reserve in year 5) given apparent underfunded budget projections for operations?
 - kpiacenza

Budget Narrative
Does the proposed contingency plan threaten to decrease the proposed applicant's ability to achieve all components outlined in the plan? - dtsmith840

Budget Narrative

	Please provide evidence of interest in the school. Please clarify the specific partnerships mentioned and evidence of the nature of the partnership and how the partnerships will further support the proposed plan on a year round basis. Please discuss the rational for allowing school to spend up to $35k before requiring board approval. Clarify the answer provided with regard to general balance/reserve funds. - kelleytracy Budget Narrative I do not understand the break even number of enrollment. Is it 150 or 20? - dswalker Budget Narrative Explain teacher ratio 17:1 Head of School will require Board approval for any expenditure over $35,000-this gives the Head of School a lot of leeway in expenditures! Partner with CMS or other charter schools for counselor and speech??? - sherryreeves Financial Audits The Budget does not fit the project. - theltoncsab
OVERALL	Grade Levels Served and Total Student Enrollment: The 4-7 grade span is not standard and will require enrolling students to leave elementary school and graduating students to finish middle school someplace else before moving on to high school. Can the applicant provide rationale for this proposed design? - kpiacenza Grade Levels Served and Total Student Enrollment: Charter school statute specifically outlines the minimum enrollment requirement to start a charter school is 80 students. How does the applicant justify its proposal of beginning with 75 students? Doesn't statute stipulate extenuating circumstances for enrollment requests below the minimum student number? - dtsmith840 Grade Levels Served and Total Student Enrollment: The enrollment projections and grade configuration is is unusual and unrealistic in that 4th grad is not a natural transition point for families. - kelleytracy Grade Levels Served and Total Student Enrollment: Explain the reasoning for a 4-7 school-why not a 3-8 which has natural transition points? Where will 8th graders attend? This may be a barrier to attracting potential students. Since 1st year enrollment is less than the state's requirement, are you requesting an enrollment waiver? - sherryreeves Grade Levels Served and Total Student Enrollment: This enrollment projection doesn't make sense. Why start in 4th and end in 7th? - a_quigley Grade Levels Served and Total Student Enrollment: I am assuming that the grade levels are incorrect here as they make no sense. - dswalker Grade Levels Served and Total Student Enrollment: Please clarify the grades of the school. It is certainly a different starting point. - theltoncsab

Charter School Advisory Board Subcommittee

If you have questions regarding the application process, please contact the Office of Charter Schools via email at deanna.townsend-smith@dpi.nc.gov.

Clara Science Academy - Clara Science Academys mission is to provide a Science, Technology and Mathematics focused curriculum that will build self-respect while preparing diverse students to become life-long learners, demonstrate critical-thinking and adapt to our changing technological world.

Mission, Purposes, and Goals	
Education Plan	
Governance and Capacity	
Operations	
Financial Plan	
OVERALL	

Overall Summary	
Initial Screening **09/30/2016**	The Office of Charter Schools deemed this application incomplete on September 30, 2016. The following is need to continue the application evaluation: (1) Each board member listed in the application must have a one page resume, background form, and national criminal background check. (2) National criminal background checks are missing for all members (3) Board resumes and board member form are missing for Corbett Mercado, Dr. Shanelle Reid, Teresa Mutakabbir, Jabbar Abdullah, and Glenda Tate Applicant responded to the incomplete submission request on October 7, 2016.
Application Review	OCS provided a brief overview of the proposed application including the enrollment over five (5) years, proposed county, and mission of the proposed school. Initially, at the original slated time, members from the proposed applicant group failed to be present for the application review, discussion, and clarification opportunity. However, later in the day members from the board appeared and the PC, led by Mr. Walker, discussed each major section of the proposed application a second time. The Policy Committee (PC), led by Mr. Steven Walker discussed each major section for the proposed application. The PC wanted clarification on the proposed grade span for the school. Board members present detailed the failures of the proposed county and outlined some research on its reasoning. The PC committee questioned why the school proposed not to go to eighth grade and how this was not a natural transition for school enrollment. While the proposed applicant group agreed a member stressed their long-term goal was to extend to the other areas/grades. The PC drilled the education plan and its lack of clarity around STEAM education. The proposed board chair outlined the mission is always changing and apologized for not

	placing the detail in the application. PC expressed the concerns about pending board members. The board chair members detailed the members on the proposed board of directors. Finally, the PC members detailed that not all members communicated during the clarification opportunity were included in the application. Overall the PC expressed concerns around the proposed mission statement and how there was misalignment with the mission throughout the application. Further, the education plan lacked specificity and was full of buzz words without clear explanations. Also there was confusion from the proposed budget outlined in the application. Overall there was misalignment throughout the entire application. The financial plan was unrealistic and many line items were projected low. The application is not ready to move forward at this time and lacks specificity. Ms. Reeves made a motion to not recommend to the full CSAB an interview opportunity for Clara Science Academy. Mr. Walker seconded. The motion passed unanimously. Mr. Walker made a motion to CSAB that Clara Science not receive an interview. Ms. Reeves seconded. The motion passed unanimously.
Application Interview	
OVERALL	