

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.

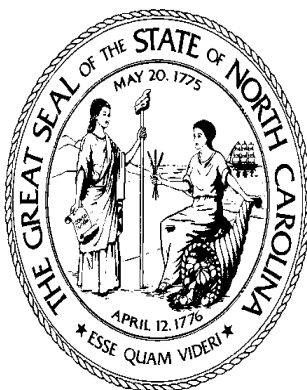
- § Pass: The response demonstrates an understanding of key issues and the ability to start a charter school successfully although minimal clarification may be needed in places. It addresses the topic with clear, specific and accurate information that reflects thorough preparation. The application meets 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
Steven Walker
Cheryl Turner
Alex Quigley
Alan Hawkes
Shaunda Cooper
Arasi Adkins
Jessica Kelly
Tracy Kelley
Lynn Kroeger
Robert McQuat
Hilda Parlér

Date of Review:

09/26/2017



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

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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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

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

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

Name of contact person: Omar Muhammad

Title/Relationship to nonprofit: Board Member

Mailing address: 13106 Autumn Trace Dr.
Huntersville NC 28078

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

E-Mail address: omuhammad_v@yahoo.com

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

County: MECKLENBURG

LEA: 600-Charlotte-Mecklenburg Schools

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

No:

Yes:

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

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

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

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

requirements.

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

No:

Yes:

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

No:

Yes:

Acceleration

Yes:

No:

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:

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

Yes:

No:

What is the name of the nonprofit organization that governs this charter school? Clara Science Academy Charter School

Is this application for Virtual charter school: Yes: No:

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2019 Month August

Will this school operate on a year round schedule?

No:

Yes:

Proposed Grade Levels Served and Total Student Enrollment (

5

Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
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Clara Science Academy - The mission of Clara Science Academy is to impart knowledge in a positive, inclusive, STEM learning environment of educational excellence through scientific inquiry, reasoning, and investigation.

Year 1	K,01,02	250
Year 2	K,01,02,03	350
Year 3	K,01,02,03,04	450
Year 4	K,01,02,03,04,05	550
Year 5	K,01,02,03,04,05,06	650

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

I certify that I have the authority to submit this application, that the initial board members and I were regularly involved in the development of this application, and that no part of this application is plagiarized. All information contained herein is complete and accurate. I realize that any misrepresentation will result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the non-profit organization.

omarmu
Signature

Board Member
Title

omarmu
Printed Name

09/22/2017
Date

Section I: Application Contact Information Concerns and Additional Questions	<u>Reviewer</u>	<u>Page Reference</u>
<u>All portions required have been completed.</u>	<u>Shaunda Cooper</u>	<u>Cover Page</u>
<u>The survey submitted appears to be appropriate. However, I was not able to review survey results to make a determination of realistic projections.</u>	<u>Shaunda Cooper</u>	<u>Grade Levels</u>

<u>Reviewer</u>	<u>Score</u>
<u>Deanna Townsend-Smith</u>	
<u>Steven Walker</u>	<u>Pass</u>
<u>Cheryl Turner</u>	
<u>Alex Quigley</u>	
<u>Alan Hawkes</u>	
<u>Shaunda Cooper</u>	<u>Fail</u>
<u>Arasi Adkins</u>	<u>Pass</u>
<u>Jessica Kelly</u>	<u>Pass</u>
<u>Tracy Kelley</u>	<u>Pass</u>
<u>Lynn Kroeger</u>	
<u>Robert McQuat</u>	
<u>Hilda Parlér</u>	<u>Pass</u>

II. MISSION and PURPOSES

(No more than three total pages in this section)

Mission:

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

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

The mission of Clara Science Academy is to impart knowledge in a positive, inclusive, STEM learning environment of educational excellence through scientific inquiry, reasoning, and investigation.

Clearly describe the mission of the proposed charter school:

CSA recognizes the importance of the model of scientific structured rigor as an instrument of academic attainment and the value of a positive, diverse, student-centered environment. This inquiry-based model establishes intellectual progression; promotes positive transformation, while building a legacy of scholarly refinement and distinction. Through data-driven instruction, the curriculum and school culture prepares students for high academic excellence, college-career readiness, and success.

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.*

According to the Mecklenburg County Pulse Report, on average, the school district has grown about 1.3% annually since the 2007-08 school year equating to about 1,900 students per year. Most of the growth has been evidenced within the northern and southern portions of the county; however, the school system has experienced growth throughout all segments of the county. Given these changing demographics of Mecklenburg County school-age population and the amount of growth that is anticipated, CMS will continue to face challenges as they plan for student assignment and how they can best meet the needs of each child they serve. Similarly, under the weakness category, UNC-Charlotte, the Charlotte metros most significant research asset ranks 246 in Research & Development expenditures, well below its peer cities and below other North Carolina institutions; thus, leaving a greater demand for more STEM skills and a high demand for STEM occupations, especially in middle-skill jobs.

Secondly, the area also has a diversity index of 79%. The diversity index is a scale of 0 to 100 that represents the likelihood that two persons, chosen at random from the same area, is of two different race or ethnic group. With such growth, Clara Science Academy rationalizes that the outer lying areas near Carowinds, Steele Creek, Lake Wylie and River Gate may also

experience growth impacting school choice or educational decision-making for many families working within that South/Southwest 485 Beltway corridor. By targeting this region, there is a high probability of creating a student population that is racial, ethnically and socioeconomically diverse.

Thirdly, with face to face meetings and feedback collected from parents, CSA conducted a survey on the Nextdoor social media site. With 6330 people on the site from the south-side community. Within 5 days CSA received 40 responses with 42% "Yes we need a STEM Charter in our area," 20% Say "Yes, I would put my kids in the school!" 25% Say Maybe (See Appendix). In addition to this survey, CSA has an ongoing online survey at www.clarascienceacademy.com. 90% of the 300 responded favorably.

Finally, and far most important are the EOG tests scores. This region shows a great need for educational reform. The EOG results for Sterling Elementary received a school performance grade of 38 resulting in an F; Tuckaseegee Elementary school performance grade is 47 which is a grade level of D and Westerly Hills Academy school performance likewise received a grade of 43 which is a level D. Reading at Sterling Elementary scored 34 receiving a grade of F; Turkaseegee Elementary for reading scored 44 receiving a grade of D and Westerly Hills Academy scored 38 receiving an F. Math at Sterling Elementary scored 45 receiving a grade of D; Turkaseegee Elementary scored 44 receiving a grade of D and Westerly Hills Academy scored 38 receiving an F.

CSA focus is to expose students early with the skills and knowledge in STEM subjects, to impact change academically and demographically in order to improve academic success while creating an inclusive, culturally diverse learning environment. The research surrounding academic outcomes of school choice remains unclear and noted that without equity-oriented safeguards such as access to information, transportation, and equitable admissions criteria the expansion of school choice, including charter schools, corresponds with increased segregation by race, class, language and ability (Bifulco, Lass, & Ross, 2009; Lareau & Goyette, 2014; Mathis & Welner, 2016; Roda & Wells, 2013; Scott, 2005; Sikkink & Emerson, 2008). CSA is offering access by choice while creating a school culture that is diverse and inclusive of all. The STEM education is a high national priority because it lacks skilled workers in the fields. Students succeeding in K-12 STEM classes opens the door to future opportunities in higher education and in the workforce (Lips & McNeill, 2009).

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

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

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

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

Compared to the local LEA, Clara Science Academy offers a choice of Chinese, Arabic and Spanish Language courses in conjunction with a STEM (Science, Technology, Engineering, and Math) based curriculum and school culture. Clara Science Academy 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. In addition to the small classroom atmosphere, CSA will offer extended school day with extensive after-school activities (Science Fairs, Lego Programs, Robotics Programs, etc.), and summer school to provide the attention that an at-risk population, including ELL students, students with disabilities, and economically disadvantaged students, need to succeed. ELL students and students with disabilities will generally receive instruction as part of the regular classroom with other students, as appropriate, with supplemental instruction as needed by our special education teacher or teachers trained by the coordinator.

Clara Science Academy utilizes a student-centered approach, designed so that students can develop an understanding of who they are as learners and how they learn best. Using the North Carolina Common Core Curriculum along with the Competency-Based Learning Model, students will engage in daily activities both inside and outside of the classroom. Clara Science Academy promotes a combination of hands-on activities, field trip experiences throughout Mecklenburg County or surrounding area; meet with field experts of various content areas and apply one-to-one technology as tools for learning.

The advisory program with teacher mentors, coaches and content facilitators serves as an important foundation for students' academic success, by providing teachers with the support, guidance, and explicit learning strategies necessary for student attainment at each stage of development.

Clara Science Academy classroom environment will be identified as flexible classrooms instead of the traditional classroom structure. Providing flexible classrooms give students a choice in what kind of learning spaces works best for them. It also enables students to work collectively, communicate and engage in critical thinking (edutopia.org).

The 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 sake). Part of our technology-rich environment will include an explicit curriculum designed to help 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 image and reputation.

Finally, students will wear uniforms to minimize socioeconomic distinctions and to promote unity, order, academic focus, and school spirit. Teachers will have high academic and behavioral expectations and aspirations for all students, regardless of background, and will work to help all students succeed. There will be a focus on character education. Students will be treated as individuals and treated with respect and will be taught to treat each other that way.

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

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

The Six Legislative Purposes of a Charter School are:

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

1. Clara Science Academy is committed to a personalized professional growth plan for its teachers consisting of the following: Effective professional development providing time and opportunities for staff to develop core competencies in instructional strategies, lesson design, classroom management, and data analysis. CSA will adopt an extensive, structured, and continuous professional learning community that promotes both individual and collaborative learning opportunities. The program will include a continuous process of learning, implementing, reflecting, and accountability in which all staff participates as learner, activity facilitator, and contributor to the overall success of CSA.

CSA professional development will consist of three main phases: 1. Yearlong continuous learning and improvement (ITLP, Coaching/Mentoring, Teacher Institute - comprehensive, collaborative and structured); Summer Institute; and Extended learning through certificate and college programs.

2. CSA will follow the North Carolina Accountability Model to ensure that students are meeting measurable achievement results. Quarterly benchmarks, fluency checks, and formative and summative assessments will also be conducted regularly to gather data to certify students are making growth and ultimately meeting and exceeding achievement goals.

3. CSA will provide parents and students with an expanded educational choice through its small classroom structure, extended learning time (one hour daily and fifteen additional school days), and tutoring and after-school programs for enrichment, home visits by school teachers are all designed as an alternative choice for parents. There are no charter schools within the South/Southwest region of Mecklenburg or within a reasonable driving

distance of this part of the county. The few charter schools within other surrounding region have received an overall performance rate of failing. Despite this school choice absence and the failing report, a large percentage of families continue to enroll their children in public charter schools elsewhere.

4.Improving student learning - Every child is academically able if given a chance. Clara Science Academy philosophy is grounded in the idea that an educated citizen in the modern age must have the skills, understanding, and opportunity to participate productively in a multicultural, globally-oriented environment, including the skills required to use technology to its full potential. Clara Science Academy curriculum improves student learning by utilizing inquiry, rigor and promoting the intellectual growth of each student.

5.Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students - Clara Science Academy plans to establish, support and enhance the academic growth, social competence, and college-career readiness of all its students. This opportunity for excellence includes ELL students, students with special needs, gifted students and students at-risk. The strategic intent of CSA includes the development of a rich learning environment which promotes a strong sense of self, a strong connection with the community, fostering positive relationships with peers and staff while practicing effective communication for peaceful conflict resolution. Student learning centered on the specific student academic needs includes strategies supporting growth within the parameters of guided grade specific academic rigor and instructional scaffolding. Small class sizes allow scholarly exchanges peer to peer and teacher to student. CSA supports strong PLC (Professional Learning Communities) among staff with common planning; teacher mentor-coaches to support assessment attainment and professional development training in EC and Gifted curriculum strategies for administration and staff ensuring that no student is left behind.

6.Encourage the use of different and innovative teaching methods - Essential to the success of each student will be the establishment of outstanding instructional quality and curriculum. Clara Science Academy establishes innovative instructional strategies necessary to install the skills and knowledge for high attainment in literacy, math, science, and technology. The empowerment of students through Project Based approach in Science and Math courses, with scaffolding of academic questioning with a frequent focus on the upper levels of Blooms Taxonomy within lessons and units (analyze, synthesize, evaluate and create); differentiating lessons, assignments, and assessments; incorporating multiple learning styles; engaging students through pairing, group work, and responding to peer ideas; meeting the needs of ELL students through language and terminology consistency, front-loading vocabulary, academic conversations and text analysis; and other proven methods, as well as, incorporating student use of technology within lessons (utilizing I-pads and Chromebooks with headphones),using Canvas, Blackboard, Moodle or other platforms for assignments and assessments (online assessment tools which provides instant feedback).

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.*

1-School operations

Objective1: To secure a safe, convenient facility with the ability to operate with the number of enrolled students, teachers, and staff for the first 3 years.

2-Academic progress

Objective1: The first year of testing which will be year 3, CSAs goal is to exceed peer group schools by 15%.

By year 5, Clara Science Academy will meet or exceed the state average for state proficiency in grades 3-6. The overall goal for CSA is to eventually be at 90% proficiency and to remain at a 90% proficiency.

Method of Demonstration: Testing Analysis (Administered 3 times a year(Fall/Winter/Spring))

Objective 2: Students will score higher than county and state averages at all levels on EOG tests.

Method of Demonstration: EOG Test Results

Objective3: More than 90% of students school-wide will actively participate in STEM fair

Method of Demonstration: Annual School STEM Fair & District STEM Fair

Objective4: Students will participate 100% in character/behavioral development and OWELUS

Method of Demonstration: Number of discipline referrals and online demerit system to track student behavior.

5-Finance

Objective: To review both the finances and budget monthly by the finance committee and at all board meetings.

6- Governance

Objective1: To meet budget goals as set at the beginning of each fiscal year.

Objective2: The goal is to have 100% of the board to attend meetings and committee participation as established in the board's individual goal-setting.

Method of Demonstration: Board meeting attendance rat

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

The governing board will know that the school is working toward attainment of the mission and intent through:

1. Evaluations of the implementation of the curriculum design, proposed school culture and school climate.

Clara Science Academy - The mission of Clara Science Academy is to impart knowledge in a positive, inclusive, STEM learning environment of educational excellence through scientific inquiry, reasoning, and investigation.

2. Teachers are fully trained and professional evaluations demonstrate their proficiency in pedagogy

3. School administration have regular meetings with the board to ensure compliance and work through any challenges arising throughout the school term.

4. Pre-test and Post-test data demonstrate the pedagogical strengths and what challenges to overcome for the coming year.

Section II: Mission and Purposes Concerns and Additional Questions	Reviewer	Page Reference
The mission statement is not clearly established and unfocused, it uses too much edu-speak (jargon). The mission does describe the long term impact of the school on the lives of students in a way that stresses high expectation and achievement levels or life after the school i.e. college and high school. It is not aspirational or inspirational and does not speak to the big picture. The mission does not speak to the future need for STEM learning in the global economic future.	Tracy Kelley	Mission Stat
-What does "flexible classroom" mean? Will teachers know how to effectively utilize "flexible time" to maximize instructional impact?	Arasi Adkins	Educational
How will your school support student centered education for students with disabilities? How will you ensure this intended learning experience while meeting IEP requirements?	Shaunda Cooper	Educational
Describe the flexible classroom and how it will be implemented strategically.	Hilda Parlér	Educational
Appendix A1 does not show results. This is only a copy of the survey. More data needed.	Jessica Kelly	Educational
The explanation as to the demographic make up of students is muddled and unclear. The distinction made between what CSA can offer as compared to the LEA does not paint a stark enough difference. The applicant did not highlight what the LEA offers in terms of STEM and how CSA's curricular and instructional decision are different and will be more successful. The applicant misses the chance to highlight the science standards that will be integrated into the educational plan and the researched cited is disjointed and unpersuasive.	Tracy Kelley	Educational
In which cases will teachers make home visits?	Hilda Parlér	Purposes of
The purposes are not aligned to the overall mission: There is no discussion of STEM specific professional opportunities to teachers; no mention of how CSA will assess its STEM program; CSA case for why it will provide better school choice options denotes a level of disrespect for parents and the choices they make and speaks to an arrogant over confidence that is not matched by having a track record of success in the area of STEM academics or charter school program development; there is nothing especially unique or innovative about the instructional teaching strategies outline in #6	Tracy Kelley	Purposes of
-Who will deliver this effective professional development? Is there a research-based model that has yielded positive results? -Who will provide after school services? -Will teachers be paid on extra duty contracts for work performed outside of the school day? -How do these goals differ from traditional public schools? The majority are the same as the stated goals in most School Improvement Plans.	Arasi Adkins	Purposes of
Objective 2: Students will score higher than county and state averages at all levels on EOG tests. Method of Demonstration: EOG Test Results How much higher?	Hilda Parlér	Goals for th
The goals to outperform county and state EOG proficiency levels is not measurable as CSA failed to provide a metric. Plans to have board monitor pre and post test data is not specific as there is not pre or post data mentioned in the performance goals section. The school goals do not include STEM specific measures linked to science and math standards. CSA does not identify the assessments that will be used to meet these goals or how the board will progress monitor student achievement. CSA does not mention or describe how it will assess language acquisition or when students will begin language instruction or how that choice will be made.	Tracy Kelley	Goals for th
What data was utilized to determine these goals? Only the academic goal indicates year 5 progress. Goals are not clearly tied to the proposed mission of	Jessica Kelly	Goals for th

the school.		
When will the overall proficiency goal be met?	Steven Walker	Goals for th

Reviewer	Score
Deanna Townsend-Smith	
Steven Walker	Pass
Cheryl Turner	
Alex Quigley	
Alan Hawkes	
Hilda Parlér	Pass
Shaunda Cooper	Pass
Robert McOuat	
Lynn Kroeger	
Tracy Kelley	Fail
Jessica Kelly	Fail
Arasi Adkins	Pass

III. EDUCATION PLAN

(No more than ten total pages in this section)

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

Instructional Program:

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

CSA 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 the changing technological world and proving their ability to compete successfully in the global economy while utilizing a variety of instructional methods to obtain success. In achieving this success, CSA offers small size classroom (15-20) students with additional personnel to give a low student-teacher ratio giving students more personalized attention supporting the social and emotional needs of all students. Adopting a student-centered approach designed for students to develop an understanding of who they are as learners and how they learn best while focusing on the concept of developing growth mindsets, emphasizing that the brain can grow and change, and students do not enter school with a set of unchangeable strengths and weaknesses (Blad & Evie, 2015. Teachers Nurture Growth Mindsets in Math. Education Week).

Additionally, CSA instructional approach focuses on a curriculum driven by benchmark and end of year assessments aligned with the North Carolina Common Core Learning Standards, along with the Competency-Based Learning Model, whereby students will be engaged in daily activities both inside and outside of the classroom with 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. With the supplemental curriculum along with unique instructional techniques are designed to address a wide variety of learners, and with regular benchmark assessment CSA will have an accurate view of how the students are performing, thus students will be prepared to participate in the NC Accountability Model.

CSA learning modules along with community partnerships show a strong correlation with the STEM initiative (Math and Science) as it is focused on preparing 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.

CSA targets students of diverse backgrounds living in and around the South/Southwest region of Charlotte and particularly those students within

the 485 Beltway perimeters located from as far west as I-85 South, to as far east as Providence Road. A percentage of the schools with the corridor are failing schools. EOG tests results for Sterling Elementary school performance receiving a grade of 38 resulting in an F, Tuckaseegee Elementary school performance grade is 47 which is a grade level of D and Westerly Hills Academy school performance likewise received a grade of 43 which is a level D. Reading at Sterling Elementary scored 34 receiving a grade of F, Turkaseegee Elementary for reading scored 44 receiving a grade of D and Westerly Hills Academy scored 38 receiving an F. Math at Sterling Elementary scored 45 receiving a grade of D, Turkaseegee Elementary scored 44 receiving a grade of D and Westerly Hills Academy scored 38 receiving an F. These results show a need for additional educational reform.

Mecklenburg is among the fastest growing cities in the United States with 68% of its metro growth attributing to migration, 14% international migration and 54% domestic migration (The Census Bureau). Brooking Analysis Centre for Science and Technology Studies and Leiden University noted that Charlotte's education infrastructure shows a greater need for remediation with 68% of Charlotte high school graduates enrolled in one remedial course.

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.

With target population, small size classrooms (15-20) in a flex environment, CSA's 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. CSA believes that by establishing an authentic rigorous learning experience early will enable students to learn content and skills through logical contexts and applications whereby our students will launch the foundation of mastering the technique of competitive aggression, a greater comprehension, and a global awareness of their world with exposure to, events, etc., and through project-based courses that are inherently interdisciplinary. In a flex classroom, courses will funnel class discussions and collaboratively develop solutions for age-appropriate real-world challenges. They will develop mathematical understandings through solving real-world problems. Students we know develop mathematical abilities at different paces, therefore, it is essential to create mathematics program that will be strongly individualized with math coaches and small groups.

In kindergarten through second grade, a combination of instructional strategies will be used in order to meet needs of all students. Since the foundation of student achievement in reading, the lower grades at CSA will dedicate 100 minutes to reading instruction, 50 minutes of guided reading and 50 minutes to writing block daily. English instructions will be done in a variety of ways primarily using the modules provided through Cengage as well as other instructional programs such as the Journeys Reading Program for reading and Lucy Caulkins Writers Workshop series for writing will be utilized to teach English Language Arts (ELA). Students will be divided into small groups and rotated between guided reading, literacy lessons, and self-directed computer-based instructions. Teaching Assistants assigned to grades K-4 will enable these small group instructions. Students reading levels will

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be assessed using Star Reading and Fountas & Pinnell. Following the initial testing, students work will be regularly assessed to ensure proper placement.

In grades 3-6, ELA instructions will be designed around text study, word study, interactive read aloud, and reading and comprehension through independent and guided reading. Students with significant deficits in decoding will receive the additional targeted intervention. Middle school students will have two periods of ELA hours for reading and writing. Students reading level will be assessed periodically by using computer adaptive testing programs such as Star Reading. Students who are two or more grade levels behind in reading will be enrolled in guided reading to build decoding and comprehension with instructional level texts. The students 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.

Clara Science Academy curriculum will be divided into four quarters. Each quarter will include a set of specific skills, which will be defined by measurable learning outcomes. For example:

Interactive Read Aloud (Grades K-2) - Teachers will read aloud high-quality trade books to students. Students will circle up to discuss the meaning of the text while the teacher moderates the discussions by asking questions to make students deeply analyze the text (25 minutes, 4 days a week).

Guided Reading & Targeted Word Work (Grades K-2) - Teacher will group the students into three and rotate students between the sections Guided Reading and Targeted Word Work, Phonics-based Reading, and Independent Study using a computer. Teachers will coach students to master strategies to understand the strategically chosen instructional text during Guided Reading and Targeted Word Work session (25 minutes).

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 initial 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 minorities and women. Therefore, in preparation for 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

state standards.

Mecklenburg is among the fastest growing cities in the United States with 68% of its metro growth attributing to migration, 14% international migration and 54% domestic migration (The U.S. Census Bureau). Brooking Analysis Centre for Science and Technology Studies and Leiden University noted that Charlotte's education infrastructure shows a greater need for remediation. 68% of Charlotte-Mecklenburg School district high school graduates who are enrolled Central Piedmont Community College (CPCC) enrolling in at least one remedial course. Similarly, Charlotte does not have a scientific research institution in the ranks of the top 750 in the world. This impacts education negatively because it hampers local research and development (Brooking Analysis of Centre for Science and Technology Studies and Leiden University data).

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

Please see Appendix B for additional information on Language

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

With the Competency Based learning model, CSA recognizes it teachers as learning facilitators whereby teachers must transition from a traditional delivery approach toward a coaching, mentoring and facilitating student learning. CSA teachers are learning facilitators and are 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, teacher training supports a strong background in the facilitation of content, differentiated learning and culturally responsive.

In addition, CSA teachers will be guided in their mastery of the following strategies and methods: Project-Based Curriculum Planning - CSA teachers will need to build their expertise in the development and facilitation of project-based learning modules. Project-based learning is encouraged as a way that both teachers and 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 the lecture but also through inspiration, experimentation, and practice. Projects may cross content areas, allowing teachers to work together to design assignments that

have relevance to real-world problems and to collaborate to revise and improve 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 the student demonstration, has characterized most schools' application of competency-based assessment.

Peer coaching groups are encouraged, as a way that students can get supportive feedback as they grow towards greater skill development. Teacher-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 supporting college and career readiness.

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 at-risk students. CSA will be able to use real-time data from STAR to make decisions about curriculum, assessments, and instruction at the classroom, school and district levels. It will measure student achievement in the areas: Early Literacy Enterprise which assesses early literacy and early numeracy skills, Reading skills (grades k-12), Math skills. 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 a research-based and validated instructional model has proven to be effective in addressing the academic needs of English learners throughout the United States. 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.

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

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

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

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

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

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

To maximize our instructional time, Clara Science Academy will operate on a seven and a half to an eight-hour school day rather than the seven (7) hour school day with which most schools operate. 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 modern-day-age skills that often are not easily or sufficiently integrated into other areas of the curriculum.

With the increase in the instructional day, CSA has more flexibility with the school calendar. By increasing the academic calendar year to 195 days, starting early August and ending late June it is the belief that this change may be necessary to provide teachers with additional time and resources needed to be successful: one day on the last school day of each month for teacher development and planning (10 days total), a half (1/2) day each quarter for parent-teacher-student conferences, and additional professional development and planning days before the school year begins and after it ends (11 workdays). The last day of each quarter will be designated as a showcase day where students can share their module work with their peers,

parents and community partners which enable students to take ownership of their work and motivates them to increase their learning potential. The "public" nature of these presentations, with the inclusion of a "real world" audience, creates a 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.*

To provide instructional support, challenges and opportunities for all its students, CSA, as part of its key design element, will identify and monitor the progress of students in need of expanded learning opportunities and remedial assistance, including the at-risk population by extending regular, extensive tutoring assistance during and after school, during vacations and on weekends to students in need of additional instruction or desiring academic stimulation. Through technology-driven, instruction will enable the teachers to provide means of engagement and options for all type of learners and students at a different level of cognitive development.

Academically struggling students will be identified by using computer adaptive testing software and classroom and interim assessment data. Those students will be scheduled for a Response to Intervention (RtI) period several times weekly where students receive individually targeted reading and math interventions. Students struggling with academics will also receive differentiated instruction, additional tutoring, and pull-out support. Students struggling with behavior or emotional issues will receive an adult mentor, small group peer support, and professional counseling. Additional support may be provided during daily after-school "tutoring hours" and during the summer session.

The third level includes evidence-based intervention(s) of moderate intensity using asset based instructional tools. To ensure sustained support, students will receive a Personalized Education Plan (PEP) based upon locally determined assessments and teacher observation. Through collaborative efforts, multiple tiers of increasingly intense instruction/intervention services will be implemented to support student academic proficiency. Students needing remediation or intensive instructional support will be matched to strategic and intensive instruction/interventions based on screening, progress monitoring, and diagnostic assessments.

To ensure students do not miss core subject instruction, these interventions shall occur during specific times of the academic day, possible extended school and if needed a Saturday Academy. Progress will be monitored through a consistent evaluation process (i.e. timed probes) at a minimum each month. If there is no progress after four weeks of intervention, intervention implementation will be evaluated for fidelity and intervention time will intensify.

All children will participate in multiple formal assessments to establish a baseline and personalized education plan. We will utilize NWEA MAP Assessments (Star Assessment) and Compass Learning to progress monitor as well as common formative assessments developed by our teachers. Through our

Team CSA partnerships, teachers will master the processes of effectively collecting, analyzing and collaborating to make effective decisions for children.

The school will develop a student support team comprised of our best classroom teachers, instructional coaches, and administrators to collectively analyze, brainstorm interventions and solutions to promote student success. We will continue to analyze our school schedule, curriculum and instructional strategies to foster and stronger learning environment and ensure our teachers have a full toolbox of strategies to address any issues.

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

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

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

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

- a. Lesson preparation- that includes pre-lesson assessment and a plan for an ongoing cycle of assessment, instruction, and re-teaching when needed.
- b. Building background- using and connecting background knowledge with the lesson in the classroom (creating relevance), making clear links to past learning, and a clear and intentional focus on key vocabulary.
- c. Comprehensible input- by ensuring that all instructional practices and methods can be comprehended by the student.
- d. Strategies- specifically, ensuring that we are teaching the types of cognitive (e.g., underlining, use of graphic organizers, re-reading) and metacognitive strategies (e.g., making predictions, properly using self-questions) that are commonly employed by good learning.
- e. Interaction- including large amounts of positive student talk and making room for student interactions with each other and the teacher.
- f. Practice and application- giving students the opportunities to practice and apply learned content.
- g. Lesson delivery- delivering instructional contact in a way that supports learning objectives and maintains student engagement.
- h. Review and assessment- reviewing lesson content and assessing

students to determine mastery of content.

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

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

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

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

Gifted Education Program (Academically / Intellectually Gifted)

All 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 underserved populations, and

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

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

Screening procedures, and processes, as well as, a list of specific assessments used to determine aptitude and achievement will be included in the folder. Students who have been identified and qualify for AIG will each have a differentiated educational plan written every educational phases (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.

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

Exceptional Children

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

Identification and Records

1. *Explain how you will identify students who are enrolled within the charter school that have previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act.*
2. *Provide the process for identifying students who may be eligible for special education services as identified in the federal 'Child Find' mandate. Be sure to include how student evaluations and assessments will be completed.*
3. *Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed.*
 - a) *Requesting Records from previous schools*
 - b) *Record Confidentiality (on site)*
 - c) *Record Compliance (on site)*

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

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

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

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

Exceptional Children's Education Programming

1. *Describe the educational programs, strategies, and additional supports the school will provide to ensure a full continuum of services for students with disabilities.*
2. *Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).*
3. *Describe how implementation of the Individualized Education Plan (IEP) will be monitored and*

reported to the student, parents and relevant staff.

4. Describe the proposed plan for providing related services.

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

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

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

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

Clara Science Academy will contract with the appropriate related service providers, including occupational therapists, physical therapists and speech therapists.

Student Performance Standards

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

Clara Science Academy has a high standard and expectation for the students serve. We believe that through our experience as educators, the quality of instructional program, and the wide range of learning experiences being

offer, students will succeed in meeting high criteria for success. Therefore, the performance standard for the school as a whole is: 90% of all students will complete their assigned coursework each year, and 90% of all students will show at least one year's academic growth at the end of the school year by 2023, our 5th year open as a school. To achieve this, there are many evaluation tools that we will use in addition to our state tests:

Literacy

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

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

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

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

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

To ensure that this data is formally taken into account on behalf of each

student, CSA will develop a process to handle promotion and retention. The process will work as follows:

- a) At the beginning of the last quarter of each school year, teachers will be responsible for providing the intervention teams with a list of students in their class that they believe are in question for promotion. Because we have a strong intervention process, no names on the list should be a surprise to the team as they would have been discussed by the team members throughout the year.
- b) While in the last quarter, teachers will work with students to create a portfolio of their work in whatever areas that they are deficient and collect the documentation from the year that supports whether the student should be promoted or retained.
- c) Parents will be notified of and invited to student review meeting well in advance.
- d) The parents, teachers and administration, will have the opportunity to present a portfolio and documentation to the review committee. This committee will include members of the intervention team including one teacher representative from each grade level in grades 4-6. The members can also share whether they wish for the child to be promoted or retained and explain why.
- e) The committee will review the information, take into account the students prior history (i.e. age, size, past retention's, past grades), make a decision regarding promotion/retention, and the parents will be notified of the decision within 72 hours.

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

Move Up Ceremony Requirements

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

Student Conduct:

*Provide a brief narrative that disseminates how student conduct will be governed at the proposed charter school and how this plan **aligns** with the overall mission and proposed Education Plan of the charter school.*

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.*

The administration at CSA is dedicated to a positive school climate that is safe and comfortable for all students while providing learning opportunities in and beyond the classroom. Therefore to maintain an orderly environment, CSA will implement a behavior management plan that rewards positive behaviors and redirects students when they display undesirable behaviors. This will be implemented through a merit and demerit systems along with PBIS.

CSA will also execute the Code of Conduct ensuring students are abiding by the rules and not disrupting others. With the target demographic it is important for every child to feel safe in order to create a more effective diverse learning environment. The hierarchy for consequences and other specific disciplinary processes and appeal information can be found in the CSA Student Handbook's Code of Conduct. Teachers will be trained to implement components of the Positive Behavioral Interventions and Supports (PBIS) in order to highlight and encourage the positive behaviors displayed within the student body.

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

The second component of a positive school climate is safety and a well-established disciplinary structure. Therefore, the student code of conduct is developed to establish and enrich healthy behavioral expectations, rules, and regulations. CSA will approach disciplinary cases based on three areas. Level 1 - Non-negotiable rules such as dress code, electronic device, locker, food and drink, reinstatement meetings. Level 2 - Minor Infractions whereby students will have the ability to earn both merit and demerit points, Level 3 - Major Infractions which may lead to suspension and expulsion.

In all disciplinary matters, students will be given notice and will have the opportunity to present their version of the facts and circumstances leading to the imposition of disciplinary sanctions to the staff member imposing such sanctions. Depending on the severity of the infraction, disciplinary responses include suspension (short or long term), detention, exclusion from extracurricular activities, and expulsion. Where appropriate, school officials also will contact law enforcement agencies.

A student suspected of having a disability will be referred in writing to the chairperson of the Committee on Special Education (CSE) of the students' district of residence for an individual evaluation and determination of eligibility for special education programs and services. Referrals may be made by any professional staff member of the charter school. Such referrals will:(1)state the reasons for the referral and include as support all strategies utilized from the IEP to support the student behavior. Additionally, a manifestation determination to ascertain whether or not the violation is linked to the student's disability will be conducted within 10 days of the incident and the consequence will be reviewed as required by IDEA. There is the "10-day rule" which must be taken into consideration if a student is being removed or suspended. If a decision is made to change a student's placement, parents will be apprised of any decision and provided the Procedural Safeguards Notice.

Positive Behavior Support & Reinforcement: To encourage appropriate behaviors, students will be given positive points, such as DOJOs. At the end of the month, there will be a Student of the Month Ceremony to recognize students based on the monthly character traits, their efforts, and academic achievements. The classroom with the highest number of DOJO points will be rewarded.

Section III: Education Plan Concerns and Additional Questions		
"Since the foundation of student achievement in reading, the lower grades at CSA will dedicate 100 minutes to reading instruction, 50 minutes of guided reading and 50 minutes to writing block daily." What kind of instructional support will teachers be provided to ensure proper use of large blocks of time?	Shaunda Cooper	Instructiona
CSA failed to provide goals tied to STAR assessment in the goals section. CSA should be asked to explain whether STAR assessments include science and at what grades. CSA should be asked to identify the selective enrollment middle school and high school program CSA students will be equipped to attend and indicate how CSA will be vertically aligned with the expectation of those schools. CSA should be asked to provide more specific information on the math and science learning modules and partnerships that will support the STEM program. CSA does not provide documented evidence that proposed approach will lead to improved student performance, especially in math and science.	Tracy Kelley	Instructiona
-How will smaller class sizes be funded? -This may be addressed later on in other sections, but will teachers get paid more for working longer days and more days that traditional public schools?	Arasi Adkins	Instructiona
-What professional development will be provided for teachers to differentiate instruction?	Arasi Adkins	Curriculum a
CSA should be asked to provide more detail regarding how K-2 students will experience the STEM focus everyday. CSA should be asked to explain the rational for providing student with science instruction every other day rather than every day given it stated theme.	Tracy Kelley	Curriculum a
-Who will provide tutoring assistance and after school services? -Who will provide professional counseling services for students, and how will it be funded?	Arasi Adkins	Special Prog
CSA should provide anticipated enrollment data pertaining to ELL and articulate the criteria they will use to determine if a student is at-risk. The section for AIG provisions lacks originality and does not demonstrate an understanding for how to seamlessly enhance learning opportunities for this sub group of student.	Tracy Kelley	Special Prog
Plan addresses each criteria.	Robert McQuat	Exceptional
Could the plan clarify how specially designed instruction will be delivered to students with disabilities? Please clarify how the IEP services align withe school's mission, curriculum and instruction. How do you plan to provide the full continuum of service delivery?	Robert McQuat	Exceptional
CSA does not adequately describe how exceptional students will be supported so they can access the core content curriculum especially with regard to technology, science and math.	Tracy Kelley	Exceptional
Information provided is satisfactory for this portion of the application.	Shaunda Cooper	Exceptional
The goal that 90% of student "complete their coursework" is vague and lacks the level intentionality necessary to operationalize the school model being proposed. The student performance standards for math and science are not aligned to schools proposed mission. CSA should be asked to provide an explanation for why promotion standards are not provided for grades 3-5 which are state testing years. How will growth me measured?	Tracy Kelley	Student Perf
-How will you recruit for Arabic and Chinese teachers?	Arasi Adkins	Student Perf
Has the cost of STAR been considered? Also there seems to be more of an emphasis on literacy and writing rather than math, social and science.	Jessica Kelly	Student Perf
The student conduct narrative does not describe how data will be used to create and sustain a mission aligned school culture and how the expectations and implementation of discipline is different from LEA as students will face suspension in ways aligned to the LEA and the description of how the school will operationalize PBIS is in complete and seams disconnected from the overall plan to create a diverse and all inclusive environment.	Tracy Kelley	Student Cond
-What specific infractions fall under "minor" and "major" categories?	Arasi Adkins	Student Cond

Reviewer	Score
Alan Hawkes	
Alex Quigley	
Cheryl Turner	
Steven Walker	Pass
Deanna Townsend-Smith	
Shaunda Cooper	Pass
Lynn Kroeger	
Tracy Kelley	Fail
Jessica Kelly	Pass
Arasi Adkins	Pass
Hilda Parlér	Pass
Robert McOuat	

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 Charter School

Mailing Address: omuhammad_v@yahoo.com

City/State/Zip: Huntersville NC 28078

Street Address: 13106 Autumn Trace Dr.

Phone: 704-904-7180

Fax:

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

FEDERAL TAX ID:

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)
 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?

Omar Muhammad	Board Chair	MECKLENBURG	Business Owner		
Teresa Mutakabir	Treasurer	MECKLENBURG	Realtor		
Glenda Tate	Vice Chair	NEW HANOVER	Business Owner		
Varsty Muhammad	Secretary	MECKLENBURG	Teacher / Counselor		
Aprill Yakubu	Member	MECKLENBURG	Teacher & Curriculum Specialist		
James Cyrius	Member	MECKLENBURG	Attorney		

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.*

Function of the Board and primary duties:

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

Basic responsibilities of the Board:

- * Adhere to the highest ethical standards.
- * Establish, disseminate, and keep current the schools mission.
- * Ensure that school policies and processes are legal, current and properly implemented.
- * Conduct the Boards business in an exemplary fashion and with appropriate transparency.
- * Ensure the currency of Board governance policies and practices.
- * Ensure the maintenance of the school's fiscal integrity by preserving and protecting the school's assets for posterity, engage directly in fundraising and philanthropy.
- * Recruit, appoint, support, and evaluate the lead administrator in leading the school.
- * Charge the lead administrator with the task of leading the approved strategic planning process, participate in that strategic planning process, and monitor its progress.
- * Ensure the educational quality of the school including curriculum, policies and academic programs.
- * Preserve and protect the school autonomy and academic freedom.
- * Periodically and systematically assess the performance of the Board, its committees, and its members.

Recruit, hire, and supervise the lead administrator:

The Board will identify a highly qualified lead administrator through a systemic application process. Through this application process, the Boards

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

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

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

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

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

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

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

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

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

publication of general circulation to the School community.

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

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

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

Board committees will schedule meetings followed by their establishment.

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

Orientation or Training:

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

Student Achievement, School Law, School Finance, Board Policy, Board Relations, Board Operations Goal Setting, Strategic Planning, Advocacy, and Communications

Professional development:

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

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

Timetable:

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

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

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

During the professional development: Each Board member will review progress

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

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

Requirements for participation:

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

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

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

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

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

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

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

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

I. Parent Teacher Association (P.T.A)-the role of the P.T.A. is to support the teachers and staff in their mission. They will report to the Head of School.

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

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

The Academic Committee will report to the board.

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

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

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

Grievance process for parents

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

Grievance process for staff members

Staff members are expected to first raise the complaint with their direct supervisor (Lead Administrator) who should attempt to resolve the issue quickly. If this person is unable to resolve the issue to the satisfaction of the complainant, the complaint may be taken to the Clara Science Academy Board. If a complaint is specifically about the Lead Administrator, staff should take the complaint directly to the Clara Science Academy Board. The Board Chair will appoint a committee to investigate and provide a written response in a timely manner.

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

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

Include in the Appendices:

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

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

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

X Not Applicable

Private School Conversions: complete ONLY if the proposed charter is a private school conversion.

Otherwise, mark "Not Applicable" and follow the direction #3 in the Application Specifications.

X Not Applicable

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

X Not Applicable

Projected Staff:

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.

Head of School

Dean of Students

Director of Instruction

Classroom Teachers

Teachers Assistants

Finance Officer/Registrar/Business Manager

IT Manager

Receptionist

Office Manager

Head Custodian/Facilities Director

Assistant Custodian

Cafeteria Manager

Cafeteria Staff

PE Teacher

Music/Art Teacher

EC Coordinator/Teacher

EC Teacher Speech & Language

Foreign Language Teacher

School Nurse

Guidance Counselor

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

Recruitment for Employment

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

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

Retention of Employees

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

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

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

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

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

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

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

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

CSA Hiring School Personnel Application Process:

1) A sealed college/university transcript indicating a cumulative GPA of 3.0 or higher; 2) Three letters of reference documenting leadership, community service, and/or exemplary service within a community; 3) Demonstration of superior writing skills through submission of writing samples; 4) Teaching portfolio with sample units; 5) A clean National Criminal Background Investigation Check

The hiring process consist of a three-step process used for recruitment. Step 1: Resumes and applicants are screened for a potential match of expectations and in line with the academy mission. All applicants will be asked to submit a cover letter that states their qualifications and their educational philosophy, as well as a resume and names of three references. Step 2: A committee is involved in observing the select applicants session, and posing questions and situations to the applicant to measure the applicants responses. Step 3: Comprises final interview with select candidates, in which expectations are presented to the candidate. The administration recommends the candidates chosen for hire to the Clara Science Academy board.

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

Criminal Background Check: Clara Science Academy will perform a criminal background check on all new employees from the State Bureau of Investigation ("SBI") and a national FBI check from other qualified source(s) prior to their initial employment. The academy reserve the right to perform a criminal background check on all employees at any given time for any reason.

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

Salary Range

Head of School: \$75,000-\$99,000
Director of Instruction \$40,000-\$55,000
Dean of Students: \$40,000-\$55,000
Receptionist: \$20,000-\$45,000
Financial Office Manager: \$40,000-\$80,000
Office Manager: \$30,000-\$50,000
Teacher: \$35,000-\$80,000
Teacher Assistant: \$20,000-\$40,000
PE Teacher: \$35,000-\$50,000
Head Custodian/Facilities Director \$35,000-\$50,000
Assistant Custodian: \$10,000-\$35,000
Cafeteria Manager: \$35,000-\$50,000
Cafeteria Staff: \$10,000-\$40,000
EC Coordinator: \$45,000-\$90,000
EC Teacher: \$40,000-\$80,000
Speech Teacher: \$40,000-\$80,000
School Social Worker: \$35,000-\$60,000

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Technology Director: \$40,000-\$80,000
School Nurse: \$40,000-\$90,000
Bus Drivers: \$10,000-\$35,000
Foreign Language Teacher \$40,000-\$50,000
Guidance Counselor \$30,000-\$60,000

Benefits

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

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

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

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

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

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

1) Verbal Warning; 2) Written Verbal Warning; 3) Written Warning; 4) Final Written Warning and/or Probation; 5) Termination

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

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

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

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

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

students.

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

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

Full Time and Part Time Teachers:

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

Lead Administrator:

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

Assistant Administrator:

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

School Counselor or School Psychologist:

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

children similar in age to the position hired.

Finance Officer:

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

Other Faculty and Support Staff:

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

Staff Evaluation and Professional Development

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

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

2. *Provide a detailed plan noting how the school will mentor, retain, and evaluate staff in a format that matches the school's mission, 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.*

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

The evaluation process will include the following components:

Component 1: TRAINING

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

Component 2: ORIENTATION

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

Component 3: SELF-ASSESSMENT

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

Component 4: PRE-OBSERVATION CONFERENCE

Before the first formal observation, the Lead Administrator will meet with the teacher to review and discuss the self- assessment, the teachers most recent professional growth plan, and the lessons to be observed. The teacher will provide the Lead Administrator with a written lesson plan. The goal of

this conference is to prepare the Lead Administrator for the observation. In the event that there are multiple observations, pre-observation conferences are not required for subsequent observations.

Component 5: OBSERVATIONS

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

Component 6: POST-OBSERVATION CONFERENCE

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

Component 7: PROFESSIONAL DEVELOPMENT PLAN

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

Mentoring

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

Retaining

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

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

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

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

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

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

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

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

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

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

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

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hot-topics and needs identified by the board, administration or faculty and staff.

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

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

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

Enrollment and Marketing:

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

Marketing Plan

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

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

Charter Application Phase: June 2017 -June 2019

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

Action: Conduct a series of public relations endeavors to publicize the school to the community at large so that all interested parties will be

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aware of the schools upcoming application submission. Strengthen the social media outlet. Send a press release to four publications. Email blasts, social media binge and local representatives regarding application submission.

Ready to Open Period (July 2018 - January 2019)

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

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

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

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

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

Open Enrollment Period (January 2019-July 2019)

Goal: 120% Capacity enrollment and wait-list

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

First 30 Days of School (Approximately August 2019)

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

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

Parent and Community Involvement

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

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

day.

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

The Academy will engage parents early and frequently in the school year and highly encourage them to volunteer and play an active role in their child's education. Through the school's intense focus on character development, there will be an increased focus on bridging the gap between home life and school. Bridging this gap will include several interactive lessons that will build on parental involvement. These lessons will be presented at evening events, opened to the public, displaying student work, varying from the arts to core subjects, including science and technology. Additionally, CSA ideal goal is to engage parents through "Real Clara Science" a youtube bi-weekly video presentation whereby parents can use as a guide linking the home to the classroom. Presentation will consist of homework study guide and tips both in English and the world language that students are being taught.

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

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

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

Admissions Policy

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

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

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

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

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

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

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

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

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

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

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

utilized.

Weighted Lottery

Does your school plan to use a weighted lottery?

Yes:

No:

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 following:

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

PROJECTED ENROLLMENT

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
Kindergarten	84	0	0	84	0	0	84	0	0	84	0	0	84	0	0
Grade 01	83	0	0	83	0	0	83	0	0	83	0	0	83	0	0
Grade 02	83	0	0	83	0	0	83	0	0	83	0	0	83	0	0
Grade 03	0	0	0	100	0	0	100	0	0	100	0	0	100	0	0
Grade 04	0	0	0	0	0	0	100	0	0	100	0	0	100	0	0
Grade 05	0	0	0	0	0	0	0	0	0	100	0	0	100	0	0
Grade 06	0	0	0	0	0	0	0	0	0	0	0	0	100	0	0
	250			350			450			550			650		

Section IV: Governance and Capacity Concerns and Additional Questions	Reviewer	Page Reference
School has not applied for 501c3.	Shaunda Cooper	Private Non-
Has not applied for Non-Profit according to first page of application.	Jessica Kelly	Private Non-
NA	Jessica Kelly	Tax-Exempt S
-Is there enough educational expertise in governance?	Arasi Adkins	Governance a
Background check information appears to be in order. However, individual narratives were submitted rather than resumes. Articles of Incorporation were not completed for review.	Shaunda Cooper	Governance a
The org chart does not clearly show the progression whereby the school staff ultimately reports to the BOD and then to the authorizer. The BOD does not have the requisite skills, talents, knowledge and abilities to actualize the school model CSA proposes. The board does not have STEM expertise or adequate school leadership or educational expertise.	Tracy Kelley	Governance a
Grievance process should have a timeline.	Jessica Kelly	Governance a
Who will be conducting the training of the board?		
School does not plan to work with an EMO/CMO.	Shaunda Cooper	Proposed Man
Plan shows a wide range of hiring salaries. How does the board plan to manage varying cost of staff and personnel?	Shaunda Cooper	Staffing Pla
Clarify teacher salaries. Will you use the DPI state pay scale?	Jessica Kelly	Staffing Pla
Large teacher salary range. Head of school salary is high for first year in having only K-2 students.		
CSA should be asked to provide additional information as to how the Dean of Instruction differs from head of Schools and how the 2 positions will be integrates in year 1, 2, 3, etc. The proposed plan to recruit teachers dos not align with teh STEM mission of the school. The process for hiring the school leader of a STEM focused school are not aligned as there is nothing unique or innovative about the strategies the school will use to attract, retain and hire the school leader or Dean of instruction. CSA does not identify a set of core competencies that are required to ensure the board is reflective and aware of the school's needs.	Tracy Kelley	Staffing Pla
-Will there be a specific model used to mentor beginning teachers? -What does "The board may need to dismiss staff members based on their actions" mean? What specific actions merit dismissal recommendations?	Arasi Adkins	Staffing Pla
Will there be issues retaining staff with an extended workday in comparison to surrounding schools?	Jessica Kelly	Staff Evalua
CSA should be asked to explain how the specific needs of a STEM focused school program will be met given the described PD plans. The teacher retention plan is under developed and does not indicate how leaders will ensure that highly effective teachers will be retained will ineffective teachers will be removed or counseled out and the criteria that will be sued to make that determination and how if at all student performance data will be factored in to retention decisions on the back end and hiring decisions on the front end. .	Tracy Kelley	Staff Evalua
How will a you tube video engage parents?	Jessica Kelly	Parent and C
We will also schedule town hall meetings to allow the community to stress their larger concerns.	Hilda Parlér	Parent and C
Will these be considered board meetings? Interesting!		
Specifically, what will parent support and encouragement look like?	Shaunda Cooper	Parent and C
School does not plan to use the weighted lottery system.	Shaunda Cooper	Weighted Lot

Reviewer	Score
Alan Hawkes	
Alex Quigley	
Cheryl Turner	

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Steven Walker	Pass
Deanna Townsend-Smith	
Hilda Parlér	Pass
Arasi Adkins	Pass
Jessica Kelly	Pass
Tracy Kelley	Pass
Lynn Kroeger	
Robert McOuat	
Shaunda Cooper	Pass

V. OPERATIONS

Transportation Plan:

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

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

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

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

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

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

School Lunch Plan:

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

Each student at Clara Science Academy will be expected to bring a bag lunch to school. The Academy also intends to participate in the USDA National School Lunch Program (often referred to as the free and reduced lunch program) as a means of ensuring that no child who meets income eligibility guidelines for the program is lacking a daily meal. All students will be required to submit a Free and Reduced Priced Meals Application so that payment status may be established. As these forms are being processed, all students who desire meals provided through the School will receive them. However, if a child who does not qualify for the free and reduced lunch program does not have a bag lunch on any given day the school will provide a lunch for that child.

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

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

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

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

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

The 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		\$1,461.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$4,277.00
Property Insurance	\$250,000		\$450.00
Motor Vehicle Liability	\$1,000,000		\$181.00
Bonding Minimum/Maximum Amount	\$250,000	\$250,000	\$332.00
Other	\$1,000,000		\$9,179.00
Total Cost			\$15,880.00

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

Health and Safety Requirements:

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

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

omarmu 09/22/2017

(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.

Because we want a location that is convenient to families in the City of Charlotte, we are focusing our search for a facility that is convenient to the southern part of the city. We have toured several buildings in the area that we are considering as possible locations. Our priorities in locating a facility are safety for our students and staff while on camps, accessibility of transportation systems at pick-up and drop-off, and adaptability of the space for classroom and educational use. We anticipate that the purchase and upfit will be in the \$100-155 per square foot range. We desire to keep the lease costs less than 15% of the total budget.

At this time our search is focused on existing buildings that we can upfit for school use.

Our initial facility will need to be 20,000-30,000 square feet, so that we can accommodate over 200 students in year one, and have the necessary space for our growth over the next two or three years of up to 400+ students.

Our ideal permanent facility will include 50,000-60,000 square feet to accommodate our total enrollment cap of 800 students.

Once we have committed to a location, we will explore the necessary steps to obtain the Educational Certificate of Occupancy for that location that we have toured. We understand the importance to work in cooperation with the Permit Office of the Mecklenburg County Inspection Department in order to expedite the process.

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.

Ideally, we seek a facility that will be around \$5-\$23 a square foot for lease. Charlotte commercial real estate can range from \$4 a sf to \$75 a sf depending on location. Real Estate cost for purchase can range from \$60 a SF to \$135 a SF.

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.

In the event that Clara Science Academy first location choice does not pan out, is not completed or acceptable lease terms cannot be established, an alternate facility will be located within the same, general vicinity. Clara Science Academy will monitor the progress of the original site each month and, regardless of the stage of completion or lease negotiation, will identify at least one viable contingency site and concurrently make plans to occupy the alternate site should circumstances warrant. Ideally, the contingency site will meet all space requirements and will minimize the need to eliminate or curtail any programming. In addition to a contingency site, Clara Science Academy will identify a temporary facility where it can establish a short-term lease in case delays prevent immediate occupancy of the primary or alternate site. The facility will have to be very close to "move-in" ready. It is expected that such a facility might include a church facility with instructional classrooms, a community center or other such facility that will provide sufficient, interim space for instructional programming and daily operations.

Section V: Operations Concerns and Additional Questions	Reviewer	Page Reference
Will one bus be sufficient for projected first year enrollment of 250 students?	Jessica Kelly	Transportati
-Has enough research been done to ensure parents have a consistent plan for transportation? What about after school activities and tutoring planned?	Arasi Adkins	Transportati
All students will be required to submit a Free and Reduced Priced Meals Application so that payment status may be established. Is this application not optional vs required to submit?	Hilda Parlér	School Lunch
-Are there any plans to contract with an online vendor to process lunch payments?	Arasi Adkins	School Lunch
Is the school offering breakfast to students? Will the school be utilizing a lunch vendor service?	Jessica Kelly	School Lunch
-It doesn't appear that enough research or planning has been done to secure a facility. The contingency plans are not realistic.	Arasi Adkins	Facility and
Has research started for a temporary facility?	Jessica Kelly	Facility and
Are they purchasing or leasing? The first answer looks like a purchase. The second looks like a lease.	Steven Walker	Facility and

Reviewer	Score
Alan Hawkes	
Alex Quigley	
Shaunda Cooper	Pass
Robert McOuat	
Lynn Kroeger	
Tracy Kelley	Pass
Jessica Kelly	Pass
Arasi Adkins	Fail
Hilda Parlér	Pass
Deanna Townsend-Smith	
Steven Walker	Fail
Cheryl Turner	

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

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

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

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

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

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

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

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1600 - Charlotte-Mecklenburg Schools

Revenue	2016-2017 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2018-2019
State Funds	\$4,992.65	250	\$1,248,162.50
Local Funds	\$2,526.27	250	\$631,567.50
Federal EC Funds	\$4,253.55	30	\$127,606.50
Totals			\$2,007,336.50

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	\$1,248,163	\$1,698,277	\$2,183,499	\$2,668,721	\$3,153,943
-Local Per Pupil Funds	\$631,568	\$884,194	\$1,136,822	\$1,389,449	\$1,642,076
-Exceptional Children Federal Funds	\$127,607	\$204,043	\$306,065	\$408,086	\$510,108
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-Working Capital*	\$0	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$2,007,337	\$2,786,514	\$3,626,386	\$4,466,256	\$5,306,127

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

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

Personnel Budget: Expenditure Projections 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	\$76,500	\$76,500	1	\$78,030	\$78,030	1	\$79,590	\$79,590	1	\$81,181	\$81,181
Assistant Administrator	0	\$0	\$0	1	\$50,000	\$50,000	1	\$51,000	\$51,000	1	\$52,020	\$52,020	2	\$53,060	\$106,120
Finance Officer	.5	\$40,000	\$20,000	1	\$40,000	\$40,000	1	\$40,800	\$40,800	1	\$41,616	\$41,616	1	\$42,448	\$42,448
Clerical	1	\$26,000	\$26,000	1	\$26,520	\$26,520	2	\$27,050	\$54,100	2	\$27,591	\$55,182	2	\$28,142	\$56,284
Food Service Staff	1	\$25,000	\$25,000	1	\$25,500	\$25,500	2	\$26,010	\$52,020	2	\$26,530	\$53,060	3	\$27,060	\$81,180
Custodians	1.5	\$25,000	\$37,500	1.5	\$25,500	\$38,250	2	\$26,010	\$52,020	2	\$26,530	\$53,060	3	\$27,060	\$81,180
Transportation Staff	0	\$0	\$0	1	\$15,000	\$15,000	2	\$15,300	\$30,600	2	\$15,606	\$31,212	3	\$15,918	\$47,754
IT Manager	.5	\$40,000	\$20,000	1	\$40,000	\$40,000	1	\$40,800	\$40,800	1	\$41,616	\$41,616	1	\$42,448	\$42,448
Nurse	.5	\$32,000	\$16,000	1	\$32,000	\$32,000	1	\$32,640	\$32,640	1	\$33,293	\$33,293	1	\$33,959	\$33,959
A - Total Admin and Support:	6		\$219,500	9.5		\$343,770	13		\$432,010	13		\$440,649	17		\$572,554
Instructional Personnel:															
Core Content Teacher(s)	12	\$45,000	\$540,000	16	\$45,900	\$734,400	20	\$46,818	\$936,360	24	\$47,754	\$1,146,096	28	\$48,709	\$1,363,852
Electives/Specialty Teacher(s)	2	\$45,000	\$90,000	3	\$45,900	\$137,700	3	\$46,818	\$140,454	4	\$47,754	\$191,016	7	\$48,709	\$340,963
Exceptional Children Teacher(s)	2	\$48,000	\$96,000	2	\$48,960	\$97,920	3	\$49,939	\$149,817	3	\$50,937	\$152,811	4	\$51,955	\$207,820
Instructional Support	2	\$36,000	\$72,000	2	\$36,720	\$73,440	4	\$38,494	\$153,976	4	\$39,263	\$157,052	5	\$40,048	\$200,240

Clara Science Academy - The mission of Clara Science Academy is to impart knowledge in a positive, inclusive, STEM learning environment of educational excellence through scientific inquiry, reasoning, and investigation.

Teacher Assistants	6	\$20,000	\$120,000	6	\$20,400	\$122,400	7	\$20,808	\$145,656	7	\$21,224	\$148,568	7	\$21,648	\$151,536
B - Total Instructional Personnel:	24		\$918,000	29		\$1,165,860	37		\$1,526,263	42		\$1,795,543	51		\$2,264,411
A+B = C - Total Admin, Support and Instructional Personnel:	30		\$1,137,500	38.5		\$1,509,630	50		\$1,958,273	55		\$2,236,192	68		\$2,836,965
Administrative & Support Benefits															
Health Insurance	3	\$1,500	\$4,500	7	\$1,600	\$11,200	9	\$1,700	\$15,300	9	\$1,800	\$16,200	11	\$1,900	\$20,900
Retirement Plan--NC State	3	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Retirement Plan--Other	3	\$750	\$2,250	7	\$820	\$5,740	9	\$890	\$8,010	9	\$960	\$8,640	11	\$1,030	\$11,330
Life Insurance	3	\$75	\$225	7	\$80	\$560	9	\$85	\$765	9	\$90	\$810	11	\$95	\$1,045
Disability	3	\$75	\$225	7	\$80	\$560	9	\$85	\$765	9	\$90	\$810	11	\$95	\$1,045
Medicare	6	\$407	\$2,442	9.5	\$411	\$3,905	13	\$426	\$5,538	13	\$435	\$5,655	17	\$446	\$7,582
Social Security	6	\$1,742	\$10,452	9.5	\$1,758	\$16,701	13	\$1,823	\$23,699	13	\$1,859	\$24,167	17	\$1,874	\$31,858
D - Total Admin and Support Benefits:	27		\$20,094	47		\$38,666	62		\$54,077	62		\$56,282	78		\$73,760
Instructional Personnel Benefits:															
Health Insurance	24	\$1,500	\$36,000	29	\$1,600	\$46,400	37	\$1,700	\$62,900	42	\$1,800	\$75,600	51	\$1,900	\$96,900
Retirement Plan--NC State	0	\$0	\$0	29	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Retirement Plan--Other	24	\$750	\$18,000	29	\$820	\$23,780	37	\$890	\$32,930	42	\$960	\$40,320	51	\$1,030	\$52,530
Social Security	24	\$2,331	\$55,944	29	\$2,416	\$70,064	37	\$2,518	\$93,166	42	\$2,602	\$109,284	51	\$2,713	\$138,363
Disability	24	\$75	\$1,800	29	\$80	\$2,320	37	\$85	\$3,145	42	\$90	\$3,780	51	\$95	\$4,845
Medicare	24	\$545	\$13,080	29	\$565	\$16,385	37	\$589	\$21,793	42	\$609	\$25,578	51	\$634	\$32,334
Life Insurance	24	\$75	\$1,800	29	\$80	\$2,320	37	\$85	\$3,145	42	\$90	\$3,780	51	\$95	\$4,845
E - Total Instructional Personnel Benefits:	144		\$126,624	203		\$161,269	222		\$217,079	252		\$258,342	306		\$329,817
D+E = F - Total Personnel Benefits	171		\$146,718	250		\$199,935	284		\$271,156	314		\$314,624	384		\$403,577

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A+D = G - Total Admin and Support Personnel (Salary & Benefits)	33		\$239,594	56.5		\$382,436	75		\$486,087	75		\$496,931	95		\$646,314
B+E = H - Total Instructional Personnel (Salary & Benefits)	168		\$1,044,624	232		\$1,327,129	259		\$1,743,342	294		\$2,053,885	357		\$2,594,228
G+H = J - TOTAL PERSONNEL	201		\$1,284,218	288.5		\$1,709,565	334		\$2,229,429	369		\$2,550,816	452		\$3,240,542

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	\$3,000	\$5,000	\$7,000	\$9,000	\$11,000
	Paper	\$1,400	\$1,800	\$2,200	\$2,600	\$3,000
	Computers & Software	\$2,500	\$3,000	\$3,500	\$5,000	\$15,000
	Communications & Telephone	\$1,400	\$1,600	\$1,800	\$2,000	\$2,200
	Copier leases	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Management Company	Contract Fees	\$0	\$0	\$0	\$0	\$0
Professional Contract	Legal Counsel	\$5,000	\$7,000	\$9,000	\$18,000	\$14,000
	Student Accounting	\$0	\$0	\$0	\$0	\$0
	Financial	\$18,000	\$20,000	\$22,000	\$26,000	\$28,000
	Other Professional	\$40,000	\$55,000	\$85,000	\$85,000	\$85,000
Facilities	Facility Lease/Mortgage	\$150,000	\$270,000	\$300,000	\$450,000	\$500,000
	Maintenance	\$0	\$0	\$0	\$0	\$0
	Custodial Supplies	\$5,500	\$6,500	\$7,500	\$8,000	\$8,500
	Custodial Contract	\$0	\$0	\$0	\$0	\$0
	Insurance (pg19)	\$20,880	\$23,880	\$26,880	\$29,880	\$33,880
	Other	\$0	\$0	\$0	\$0	\$0
Utilities	Electric	\$14,000	\$16,000	\$17,000	\$40,000	\$43,000
	Gas	\$3,500	\$4,000	\$4,500	\$8,500	\$9,000
	Water/Sewer	\$9,000	\$10,000	\$11,000	\$14,000	\$15,000
	Trash	\$2,000	\$2,500	\$3,000	\$3,500	\$4,000
Transportation	Buses	\$20,000	\$25,000	\$25,000	\$0	\$40,000
	Gas	\$0	\$20,000	\$30,000	\$40,000	\$45,000
	Oil/Tires & Maintenance	\$0	\$20,000	\$22,000	\$29,000	\$35,000
Other	Marketing	\$4,000	\$4,000	\$5,000	\$5,500	\$7,000
	Child nutrition	\$27,500	\$37,750	\$47,625	\$57,625	\$67,625
	Travel	\$1,500	\$3,000	\$4,500	\$5,500	\$6,500
	Other	\$0	\$0	\$0	\$0	\$0
	K - TOTAL Administrative & Support Operations	\$334,180	\$541,030	\$639,505	\$844,105	\$977,705
	Instructional:					
Instructional Contract	Staff Development	\$3,500	\$5,500	\$8,500	\$10,500	\$15,500
Classroom Technology	Software	\$50,000	\$55,000	\$60,000	\$66,000	\$81,000

Clara Science Academy - The mission of Clara Science Academy is to impart knowledge in a positive, inclusive, STEM learning environment of educational excellence through scientific inquiry, reasoning, and investigation.

Books and Supplies	Instructional Materials	\$120,000	\$230,000	\$340,000	\$350,000	\$385,000
	Curriculum/Texts	\$60,000	\$70,000	\$80,000	\$90,000	\$100,000
	Copy Paper	\$7,000	\$9,000	\$11,000	\$13,000	\$15,000
	Testing Supplies	\$150	\$750	\$1,000	\$1,300	\$1,600
	Other	\$100,000	\$50,000	\$50,000	\$50,000	\$50,000
	L - TOTAL Instructional Operations	\$340,650	\$420,250	\$550,500	\$580,800	\$648,100
	K+L = M - TOTAL OPERATIONS	\$674,830	\$961,280	\$1,190,005	\$1,424,905	\$1,625,805

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
J - TOTAL PERSONNEL	\$1,284,218	\$1,709,565	\$2,229,429	\$2,550,816	\$3,240,542
M - TOTAL OPERATIONS	\$674,830	\$961,280	\$1,190,005	\$1,424,905	\$1,625,805
J+ M =N TOTAL EXPENDITURES	\$1,959,048	\$2,670,845	\$3,419,434	\$3,975,721	\$4,866,347
Z - TOTAL REVENUE	\$2,007,337	\$2,786,514	\$3,626,386	\$4,466,256	\$5,306,127
Z - N = SURPLUS / (DEFICIT)	\$48,289	\$115,670	\$206,952	\$490,535	\$439,780

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

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

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

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

Provide the break-even point of student enrollment.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1:10 to 1:13 depending upon grade.

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

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

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

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

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

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

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

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

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

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

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

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

Describe how the school will develop the fund balance.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Earney & Company, L.L.P.
710 Military Cutoff Rd., Ste 250
Wilmington, NC 28405
Phone: 910-256-9995
Fax: 910-256-2829
Email: info@earney.net

Bernard Robinson & Company, LLP
1501 Highwoods Blvd., Ste. 300 (27410)
P.O. Box 19608
Greensboro, NC 27419-9608
Front Desk: 336.294.4494
Fax: 336.294.4495

Section VI: Financial Plan Concerns and Additional Questions	Reviewer	Page Reference
Actual school need results were not available for review to determine if this enrollment is reasonable.	Shaunda Cooper	Total Budget
Staffing plan describes a Dean of Instruction and Dean of students which is not included in the budget.	Tracy Kelley	Personnel Bu
Where is the dean of students listed on here? Also with several languages being taught where are those represented in this? Where is facilities cost? Instructional materials?	Jessica Kelly	Personnel Bu
Health insurance looks low. Will the retirement plan work to attract high quality teachers at only \$750/year?	Steven Walker	Personnel Bu
The budget include 50k for technology which does not align with the overall model as presented in the mission.	Tracy Kelley	Operations B
Student Accounting? "0"	Hilda Parlér	Operations B
Does budget include sufficient funds for related service providers?	Robert McOuat	Operations B
What is other professional? Lease cost appears low. Why the large jump from year one to year two. Gas at zero?	Steven Walker	Operations B
Final Z-N shows a surplus each year.	Shaunda Cooper	Total Expend
Surplus is very low in first year especially if any unexpected expenses arise.	Jessica Kelly	Total Expend
-the student to teacher ratio projections are not realistic.	Arasi Adkins	Budget Narra

Reviewer	Score
Alan Hawkes	
Robert McOuat	
Lynn Kroeger	
Tracy Kelley	Pass
Jessica Kelly	Pass
Shaunda Cooper	Pass
Hilda Parlér	Pass
Deanna Townsend-Smith	
Steven Walker	Fail
Cheryl Turner	
Alex Quigley	
Arasi Adkins	Pass

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: 09/22/2017

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: Board Member

Signature: _____

Date: 09/22/2017

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

Notary Public

Official Seal

Clara Science Academy - The mission of Clara Science Academy is to impart knowledge in a positive, inclusive, STEM learning environment of educational excellence through scientific inquiry, reasoning, and investigation.

My commission expires: _____, 20_____.

OVERALL ASSESSMENT

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

<u>Total External Evaluator Votes</u>	
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.

<u>Total Subcommittee Votes</u>	
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.

<u>CSAB Votes</u>	
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.

<u>Initial Screening</u>

Mission, Purposes, and Goals	- dtsmith840
Education Plan	- dtsmith840
Governance and Capacity	- dtsmith840
Operations	- dtsmith840
Financial Plan	- dtsmith840
OVERALL	- dtsmith840 - dtsmith840 - dtsmith840

External Evaluator

Mission, Purposes, and Goals	<p><u>Mission Statement</u> The mission statement is not clearly established and unfocused, it uses too much edu-speak (jargon). The mission does describe the long term impact of the school on the lives of students in a way that stresses high expectation and achievement levels or life after the school i.e. college and high school. It is not aspirational or inspirational and does not speak to the big picture. The mission does not speak to the future need for STEM learning in the global economic future. - kellelytracy1</p> <p><u>Educational Need and Targeted Student Population</u> Appendix A1 does not show results. This is only a copy of the survey. More data needed. - jessica.kelly</p> <p><u>Educational Need and Targeted Student Population</u> How will your school support student centered education for students with disabilities? How will you ensure this intended learning experience while meeting IEP requirements? - shaundacooper2</p> <p><u>Educational Need and Targeted Student Population</u> The explanation as to the demographic make up of students is muddled and unclear. The distinction made between what CSA can offer as compared to the LEA does not paint a stark enough difference. The applicant did not highlight what the LEA offers in terms of STEM and how CSA's curricular and instructional decision are different and will be more successful. The applicant misses the chance to highlight the science standards that will be integrated into the educational plan and the researched cited is disjointed and unpersuasive. - kellelytracy1</p> <p><u>Educational Need and Targeted Student Population</u> -What does "flexible classroom" mean? Will teachers know how to effectively utilize "flexible time" to maximize instructional impact? - jade1124</p> <p><u>Educational Need and Targeted Student Population</u></p>
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	<p>Describe the flexible classroom and how it will be implemented strategically. - haparler</p> <p><u>Purposes of Proposed Charter School</u> The purposes are not aligned to the overall mission: There is no discussion of STEM specific professional opportunities to teachers; no mention of how CSA will assess its STEM program; CSA case for why it will provide better school choice options denotes a level of disrespect for parents and the choices they make and speaks to an arrogant over confidence that is not matched by having a track record of success in the area of STEM academics or charter school program development; there is nothing especially unique or innovative about the instructional teaching strategies outline in #6 - kellelytracy1</p> <p><u>Purposes of Proposed Charter School</u> -Who will deliver this effective professional development? Is there a research-based model that has yielded positive results? -Who will provide after school services? -Will teachers be paid on extra duty contracts for work performed outside of the school day? -How do these goals differ from traditional public schools? The majority are the same as the stated goals in most School Improvement Plans. - jade1124</p> <p><u>Purposes of Proposed Charter School</u> In which cases will teachers make home visits? - haparler</p> <p><u>Goals for the Proposed Charter School</u> What data was utilized to determine these goals? Only the academic goal indicates year 5 progress. Goals are not clearly tied to the proposed mission of the school. - jessica.kelly</p> <p><u>Goals for the Proposed Charter School</u> The goals to outperform county and state EOG proficiency levels is not measurable as CSA failed to provide a metric. Plans to have board monitor pre and post test data is not specific as there is not pre or post data mentioned in the performance goals section. The school goals do not include STEM specific measures linked to science and math standards. CSA does not identify the assessments that will be used to meet these goals or how the board will progress monitor student achievement. CSA does not mention or describe how it will assess language acquisition or when students will begin language instruction or how that choice will be made. - kellelytracy1</p> <p><u>Goals for the Proposed Charter School</u> Objective 2: Students will score higher than county and state averages at all levels on EOG tests. Method of Demonstration: EOG Test Results How much higher? - haparler</p> <p><u>Goals for the Proposed Charter School</u> When will the overall proficiency goal be met? - dswalker</p>
<p>Education Plan</p>	<p><u>Instructional Program</u> "Since the foundation of student achievement in reading, the lower grades at CSA will dedicate 100 minutes to reading instruction, 50 minutes of guided reading and 50 minutes to writing block daily." What kind of instructional support will teachers be provided to</p>

	<p>ensure proper use of large blocks of time? - shaundacooper2</p> <p><u>Instructional Program</u> CSA failed to provide goals tied to STAR assessment in the goals section. CSA should be asked to explain whether STAR assessments include science and at what grades. CSA should be asked to identify the selective enrollment middle school and high school program CSA students will be equipped to attend and indicate how CSA will be vertically aligned with the expectation of those schools. CSA should be asked to provide more specific information on the math and science learning modules and partnerships that will support the STEM program. CSA does not provide documented evidence that proposed approach will lead to improved student performance, especially in math and science. - kellelytracy1</p> <p><u>Instructional Program</u> -How will smaller class sizes be funded? -This may be addressed later on in other sections, but will teachers get paid more for working longer days and more days than traditional public schools? - jade1124</p> <p><u>Curriculum and Instructional Design</u> CSA should be asked to provide more detail regarding how K-2 students will experience the STEM focus everyday. CSA should be asked to explain the rationale for providing student with science instruction every other day rather than every day given it stated theme. - kellelytracy1</p> <p><u>Curriculum and Instructional Design</u> -What professional development will be provided for teachers to differentiate instruction? - jade1124</p> <p><u>Special Programs and "At-Risk" Students</u> CSA should provide anticipated enrollment data pertaining to ELL and articulate the criteria they will use to determine if a student is at-risk. The section for AIG provisions lacks originality and does not demonstrate an understanding for how to seamlessly enhance learning opportunities for this sub group of student. - kellelytracy1</p> <p><u>Special Programs and "At-Risk" Students</u> -Who will provide tutoring assistance and after school services? -Who will provide professional counseling services for students, and how will it be funded? - jade1124</p> <p><u>Exceptional Children – Identification and Records</u> Plan addresses each criteria. - robert_mcouat1</p> <p><u>Exceptional Children – Education Programming</u> Could the plan clarify how specially designed instruction will be delivered to students with disabilities? Please clarify how the IEP services align with the school's mission, curriculum and instruction. How do you plan to provide the full continuum of service delivery? - robert_mcouat1</p> <p><u>Exceptional Children – Education Programming</u> Information provided is satisfactory for this portion of the application. - shaundacooper2</p> <p><u>Exceptional Children – Education Programming</u> CSA does not adequately describe how exceptional students will be supported so they can access the core content curriculum especially with regard to technology, science and math.</p>
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	<p>- kellestracy1</p> <p><u>Student Performance Standards</u> Has the cost of STAR been considered? Also there seems to be more of an emphasis on literacy and writing rather than math, social and science. - jessica.kelly</p> <p><u>Student Performance Standards</u> The goal that 90% of student "complete their coursework" is vague and lacks the level intentionality necessary to operationalize the school model being proposed. The student performance standards for math and science are not aligned to schools proposed mission. CSA should be asked to provide an explanation for why promotion standards are not provided for grades 3-5 which are state testing years. How will growth be measured? - kellestracy1</p> <p><u>Student Performance Standards</u> -How will you recruit for Arabic and Chinese teachers? - jade1124</p> <p><u>Student Conduct and Discipline</u> The student conduct narrative does not describe how data will be used to create and sustain a mission aligned school culture and how the expectations and implementation of discipline is different from LEA as students will face suspension in ways aligned to the LEA and the description of how the school will operationalize PBIS is in complete and seams disconnected from the overall plan to create a diverse and all inclusive environment. - kellestracy1</p> <p><u>Student Conduct and Discipline</u> -What specific infractions fall under "minor" and "major" categories? - jade1124</p>
<p>Governance and Capacity</p>	<p><u>Private Non-Profit Corporation</u> Has not applied for Non-Profit according to first page of application. - jessica.kelly</p> <p><u>Private Non-Profit Corporation</u> School has not applied for 501c3. - shaundacooper2</p> <p><u>Tax-Exempt Status 501 (c)(3)</u> NA - jessica.kelly</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Grievance process should have a timeline. Who will be conducting the training of the board? - jessica.kelly</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Background check information appears to be in order. However, individual narratives were submitted rather than resumes. Articles of Incorporation were not completed for review. - shaundacooper2</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> The org chart does not clearly show the progression whereby the school staff ultimately reports to the BOD and then to the authorizer. The BOD does not have the requisite skills, talents, knowledge and abilities to actualize the school model CSA proposes. The board does not have STEM expertise or adequate school leadership or educational expertise. - kellestracy1</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u></p>

	<p>-Is there enough educational expertise in governance? - jade1124</p> <p><u>Proposed Management Organization (EMO/CMO)</u> School does not plan to work with an EMO/CMO. - shaundacooper2</p> <p><u>Staffing Plans, Hiring, and Management</u> Clarify teacher salaries. Will you use the DPI state pay scale?</p> <p>Large teacher salary range. Head of school salary is high for first year in having only K-2 students. - jessica.kelly</p> <p><u>Staffing Plans, Hiring, and Management</u> Plan shows a wide range of hiring salaries. How does the board plan to manage varying cost of staff and personnel? - shaundacooper2</p> <p><u>Staffing Plans, Hiring, and Management</u> CSA should be asked to provide additional information as to how the Dean of Instruction differs from head of Schools and how the 2 positions will be integrates in year 1, 2, 3, etc. The proposed plan to recruit teachers dos not align with teh STEM mission of the school. The process for hiring the school leader of a STEM focused school are not aligned as there is nothing unique or innovative about the strategies the school will use to attract, retain and hire the school leader or Dean of instruction. CSA does not identify a set of core competencies that are required to ensure the board is reflective and aware of the school's needs. - kellelytracy1</p> <p><u>Staffing Plans, Hiring, and Management</u> -Will there be a specific model used to mentor beginning teachers? -What does "The board may need to dismiss staff members based on their actions" mean? What specific actions merit dismissal recommendations? - jade1124</p> <p><u>Staff Evaluation and Professional Development</u> Will there be issues retaining staff with an extended workday in comparison to surrounding schools? - jessica.kelly</p> <p><u>Staff Evaluation and Professional Development</u> CSA should be asked to explain how the specific needs of a STEM focused school program will be met given the described PD plans. The teacher retention plan is under developed and does not indicate how leaders will ensure that highly effective teachers will be retained will ineffective teachers will be removed or counseled out and the criteria that will be sued to make that determination and how if at all student performance data will be factored in to retention decisions on the back end and hiring decisions on the front end. . - kellelytracy1</p> <p><u>Parent and Community Involvement</u> How will a you tube video engage parents? - jessica.kelly</p> <p><u>Parent and Community Involvement</u> Specifically, what will parent support and encouragement look like? - shaundacooper2</p> <p><u>Parent and Community Involvement</u> We will also schedule town hall meetings to allow the community to stress their larger concerns.</p> <p>Will these be considered board meetings? Interesting! - haparler</p>
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	<p><u>Weighted Lottery</u> School does not plan to use the weighted lottery system. - shaundacooper2</p>
<p>Operations</p>	<p><u>Transportation Plan</u> Will one bus be sufficient for projected first year enrollment of 250 students? - jessica.kelly</p> <p><u>Transportation Plan</u> -Has enough research been done to ensure parents have a consistent plan for transportation? What about after school activities and tutoring planned? - jade1124</p> <p><u>School Lunch Plan</u> Is the school offering breakfast to students? Will the school be utilizing a lunch vendor service? - jessica.kelly</p> <p><u>School Lunch Plan</u> -Are there any plans to contract with an online vendor to process lunch payments? - jade1124</p> <p><u>School Lunch Plan</u> All students will be required to submit a Free and Reduced Priced Meals Application so that payment status may be established. Is this application not optional vs required to submit? - haparler</p> <p><u>Facility and Facility Contingency Plan</u> Has research started for a temporary facility? - jessica.kelly</p> <p><u>Facility and Facility Contingency Plan</u> -It doesn't appear that enough research or planning has been done to secure a facility. The contingency plans are not realistic. - jade1124</p> <p><u>Facility and Facility Contingency Plan</u> Are they purchasing or leasing? The first answer looks like a purchase. The second looks like a lease. - dswalker</p>
<p>Financial Plan</p>	<p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> Actual school need results were not available for review to determine if this enrollment is reasonable. - shaundacooper2</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Where is the dean of students listed on here? Also with several languages being taught where are those represented in this?</p> <p>Where is facilities cost? Instructional materials? - jessica.kelly</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Staffing plan describes a Dean of Instruction and Dean of students which is not included in the budget. - kellelytracy1</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Health insurance looks low. Will the retirement plan work to attract high quality teachers at only \$750/year? - dswalker</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Does budget include sufficient funds for related service providers? - robert_mcouat1</p>

	<p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> The budget include 50k for technology which does not align with the overall model as presented in the mission. - kellestracy1</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Student Accounting? "0" - haparler</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> What is other professional? Lease cost appears low. Why the large jump from year one to year two. Gas at zero? - dswalker</p> <p><u>Total Expenditure Projections (Table)</u> Surplus is very low in first year especially if any unexpected expenses arise. - jessica.kelly</p> <p><u>Total Expenditure Projections (Table)</u> Final Z-N shows a surplus each year. - shaundacooper2</p> <p><u>Budget Narrative</u> -the student to teacher ratio projections are not realistic. - jade1124</p>
OVERALL	<p><u>Cover Page</u> All portions required have been completed. - shaundacooper2</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> The survey submitted appears to be appropriate. However, I was not able to review survey results to make a determination of realistic projections. - shaundacooper2</p>

Charter School Advisory Board Subcommittee	
Mission, Purposes, and Goals	
Education Plan	
Governance and Capacity	
Operations	
Financial Plan	
OVERALL	

Overall Summary	
Initial Screening	The Office of Charter Schools deemed this application incomplete on 9/26/2017. The

<p>09/26/2017</p>	<p>following is needed for application evaluation:</p> <p>Each board member listed in the application must have a one page resume, background form, and national criminal background check. This information is missing for James Cyrius.</p> <p>Applicant responded to the incomplete information request by the October 4, 2017 deadline.</p>
<p>Application Review</p>	<p>OCS provided a brief overview of the proposed application including the proposed enrollment for the first five (5) years, proposed county, and if the application had an LEA impact statement and/or due diligence.</p> <p>Mr. Quigley led the discussion and members of the Policy Committee asked specific questions on items needing clarification.</p> <p>Mr. Quigley and Mr. Walker had questions about the lack of specificity with the goals outlined in the proposed application. Mr. Walker outlined the reasons he did not pass the financial component of the application. Specifically, the facility plan was lacking and the operations plan consisted of some glaring concerns. Additional deficiencies were outlined with the health benefits and the retirement plan proposed in the application. Ms. Kroeger questioned if the budget was realistic given the proposal to teach 3 languages with only having one teacher planned in the budget. Additionally, the breakeven is questionable as proposed.</p> <p>Mr. Quigley stated that the applicant may be better off contracting its financial services than hiring a half time person given the difficulties the school will experience in its first year. The CSAB committee wanted to know if the proposed facility will be a lease or a purchase. The board chair outlined the school is looking at modular units and other potential leases and agreed with that the costs in the area were astronomical. The school is planning to locate in the Southwest area of Charlotte (Steele Creek). The board chair stated the lease was approximately \$64,000 per year and that does not include the land to locate the modular units. Another board member stated the board has real estate agents on the board that would help with obtaining a facility.</p> <p>Mr. Quigley made a committee motion to move the applicant forward to interview. The motion was not seconded. Mr. Walker stated he would not vote to move the applicant forward but would not be disappointed if they moved forward.</p> <p>Ms. Kroeger stated there are a lot of questions around the budget. A board member expressed appreciation for being able to present to the board and that they have sought the advice of consultants. While there are a lot of holes in the application they are working to get better.</p> <p>Mr. Walker ultimately made a committee motion to move the applicant forward to interview. Ms. Turner seconded. The motion passed unanimously.</p> <p>Mr. Walker made a full CSAB motion to move the applicant forward to interview. Ms. Turner seconded. The motion passed unanimously.</p>
<p>Application Interview</p>	

OVERALL	
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