			N	orth Carolina Charter Sch	ool Application Evaluation			
				Ratings and Samp	••			
School Name:				Clara Science Acad	emy - School View			
CSAB Member Name:	Clarification Interview Minutes Clara Science Academy	Full Interview Minutes	External Evaluator Master	Meredith Flowe	Nesha Pattison	Joseph Letterio	EC	EL -Xatli Stox
	•Dr. Williams introduced the applicant. She		Application Contact Information	Application Contact Information	Application Contact Information	Application Contact Information	Application Contact Information	Application Contact Information
	stated the school is proposing to locate in Mecklenburg County. She explained the		Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Strongthe	proposed enrollment and grade levels. She stated at capacity the school would serve grades K-6 with 650 students. She stated an LEA impact statement has been submitted. She stated this applicant is a repeat application that received a full interview last				Projected enrollment, determined using various sources, schuch as petitions," ongoing surveys, historical data, and conversations.			
Page	year. She stated the applicant received assistance from Acadia NorthStar and				6-9			
Weaknesses	Adrian Sundiata and Company. •Ms. Muhammad introduced herself as Board Chair and fellow board members				Surveys, and parent interest not dated. Does not show when, and where these surveys were conducted, and if they were random for the area to be served.	The name of proposed charter school was left blank.		
Page					Appendix A			
	•Mr. Walker asked if the school plans to build or rent. Ms. Muhammad stated they hope to build but plan to rent at the							
	beginning.		Application Special Request: Acceleration	Application Special Request: Acceleration	Application Special Request: Acceleration	Application Special Request: Acceleration	Application Special Request: Acceleration	Application Special Request: Acceleration
	•Mr. Walker asked what would be weighted in the weighted lottery. Ms. Muhammad		Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
	stated the school plans to serve a low socio- economic population. She stated they have							
Strengths	not set a percentage goal at this point. She stated the board is working with Lotterease				N/A - No Acceleration 7			
Weaknesses	to develop the lottery plan.							
	 Mr. Walker stated the facility expenses are high. He stated he would want to know what has improved from the previous application. Muhammad stated that the board has 							
	been expanded.		Application Addendum: Replication	Application Addendum: Replication	Application Addendum: Replication	Application Addendum: Replication	Application Addendum: Replication	Application Addendum: Replication
	Ms. Kroeger stated she has concerns about the budget, which was an issue last year as well Ms. Muhammad stated they have		Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
	well. Ms. Muhammad stated they have partnered with Acadia NorthStar to develop				N/A - No Replication			
Page	the budget and they would be available at a full interview.				7			
Weaknesses								
Page	 Ms. Turner stated she would need more information about need. 							
	•Ms. Turner stated she would need more information about need. Motion: Committee motion to forward applicant to full CSAB vote.							
	Ms. Turner stated she would need more information about need. Motion: Committee motion to forward applicant to full CSAB vote. Motion: Joel Ford Second: Lynn Kroeger		Application Addendum: Proposed Management Organization (EMO or	Application Addendum: Proposed Management Organization (EMO or	Application Addendum: Proposed Management Organization (EMO or	Application Addendum: Proposed Management Organization (EMO or	Application Addendum: Proposed Management Organization (EMO or	Application Addendum: Proposed Management Organization (EMO or
	•Ms. Turner stated she would need more information about need. Motion: Committee motion to forward applicant to full CSAB vote. Motion: Joel Ford		Management Organization (EMO or CMO)	Management Organization (EMO or CMO)	Management Organization (EMO or CMO)	Management Organization (EMO or CMO)	Management Organization (EMO or CMO)	Management Organization (EMO or CMO)
Rating	Ms. Turner stated she would need more information about need. Motion: Committee motion to forward applicant to full CSAB vote. Motion: Joel Ford Second: Lynn Kroeger Vote: Unanimous BPased — Failed Motion: Full CSAB motion to forward		Management Organization (EMO or	Management Organization (EMO or	Management Organization (EMO or	Management Organization (EMO or	Management Organization (EMO or	Management Organization (EMO or
Rating	Ms. Turner stated she would need more information about need. Motion: Committee motion to forward applicant to full CSAB vote. Motion: Joel Ford Second: Lynn Kroeger Vote: Unanimous EXPassed □Failed Motion: Full CSAB motion to forward applicant to full interview. Motion: Statew Walker		Management Organization (EMO or CMO)	Management Organization (EMO or CMO)	Management Organization (EMO or CMO)	Management Organization (EMO or CMO)	Management Organization (EMO or CMO)	Management Organization (EMO or CMO)
Rating Strengths Page	Ms. Turner stated she would need more information about need. Motion: Committee motion to forward applicant to full CSAB vote. Motion: Joel Ford Second: Lynn Kroeger Vote: Unanimous ⊠Passed ⊟Failed Motion: Full CSAB motion to forward applicant to full interview. Motion: Steven Walker Second: Sherry Reeves Vote: Unanimous ⊠Passed ⊟Failed		Management Organization (EMO or CMO)	Management Organization (EMO or CMO)	Management Organization (EMO or CMO) Initial Application Review No information confirmed of whether or not there would be a CMO or EMO. No Management company fees listed in	Management Organization (EMO or CMO)	Management Organization (EMO or CMO)	Management Organization (EMO or CMO)
Rating Strengths Page Weaknesses	Ms. Turner stated she would need more information about need. Motion: Committee motion to forward applicant to full CSAB vote. Motion: Jel Ford Second: Lynn Kroeger Vote: Unanimous EPassed □Failed Motion: Full CSAB motion to forward applicant to full interview. Motion: Sterry Reeves Vote: Unanimous EPassed □Failed		Management Organization (EMO or CMO)	Management Organization (EMO or CMO)	Management Organization (EMO or CMO) Initial Application Review No information confirmed of whether or not there would be a CMO or EMO. No	Management Organization (EMO or CMO)	Management Organization (EMO or CMO)	Management Organization (EMO or CMO)
Rating Strengths Page	Ms. Turner stated she would need more information about need. Motion: Committee motion to forward applicant to full CSAB vote. Motion: Jel Ford Second: Lynn Kroeger Vote: Unanimous EPassed □Failed Motion: Full CSAB motion to forward applicant to full interview. Motion: Sterry Reeves Vote: Unanimous EPassed □Failed		Management Organization (EMO or CMO) Initial Application Review	Management Organization (EMO or CMO) Initial Application Review	Management Organization (EMO or CMO) Initial Application Review No information confirmed of whether or not there would be a CMO or EMO. No Management company fees listed in operations budget, Appendix O	Management Organization (EMO or CMO) Initial Application Review	Management Organization (EMO or CMO) Initial Application Review	Management Organization (EMO or CMO) Initial Application Review
Rating Strengths Page Weaknesses	Ms. Turner stated she would need more information about need. Motion: Committee motion to forward applicant to full CSAB vote. Motion: Jel Ford Second: Lynn Kroeger Vote: Unanimous EPassed □Failed Motion: Full CSAB motion to forward applicant to full interview. Motion: Sterry Reeves Vote: Unanimous EPassed □Failed		Management Organization (EMO or CMO) Initial Application Review	Management Organization (EMO or CMO) Initial Application Review	Management Organization (EMO or CMO) Initial Application Review No information confirmed of whether or not there would be a CMO or EMO. No Management company fees listed in operations budget, Appendix O Section 1 Mission,	Management Organization (EMO or CMO) Initial Application Review Section 1 Mission,	Management Organization (EMO or CMO) Initial Application Review Section 1 Mission,	Management Organization (EMO or CMO) Initial Application Review Section 1 Mission,
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Rating Strengths Page Weaknesses	Ms. Turner stated she would need more information about need. Motion: Committee motion to forward applicant to full CSAB vote. Motion: Joel Ford Second: Lynn Kroeger Vote: Unanimous ⊠Passed ⊟Failed Motion: Full CSAB motion to forward applicant to full interview. Motion: Steven Walker Second: Shery Reeves Vote: Unanimous ⊠Passed ⊟Failed		Management Organization (EMO or CMO) Initial Application Review Section 1 Mission, Purposes, and Goals	Management Organization (EMO or CMO) Initial Application Review Section 1 Mission, Purposes, and Goals	Management Organization (EMO or CMO) Initial Application Review No information confirmed of whether or not there would be a CMO or EMO. No Management company fees listed in operations budget, Appendix O Section 1 Mission, Purposes, and Goals	Management Organization (EMO or CMO) Initial Application Review Section 1 Mission, Purposes, and Goals	Management Organization (EMO or CMO) Initial Application Review Section 1 Mission, Purposes, and Goals	Management Organization (EMO or CMO) Initial Application Review Section 1 Mission, Purposes, and Goals

			N	orth Carolina Charter Scho				
				Ratings and Sample				
School Name: CSAB Member Name:	Clarification Interview Minutes	Full Interview Minutes	External Evaluator Master	Clara Science Acade Meredith Flowe	Nesha Pattison	Joseph Letterio	EC	EL -Xatli Stox
CSAB Member Name:	Canification interview minutes	Full interview Minutes	External Evaluator Master	Mercoun Howe	Nest a ratission in increase student access through program that promotes STEM learning, to increase success, and preparation for college and career readiness provides a demonstrated educational need. The need for increased diversity in STEM fields, in the area, for a targeted low-socio-economic population, that may have limited access to such programs aligns with the prosped mission and vision statement. The increased population growth rate could fail in line with the enrollment based on % of enrollments of the LEA. Referenced studies of disparity of access to STEM for the prosped target group in compelling, and measurable.	Joseph Letterig		EL-XAUI SUX
Page					9-17			
Weaknesses					The description of how CSA will generate support is vague.	The school is identified as being a STEM school but in the application it also talks about focusing on reading and literacy. Which is the focus?		
Page					16			
			Section 1.2 Purposes of the Proposed	Section 1.2 Purposes of the Proposed	Section 1.2 Purposes of the Proposed	Section 1.2 Purposes of the Proposed	Section 1.2 Purposes of the Proposed	Section 1.2 Purposes of the Proposed
			Charter School Initial Application Review	Charter School Initial Application Review	Charter School Initial Application Review	Charter School Initial Application Review	Charter School Initial Application Review	Charter School Initial Application Review
Rating						Initial Application Review	Initial Application Review	initial Application Review
Strengths Page					Professional development for teachers to align with the IST Estandards for educators. With the STEM focus, teacher professional development will be focused on providing continuous training on STEM, and Literacy curricula. Teachers have the opportunity to integrate STEM into their daily lesson plans 17-18			
Weaknesses					Will the teachers who are hired be required to have any type of expertise in STEM?	Was the application proof read by other members of the board? It is very concerning how many grammatical mistakes and misspellings are throughout the application given the lofty literary goals expressed in the application.		
Page					17-18			
			Section 1.3 Goals for the Proposed	Section 1.3 Goals for the Proposed	Section 1.3 Goals for the Proposed	Section 1.3 Goals for the Proposed	Section 1.3 Goals for the Proposed	Section 1.3 Goals for the Proposed
			Charter School Initial Application Review	Charter School Initial Application Review	Charter School Initial Application Review	Charter School Initial Application Review	Charter School Initial Application Review	Charter School Initial Application Review
Rating Rating Strengths Page					Various external assessment models have been proposed, with monthly, quarterly, and annual progress data being scollected to determine if goals are being met. Baseline achievement levels will be established during the initial year. A growth of 5% ach year, will be expected as means of measuring student outcomes. The reading and writing goal is proposed as a school wide goal, which identified as a student with special needs. 18-21			
					Retention goal - What ongoing strategies will CSA use to retain the students they enroll. There appear to be an excessive amount of weekly, monthly home visits and meetings that teachers are expected to participate in, when would all of these meetings take place? Mandatory	How is this application not trying to be everything to everyone?		
Weaknesses Page					19-20			

			N	orth Carolina Charter Scho	ol Application Evaluation			
				Ratings and Sample				
School Name:				Clara Science Acade	my - School View			
CSAB Member Name:	Clarification Interview Minutes	Full Interview Minutes	External Evaluator Master	Meredith Flowe	Nesha Pattison	Joseph Letterio	EC	EL -Xatli Stox
			Evaluation Summary for Entire Mission, Purposes, and Goals Section	Evaluation Summary for Entire Mission, Purposes, and Goals Section	Evaluation Summary for Entire Mission, Purposes, and Goals Section	Evaluation Summary for Entire Mission, Purposes, and Goals Section	Evaluation Summary for Entire Mission, Purposes, and Goals Section	Evaluation Summary for Entire Mission, Purposes, and Goals Section
			Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating								
Strengths Concerns/Questions:						They have state EOG end of grade growth measures set for the 1st year and following but they're only starting out K- application they use the old ELL tag but then use the newer EL designation for English Learners. Was this application written at the same time or was it actually copy pasted from piecemeal?		
Comments Summary								
			Section 2 Education Plan	Section 2 Education Plan	Section 2 Education Plan	Section 2 Education Plan	Section 2 Education Plan	Section 2 Education Plan
			Section 2.1 Instructional Program	Section 2.1 Instructional Program	Section 2.1 Instructional Program	Section 2.1 Instructional Program	Section 2.1 Instructional Program	Section 2.1 Instructional Program
			Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating Strengths								
Page								
Weaknesses								
Page								
			Section 2.1b High School Graduation Requirements and Post-secondary Readiness (High Schools Only)	Section 2.1b High School Graduation Requirements and Post-secondary Readiness (High Schools Only)	Section 2.1b High School Graduation Requirements and Post-secondary Readiness (High Schools Only)	Section 2.1b High School Graduation Requirements and Post-secondary Readiness (High Schools Only)	Section 2.1b High School Graduation Requirements and Post-secondary Readiness (High Schools Only)	Section 2.1b High School Graduation Requirements and Post-secondary Readiness (High Schools Only)
			Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating								
Strengths					N/A - No high school students			
Page Weaknesses								
Page								
rage								
			Section 2.2 Special Populations and "At- Risk" Students	Section 2.2 Special Populations and "At- Risk" Students	Section 2.2 Special Populations and "At- Risk" Students	Section 2.2 Special Populations and "At- Risk" Students	Section 2.2 Special Populations and "At- Risk" Students	Section 2.2 Special Populations and "At- Risk" Students
			Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating								
Strengths					Several board members, along with the school administrator have educational experinence working with special populations. MTSS will be provided for all students. "Adequate" teachers who are qualified to provide LI services at all grade levels will be provided. AIG data will be used to differentiate instruction for students who meet the NC AIG Program standards.		The applicant has a clear process for implementing the MTSS. It is also clear that the applicant has done his/her research to best understand processes needed to identify and work with students who are at risk.	The plan properly reflects identification through the Home Language Survey and referral to EL laison for identification.
Page					35-39		students who are at risk.	referrar to Le claison for identification.
. age								

			Ne	orth Carolina Charter Scho Ratings and Sampl	ool Application Evaluation			
School Name:				Clara Science Acade	-			
CSAB Member Name:	Clarification Interview Minutes	Full Interview Minutes	External Evaluator Master	Meredith Flowe	Nesha Pattison	Joseph Letterio	EC	EL -Xatli Stox
					Timeline for identification of scholars who are at risk is not specific. Timelines for RT and other interventions non- specific. Is it appropriate for a Board Member to be involved in counseling students? Extended day and Saurday school, will this be an option for struggling students or mandatory? Will			The description of the ELidentification starts with the wrong citation of the law. This should mention the federal Title VI 1964 Civil Rights Act requirements, not IDEA nor section 584 of the AR. This confusion might lead to student midentification. It's important to keep in mind that the degree of EL services is determined by completing the mandatory language instruction Educational Program (LEP) document that is a part of Charter compliance. The LIEP is required as part of the Charter Performance Framework. See AS -EL component. See: https://sites.google.com/dpinc. gov/ncels/new-el-coordinators Monitoring the student's progress in English acquisition must be based on the NC English Language Development Standards or WDA Standards. The teachers' skills and competency needs to be able to meet the EL student' s needs are not addressed here. A thorough PD plan should be in place to build the capacity and necessary skills of to English Largurg an all-StaTP To targeted to English Learners e.s. Sheltered to English Learners e.s. Sheltered Instruction such as SIOP.
Weaknesses					you have an all ELL class? p38B			20
Page					35-39			38
			Section 2.3 Exceptional Children	Section 2.3 Exceptional Children	Section 2.3 Exceptional Children	Section 2.3 Exceptional Children	Section 2.3 Exceptional Children	Section 2.3 Exceptional Children
Rating			Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Strengths					Students will be identified as those who are eligible for special education services under the Ideral Child find. The utilization of student recors, and various tracking systems will als be used as a means to search records and identify students who have been previously identified as needing special education services. Proceedures in place for coordinating reources for identified students, and ongoing progress monitoring. Referral by parents, teachers, and professional staff will be evaluated. Student records will be kept secured, with acess for those who are working directly with student. It is estimated that 12% of the student. It population at CSA will require EC services.		The applicant has articulated a clear process for identifying students with diabilities. They have also articulated a plan to meet the learning styles and needs of all students.	
Page					39-47		Although avitigui-to-data-tabar "	
Weaknesses					No mention of meetings, or additonal interventions for exceptonal students prior to the 10 day manifestation determination meeting. Will the EC coordinator hold a SPED credential?	In the EC identification section they talk about the possibility of students over the age of 18 self reporting built they are only growing to grade 6.	Although, articulated that they will provide the continuum of services meeded per student IEP, are they prepared and equipped to provide all settings should the need arise? Or at least have a plan to provide all settings (ie: separate self contained, resource pull out, etc.)?	
Page					43-45			
			Section 2.4 Student Performance Standards	Section 2.4 Student Performance Standards	Section 2.4 Student Performance Standards	Section 2.4 Student Performance Standards	Section 2.4 Student Performance Standards	Section 2.4 Student Performance Standards
			Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating					Policies and proceedures in place for promotion decisions, which include internal and external measures. All graduationg standards will align with the NC standards. Promotion standards for students with IEP's are addressed.			
Page					47-49			

			N		ool Application Evaluation			
				Ratings and Sampl	-			
School Name: CSAB Member Name:	Clarification Interview Minutes	Full Interview Minutes	External Evaluator Master	Clara Science Acade	Nesha Pattison		EC	EL -Xatli Stox
CSAB Member Name:	Clarification interview Minutes	Full Interview Minutes	External Evaluator Master	Mereoith Flowe	Nesna Pattison Besides students performance on state mandated tests, how are the other standards for promotion measurable?	Joseph Letterio The claim is made that during weekly meetings the teachers will discuss each and every student. Is that really feasible? How long will such a meeting last and where will students be learning and under what supervision during this time?	EL	EL-Xatili Stox
Page					48			
			Section 2.5 School Culture and Discipline Initial Application Review	Initial Application Review	e Section 2.5 School Culture and Discipline Initial Application Review	Section 2.5 School Culture and Discipline Initial Application Review	Section 2.5 School Culture and Discipline Initial Application Review	Section 2.5 School Culture and Discipline Initial Application Review
Rating								
Strengths					Parents and students sign contract with regard to behavioral and academic expectations. High parental envolvment, clear expecations of behavior, and promoting a positive school climate through program strategies, such as PBIS, are componants of CSA's plan to establish a positive school culture. There are 3 levels of disciplinary actions, which align with the disciplinary actions, which align with the documented in the students Handbook Code of Conduct.			
Page					49-52	They talk a lot about flexible classrooms		
Weaknesses					No concerns	allowing students to choose whether they want to lay down on the floor and other such freedoms while serving kindergartners and 1st graders. Is this prudent? Don't they need some structure at that young of an age?		
Page								
			Evaluation Summary for Entire	Evaluation Summary for Entire	Evaluation Summary for Entire	Evaluation Summary for Entire	Evaluation Summary for Entire	Evaluation Summary for Entire
			Education Plan	Education Plan	Education Plan	Education Plan	Education Plan	Education Plan
			Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating Strengths							Initial Application Review	initial Application Review
Concerns/Questions:								
Concerns/Questions: Comments Summary								
			Section 3 Governance and Capacity	Section 3 Governance and Capacity	Section 3 Governance	Section 3 Governance	Section 3 Governance	Section 3 Governance
			and Capacity Section 3.1 School Governing	and Capacity Section 3.1 School Governing	Section 3 Governance and Capacity Section 3.1 School Governing	Section 3 Governance and Capacity Section 3.1 School Governing	Section 3 Governance and Capacity Section 3.1 School Governing	Section 3 Governance and Capacity Section 3.1 School Governing
			and Capacity Section 3.1 School Governing Body/Section 3.2 Governance	and Capacity Section 3.1 School Governing Body/Section 3.2 Governance	Section 3 Governance and Capacity Section 3.1 School Governing Body/Section 3.2 Governance	Section 3 Governance and Capacity Section 3.1 School Governing Body/Section 3.2 Governance	Section 3 Governance and Capacity Section 3.1 School Governing Body/Section 3.2 Governance	Section 3 Governance and Capacity Section 3.1 School Governing Body/Section 3.2 Governance
Comments Summary			and Capacity Section 3.1 School Governing	and Capacity Section 3.1 School Governing	Section 3 Governance and Capacity Section 3.1 School Governing	Section 3 Governance and Capacity Section 3.1 School Governing	Section 3 Governance and Capacity Section 3.1 School Governing	Section 3 Governance and Capacity Section 3.1 School Governing
Comments Summary Rating			and Capacity Section 3.1 School Governing Body/Section 3.2 Governance	and Capacity Section 3.1 School Governing Body/Section 3.2 Governance	Section 3 Governance and Capacity Section 3.1 School Governing Body/Section 3.2 Governance Initial Application Review Board members have a diverse background in education, and business, which contributes to a wide range of skills and knowledge. There are clear roles, and responsibilities assigned to board members. There are trainings and PD opportunities for board memberes. The board will seek input from various sources with regard to school policies. There will be a Parent Advisory Council,	Section 3 Governance and Capacity Section 3.1 School Governing Body/Section 3.2 Governance	Section 3 Governance and Capacity Section 3.1 School Governing Body/Section 3.2 Governance	Section 3 Governance and Capacity Section 3.1 School Governing Body/Section 3.2 Governance
Comments Summary Comments Summary Rating Rating Strengths			and Capacity Section 3.1 School Governing Body/Section 3.2 Governance	and Capacity Section 3.1 School Governing Body/Section 3.2 Governance	Section 3 Governance and Capacity Section 3.1 School Governing Body/Section 3.2 Governance Initial Application Review Board members have a diverse background in education, and business, which contributes to a wide range of skills and knowledge. There are clear roles, and responsibilities assigned to board members. There are trainings and PD opportunities for board memberes. The board will seek input from various sources with regard to school policies. There will be a Parent Advision? Coundi, to support teachers and staff	Section 3 Governance and Capacity Section 3.1 School Governing Body/Section 3.2 Governance	Section 3 Governance and Capacity Section 3.1 School Governing Body/Section 3.2 Governance	Section 3 Governance and Capacity Section 3.1 School Governing Body/Section 3.2 Governance
Comments Summary Comments Summary Rating Strengths Page			and Capacity Section 3.1 School Governing Body/Section 3.2 Governance	and Capacity Section 3.1 School Governing Body/Section 3.2 Governance	Section 3 Governance and Capacity Section 3.1 School Governing Body/Section 3.2 Governance Initial Application Review Board members have a diverse background in education, and business, which contributes to a wide range of Swills and Knowledge. There are clear roles, and responsibilities assigned to board members. There are trainings and PO opportunities for board members?. The board will seek input from various sources with regard to school policies. There will be a Parent Advisiory Council, to support teachers and staff 52-60 Who selected the current board members? Who determines the varying terms of service for founding board members? Are parents, and community allowed to speak during the board meeting, if they have not submitting a	Section 3 Governance and Capacity Section 3.1 School Governing Body/Section 3.2 Governance	Section 3 Governance and Capacity Section 3.1 School Governing Body/Section 3.2 Governance	Section 3 Governance and Capacity Section 3.1 School Governing Body/Section 3.2 Governance
Comments Summary Comments Summary Rating Rating Strengths			and Capacity Section 3.1 School Governing Body/Section 3.2 Governance	and Capacity Section 3.1 School Governing Body/Section 3.2 Governance	Section 3 Governance and Capacity Section 3.1 School Governing Body/Section 3.2 Governance Initial Application Review Board members have a diverse background in education, and business, which contributes to a wide range of skills and knowledge. There are clear roles, and reponsibilities assigned to board members. There are trainings and PO opportunities for board members. The board will seek input from various sources with regard to school policies. There will be a Parent Advisory Council, to support teachers and staff 52-60 Who selected the current board members? Who determines the varying terms of service for founding board members? Are parents, and community allowed to speak during the board	Section 3 Governance and Capacity Section 3.1 School Governing Body/Section 3.2 Governance	Section 3 Governance and Capacity Section 3.1 School Governing Body/Section 3.2 Governance	Section 3 Governance and Capacity Section 3.1 School Governing Body/Section 3.2 Governance

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School Name: CSAB Member Name:	Clarification Interview Minutes	Full Interview Minutes	External Evaluator Master	Meredith Flowe	Nesha Pattison	Joseph Letterio	EC	EL -Xatli Stox
			Section 3.4 Staffing Plans, Hiring, and	Section 3.4 Staffing Plans, Hiring, and	Section 3.4 Staffing Plans, Hiring, and	Section 3.4 Staffing Plans, Hiring, and	Section 3.4 Staffing Plans, Hiring, and	Section 3.4 Staffing Plans, Hiring, and
			Management Initial Application Review	Management Initial Application Review	Management Initial Application Review	Management Initial Application Review	Management Initial Application Review	Management Initial Application Review
Rating								
Strengths					Compensation package is likely to attract staff.			
Page					60-66			
					Clarification: Does the salary reflect a yearly earning of teachers annual salary, and do they take into account the extra work days and hours of school? With approximatly 30 students, 12%, who may need special education services, do you have student support positons that you have contracted out with? No mention of where, and methods of			
Weaknesses					recruitment. Will teachers be allowed to work outside of their area of certification?			
Page								
			Section 3.5 Staff Evaluations and	Section 3.5 Staff Evaluations and	Section 3.5 Staff Evaluations and Professional Development	Section 3.5 Staff Evaluations and	Section 3.5 Staff Evaluations and	Section 3.5 Staff Evaluations and
			Professional Development Initial Application Review	Professional Development Initial Application Review	Initial Application Review	Professional Development Initial Application Review	Professional Development Initial Application Review	Professional Development Initial Application Review
Rating								
Strengths					Teacher evaluation process will be in line with NC professional teaching standards. Internal and external professional development offered. Experience teachers will be used as mentors for newer teachers			
Page					67-70			
Weaknesses					Are the 14 PD days student free? What is the target home visit numbers, and do parents have input regarding the visits?			
Page								
			Section 3.6 Enrollment and Marketing	Section 3.6 Enrollment and Marketing	Section 3.6 Enrollment and Marketing	Section 3.6 Enrollment and Marketing	Section 3.6 Enrollment and Marketing	Section 3.6 Enrollment and Marketing
			Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating Strengths					Marketing heavily based on STEM.			
Page					70-74			
Weaknesses					The recruitement and marketing plan do not offer any specifics of places, areas of focus, or frequency. During the charter application phase, the gathering of information of educational needs from 250 families are from, or the percentage of participation and feedback. What means will CSA use to make sure the school reflects the community, and will it be ongoing?			
Page								
			Section 3.7 Parent and Community	Section 3.7 Parent and Community	Section 3.7 Parent and Community	Section 3.7 Parent and Community	Section 3.7 Parent and Community	Section 3.7 Parent and Community
			Involvement Initial Application Review	Involvement Initial Application Review	Involvement Initial Application Review	Involvement Initial Application Review	Involvement Initial Application Review	Involvement Initial Application Review
Rating			initial Application Review	anual Application Review	muai Appilation Review	mitial Application Review	muai Appication Review	initial Application Review
Strengths Page					Parents will have opportunities to interact as volunteers, and engage through interactive participation in lessons means to build the home-school relationship. PTA will work closely with teachers, to build communication. Suggestion boxes will be created to provide additional feedback and ideas. STEM programs will be offered to parents through Family Engagement to promote parent and community envolvement. 74-75			
Page Weaknesses					74-75 No concerns			
Page					the concerns			

			No		ool Application Evaluation			
				Ratings and Sampl	-			
School Name:				Clara Science Acade	· · · · · · · · · · · · · · · · · · ·			
CSAB Member Name:	Clarification Interview Minutes	Full Interview Minutes	External Evaluator Master Section 3.8 Admissions Policy	Meredith Flowe Section 3.8 Admissions Policy	Nesha Pattison Section 3.8 Admissions Policy	Joseph Letterio Section 3.8 Admissions Policy	EC Section 3.8 Admissions Policy	EL -Xatli Stox Section 3.8 Admissions Policy
			Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating								
Strengths Page					Tentative dates set for open enrollment application period, enrollment deadlines, and procedures. If a lottery is needed, a date will be set. There is an anticipation of developing a wail list of stduents. A weighted lottery is also in the school plan. 75-77			
Weaknesses					No concerns			
Page								
				a a at with the second	0 11 0 01 11 1 1 1 1 1 1 1 1 1 1 1 1 1	6 11 0 01 11 11 11 11 11 11		:
			Section 3.8b Weighted Lottery (If Applicable)	Section 3.8b Weighted Lottery (If Applicable)	Section 3.8b Weighted Lottery (If Applicable)	Section 3.8b Weighted Lottery (If Applicable)	Section 3.8b Weighted Lottery (If Applicable)	Section 3.8b Weighted Lottery (If Applicable)
			Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating								
Strengths					Weighted lottery will comply with the Department of Education guidelines, and follows underlying research done by the Department of Education. 77-78			
Page					What is the percentage of students that wil be given the slightly better chance of			
Weaknesses					admission, and how will it be determined which student receives it over another?			
Page					78			
			Evaluation Summary for Entire	Evaluation Summary for Entire	Evaluation Summary for Entire	Evaluation Summary for Entire	Evaluation Summary for Entire	Evaluation Summary for Entire
			Governance and Capacity Plan Initial Application Review	Governance and Capacity Plan Initial Application Review	Governance and Capacity Plan Initial Application Review	Governance and Capacity Plan Initial Application Review	Governance and Capacity Plan Initial Application Review	Governance and Capacity Plan Initial Application Review
Rating			initial Application Review	mitial Application Review	mittal Application Review	initial Application Review	mittal Application Review	mitial Application Review
Strengths								
Concerns/Questions:								
Comments Summary								
			Section 4 Operations	Section 4 Operations	Section 4 Operations	Section 4 Operations	Section 4 Operations	Section 4 Operations
<u>├───</u>			Section 4.1 Transportation Plan	Section 4.1 Transportation Plan	Section 4.1 Transportation Plan	Section 4.1 Transportation Plan	Section 4.1 Transportation Plan	Section 4.1 Transportation Plan
<u> </u>			Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating								
Strengths					In order to ensure that transportation is not an issue, CSA offers free transportation options for all students, so that the target communities can be served. Through a partnership with Clara's Foundation, 2 buses will be purchased on behalf of CSA. A transportation questionaire is gien to parents at enrollment, to assess need.		There is a clear description of transportation plan to get students to and from school.	
Page					79-80		80	
Weaknesses					What is/are the partnership terms, With Clara's Foundation to provide purchased buses		How will you ensure no student is left behind for school field trips?	
Page					80		80	
			Section 4.2 School Lunch Plan	Section 4.2 School Lunch Plan	Section 4.2 School Lunch Plan	Section 4.2 School Lunch Plan	Section 4.2 School Lunch Plan	Section 4.2 School Lunch Plan
			Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating Strengths Page					CA will participate in the USDA National School lunch Program, and provide bbreakfast and lunch to all students, based on need. Vendors will provide lunch services. Adequate measures will be in place to identify need for lunch plans. 80-81			
Weaknesses					No concerns			
Page								

School Name: CSAB Member Name: CSAB Member Name: Rating Strengths Page Weaknesses Page Rating Strengths Page Weaknesses Page Weaknesses Page Weaknesses Page Rating Page Rating R	Clarification Interview Minutes	Full Interview Minutes	External Evaluator Master Section 4.3 Civil Liability and Insurance Initial Application Review Section 4.4b Start-Up Plan Initial Application Review	Ratings and Sample Clara Science Acade Meredith Flowe Section 4.3 Civil Liability and insurance Initial Application Review Section 4.4b Start-Up Plan Initial Application Review	-	Joseph Letterio Section 4.3 Civil Liability and Insurance Initial Application Review	EC Section 4.3 Civil Liability and Insurance Initial Application Review	EL -Xatil Stox Section 4.3 Civil Liability and Insurance Initial Application Review
CSAB Member Name: Rating Strengths Page Weaknesses Page Rating Strengths Page Weaknesses	Clarification Interview Minutes	Full Interview Minutes	Section 4.3 Civil Liability and Insurance Initial Application Review	Meredith Flowe Section 4.3 Civil Liability and Insurance Initial Application Review Section 4.4b Start-Up Plan	Nesha Pattison Section 4.3 Civil Liability and Insurance Initial Application Review Adequate plan to secure appropriate insurance coverage. 82 Appendix L No concerns Section 4.4b Start-Up Plan	Section 4.3 Civil Liability and Insurance	Section 4.3 Civil Liability and Insurance	Section 4.3 Civil Liability and Insurance
Rating Strengths Page Weaknesses Page Rating Strengths Page Weaknesses	Clarification Interview Minutes	Full Interview Minutes	Section 4.3 Civil Liability and Insurance Initial Application Review	Section 4.3 Civil Liability and Insurance Initial Application Review	Section 4.3 Civil Liability and Insurance Initial Application Review Adequate plan to secure appropriate insurance coverage. 82 Appendix L No concerns Section 4.4b Start-Up Plan	Section 4.3 Civil Liability and Insurance	Section 4.3 Civil Liability and Insurance	Section 4.3 Civil Liability and Insurance
Strengths Page Weaknesses Page Rating Strengths Page Weaknesses			Initial Application Review	Initial Application Review	Initial Application Review Adequate plan to secure appropriate insurance coverage. 82 Appendix L No concerns Section 4.4b Start-Up Plan			
Strengths Page Weaknesses Page Rating Strengths Page Weaknesses			Initial Application Review	Initial Application Review	Initial Application Review Adequate plan to secure appropriate insurance coverage. 82 Appendix L No concerns Section 4.4b Start-Up Plan			
Strengths Page Weaknesses Page Rating Strengths Page Weaknesses					insurance coverage. 82 Appendix L No concerns Section 4.4b Start-Up Plan			
Page Weaknesses Page Rating Strengths Page Weaknesses					insurance coverage. 82 Appendix L No concerns Section 4.4b Start-Up Plan			
Page Weaknesses Page Rating Strengths Page Weaknesses					82 Appendix L No concerns Section 4.4b Start-Up Plan			
Weaknesses Page Rating Strengths Page Weaknesses					No concerns Section 4.4b Start-Up Plan			
Page Rating Strengths Page Weaknesses					Section 4.4b Start-Up Plan			
Rating Strengths Page Weaknesses								
Strengths Page Weaknesses								
Strengths Page Weaknesses			Initial Application Review	Initial Application Review	Initial Analization Deview	Section 4.4b Start-Up Plan	Section 4.4b Start-Up Plan	Section 4.4b Start-Up Plan
Strengths Page Weaknesses					Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Page Weaknesses								
Page Weaknesses					Location is a challenge, and will be addressed through consultations.			
Page Weaknesses					meetings, and review of other			
Weaknesses					organizations past practices.			
					83-84			
					No concerns			
			Section 4.5 Facility	Section 4.5 Facility	Section 4.5 Facility	Section 4.5 Facility	Section 4.5 Facility	Section 4.5 Facility
			Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating								
					Facility plans include leasing space from			
					a local church, along iwth with working with lcoal commercial real estate firms			
					to identify additonal options. Short term			
					facility use plan, includes timeframe. Facility needs are addressed. Facility			
					search will identify sites that are move in			
Strengths					ready.			
Page					84-86			
Weaknesses					Would a church have the capacity for 250 students.			
Page					84			
8-								
			Evaluation Summary for Entire	Evaluation Summary for Entire	Evaluation Summary for Entire	Evaluation Summary for Entire	Evaluation Summary for Entire	Evaluation Summary for Entire
			Operations Plan	Operations Plan	Operations Plan	Operations Plan	Operations Plan	Operations Plan
Rating			Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Strengths								
Concerns/Questions:								
Comments Summary								
					Continue First 1 (10)	Continue de la contin		Continue de la contin
			Section 5 Financial Plan		Section 5 Financial Plan	Section 5 Financial Plan	Section 5 Financial Plan	Section 5 Financial Plan
			Section 5.1 Charter School Budget	Section 5.1 Charter School Budget	Section 5.1 Charter School Budget	Section 5.1 Charter School Budget	Section 5.1 Charter School Budget	Section 5.1 Charter School Budget
Rating			Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Kating							In looking at the projections for hiring	
							new EC staff the applicant has a clear	
					Budgt projections, and assumptions are		understanding that the EC population	
Strengths					appropriate for the 5 year operating budget.		will grow and the need for more staff grows as well.	
Page					87 Appendix O			
					What is the reason for the decline in			
Weaknesses					Facility Lease/Mortgage for year 2,and 3?			
Page					Appendix O			
			Section 5.2 Budget Narrative	Section 5.2 Budget Narrative	Section 5.2 Budget Narrative	Section 5.2 Budget Narrative	Section 5.2 Budget Narrative	Section 5.2 Budget Narrative
			Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating								
					Data collected from various sources, and studies done in the area. There is a			
					studies done in the area. There is a contingency plan for lower than			
					antipated revenue, and budgetary			
Strengths Page					support. 87-91			

	North Carolina Charter School Application Evaluation Ratings and Sample Scoring Criteria								
School Name:				Clara Science Acade	emy - School View				
CSAB Member Name:	Clarification Interview Minutes	Full Interview Minutes	External Evaluator Master	Meredith Flowe	Nesha Pattison	Joseph Letterio	EC	EL -Xatli Stox	
Weaknesses					The breakeven point for necessary student enrollment is high, 208, and could present an immediate budgetary concern.				
Page					88				
1.050									
			Section 5.3 Financial Compliance	Section 5.3 Financial Compliance	Section 5.3 Financial Compliance	Section 5.3 Financial Compliance	Section 5.3 Financial Compliance	Section 5.3 Financial Compliance	
			Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	
Rating									
Strengths					Internal controls will be impletmented, and evaluated annually. Documenation will be used to identify procedures that are appropriate for specified staff. Approved firm will conduct audit.				
Page					92				
Weaknesses					No concerns				
Page									