

**North Carolina Charter School Application Evaluation  
Ratings and Sample Scoring Criteria**

<b>School Name:</b>	Lighthouse Charter School of the Arts - School View				
<b>CSAB Member Name:</b>	Les Stein	Gayla Mair	Kebbler Williams	Michelle Hamm	EL- Xatli Stox
	<b>Application Contact Information</b>	<b>Application Contact Information</b>	<b>Application Contact Information</b>	<b>Application Contact Information</b>	<b>Application Contact Information</b>
	<b>Initial Application Review</b>	<b>Initial Application Review</b>	<b>Initial Application Review</b>	<b>Initial Application Review</b>	<b>Initial Application Review</b>
<b>Rating</b>					
<b>Strengths</b>	Enrollment figures are well thought out. Starting as a K-4 and building to K-8 makes good sense.	All questions are adequately addressed and complete.			
<b>Page</b>					
<b>Weaknesses</b>	None	none.	Lighthouse Charter School of the Arts would be the first charter school in Greene County. This could work in its favor, but is more likely to provide a hurdle that the school board and leadership will have to mitigate in their marketing and communications plan. Whether or not the board reaches 220 students in the first year will be critically reliant on that plan. Two schools were the first charter schools to open in their respective counties in 2018 and both of those schools met their enrollment projections. However, two other schools were the first charter schools to open in their respective counties in 2019 and neither of those schools met their enrollment projections. In fact, one of those schools did not enroll the statutory minimum of 80 students by the 20th day of school.		
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	<b>Application Special Request: Acceleration</b>	<b>Application Special Request: Acceleration</b>	<b>Application Special Request: Acceleration</b>	<b>Application Special Request: Acceleration</b>	<b>Application Special Request: Acceleration</b>
	<b>Initial Application Review</b>	<b>Initial Application Review</b>	<b>Initial Application Review</b>	<b>Initial Application Review</b>	<b>Initial Application Review</b>
<b>Rating</b>					
<b>Strengths</b>	N/A	n/a			
<b>Page</b>					
<b>Weaknesses</b>	N/A	n/a			
<b>Page</b>					
	<b>Application Addendum: Replication</b>	<b>Application Addendum: Replication</b>	<b>Application Addendum: Replication</b>	<b>Application Addendum: Replication</b>	<b>Application Addendum: Replication</b>
	<b>Initial Application Review</b>	<b>Initial Application Review</b>	<b>Initial Application Review</b>	<b>Initial Application Review</b>	<b>Initial Application Review</b>
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<b>Strengths</b>	N/A	n/a			
<b>Page</b>					
<b>Weaknesses</b>	N/A	n/a			
<b>Page</b>					
	<b>Application Addendum: Proposed Management Organization (EMO or CMO)</b>	<b>Application Addendum: Proposed Management Organization (EMO or CMO)</b>	<b>Application Addendum: Proposed Management Organization (EMO or CMO)</b>	<b>Application Addendum: Proposed Management Organization (EMO or CMO)</b>	<b>Application Addendum: Proposed Management Organization (EMO or CMO)</b>
	<b>Initial Application Review</b>	<b>Initial Application Review</b>	<b>Initial Application Review</b>	<b>Initial Application Review</b>	<b>Initial Application Review</b>
<b>Rating</b>					
<b>Strengths</b>	The applicant provides good rationale for contracting with an EMO. It also provides good supporting examples that explain why the school selected Torchlight Academy Schools, LLC as their EMO.	A copy of the executed management agreement was included in the application.	The applicant indicated a clear rationale for contracting with the EMO.		
<b>Page</b>		appendix A4.1	20		

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	<p>The application shows that Torchlight Academy Schools (T.A.S.) has offered Lighthouse Charter School of the Arts \$50,000 as "start-up" money to help with marketing the school, furnishing, and equipping it. Does this mean that the money does not need to be repaid by Lighthouse Charter School of the Arts if the contract between the EMO and school is terminated? Article I, Section B (Termination) at Appendix A4.1 stipulates that "The School shall pay or reimburse T.A.S....for the prepaid portion of any expenses or liabilities incurred by T.A.S."</p> <p>Near the top of page 22 of the application it states that "The EMO contract can be terminated without cause." However, according to Article II, Section B.3 (Termination) at Appendix A4.1 (EMO Contract), "Either party may terminate this Agreement prior to the</p>	<p>Rationale lacks detail for why Torchlight Academy Schools LLC is in the best educational and financial interest of the charter school. Rationale also lacks sufficient evidence of thorough research regarding other management organizations' fees and financial/academic records that led to the selection of Torchlight. Responses are not persuasive in explaining that the proposed relationship with Torchlight will further the school's mission. The response " Torchlight Academy is the only school operated by Torchlight Academy Schools, LLC with published data in all stated areas" elude that Torchlight operates more than one school, however no student performance, governance nor financial data of other charter schools they manage were discussed. The response fails to discuss student performance data in detail other than a vague data point of "52% proficiency". Responses only speak to governance and financial performance by stating "Torchlight's governance and financial audits have been clean." Response does adequately speak to how the board of directors will govern the school independently of the EMO. It merely states, "The board of directors will govern the school independently of the EMO by receiving monthly reports in areas of academics, governance and financials from the Lead Administrator", who which, the contract clearly states, "shall be an employee of T.A.S [not an employee of the board]". On page 22, it states the EMO contract can be terminate without cause, however the contract in the Appendix A4.1 it states ""with just cause". The capacity to support the proposed school in finances, academics, and operations is not evident as it states in the contract in section G, that "T.A.S. reserves the right to subcontract any and all aspects of the Services". If this is can be possible, what is the value of Torchlight Academy Schools? The financial history provided for the EMO was for the school Torchlight Academy and not the EMO Torchlight Academy Schools but not totally sure because it also says New Generation Charter Academy. I observe several school names, " New Generation Charter Academy (on statement of revenues ) Northeast Raleigh Charter</p>	<p>*Is the \$50,000 offered to the board by Torchlight Academy Schools, LLC a loan, gift, or grant? If it must be paid back, where is it reflected in the board's budget? *Why does the management agreement require that the board allow the management company to appoint an ex-officio member of the board? What is this person's role on the board? Will this person have voting rights? *The management agreement uses outdated citations for NC General Statutes. *Page 21 of the charter application indicates that a EMO representative will act in a consultant and advisory capacity for the board, but the management agreement requires that this person serve as an ex-officio member of the board. Why is there a discrepancy? *Page 22 of the application states, "The EMO contract can be terminated without cause. The only criteria is that the board give a 90-day notice." The management agreement does not state the same. Why is there a discrepancy? *The board provided the financial statements for Torchlight Academy for the past 3 years - not for the EMO, Torchlight Academy Schools, LLC. Bank statements were not provided either. This should deem the application incomplete. *The board provided IRS Form 990 for Northeast Raleigh Charter Academy, the former name of Torchlight Academy. It did not</p>		

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<b>Page</b>		19, 20, 21, Apendix A4.1 pg 4, 8			
	<b>Section 1 Mission, Purposes, and Goals</b>	<b>Section 1 Mission, Purposes, and Goals</b>	<b>Section 1 Mission, Purposes, and Goals</b>	<b>Section 1 Mission, Purposes, and Goals</b>	<b>Section 1 Mission, Purposes, and Goals</b>
	<b>Section 1.1 Mission and Vision</b>	<b>Section 1.1 Mission and Vision</b>	<b>Section 1.1 Mission and Vision</b>	<b>Section 1.1 Mission and Vision</b>	<b>Section 1.1 Mission and Vision</b>
	<b>Initial Application Review</b>	<b>Initial Application Review</b>	<b>Initial Application Review</b>	<b>Initial Application Review</b>	<b>Initial Application Review</b>
<b>Rating</b>					
<b>Strengths</b>	The mission statement explains that the school will have an arts-based focus. The application makes it clear that the school's primary purpose is to educate students who are at risk. It also explains that the K-8 schools within the LEA do not provide a good education for their student populations and that there is a need for better schools in the local area.	The mission statement defines the purpose of the proposed charter school and is clear and concise. The school will have an arts education focus.			
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Weaknesses	<p>The mission statement is ambiguous, and it is hard to determine how the school will measure success. For instance, how will you know if you have created "enthusiastic and devoted scholars?" What are the standards of measurement for this?</p> <p>The vision statement needs to be more focused, with an emphasis on where the school will be in 10 years, rather than how it will achieve its vision.</p> <p>The application does not provide a clear explanation, supported by research, for why an arts infused curriculum will improve the academic performance of the students in the local area. What does the research say about the academic improvements for students that use and arts-based curriculum?</p>	none	<p>*Why has the applicant chosen to exclude Visual Arts in its Arts Education focus? *While I understand from the mission statement that the school will have an arts-focus, the mission statement seems vague and could be better written to reflect in measurable terms what the school intends to do, for whom, and to what degree. *It is noble to want to ensure that students have fun learning, but how will the board and school leadership also ensure that the academic program is strong and meets all students' needs? *One hundred twenty likes on Facebook does not equate to a strong following for a school. Additionally, word of mouth can be a powerful marketing tool, but it is only one tool. The board cannot rely only on its connections in the community to meet its enrollment targets. *A survey that includes 108 responses does not demonstrate sufficient educational need, especially when the survey asks if the respondents are parents of children in grades K-8 when the school is only opening in grades K-4.</p>		
Page					
	Section 1.2 Purposes of the Proposed Charter School	Section 1.2 Purposes of the Proposed Charter School	Section 1.2 Purposes of the Proposed Charter School	Section 1.2 Purposes of the Proposed Charter School	Section 1.2 Purposes of the Proposed Charter School
	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating					
Strengths		<p>The purpose of Lighthouse Charter is to "encourage the use of different and innovative teaching methods", "create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site", and "improved student learning".</p>	<p>*The applicant fulfills one of the 6 legislative purposes for a charter school. The purpose is aligned to the mission of the school.</p>		
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<b>Weaknesses</b>	The application makes it clear that the school will focus on performing arts, and that this will keep their students engaged in academics. It does not, however, provide research based evidence that such an approach will make a discernible difference in the local students' academic performances. Why would an art-infused curriculum support improved academic results?	none			
<b>Page</b>					
	<b>Section 1.3 Goals for the Proposed Charter School</b>	<b>Section 1.3 Goals for the Proposed Charter School</b>	<b>Section 1.3 Goals for the Proposed Charter School</b>	<b>Section 1.3 Goals for the Proposed Charter School</b>	<b>Section 1.3 Goals for the Proposed Charter School</b>
	<b>Initial Application Review</b>	<b>Initial Application Review</b>	<b>Initial Application Review</b>	<b>Initial Application Review</b>	<b>Initial Application Review</b>
<b>Rating</b>					
<b>Strengths</b>	The performance goals are well thought out and demonstrate that they are measurable.	Responses provide SMART goals in areas of operations, academics, finance, and governance.	*There appears to be a clear process for monitoring the goals.		
<b>Page</b>			28		
<b>Weaknesses</b>	None	Responses lack the process for monitoring and/ or revisiting goals at least annually.	*How does a school test more than 100% of the required students? *What is the process for revising the goals? *The goals do not speak to the school's arts-based focus. *What does "fully engaged in creating artistic productions" look like?		
<b>Page</b>					
	<b>Evaluation Summary for Entire Mission, Purposes, and Goals Section</b>	<b>Evaluation Summary for Entire Mission, Purposes, and Goals Section</b>	<b>Evaluation Summary for Entire Mission, Purposes, and Goals Section</b>	<b>Evaluation Summary for Entire Mission, Purposes, and Goals Section</b>	<b>Evaluation Summary for Entire Mission, Purposes, and Goals Section</b>
	<b>Initial Application Review</b>	<b>Initial Application Review</b>	<b>Initial Application Review</b>	<b>Initial Application Review</b>	<b>Initial Application Review</b>
<b>Rating</b>					
<b>Strengths</b>	The application makes it clear that there is good rationale for opening Lighthouse Charter School of the Arts - particularly in light of the poor performance of the local schools.		*Torchlight Academy, which is managed by Torchlight Academy Schools, LLC, has exceeded the Growth Standard since 2016 and has recieved a School Performance Grade of "C" since then also.		

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<b>Concerns/Questions:</b>	<p>The application needs to provide more details and specifics in support of its mission and vision. Specifically, it should include research-based evidence to explain why an art-infused program will enhance student performance.</p>				
			<p>*On the other hand, Three Rivers Academy, which is managed by Global Education Resources (a management company that is partly run by the Executive Director of Torchlight Academy) has experienced a performance decline in the year that it has been assumed. In the 2017-18 school year, Three Rivers Academy (then Heritage Collegiate Leadership Academy) had a School Performance Grade of D and met the Growth Standard. Under the management of Global Education Resources, this school had a School Performance Grade of F and it did not meet the Growth Standard. In a year's time, the School Performance Score dropped from 40 in 2018 to 19 in 2019. Additionally, it is worth noting that the board of Essie Mae Kiser Foxx Charter School, which opened in 2018, voted to terminate its contract with Torchlight Academy Schools, LLC for the following reasons: (1) "Failure to account for expenditures or pay operating costs pursuant to the established budget; (2) Failure to follow agreed upon procedures, rules, regulations, and policies; (3) Failure to adhere to the curriculum adopted by the governing board; (4) General non-performance as agreed upon." What has Torchlight Academy Schools, LLC done in the interim to prevent this type of separation from occurring again? It should be further noted that Essie Mae Kiser Foxx Charter School received an F as its Performance Grade and only met the Growth Standard, making it a low-performing school in its initial year of operation. *Leigh Ann Kerr of the Division of School Business provided the following statement on September 19, 2019: "The audit reports received and reviewed through the school's [Torchlight Academy's] fiscal year ended June 30, 2018, did not include significant financial issues (e.g., deficit, material weakness findings, etc.). However, the management letters applicable to Torchlight Academy's June 30, 2016, June 30, 2017 and June 30, 2018 Single Audits issued by school's external auditor revealed financial issues and multiple internal control weaknesses which, if unaddressed, could result in the school exhibiting potential financial insolvency."</p>		

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<b>Comments Summary</b>	APPENDIX A (EVIDENCE OF PARENT/COMMUNITY SUPPORT) shows that 108 surveys were completed by local residents - but there is no information about how many surveys were originally distributed. In other words, what was the response rate? Also, the survey questions ask if the residents would support a charter school, but it does not ask the parents if they believe that an arts-based program would benefit their children.				
			N/A		
	<b>Section 2 Education Plan</b>	<b>Section 2 Education Plan</b>	<b>Section 2 Education Plan</b>	<b>Section 2 Education Plan</b>	<b>Section 2 Education Plan</b>
	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
<b>Rating</b>					
<b>Strengths</b>					
<b>Page</b>					
<b>Weaknesses</b>					
<b>Page</b>					
	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
<b>Rating</b>					
<b>Strengths</b>	N/A	n/a			
<b>Page</b>					
<b>Weaknesses</b>	N/A	n/a			
<b>Page</b>					
	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
<b>Rating</b>					



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Strengths	The application makes it clear that the school will use Response to Intervention as its primary means of addressing "at-risk" students.	There is a clear process to screen and test students that are english language learners. There is a realistic plan for hiring licensed personal for students with special needs.	*A process for identifying at-risk and EL students was provided. *A plan for how utilizing and evaluating data to inform instruction and measure progress for at-risk and EL students was provided. *The applicant guarantees that a licensed EL teacher will be hired, and this part-time position is reflected in the budget.		Plan properly reflects the EL identification process. It also mentions that an EL Coordinator/EL Specialist will be hired and this staff member will provide support through push-in and pull-out services to the identified students.
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Weaknesses	The application does not provide any specifics on how RTI will be implemented within the school. For instance, will the school offer after-school tutoring or assistance to students who are struggling academically? Will the school enlist the support of parents to determine if the students might benefit from different study habits at home? What will the school do to make sure that the students' specific academic challenges are clearly identified and that they are offered every opportunity to succeed?	none	*The applicant intends to seek teachers with dual certification in EL. What is the applicant's plan B if this is not possible? *What are the SPECIFIC instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for EL students? *The applicant uses project-based learning, professional development for teachers, and grade level advancement as its strategies for working with gifted students, but does not provide enough detail to demonstrate that the applicant is fully prepared to support gifted students' learning needs. What are the SPECIFIC plans for monitoring and evaluating the progress and success of gifted students? What are the means for providing qualified staffing for gifted students?	How will students move fluidly throughout each tiered layer of support? How will student progress be measured? How will Lighthouse Charter School of the Arts establish protocol for each tiered layer of support available for all students? How will staff know what supports are needed? How will staff know small group or individual instruction or tutoring or technology-assisted instruction are no longer needed? What specific programs will be made available for students identified as "at risk"?	
Page					35
Section 2.3 Exceptional Children					
Initial Application Review					
Rating					
Strengths	The application makes it clear that EC students will be identified early in the school year and that their needs will be addressed accordingly.	There is a clear process, RTI, that proposed school will use to identify exceptional students. There is a realistic plan for hiring licensed personal for students with special needs. Evidence of an understanding of state and federal obligation and requirements pertaining to students with disabilities.		The application includes a process for securing records of students with an IEP upon enrollment. An explanation of how EC records will be securely stored and properly maintained is included in the application. Proper staffing credentials and continous is mentioned.	
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<b>Weaknesses</b>	The application does not include any information about the board members' qualifications or experiences with special needs students. It also does not provide any specifics relative to hiring teaching assistants to work with special needs students. What specific strategies will the school use to make sure the EC population receives an appropriate education? Also, who will be responsible for dealing with gifted students? Will this be an additional responsibility for one of the administrators?	none	*The applicant provides a general description of Exceptional Children Programming, but does not provide any specific examples regarding meeting the mild, moderate, or severe student needs. *Is it reasonable to expect that the Exceptional Children's Director will have a parent/student conference for all students who have IEPs every quarter? Is this conference expected to take the place of IEP meetings? *To whom will the Exceptional Children's Director report monthly on the progress of students with IEPs?	What specific information will be shared during the Child Find professional development session? What specific information will be included in the Child Find Training? Describe the referral procedures the school plans to adopt. How will notification from a third party/agency regarding the suspicion of a disability be addressed? How will the staff ensure there is no misidentification of special education students? What is meant by "discontinuing an IEP"? What process will be in place when a student "exits" the exceptional children program?	
<b>Page</b>				39 - 40	
	<b>Section 2.4 Student Performance Standards</b>	<b>Section 2.4 Student Performance Standards</b>	<b>Section 2.4 Student Performance Standards</b>	<b>Section 2.4 Student Performance Standards</b>	<b>Section 2.4 Student Performance Standards</b>
	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
<b>Rating</b>					
<b>Strengths</b>	The application provides a detailed explanation of the student performance standards, to include specific and measurable goals.	none			
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Weaknesses	There is no mention about how the school will deal with chronic absenteeism. Given that absenteeism can be a significant factor in a student's academic performance, how will the school deal with students that are chronically absent? What steps will the school take to address this issue with parents and will it use local resources to seek assistance with such problems?	Resppnses did not provide SMART goals for attendance, discipline nor academics.	*Student performance standards for the school as a whole are not described by the applicant as requested. A clear and compelling process for setting, monitoring, and/or revising academic achievement goals was not evident. *The applicant did not provide a clear plan for interventions based on benchmark data (who, what, when, where, how). *The assessment plan does not detail the collection and analysis of student cohorts or school level performance. *What does a composite 70% look like on a report card for students in grades K-2? *Who is responsible for developing/modifying personal education plans? How will these differ from IEPs? *What are the policies and standards for promoting students with special needs? *What makes 70% mastery a reasonable expectation for promotion and graduation? *Why is there no exit standard for arts mastery? *No student attendance goals were provided.		
Page		43-45			
	Section 2.5 School Culture and Discipline	Section 2.5 School Culture and Discipline	Section 2.5 School Culture and Discipline	Section 2.5 School Culture and Discipline	Section 2.5 School Culture and Discipline
	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating					
Strengths	The application shows that the school has a clear vision for creating a positive school culture, one that supports good order and discipline as well as appropriate parental and student involvement in the life of the school.	The school's entire program is designed to create a culture of personal discipline. There will be student code of conduct handbook provided for parents that also include a grievance policy which establishes due process and procedures for processing complaints and appeals.		The application includes details regarding professional development for staff related to creating a school climate.	
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<b>Weaknesses</b>	What does the research say about some of the programs the school will use? For instance, are "student, parent, teacher, school compacts" effective in reducing discipline problems?	none	*What are regular, family-type discussions in a school setting? When will these occur? Who will participate? How will the effectiveness of the discussions be measured? *What are the actual day-to-day practices that will be used to promote effective discipline? *What does the applicant consider minor offenses, major offenses, or offenses requiring long-term suspension or expulsion beyond the "reportable 16?" *How will the school take into account the rights of students with disabilities in regard to actions that may or must lead to suspension and expulsion? *What is the actual grievance procedure?	How will Lighthouse Charter School of the Arts measure the social/emotional needs of all students? How will those in need of supplemental support and/or intensive social/emotional support be identified?	
<b>Page</b>				47	
	<b>Evaluation Summary for Entire Education Plan</b>	<b>Evaluation Summary for Entire Education Plan</b>	<b>Evaluation Summary for Entire Education Plan</b>	<b>Evaluation Summary for Entire Education Plan</b>	<b>Evaluation Summary for Entire Education Plan</b>
	<b>Initial Application Review</b>	<b>Initial Application Review</b>	<b>Initial Application Review</b>	<b>Initial Application Review</b>	<b>Initial Application Review</b>
<b>Rating</b>					
<b>Strengths</b>	The Education Plan supports the school's mission statement.				
<b>Concerns/Questions:</b>	The application would benefit from supporting references to make it clear that the school's education plan is based on research and that its ideas have been tested and validated at other institutions across the country. For instance, why will RTI support the anticipated student population? Will the school's administrative and instructional staff have enough personnel to adequately support the education plan? If so, how?		The applicant does not have a clear and comprehensive plan for ensuring the success of at-risk students, English Learners, AIG students, EC students, etc. The applicant does not provide sufficient evidence of strategies to promote and maintain a positive learning environment at the school for all students. The applicant does not provide a clear and compelling plan for establishing and monitoring schoolwide student performance standards.		
<b>Comments Summary</b>	The education plan would benefit from a few more specifics to show that the school is fully prepared to address the needs of the student population in the local area.		N/A		
	<b>Section 3 Governance and Capacity</b>	<b>Section 3 Governance and Capacity</b>	<b>Section 3 Governance and Capacity</b>	<b>Section 3 Governance and Capacity</b>	<b>Section 3 Governance and Capacity</b>
	<b>Section 3.1 School Governing Body/Section 3.2 Governance</b>	<b>Section 3.1 School Governing Body/Section 3.2 Governance</b>	<b>Section 3.1 School Governing Body/Section 3.2 Governance</b>	<b>Section 3.1 School Governing Body/Section 3.2 Governance</b>	<b>Section 3.1 School Governing Body/Section 3.2 Governance</b>
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<b>Rating</b>					

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<b>Strengths</b>	The board members are motivated to improve the educational opportunities of school age children within their local communities. The board also recognizes its members' lack of experience with public school education and will recruit additional members with experiences in education.	none			
<b>Page</b>					
<b>Weaknesses</b>	<p>None of the board members have any professional experiences with either schools or public school education. Why do the board members feel they are qualified to administer a K-8 charter school? The application leaves the impression that the board will depend, almost exclusively, on the expertise of the management company. How will the members know if the management company and the school staff are effectively meeting the school's mission? What metrics will they use to make sure the school is being properly run? How will they verify that the management company's "regular reports" provide an accurate picture of how the school is meeting its strategic and operational goals and objectives? What specific steps will the board use to develop and/or validate school policies and procedures?</p> <p>In Appendix H, under "Charter School Board Member Information Form," a significant number of questions were not answered by Chanella Renee Monroe, one of the board members.</p>	<p>The board lacks diversity in skill set needed to be an effective and successful board and independently evaluate the EMO and compliance with local, state, and federal laws. For example, no one has a background in finance/ accounting, legal, nor development. On page 50, it states that the board will conduct a nation-wide search for their Lead Administrator. However, in the contract with Torchlight Academy Schools, it states that this person will be an employee of Torchlight Academy Schools and hired by them.</p>	<p>*What are the board's plans to elect additional board members with other expertise? *Within the governing board's primary functions and responsibilities, what are the board's duties and roles? *How will the board ensure active and effective representation of key stakeholders? *What kinds of ongoing professional development will existing board members receive? *What are the roles and duties of the internal councils that the board intends to form? What is the reporting structure for these councils as it relates to the school's governing body and leadership? What are the roles and duties of the Parental Advisory Council that the board intends to form? *What is the grievance process for parents for issues unrelated to suspensions and expulsions? *Explain this statement in Article V, Section III of the bylaws: "The Board of Directors may appoint other officers or agents (i.e. Chief Executive Officer/School Director), each of whom shall hold office for such period, have such authority, and perform such duties as the Board of Directors may determine. The Board of Directors may delegate to any officer or agent the authority to appoint any subordinate officer or agent and to prescribe the respective authorities or duties."</p>		
<b>Page</b>					
	Section 3.4 Staffing Plans, Hiring, and Management	Section 3.4 Staffing Plans, Hiring, and Management	Section 3.4 Staffing Plans, Hiring, and Management	Section 3.4 Staffing Plans, Hiring, and Management	Section 3.4 Staffing Plans, Hiring, and Management
	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
<b>Rating</b>					

**North Carolina Charter School Application Evaluation  
Ratings and Sample Scoring Criteria**

<b>School Name:</b>	Lighthouse Charter School of the Arts - School View				
<b>CSAB Member Name:</b>	Les Stein	Gayla Mair	Kebbler Williams	Michelle Hamm	EL- Xatli Stox
<b>Strengths</b>		Repnse provides hiring process which includes sample teaching lesson.	*The compensation and benefits package is likely competitive.		
<b>Page</b>		58	59		
<b>Weaknesses</b>	The list of projected staff indicates that there will be very few (2-4) specials teachers. How will these numbers adequately support art, PE, music, ELL, and EC? Given the socio-economic background of the students, and the poor academic performance of the schools within the LEA, why isn't the school planning to hire any teacher assistants?	The repnse did not speak to effective planning for unsatisfactory leadership/ teacher performance turnover. How long will they keep a poor teacher on staff? There is also no mention to hire arts based staff and is also not reflected in the budget.	*The applicant did not answer question 3 in Section 3.4. Has a school leader been identified? If not, what is the timeline, criteria, and recruiting/selection process for hiring the school leader? *The staffing plan does not include any Arts teachers. *A salary range is provided for the core content teachers, but not the specialized classroom teachers. *Grievance Policy: What if the grievance is with the lead administrator? Who will sit on the board's Grievance Committee? *Question 9 indicates that an EC Instructional Assistant will be added in year 3, but there are zero assistants in the staffing plan chart. Please explain the discrepancy. *What are the means for providing qualified staffing for gifted students?		
<b>Page</b>					
	Section 3.5 Staff Evaluations and Professional Development	Section 3.5 Staff Evaluations and Professional Development	Section 3.5 Staff Evaluations and Professional Development	Section 3.5 Staff Evaluations and Professional Development	Section 3.5 Staff Evaluations and Professional Development
	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
<b>Rating</b>					
<b>Strengths</b>	The professional development plan is detailed and emphasizes the goal of making sure that teaches are licensed and highly qualified.	There are eighteen professional development days.	*The schedule for professional development before and during the school year will likely provide effective support for the teaching staff.		
<b>Page</b>			62		
<b>Weaknesses</b>	None	Who will the Lead Administrator assign to mentor all beginning teachers in year 1 as stated on page 62? How will professional development be identified for teachers throughout the school year to adress the needs of individual teachers?			
<b>Page</b>					
	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
<b>Rating</b>					

**North Carolina Charter School Application Evaluation  
Ratings and Sample Scoring Criteria**

<b>School Name:</b>	Lighthouse Charter School of the Arts - School View				
<b>CSAB Member Name:</b>	Les Stein	Gayla Mair	Kebbler Williams	Michelle Hamm	EL- Xatli Stox
<b>Strengths</b>	The student recruitment and marketing plan is detailed and and realistic.	Reponses articulate a clear student recruitment and marketing plan and timeline which is budgeted for.			
<b>Page</b>					
<b>Weaknesses</b>	None		*Why does the board need to approve students' lottery applications? Why does the board need to accept or deny a recommendation from the management company related to student enrollment?		
<b>Page</b>			64		
	<b>Section 3.7 Parent and Community Involvement</b>	<b>Section 3.7 Parent and Community Involvement</b>	<b>Section 3.7 Parent and Community Involvement</b>	<b>Section 3.7 Parent and Community Involvement</b>	<b>Section 3.7 Parent and Community Involvement</b>
	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
<b>Rating</b>					
<b>Strengths</b>	The outreach plan is well developed and demonstrates community involvement.	A Parent-Community Support Committee will be develeped. This committee will meet monthly and offer trainings and ways for parents to be involved and volunteer.	*The plan for involving parents in the life of the school has potential for success if implemented well.		
<b>Page</b>			69		
<b>Weaknesses</b>	None	none			
<b>Page</b>					
	<b>Section 3.8 Admissions Policy</b>	<b>Section 3.8 Admissions Policy</b>	<b>Section 3.8 Admissions Policy</b>	<b>Section 3.8 Admissions Policy</b>	<b>Section 3.8 Admissions Policy</b>
	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
<b>Rating</b>					
<b>Strengths</b>	Enrollment policy is fair and complies with all applicale requirements.				
<b>Page</b>					
<b>Weaknesses</b>	None	How will the lottery be administered, digital, manually, what is the process to ensure transparency and fairness?			
<b>Page</b>					
	<b>Section 3.8b Weighted Lottery (If Applicable)</b>	<b>Section 3.8b Weighted Lottery (If Applicable)</b>	<b>Section 3.8b Weighted Lottery (If Applicable)</b>	<b>Section 3.8b Weighted Lottery (If Applicable)</b>	<b>Section 3.8b Weighted Lottery (If Applicable)</b>
	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
<b>Rating</b>					
<b>Strengths</b>	N/A				
<b>Page</b>					
<b>Weaknesses</b>	N/A				
<b>Page</b>					

**North Carolina Charter School Application Evaluation  
Ratings and Sample Scoring Criteria**

<b>School Name:</b>	Lighthouse Charter School of the Arts - School View				
<b>CSAB Member Name:</b>	Les Stein	Gayla Mair	Kebbler Williams	Michelle Hamm	EL- Xatli Stox
	<b>Evaluation Summary for Entire Governance and Capacity Plan</b>	<b>Evaluation Summary for Entire Governance and Capacity Plan</b>	<b>Evaluation Summary for Entire Governance and Capacity Plan</b>	<b>Evaluation Summary for Entire Governance and Capacity Plan</b>	<b>Evaluation Summary for Entire Governance and Capacity Plan</b>
	<b>Initial Application Review</b>	<b>Initial Application Review</b>	<b>Initial Application Review</b>	<b>Initial Application Review</b>	<b>Initial Application Review</b>
<b>Rating</b>					
<b>Strengths</b>	The application demonstrates a strong inclination toward parental involvement, effectively marketing the school, and providing the teachers with staff development opportunities.				
<b>Concerns/Questions:</b>	The board members do not appear to have any meaningful experiences with public schools.		While it is important to have a board with expertise outside of education, this board does not have a single educator. How will the board uphold its duty to oversee the school's academic success? I am concerned about the board's capacity in school leadership, administration, and governance; curriculum, instruction, and assessment; and performance management. The current board also only has one person living in Greene County. *Arts Mastery is not mentioned in the recruitment or retention plan for teachers. What does this look like for teachers?		
<b>Comments Summary</b>	The board's lack of experiences with public schools means that they will have to rely on the management company for advice and recommendations on the proper operation of the school.		N/A		
	<b>Section 4 Operations</b>	<b>Section 4 Operations</b>	<b>Section 4 Operations</b>	<b>Section 4 Operations</b>	<b>Section 4 Operations</b>
	<b>Section 4.1 Transportation Plan</b>	<b>Section 4.1 Transportation Plan</b>	<b>Section 4.1 Transportation Plan</b>	<b>Section 4.1 Transportation Plan</b>	<b>Section 4.1 Transportation Plan</b>
	<b>Initial Application Review</b>	<b>Initial Application Review</b>	<b>Initial Application Review</b>	<b>Initial Application Review</b>	<b>Initial Application Review</b>
<b>Rating</b>					
<b>Strengths</b>	The school plans to offer transportation to its students.			The application includes provisions for special transportation.	
<b>Page</b>				74	



**North Carolina Charter School Application Evaluation  
Ratings and Sample Scoring Criteria**

North Carolina Charter School Application Evaluation Ratings and Sample Scoring Criteria					
School Name: Lighthouse Charter School of the Arts - School View					
CSAB Member Name: Les Stein Gayla Mair Kebbler Williams Michelle Hamm EL- Xatli Stox					
Weaknesses	<p>The transportation plan would benefit from a few more details. For instance, what percentage of students are expected to use buses? Will the buses deliver the students directly to their homes or will the students be required to wait at designated pick-up locations? Is there a backup plan in the event that the transportation contract does not work out? It would also help if the application identified companies in the local area that could support the school's requirement for transportation. How many such companies are available and do they have good reputations? What specific arrangements will be made for the transportation of EC students?</p>	<p>The response speaks to having a part-time transportation coordinator but the this person is not budgeted for on the budget.</p>	<p>*What vehicles other than buses is the applicant planning to use? *It is unclear how the transportation plan supports extracurricular activities and field trips. *What special arrangements is the school planning regarding providing transportation as a related service? *Other than regular inspections, how will the applicant ensure compliance with state and federal laws and regulations related to transportation services?</p>	<p>How will the need for special transportation be determined?</p>	
Page		73			
	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
Rating					
Strengths	<p>The school intends to have a lunch program.</p>				
Page					
Weaknesses	<p>What provisions will the school make to ensure that all students, including those that are not designated for either free or reduced meals, will be adequately fed? What happens if a student cannot afford to pay for lunch? What will the school do to assure parents of their anonymity in applying for the free and reduced-price lunch program? Where will the students eat their breakfast and lunch? Will the school have a cafeteria? The budget shows that \$20,000 will be allocated to school nutrition. This seems low and should be explained in detail.</p>	<p>The response states on page 74 "The school's budget provides for a child nutrition coordinator whom will be responsible to the day-to-day operations of the program," however, this person is not accounted for in the budget.</p>	<p>*What is the applicant's contingency plan if it is not fully enrolled in the National School Lunch Program at the beginning of the school year? *Who will provide breakfast and lunch? *Does the applicant have a facility with a fully functioning kitchen?</p>		
Page					
	Section 4.3 Civil Liability and Insurance	Section 4.3 Civil Liability and Insurance	Section 4.3 Civil Liability and Insurance	Section 4.3 Civil Liability and Insurance	Section 4.3 Civil Liability and Insurance

**North Carolina Charter School Application Evaluation  
Ratings and Sample Scoring Criteria**

<b>School Name:</b>	Lighthouse Charter School of the Arts - School View				
<b>CSAB Member Name:</b>	Les Stein	Gayla Mair	Kebbler Williams	Michelle Hamm	EL- Xatli Stox
	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
<b>Rating</b>					
<b>Strengths</b>	The school meets the requirements for civil liability and insurance.	Insurance quotes are provided to secure comprehensive and adequate insurance coverage, including worker's compensation and liability	The quote appears to align with Section 13 of the Charter Agreement.		
<b>Page</b>			298		
<b>Weaknesses</b>	None				
<b>Page</b>					
	Section 4.4b Start-Up Plan	Section 4.4b Start-Up Plan	Section 4.4b Start-Up Plan	Section 4.4b Start-Up Plan	Section 4.4b Start-Up Plan
	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
<b>Rating</b>					
<b>Strengths</b>	The information in this section includes appropriate details.				
<b>Page</b>					
<b>Weaknesses</b>	None	Is the 50k pledge from the management company a loan that needs to be repaid?	*When will the principal begin work? What is the principal's role in the start-up? *How will the board fund start-up activities prior to receiving its first allotment from DPI? The management company has pledged \$50,000 working capital to help with start-up, but has not provided sufficient financial records to demonstrate that it has \$50,000 to spare. Is the \$50,000 a loan or a grant? *Where will staff positions be advertised? How will the board recruit staff in a way that makes working in Greene County attractive? *What is the board's contingency plan if it does not reach its enrollment projections? *What is the board's contingency plan if the selected facility is not ready for the opening day?		
<b>Page</b>		77			
	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
<b>Rating</b>					
<b>Strengths</b>	The board has identified a facility for the school.	A facility has already been secured.			
<b>Page</b>					

**North Carolina Charter School Application Evaluation  
Ratings and Sample Scoring Criteria**

North Carolina Charter School Application Evaluation Ratings and Sample Scoring Criteria					
<b>School Name:</b>	Lighthouse Charter School of the Arts - School View				
<b>CSAB Member Name:</b>	Les Stein	Gayla Mair	Kebbler Williams	Michelle Hamm	EL- Xatli Stox
<b>Weaknesses</b>	The contingency plan for locating a facility in the event that the existing plan does not materialize should include more details. If the current plan does not work out, are there specific facilities that might be available for the school? If so, where would they be located?	There are concerns with the lack of a contingency plan in the event the initial facility can not be used.	*What is Kevin Sheppard's connection to Sheppard Ministries, Inc? *What upfits/renovations are necessary for the identified facility to be appropriate as a school? *How will the school use the modular unit that is onsite? **"...the recommended size of the elementary school classroom in the United States is approximately 900 Square feet." How has the applicant determined that a classroom with 700 Sq Ft will meet its needs, especially with the amount of project-based learning intended? *The 11 classrooms in the opening year only includes space for 10 homerooms (2 classes each in grades K-4) and one EC classroom. What will the applicant do if a self-contained EC classroom is necessary? *The applicant lists courses in Arts Education, Guidance, Health Education, and Information Technology in its Scope and Sequence. Where will these courses be taught, especially the Arts Education courses? *What makes the identified facility preferable to the contingent facilities that the applicant's realtor has identified? *The board is relying upon "various professionals" to help navigate the facility needs. I am concerned about the board's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations.		
<b>Page</b>					
	<b>Evaluation Summary for Entire Operations Plan</b>	<b>Evaluation Summary for Entire Operations Plan</b>	<b>Evaluation Summary for Entire Operations Plan</b>	<b>Evaluation Summary for Entire Operations Plan</b>	<b>Evaluation Summary for Entire Operations Plan</b>
	<b>Initial Application Review</b>	<b>Initial Application Review</b>	<b>Initial Application Review</b>	<b>Initial Application Review</b>	<b>Initial Application Review</b>
<b>Rating</b>					
<b>Strengths</b>	The school has an appropriate facility identified.				
<b>Concerns/Questions:</b>	Which bus transportation company has the board approached about supporting the school and what kind of professional reputation do they have? Who will the school contract with for its breakfast and lunch programs?		The applicant did not provide enough detail to demonstrate that it is prepared to oversee the operation of the school or to oversee the management company's operation of the school.		

**North Carolina Charter School Application Evaluation  
Ratings and Sample Scoring Criteria**

<b>School Name:</b>	Lighthouse Charter School of the Arts - School View				
<b>CSAB Member Name:</b>	Les Stein	Gayla Mair	Kebbler Williams	Michelle Hamm	EL- Xatli Stox
<b>Comments Summary</b>	Given that the school intends to focus on an at-risk population of students, the breath and scope of the transportation and lunch programs should be clearly summarized.		N/A		
	<b>Section 5 Financial Plan</b>	<b>Section 5 Financial Plan</b>	<b>Section 5 Financial Plan</b>	<b>Section 5 Financial Plan</b>	<b>Section 5 Financial Plan</b>
	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
	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
<b>Rating</b>					
<b>Strengths</b>	Clear revenue projections have been provided.				
<b>Page</b>					

## North Carolina Charter School Application Evaluation Ratings and Sample Scoring Criteria

**School Name:** Lighthouse Charter School of the Arts - School View

**CSAB Member Name:** Les Stein      Gayla Mair      Kebbler Williams      Michelle Hamm      EL- Xatli Stox

Enrollment projections in the budget, for each of the first five years are different from the numbers provided in the application on pages 7 and 8. For instance, the budget shows that there will be 210 students in year one, 252 in year two, 294 in year three, 336 in year four, and 378 in year five. The respective enrollment figures on pages 7 and 8 of the application are 220, 264, 308, 352, and 396 respectively. The budget shows that one EC teacher will be responsible for an average EC population of 29 students during year one and 35 during year two. Is it reasonable to think that one individual will be able to teach and complete the administrative responsibilities of this position?

The budget shows that the bus service contract fee will increase by 20% between years 1 and 5. The anticipated increase in enrollment, however, is expected to be 80% during this period. Won't the cost of transportation rise somewhat proportionately to the increase in enrollment? The line item for curriculum/text shows \$10,000 for each of the first five years. Will this amount adequately support the curriculum/text requirements for an enrollment of 220, let alone 396 students? The line item for child nutrition shows \$20,000. Will this support the salary of a child nutrition coordinator and the associated costs of the breakfast and lunch programs? The line items for custodial contract and supplies (\$26,000 for both) appear to be low. The section for classroom technology identifies \$5,000 for software, but there is no mention of providing the teachers with computers. Under "Instructional Personnel" the budget shows that the school will employ an "Instructional Coach." How will this individual be employed within the school. i.e. what role with they play? The narrative within the application does not provide any information about

\*The applicant did not provide an assurance in Appendix M to demonstrate that the management company's proposed \$50,000 in working capital is a source of revenue, so it remains unclear if this \$50,000 is a loan or a grant. \*The Enrollment Projections display 210 students in year one instead of 220. \*The total revenue projections on page 305 do not match the total revenue projections on page 306. \*The transportation plan includes a part-time transportation coordinator and the school lunch plan includes a child nutrition coordinator, yet neither of these positions are included in the personnel budget. \*The staffing plan includes an Instructional Leader in year one, but the personnel budget does not include this position in year one. \*The applicant has budgeted for 1 substitute teacher. What will the school leadership do if more than 1 teacher is absent on a given day? \*The personnel budget only allows for 2 elective/specialty teachers in year one. For what are these 2 positions allotted? How will the school successfully meet its mission without employing at least 4 arts teachers (visual arts, music, dance, and theater)? \*The amount budgeted in the Office section of the Operations Budget seems low, especially for year one. \*What is the additional \$1000 under Management Company meant to cover? Why is the Management Company Fee nearly \$30,000 more for this school versus the proposed BEAM Academy in Bladen County? \*The cost of insurance is quoted at \$13,549. Why is \$20,000 set aside in the budget for insurance? \*Please explain the \$20,000 that is budgeted for child nutrition. \*How many computers/electronic devices does the applicant intend to provide for students? \*Page 67 in the application says the marketing budget is \$5000 in the first year, but the Operations Budget earmarks \$10,000 for marketing in the first year. Why is there a discrepancy? \*How does the applicant know that the Instructional Materials and Curriculum/Texts budget line items will appropriately cover the costs of materials and texts related to arts mastery? \*What is included in the Financial Professional Contract line item in the Operations Budget? The applicant

Will the amount allocated for related services cover the expense of the speech therapist, occupational therapist, physical therapist, etc? How will

**North Carolina Charter School Application Evaluation  
Ratings and Sample Scoring Criteria**

<b>School Name:</b>	Lighthouse Charter School of the Arts - School View				
<b>CSAB Member Name:</b>	Les Stein	Gayla Mair	Kebbler Williams	Michelle Hamm	EL- Xatli Stox
<b>Page</b>					
	<b>Section 5.2 Budget Narrative</b>	<b>Section 5.2 Budget Narrative</b>	<b>Section 5.2 Budget Narrative</b>	<b>Section 5.2 Budget Narrative</b>	<b>Section 5.2 Budget Narrative</b>
	<b>Initial Application Review</b>	<b>Initial Application Review</b>	<b>Initial Application Review</b>	<b>Initial Application Review</b>	<b>Initial Application Review</b>
<b>Rating</b>					
<b>Strengths</b>	The application provides appropriate details to explain how the school will deal with lower than expected enrollment.				
<b>Page</b>					
<b>Weaknesses</b>	None	Repsonse did not discuss in detail the school's contingency plan to meet financial needs if anticipated revenues are not received. What are the priorities and what will be cut? There is a lack of expertise in the capacity of the board in implementing a successful financial plan.	*How will elements of project-based learning and arts mastery be affected if the school does not reach its break-even point? *Describe the criteria and procedures for the selection of contractors and large purchases. *Does the board have any expertise in fundraising and development?		
<b>Page</b>					
	<b>Section 5.3 Financial Compliance</b>	<b>Section 5.3 Financial Compliance</b>	<b>Section 5.3 Financial Compliance</b>	<b>Section 5.3 Financial Compliance</b>	<b>Section 5.3 Financial Compliance</b>
	<b>Initial Application Review</b>	<b>Initial Application Review</b>	<b>Initial Application Review</b>	<b>Initial Application Review</b>	<b>Initial Application Review</b>
<b>Rating</b>					
<b>Strengths</b>	Financial procedures and compliance policies are sound.				
<b>Page</b>					
<b>Weaknesses</b>	None	There is a lack of knoweldge expertiese in financial compliance on the board to ensure adequate internal controals are included in policy and carried out.	*The applicant did not identify the LGC-approved firm that will conduct the audit.		
<b>Page</b>			82		