

**Minutes of the
North Carolina Charter School Advisory Board
Via Cisco Webex Remote Meeting
November 9, 2020
9:00 am**

Attendance/NCCSAB	Joseph Maimone (non-voting) Joel Ford Rita Haire - <i>Absent</i> Sherry Reeves Cheryl Turner Lynn Kroeger	Alex Quigley Jeanette Butterworth (left early 10:04AM) Steven Walker (arrived 10AM) Hilda Parlér Heather Vuncannon Bruce Friend
Attendance/SBE/DPI	<i>Office of Charter Schools</i> Dave Machado, Director Ashley Baquero, Consultant Claire Porter, Consultant Joseph Letterio, Consultant Shaunda Cooper, Consultant Darian Jones, Consultant Melanie Rackley, Consultant Jay Whalen, NC ACCESS Davida Robinson, NC ACCESS	<i>Attorney General</i> Tiffany Lucas Stephanie Lloyd <i>SBE Attorney</i> <i>Charter School Teacher of the Year Advisory</i> Ashley Bailey - Absent

CALL TO ORDER

- Ms. Ashley Baquero, OCS Consultant, took roll call and a quorum was established. Ms. Reeves led the CSAB in the Pledge of Allegiance.
- The North Carolina Charter School Advisory Board (CSAB) meeting was called to order at 9:05 am by Ms. Cheryl Turner who read the Ethics Statement and CSAB Mission Statement.
- Ms. Cheryl Turner recused herself from discussion of and vote on Power Elite Male Academy & G.O. B.I.G. Ms. Hilda Parlér recused herself from discussion of and voting on Wake Preparatory Academy. Mr. Bruce Friend recused himself from discussion of and voting on Wake Preparatory Academy.

Motion: Motion to approve November’s agenda.

Motion: Bruce Friend

Second: Hila Parlér

Vote: Unanimous

Passed Failed

Motion: Approve the CSAB October meeting minutes with one change noted.

Motion: Sherry Reeves

Second: Heather Vuncannon

Vote: Unanimous

Passed Failed

- Ms. Baquero reviewed the proposed CSAB 2021 meeting calendar.

Motion: Approval of the CSAB 2021-2022 Meeting Calendar.

Motion: Hilda Parlér

Second: Heather Vuncannon

Vote: Unanimous

Passed Failed

AMENDMENTS

- Ms. Baquero, OCS Consultant, explained that there are six amendment requests this month.

Wake Preparatory Academy Request for Second One Year Delay

- Ms. Baquero explained the reasoning behind Wake Preparatory Academy’s request for a 2nd one-year delay. Representation from Charter One and Wake Preparatory Academy’s BOARD were present and noted. The school is scheduled to open in Wake County in 2021 (EMO Charter One) and is currently in a one-year delay. They are requesting a 2nd one-year delay to open in Fall 2022. Reasoning for request included: site plan and subdivision applications were denied by the Board of Commissioners for the town of Wake Forest; the grounds for denial warranted an appeal to the Superior Court and the timeline for that approval being no sooner than March 2021; additionally, she stated that there are no facilities large enough to house the student population as a temporary facility. The option for multiple temporary facilities was logistically unsustainable and after analysis by Charter One and School Development East, and the Wake Preparatory Academy Board of Directors, the decision to delay until Fall 2022 is the most cost efficient and in the best interest of the families. Ms. Baquero stated there is currently an interest list exceeding 4000 households and representing approximately 6000 students.

- Ms. Baquero showed what enrollment and grade levels would look like upon opening, if approved. She explained that Year One is zero because that is where they are currently in a delay; if a year two delay is approved, they would open in Year Three K-12 with 1,620 students. Ms. Baquero explained that there are representatives here from the EMO, Charter One, and questions from CSAB were solicited.
- Ms. Heather Vuncannon inquired about two applications from Charter One which will be reviewed during the November meetings with student population, or student enrollment very high, as with this school, in Year One.
- Ms. Baquero confirmed that CSAB would review applications on Tuesday from Bonnie Cone and American Leadership Academy, which are also both Charter One applications. Ms. Baquero could not confirm enrollment numbers at those two schools. Ms. Sherry Reeves clarified that those schools had proposed starting enrollments around 1,525, K-10.
- Ms. Vuncannon followed up with a question about the original Bonnie Cone in operation, yet there is no data from that school yet.
- Ms. Cheryl Turner stated that she is generally not in favor of a second one-year delay but they need the time to pursue their legal avenues. She stated they do have legitimate legal claims and she is in favor of giving them time to pursue that.
- Ms. Reeves wondered if the board will pursue other areas while they are awaiting the appeal and expressed concern over timing of court case if they are insistent in Wake Forest.
- Mr. Kyle Shrauger, Board Vice President of Wake Preparatory responded. He stated that is a fair question and that contingency facility planning efforts would be to develop what they would do if those circumstances arose. He expressed that they are confident that would be an extreme circumstance and low risk. Based on feedback with Charter One EMO, School Development East, and their attorney, and the county hearings, he is confident that this would resolve within the expected timeline. He continued that given what was presented, they are confident that this would resolve over the next few months. He did mention that the town could always appeal, but this is unlikely.
- Ms. Turner asked if the board is aware that statute only allows for two years of delay. Mr. Shrauger stated yes and that this is why our contingency facility planning is underway with our partners and is within the Wake Forest city limits.

Motion: Approve Wake Preparatory Academy’s Request for a Second One-Year Delay

Motion: Ms. Sherry Reeves

Second: Ms. Lynn Kroeger

Vote: Unanimous

Recused: Bruce Friend, Hilda Parlér

Opposed: None

Passed

Failed

Aristotle Preparatory Academy EMO Request

- Ms. Baquero explained that Aristotle has been in operation since 2013, is located in Charlotte, serving students K-7, and is seeking approval to employ Charter One as its EMO. They have included their reasons that Charter One has experience with the curriculum that the school uses and the ability to assist with the management of school. Also, the school has included in the amendment request materials the service contract, the board meeting minutes and the other required materials.
- Ms. Reeves asked about the academic performance of the school.
- Ms. Baquero indicated that the school has been a low performing school and that it does have academic improvement to make but that the leader is dedicated to improvement. She stated that she is unaware of financial or governance issues. She stated that the school had previously worked with Team CFA and needs more guidance and help with the day to day management.
- Ms. Reeves asked with Charter One, is that a flat percentage. 15% flat? Ms. Baquero confirmed 15%. Ms. Turner asked if there is anyone who can speak to how that will affect the school’s budget and how that compares with what they were paying. Ms. Baquero stated there is no one from the school here today. Mr. Quigley stated he does not think they paid a management fee to CFA.
- Ms. Vuncannon stated that she is not comfortable approving this amendment without knowing more about the fee and financial implications for the school. Ms. Reeves stated she would like to see a budget with EMO fees demonstrated.
- Ms. Baquero stated we do have a representative from Charter One, but no one from Aristotle. Mr. Quigley stated we need to talk to the board of the school.
- Ms. Baquero stated she can bring this back in December and have a representative from Aristotle to speak more to the financial implications. Ms. Turner asked that the school prepare the budget with Charter One fees. The request was tabled to be brought back to CSAB in December.

- Ms. Baquero indicated that she wished to present the four weighted lottery request schools as a group and that they are all NC ACCESS grant recipients.

American Renaissance School Weighted Lottery

- Ms. Baquero explained that all four weighted lottery amendment schools are NC ACCESS expansion grant recipients. She explained that American Renaissance is a smaller school, K-8 charter in Statesville, and wishes to double their population of the economically disadvantaged (ED) students within the five years of the program.
- Ms. Turner: What is their current ED population?
- Ms. Baquero: 96 students out of about 659 students. Seeking to double their economically disadvantaged population.
- Ms. Baquero: Are there any questions? Ms. Baquero explained that the board sets the goals and that these schools have set those within the NC ACCESS grant.

Alpha Academy

- Ms. Baquero: The second school is Alpha Academy, Cumberland County, K-11, currently serve a high 70% economically disadvantaged, 12% EC, 7% EL population. Their goal is to maintain and increase slightly their educationally disadvantaged population as enrollment increases.
- Ms. Reeves: Is there a minimum percentage of economically disadvantaged students for the NC ACCESS grant?
- Ms. Baquero: No, not a set minimum percentage. It is part of the application where they are coming up with the percentage. Some schools wish to maintain, others wish to grow their economically or educationally disadvantaged populations.

Lakeside Charter Academy Cornelius

- Ms. Baquero: Introduced Lakeside Charter Academy, which opened in 2014 and is located in Cornelius, also an NC ACCESS expansion sub grantee, serve about 215 students, K-8. She explained that in the NC ACCESS grant they set a 5-year tiered goal. They have already met that goal at 47% who are meeting educationally disadvantaged target, even without the weighted lottery. The school is trying to reach 48% by 2024; they are hoping to continue to grow that population. Any questions?

Lincoln Charter School

- Ms. Baquero introduced Lincoln Charter School, with Denver & Lincoln campuses, stated they are K-12 college prep school and one of the first charter schools founded, in 1998, and one of our larger schools, at over 2,200 students. The school is looking to expand their economically disadvantaged population. The school currently has less than 20% and by year five they would like to reach 31% ED.
- Ms. Cheryl Turner: Is that the combination of both campuses? Ms. Baquero: Yes.
- Ms. Sherry Reeves: Schools like Lincoln Charter, Alpha Academy have very little turnover. How do you increase your ED population if you are not getting new students?
- Ms. Baquero: Alpha Academy, as they increase their general population through enrollment expansions that they are allowed each year, they are already reaching a high population. Lincoln, they are working on trying to target those communities and the specific needs of that population. They also spoke in their weighted lottery application about the grades for which they see openings, specifically, K,6, and 9. They hope that by having weighted lottery they can get ED students which would impact elementary, middle, and high school.
- Ms. Baquero summarized that those are the weighted lottery requests and solicited questions.

Motion: CSAB approve Alpha Academy, Lakeside Charter, Lincoln Charter and American Renaissance School's weighted lottery requests.

Motion: Sherry Reeves

Second: Hilda Parlér

Vote: Unanimous

Opposed: None

Passed

Failed

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- Ms. Baquero: Explained that the school is presenting to respond to a financial non-compliance disciplinary status sent to the school. As of October 9th, 2020, the LGC has not received their audited financial statements for the fiscal year ending in 2019. They have been placed on non-compliance disciplinary status. States there is a representative from the school. The Principal's monthly report was also pulled and shared. After starting with 124 students, at the month last day, there was a count of 99.

- Ms. Feamster introduced herself and her board chairperson, Ms. Tina Foxx Wallace and board Treasurer, Ms. Steele. Auditor Wilson Asulla was also indicated to be on the call.
- Mr. Quigley: Are there new board members? None who are new and on this call?
- Ms. Feamster: We have no new board members on this call.
- Mr. Quigley: Reminds everyone that non-board (CSAB) members should not be using the chat box or responding to questions there.
- Ms. Feamster: We submitted a timeline of events with audit. Ms. Feamster proceeded to go through the timeline of events leading up to the current time. She addressed emails sent and received, communications, forms requested, and communication with their auditor.
- Ms. Turner: Is Ms. Schauss available to talk to us?
- Ms. Alexis Schauss (NC DPI, School Business): Good morning, to be clear, the auditor has been working with the LGC to get the financial statements in a position that they can accept them, communications have been with the LGC, not with the division of school business. The LGC is not in a position to release the audit. The audit does not meet requirements to be able to be released.
- Ms. Turner: Is it specific DPI requirements?
- Ms. Schauss: These are requirements of a general financial statement audit and it is a single audit which is the compliance section of the audit.
- Ms. Reeves: Asks Ms. Schauss, have we ever received an audit on this school? Ms. Schauss: No, DPI has not. Ms. Reeves: The school's first year of operation was 2018-2019? Ms. Schauss: Yes. Ms. Turner: Essie Mae, has your 2020 audit been submitted?
- Ms. Feamster: No, the same auditor has the same 2018-2019 information, 2019-2020 information as well.
- Ms. Reeves: What seems to be the issue? What are they missing from you guys? What is the issue?
- Ms. Feamster: We submitted our bank statements. We required information from our previous EMO as they were handling our finances in 2018-2019. All we had was the information from LINQ. The auditor has the LINQ access. Finally requested this about a week before last.
- Ms. Reeves: You severed ties with EMO Torchlight, what was the date you were approved to sever ties with them? Ms. Feamster: June 30th of 2019 the board received approval in October 2019. Ms. Reeves: Torchlight was not handling funds at that time.

- Ms. Reeves: What is your balance? In checking account? Ms. Feamster: About \$31,000.00. Ms. Turner: What is monthly payroll? Ms. Feamster: About \$68,000.00. Ms. Reeves: You don't have enough to make payroll this month? Ms. Feamster: We have local funds that we will receive this month. About \$23,000.00. Ms. Reeves: You are still short? That won't cover your day to day costs. Has the board adjusted the budget since you started school? You lost about 25 students. Ms. Feamster: For the end of the month, we have 105 students.
- Ms. Reeves: What is your 20 day ADM? What are you being financed on, what is your hold harmless? Ms. Schauss: The ADM is 100, last year it was 111. So, it will be at least 11. Ms. Turner: They are currently on month to month? Ms. Schauss: Yes, due to disciplinary action. Yes, monthly state installments. Total state funding last year was \$676,000.00.
- Ms. Feamster: About \$72,000.00 each month last year. Ms. Turner: Local amount? Ms. Reeves: When is your state drop? What date is your payroll?
- Ms. Turner: I think we need to consult with legal and have a closed session at the end of the day. I would like to put this off until end of day and consult with legal.
- Mr. Bruce Friend: I am failing to understand how a school can miss two consecutive audits. Board should also consider getting rid of auditor.
- Mr. Quigley: I would echo Bruce's statement. Review of documents indicates a failure to meet the expectations and the requirements to meet a clear audit. Auditor has been unable to get to that place because school has not provided in a timely fashion what is required.
- Ms. Feamster: May I interject?
- Mr. Quigley: No. I am speaking. Our board, we know the audit process, it is not that complicated. It is evident from the reading of the document that the school is not producing materials necessary for an audit. There is nothing else to say.
- Ms. Turner: I have to agree; I see that it was March before this process even started but the audit had been due in October. Lots of emails requesting documents the auditor needs. Toward the end, it appears that the auditor was not familiar with how charter audits are done. A year plus after audit is due. There are 200 plus charter schools and no one else has not managed to get their audit in two years in. We have no idea how the school is doing financially. I find that extremely concerning.
- Ms. Turner: Thank Essie Mae's representatives and we will take this up in closed session at the end of the day.

THREE RIVERS ACADEMY

- Ms. Baquero explained that the assumption of Heritage Collegiate Leadership Academy included a stipulation that Three Rivers appear in November to CSAB to report academic, financial, and governance updates.
- Mr. Don McQueen, Torchlight Director: Introduced Dr. Holland, Principal.
- Mr. McQueen: Overall, our school has faced challenges like others with COVID. We have internal documents and testing results to develop report cards, grades for students, and judge where our student were last year, and benchmark them early on.
- Ms. Cheyanne Clemison, 5th grade teacher presented on the Torchlight & Three Rivers strategies implemented: coaching, shared lesson plans, use of School Net, standardized procedures, I can Statements to reflect standards, exit tickets, training in Teach like a Champion, routines, character and trust. Data indicated growth 43% in ELA and 44% in Math, from the EOG 2018-2019 and check-ins 2019-2020. Will continue to include the iReady and Imagine Learning applications to further assist students.
- Mr. McQueen: Addresses financial health of school. We submitted our 2019 audit with a \$25,000.00 surplus, expect about the same this year. Certificate of occupancy secured mid-September. We are well on our way and we continue to serve students 100% remote, plan to return to in person instruction after survey feedback. Ten percent of actual students and families who wish to return. We will move forward with that 10% as a way to start the process. Our facility is spacious, and we should have no problems with social distancing.
- Ms. Sherry Reeves: 2019-2020 data and strategies? How many students you were working with last year actually returned this year?
- Mr. McQueen: The school moved, there are new students. He can look into this.
- Ms. Reeves: You are 100% remote still. What type of benchmark were you able to do for quarter one? Mr. McQueen: We started September 15th and teachers are using School Net tests, online iReady assessments. iReady & Imagine learning applications; they are doing this from home. Ms. Reeves: Did not utilize the special edition test. Mr. McQueen: No, we did not. We don't have any students coming in. We aren't feeling comfortable about getting accurate data.
- Ms. Reeves: We did require them to come in for testing; we had almost 100%. I am worried you don't have a good baseline for this year. We told parents that they were mandatory state testing and benchmarking and they had to come in. Ms. Reeves explained how she did that.
- Ms. Reeves: We also have a letter from DPI on Three Rivers. Ms. Turner: Regarding ECATS and the use of ECATS, please speak to that? Mr. McQueen: We had challenges with entering the data. We worked through that over the weekend. All of our EC students should be in ECATS. Ms. Reeves: How many students do you have who have an IEP who would be in

ECATS. Mr. McQueen: 17. Ms. Baquero: No one from EC on the line; they are keeping an eye on this so it is remedied. December 1st child count is critical.

NOVEMBER CHARTER APPLICATION INTERVIEWS

- Ms. Melanie Rackley, OCS Consultant, introduced the applicants and provided an overview of the interview process.
- Ms. Rackley reviewed the statutory and regulatory resources, explained the delineation between OCS and CSAB. Upon hearing the applicants and interviewing them, CSAB will make one of three recommendations: Advance the applicant to the SBE, hold over for a round two interview, or advance the applicant to the SBE for denial.
- Ms. Rackley also stated two schools appearing are round two today and outlined the CSAB options for those schools: advance to SBE for approval or advance to SBE for denial.
- Ms. Rackley reviewed that there were a total of 25 applications submitted for the 20-21 cycle, and one withdrew voluntarily from Wilson County, Empowerment Leadership Academy.
- Ms. Rackley indicated we will have eight first-round interviews and round two in January 20-21, pending results of October, November and December meetings. Ms. Rackley explained the allotment of time in the one-hour interview. She reminded applicants that CSAB has background detail and to maximize interview time. She indicated that the chat box will be used to remind applicants of time constraints.

Interview Time	Committee (Lead)	Applicant Name	Applicant Type
10:15 – 11:15	Performance (SR)	Power Elite Male Academy (Torchlight)	Standard – Second Round
11:25 – 12:25	Policy (AQ)	Central Carolina Academy	Standard – Second Round Replication

Power Elite Male Academy

- Ms. Rackley: Provided an overview of the school beginning with the fact that the school is a 2nd round applicant and second round interview, Mecklenburg County, reviewed slated facility, LEA schools and charters within a 6-mile radius. School will serve K-5 in Year One, 150 students, reaching capacity year nine. They intend to use the NSLP, transportation, no weighted lottery, they have facility identified, no LEA impact submitted, Torchlight EMO, return applicant. Completeness check is yes.

- Ms. Gray: Introduced herself and introduced new board member Mr. Anthony Weeks, who will be the board president. Mr. Weeks provided the opening statement and goals of the school.
- Ms. Reeves: Provided a reminder to CSAB that they had questions during the first round around the educational plan, specifically the curriculum. Mentioned documents submitted, possibly Torchlight may have submitted that on their behalf. CSAB also had budget concerns regarding the EMO fee and responsibilities. Apparently, the budget has not changed significantly, looks like computer line item has been changed. Also, concern over survey data, it was weak, and we are looking at a very particular population with males; we required more information on parent interest.
- Mr. Friend: What is different about this budget compared to the one we saw last month?
- Mr. Guy Lawrence: Applicant school board Treasurer addressed how budget has been changed. We took out computer costs. Torchlight, in the contract, said they would provide the start-up costs for those things needed to begin school, computers included here. Budget otherwise remains the same.
- Ms. Reeves: What is your understanding, as the board treasurer, of the relationship between the board and EMO, specifically the fee structure. What is in your budget that you are paying out?
- Mr. Lawrence: We are a governing board; it is Torchlight's responsibility to manage. They need to create a budget and curriculum. This budget is what we feel is needed to bring forth that vision.
- Ms. Reeves: Who created the budget? Mr. Lawrence: The EMO created the budget. Ms. Reeves: The contract fees are listed? Are we to assume that the fee is inclusive of financial services and student services? Mr. Lawrence: Because we are a small school what we will be receiving is not much so we believe this budget will represent this will get the school up and running and to operate. We may or may not make that 10%.
- Ms. Reeves: Torchlight was being compared to National Heritage Academies and that is why I am seeking clarification from the board. NHA contracts give every penny to EMO and they take care of everything. From what I read in the contract, that is not how Torchlight operates, they are not operating like that. Mr. Lawrence: They (EMO) present a budget to us and we agree or not, do our due diligence and then come to a consensus; this is sufficient to run the school for the 1st five years. Budget is not set in stone.
- Ms. Reeves: CSAB, do we have specific questions about budget?
- Mr. Friend: I think there is a real need for this type of school, with a targeted population, but I am concerned when I look at budget. I am not seeing that there is enough money in the budget. Two thousand dollars for professional development seems really low to me. I still have the same questions I had last month.

- Mr. Lawrence: Professional development is being provided by the management company.
- Mr. Friend: Can you share the professional development your staff is getting?
- Ms. Gray: We will have a Torchlight instructional coach, we will have Torchlight, external consultants, and myself, Ms. Gray. We will have training in cultural competency, EL training, academic literacy, and Math. That is why we have that amount slated because we feel we have the resources and expertise internally.
- Ms. Reeves: I am looking for Instructional Coach in the budget. Can you tell me where in the budget?
- Ms. La Cher Wright: We have many folks who will teach our teachers who will use train the trainer. We also have a lot of free professional development online for standards we are using.
- Ms. Reeves: Torchlight will provide the PD for academics. What exactly is the ED plan? Ms. Gray: We have the four components, explained Eureka Math, Learn Zillion and a site with free resources.
- Ms. Reeves: If Torchlight is providing PD for your academics, are they not providing their educational model for you guys, or are you going off script and if that is the case, how can Torchlight back you up if it is not their model? We are speaking of educating a very specific population, males, your ed plan should say “X has been used with male students and results are. . .”. We don’t have this information. We are not seeing a strong ed plan. There is a disconnect.
- Ms. Gray explained the day at Power Elite Male Academy and Ms. Wright provided her own experience as a parent and spoke more to the day and the educational plan.
- Ms. Sherry Reeves: We are over time for Q&A. We understand the need and I appreciate your comments. I am going to turn over to CSAB only.
- Ms. Parlér: Clarified that the daily schedule was never a question and the literacy focus. Still struggling with a true educational plan.
- Mr. Friend: I want to support this school, I think it is needed and I hear the passion of the board members, but I have questions about an ed plan which is scattered in my opinion. Using free resources is not a curriculum and I don’t see the budget supporting some of these things.
- Ms. Lynn Kroeger: I echo Bruce’s comments and there doesn’t seem to be an understanding of the relationship with the EMO and the board, and pieces of it are missing. These are definite things that need to be planned for and budgeted for. There isn’t even a counselor in the budget.

- Ms. Reeves: Concern with budget is that EMO charges their fee but when I ask questions about this to the board, they say the EMO will cover that. EMO fee should be specifically set out and other items are provided for in the budget. If this is a true fee structure, this needs to be specific and the other items need to be provided for in the budget. Facility for the 1st year is \$120,000.00 and we are talking about Charlotte? I don't know where you will get a facility for that amount. These are a few concerns.
- Mr. Joseph Maimone: We haven't really discussed the Charlotte-Meck area and differentiating your school. Concern over low survey response; no differentiation from other schools in area. Given struggles in Charlotte market with schools not meeting enrollment projections, I am greatly concerned.
- Ms. Reeves: There are eight schools, whether public LEA or public charter, within 6-mile radius area of the targeted area.

Motion: The CSAB moves to recommend that Power Elite Male Academy not be moved to Ready to Open Status.

Motion: Lynn Kroeger

Second: Hilda Parlér

Vote: Bruce Friend, Lynn Kroeger, Hilda Parlér, Alex Quigley, Sherry Reeves, Heather Vuncannon

Recused: Cheryl Turner

Opposed: Steven Walker

Passed **Failed**

Break: At 11:05 a.m. took a 10-minute break and reconvened at 11:15a.m.

Central Carolina Academy

- Ms. Rackley introduced Central Carolina Academy Charter, Lee County, this is also a second-round interview. Ms. Rackley reminded CSAB that the options are to advance to the SBE for approval or advance to SBE for denial upon completion of the second-round interview. No site specified but they are searching for a 50 to 75-acre campus with capacity for 700 people, their prototype being Chatham Charter. In Year One, they are serving grades 6-10, approximately 282 students, 44 students per grade 6 through 8, and then 75 per grade in grades 9-10, and then they advance to Year Four at 664 with expansion, and then 9-12, staggered, capacity at Year Four is 664. Will provide food service, no transportation plan, will offer transportation accommodations for EC, yes to weighted lottery, no LEA impact submitted, they are a 2nd round applicant, Chatham Charter as support for application process, completeness is yes.
- Mr. Jeff Frye: Board President, other board members, and current members of replication of Chatham Charter were introduced.
- Mr. Frye speaks and the school makes an opening presentation, describes the need and the community, and board introduced itself. Ms. Davenport, Ms. Johnson, Mr. Wilson, Mr. Haiges, Mr. Bednar. Clarified that there was an error regarding transportation; our plan is to provide transportation down the road. We have an integration plan.

- Ms. Turner: A few areas needing clarification, a major area was governance and the consortium you are considering as there are two separate boards.
- Mr. Frye: Chatham board is here and this highlights the commitment and partnership we are going into this. Central Carolina will be utilizing a proven model established at Chatham Charter. We recognize this is a Lee County based school, connections with community and its pulse. This is a win-win situation. Lee County gets to model and partner with an organization that is already proven and Chatham Charter can also have colleagues and a fresh set of eyes.
- Ms. Turner: States she understands the replication and keeping the model. The population that you will serve does not match the population Chatham currently serves. Who decides what happens at Central Carolina?
- Mr. Frye: Having the two boards gives you that autonomy. Our audience is different, and we recognize that going into that. The individual operations for each entity would be done by different boards. and those would be directed by the respective boards.
- Ms. Turner: Your staff is being supervised from the person at Chatham Charter. Boots on the ground is different.
- Mr. Frye: Having that common person or central service person, there are some commonalities that we will leverage (replication of the high school academic program), but there will also be some things that are very different. We don't foresee that being an issue at all. Dr. Eldridge has a strong history of managing a diverse group coming from Guilford County.
- Ms. Turner: Agrees that this is a phenomenal model to replicate. The high school college model that Chatham uses; if 50% of your kids are low income, they will not be able to provide their own transportation, which will affect how you structure that set up. She explained that at her school, we have to provide the transportation. We worked with our community college. These are the kinds of things I am talking about; with Chatham running the model, will those things get addressed?
- Mr. Bill Haggis, Chatham Charter board member spoke about running a shuttle bus and collaboration between this school and Chatham.
- Ms. Reeves: The replication piece I understand. I continue to have questions about the central services piece. Budgetarily, Central Carolina and Chatham Charter will both employ the central service staff. Both boards will employ them.
- Mr. Haggis: Dr. Eldridge has been an assistant superintendent within the Guilford system, he's run multiple schools within an organization. I feel confident he would be able to split his time effectively. He can time share his own brain and we have all of the confidence in the world in him.

- Mr. Frye clarified that both schools would have ‘boots on the ground’ administrators: We would actually replace him at Chatham Charter and have boots on ground. Both schools will have their own principals. This will allow him to advance and be over both schools.
- Ms. Reeves: Inquired as to what the population at Central Carolina would look like compared to Chatham Charter? Demographics, EL, EC, ED. What will your school population look like compared to Chatham Charter?
- Mr. Frye: Stated that the population will be unique. This is Lee County and expanded on the enormous growth into that area, creates an even more diverse area and a greater need.
- Ms. Sherry Reeves: Inquired as to whether the school, Central Carolina, will apply for NC ACCESS grant? Mr. Frye: Yes, we will. Ms. Reeves: What are you seeking? What percent are you targeting to enroll? I assume in Lee County you’d have a high EDS in any event. Ms. Turner: The application says 50%. Ms. Sherry Reeves: What would be your ultimate goal for your weighted lottery? Mr. Frye: At least 25% educationally disadvantaged.
- Ms. Vuncannon: Sought clarity about Lee County. It is rural and she has hesitation about transportation plan. Challenges with accessing school in general and getting to school. I don’t see any specific plans, there are bus stops for Chatham Charter. Will they have cluster stops, basic access to school in general, not to the college program?
- Ms. Davenport: Yes, we will be able to put bus stops in many areas, Lee County is only 20 miles apart; it is easier for us to put bus stops in many areas.
- Ms. Sherry Reeves: You will open in Year One with 610, that is not the way that Chatham Charter opened. And being able to attract 7th & 8th and 10th at the level they are hoping to; I hope they can, just thinking out loud.
- Mr. Bruce Friend: A month ago, we asked you to prove there is a real demand for this. I don’t see that you’ve produced any real data. We’d like to see more survey data. Show me the evidence that the community is really calling out for this.
- Mr. Frye: We took several platforms, a lot of focused informal surveys, face to face with small groups of individuals to get a pulse for it. We want a program which will be successful and want to make sure there is a need for it. In talking with small business, industry, the community, there is a very strong demand for a trained workforce coming out at a high school level. Having this program for students for military, community or four-year college, is welcomed. We have social media, phone calls, and in looking at available options in Lee County, there is very little choice. Spoke to his personal experience with lack of choice in high school. Spoke to growth in Lee County as well.
- Mr. Friend: Is simply asking for the data behind this. He does not doubt that there is a need but show us the data.
- Ms. Anna Stinson: Our middle and high schools are busting at the seams so there needs to be some relief. One of the reasons that we didn’t pull more data is that we didn’t want to ruffle

any feathers if we did not get approved; Lee County is very tight knit. If we go out there before approval and say we are starting a charter school and we don't get approved, that would not go over well in the county.

- Mr. Friend: To get a charter school, you have to prove demand. What you said should have been in application.
- Mr. Carson Wilson: With cold calls, we did not have any opposition, save for the location. There are waiting lists at all charters in Lee and at the early college. Demand is here because there are waiting lists at all options.
- Mr, Friend: Everything you said should have been in application.
- Ms. Sherry Reeves: Spoke to another school in Lee County, did they open at capacity? Also, what would the school lunch program look like? Also, cost for facility? Year One is only \$240,000.00 and that is a 6-10 school. How are we budgeting for that? What kind of facility will you get for that kind of money.
- Mr. Wilson: Year One budget for facilities. We have a quote from Fidelity for a \$3M facility in Year One, Monthly would be \$20,000.00. We can cover that with our budget.
- Ms. Turner: Asks about the school in Lee County which opened. Not PMR one but from RTO they were at 98% and started at 250.
- Mr. Frye: Lunch program. We would evaluate a potential move to the National School Lunch Program, if the need led us there. Starting without the staffing and federal regulations, community support and partnering with local vendors gives us flexibility. Students who would need that would get the same lunches the other students would have. There would be room in the budget for those students.
- Ms. Sherry Reeves: Budget shows \$30,000.00 for lunch in 1st year. That is not enough if we are looking at 50% ED in Year One.
- Mr. Frye gave the closing statement: I hope we have addressed questions and concerns. The level of enthusiasm from surveys and our board was staggering and being a member of community in Lee County, true recognition that there is a need there, growth curve for Lee County. He spoke about military increases in the area, lack of schools of choice, and waitlists for those schools. It is very limited right now. We are all committed to providing greater opportunities for our students.
- Ms. Turner: Served on reaccreditation committee for Chatham Charter. It is a very impressive school. What they have pulled off, if that could be moved to another county, particularly to a county with higher ED student population, she would love to see that happen. She hopes there is an understanding that there may be some things that won't be the same in Lee and that the board will be sensitive to that because if not, your population will look like Chatham but that

means there will be kids who are not being served. I do support this application. I have seen the program in action and I know it would benefit kids of Lee County.

- Ms. Reeves: Does Central Carolina intend to expand to lower grades?
- Mr. Frye: Our plan is middle and high school.
- Ms. Reeves: Would like the Lee County board for Central Carolina to stay focused that your population will be different from Chatham Charter board. I can speak to it because I am from the rural school and use CCP to its full advantage; college is feasible. Make sure you stay focused on your population; it is a needier and different population. Your mission is to get your kids into Career and College Promise program. Stay true to that. Pay attention to transportation and nutritional needs of those populations.

Motion: The CSAB moves to recommend that Central Carolina Academy application be moved to Ready to Open status on a standard timeline.

Motion: Bruce Friend

Second: Hilda Parlér

Vote: Unanimous

Passed **Failed**

**CSAB adjourned at 11:59AM for a lunch break and reconvened at 1:00 PM.

2020 CHARTER SCHOOL APPLICATION INTERVIEWS (CONTINUED)

Interview Time	Committee (Lead)	Applicant Name	Applicant Type
1:00 – 2:00	Policy (CT)	Impact Leadership Academy	Standard
2:10 – 3:10	Performance (AQ)	Triad Math and Science Academy Company	Standard – Replication

1:02 p.m. Ms. Baquero working to verify that live streaming is operational; verified live stream at 1:10 p.m.

1:10 Ms. Cheryl Turner announced that she received notice before lunch that one of our charter teachers at the Capitol Encore in Fayetteville had passed due to Covid19. A moment of silence ensued.

Impact Leadership Academy

- Ms. Rackley introduced Impact Leadership Academy and its board. Lenoir County, NC, two primary sites and a contingency plan at a church in Kinston. She reviewed the map of the proposed location, highlighted the number of schools in the area (within a 6-mile radius). Another charter is located there and several additional schools. Year One the school proposed

grades 3-6, 160 students, with plans to expand to full middle grades in Year Three, 4-6. Yes to CEP lunch, yes weighted lottery, yes to transportation, no LEA impact submitted, not a repeat applicant, no EMO/CMO, completeness check yes. Reminder of time parameters allotted for one hour.

- Dr. Dorothea Singleton, Board Chair for Impact Learning Academy provided an opening overview statement and her professional background, experience and expertise and provided an overview of school and its mission. Other board members introduced themselves and provided a summary of their expertise, experience and education.
- Ms. Brandi Strickland, Vice Chair of board introduced herself, her experience and education. Ms. Crystal Burte, Secretary of the board, introduced herself, overviewed her experience and education. Dr. Eric Kneubuehl, board member, introduced himself, overviewed his experience and education Mr. Danny King, board member, introduced himself, overviewed himself and his experience and provided a summation of the school overview.
- Ms. Reeves: The passion for this school is evident. Glaring question is that Lenoir county was selected as the school location yet no one on the board resides there. We know Lenoir has had a history and I know the Kinston region and we have a need, but we have had some history there. The application even states that there is reluctance from the community to support another charter. Why this county? Survey numbers were small. She has numerous budget questions. She notes that when she went to the website for Impact Leadership and in bold letters, the meaning of IMPACT was spelled out, yet it is nowhere in the application do you say IMPACT means integrity, merit. . . .
- Ms. Turner: Why Lenoir County? Since being a community school is part of your focus and yet no one lives there. She questions the number of survey responses in terms of the need or desire for this school. Letters of support for community organizations appear scripted, looks like one letter got put on different letterhead and signed. Two were original. She has quite a few questions about budget as well as professional development.
- Mr. Maimone: Inquires as to why grades 3-6; points to the difficulty to bring students in at this point and wished to know more about the reasoning behind that.
- Mr. Friend: Echoes other CSAB questions and he has questions about the facility plan.
- Ms. Parlér: Concurs and states she has the same questions.
- Ms. Strickland: Lives in Goldsboro, speaks to her ties to area, grew up in Greene County. Children currently go to school in Kinston and she believes there is a high need and there was one there previously. In Wayne County, there is Wayne Prep. Only one (charter) in Lenoir County is the Children's Village. We felt we could reach more children in the area. Location, a good proximity to downtown, and in rural community.
- Mr. Maimone: Asks the school to explain the selection of grades 3-6.

- Ms. Strickland: Explains that she grew up in a military family. When you see that there is a need, you make that your cause. There is a great need in Lenoir County.
- Ms. Brandi: We wanted to have an opportunity to create leaders in the school through a house system, they would stay in that house for the entire time they are there, set goals, manage emotions, make good choices, effective communicators, bring in younger kids later. Younger learn from older, Montessori type education.
- Ms. Cheryl Turner: How are you going to convince parents to leave a school at 3rd grade?
- Ms. Brandi: How effective will we be at marketing to schools? A tree is known by the fruit it bears. Quality of service provided, parent involvement, workshops.
- Ms. Turner: Addresses the response to surveys - virtually no one was interested in a 3-6 school, they were interested in K-12. What makes you think there would be that interest?
- Ms. Brandi: We will need to push through this when we do outreach.
- Mr. Friend: Who did the survey go to? How did you determine your target audience?
- Ms. Brandi: Sanderson Farm, high EL population. We felt this would be a good overview of the county. Mr. Friend: Have you held any community meetings? Ms. Brandi: We have intentions to hold community meetings once appropriate. We have created a flyer which has gone to libraries, social services, and to Electrolux, a corporation in Kinston. HR officer indicated that this is indicated a target population. They are looking for an opportunity beyond the typical school hour day. Kids will have an extended learning time for tutoring, enrichment.
- Ms. Turner: I want to move to budget. One concern is no employee benefits for the first five years. Software budget? NWEA Map. No money for testing supplies? Rent was only \$3,000.00 a month.
- Ms. Kroeger: Staffing chart shows two specials teachers for PE & STEM but those positions are not in budget. Teacher salary is very low at \$38,000.00 and there is nothing for benefits. Only \$28,000.00 for Chromebooks for 160 students?
- Ms. Reeves: Custodial is low, electric is low, and utilities were very low. Busing plan said ten miles outside of school. How many buses and drivers for \$50,000.00? What about kids who live five to ten miles from school. Marketing low, staff development was non-existent. Breakeven was 150 out of 160 and that is scary close.
- Dr. Kneubuehl: Wants to address the facility questions. We may come under projected. Breakeven is 150, we do expect we will reach over 160 and have a surplus.
- Ms. Reeves: How will you attract teachers?

- Dr. Kneubuehl: Teacher salary is a higher entry salary than what you will find in the area. We think we will be attractive to teachers who may not need certain benefits, some already have this benefit elsewhere. We don't expect to have an issue. They are looking for higher salary as they have benefits through other means.
- Ms. Turner: The stated salary is \$36,000.00. A lot of folks are looking for higher salary.
- Ms. Sherry Reeves: \$38,000.00 is not a high starting salary, and no benefits. This is an area that is already extremely depressed, so we are going to add to it by not paying them well and not providing benefits.
- Dr. Kneubuehl: We are starting at a 2nd year teacher's salary. Ms. Turner: Are you wanting only 1st or 2nd year teachers? Dr. Kneubuehl: Some will start at a higher point; in talking to people, we feel like we won't have a problem finding teachers.
- Ms. Turner: We have not discussed your educational plan, but are you going to be able to do that with all brand new teachers and kids coming in behind in middle grades?
- Ms. Strickland: Teachers which I have spoken to, they are also disgruntled, and several would be happy to jump ship. Was speaking to adding benefits in later years, if we stay in the black, we could make that an option for the staff.
- Ms. Burts: As a community school, we will be building partnerships. Onboarding process with our teachers, we will assist them in learning how to invest their finances, if that is something that they desire, outside benefit packages, etc.
- Dr. Singleton: Made closing statements, discussed four pillars. Discussed Montessori. We want to make sure students are successful. We still need more work to do, this is a planning process. Solicits feedback from OCS.
- Ms. Burts: Spoke of Lenoir county being one of the worst health outcome counties in the state. 178 out of 335. Let us impact the production of leaders, let us impact the culture and improve families' economic status, let Impact be the educational choice for those students.
- Dr. Kneubuehl: This is a growth process. Graduation numbers are not enough. We love the community school model. We need to make sure that they are all coming along for this. We are a diverse board and we hope to make an impact with these students. Acknowledges budget concerns. Speaks to potential relationship with ECU.
- Ms. Strickland: Addresses the concern that none of the board lives in Kinston. She lives 15 minutes from Kinston. She knows it well. Rest assured.
- Mr. King: We have a history of success, spoke to his expertise.

- Ms. Vuncannon: Madame Chair, I would like to bring them back to talk through the educational plan. I am concerned by the 3-6 grades and their budget would be helped by starting with K and working up.
- Mr. Ford: Madame Chair, I would bring them back because of Mr. King. He has a successful long-term history in eastern NC going on well over two decades helping serve marginalized communities and underserved individuals. Spoke to budget constraints. Supplement the kids and families. There is one person who can help supplement, Danny King. Give them the benefit of the doubt so that they can shore up their budget and education plan. This is an area which could us successful educational options for those families.
- Ms. Parlér: I would like to hear more and invite them back.
- Ms. Reeves: Respectfully, I disagree, this will not change that there are no members from Lenoir community on board, budget is a disaster; teachers with little pay and no benefits while the concept of community school is great and needed in eastern NC. I am a resident and we have had disastrous schools in this area. Starting with a 3-6 program, you are talking about bringing kids in at this point, all tested grades. I posit why not teach the little ones to be leaders from the start and build the culture from day one. I don't think they are ready; I am not ready to bring them back, next year maybe.
- Mr. Quigley: I want to echo Sherry's comments and as they said their comments this is a work in progress, this application is not ready. It is a great concept but there are a host of issues here and as Heather said, we have not even talked about an educational plan. It is a 2012 core knowledge curriculum, pre common core curriculum plan. We are talking about starting with 3rd grade. It suggests a lack of readiness for educational challenges in front of this school. One of the reasons that we have these round 1 and round 2 interviews is to make these decisions. With all due respect, I don't think we should give people the benefit of the doubt. We have talked about being very disciplined and only moving the schools forward for whom we feel ready for.
- Mr. Ford: I hear my colleagues and I respect them. I don't want us to allow perfection to be the enemy of good. I have tremendous conviction in Mr. King's ability to do this. I am willing to invest into these volunteers who are trying to do something great for our state that could use an injection of academic choice and help.

Motion: The CSAB moves to recommend that Impact Leadership Academy be forwarded to Round Two interviews.

Motion: Joel Ford

Second: Hilda Parlér

Vote: Joel Ford, Hilda Parlér, Steven Walker

Opposed: Alex Quigley, Sherry Reeves, Cheryl Turner, Bruce Friend, Lynn Kroeger

Passed

Failed

Motion: The CSAB moves to recommend that Impact Leadership Academy not be moved to Ready to Open Status.

Motion: Sherry Reeves

Seconded: Lynn Kroeger

Vote: Bruce Friend, Lynn Kroeger, Alex Quigley, Sherry Reeves, Cheryl Turner

Opposed: Steven Walker, Heather Vuncannon, Hilda Parlér, Joel Ford

Passed

Failed

Triad Math & Science Academy

- Ms. Rackley introduced Triad Math & Science Academy (TMSA), Wake County. Reviewed the schools within a 6-mile radius. TMSA in Apex, zip 27502, 9 miles from current campus. Year One, will open K-5 with 600 students, and grow incrementally each year by 100 students. Capacity in Year Four with 900 students. TMSA will participate in the NSLP, they will provide transportation, they will use a weighted lottery, no facility at this time, no LEA impact, this is a replication of LEA 92T, not using an EMO, completeness check is yes.
- Board introduced themselves and provided an opening statement
- Mr. Faith Oguz introduced himself, Board Chair, and four fellow board members. Board plans to replicate TMSA Cary which has experienced growth and top ratings.
- TMSA Cary school reviewed: Performance grade annually, strong curriculum, Project Lead the Way program, engineering and biomedical, extracurricular activities (Robotics & Science Olympiad), waiting list had 2,200 students with 23 seats available 1-8, spoke to demand for STEM focus, attrition rates are low at Cary. Want more students to have access, through a weighted lottery for ED students. Spoke about sister schools Triad and Queen City STEM. Stated audits clear, we are financially stable, central office takes responsibility (Superintendent, Deputy Superintendent, Student Services, Accounting, HR, support staff).
- Mr. Ben Karaduman: Superintendent, Central Office, introduced himself and addressed CSAB. Explained that some appendices got cut off from Edlusion. Mr. Karaduman clarified some things brought up in questions in Edlusion. Clarified that there was data that was not accurate. We show where the students are coming from, we used real data on hand with zip codes on hand. We identified six different locations, six different proposals on hand within a 15 miles radius of existing school, proposed facility will be 67,500 square feet over a 7-acre property for 900 students. 75 square foot per student, projections are 12 to 13 million dollars. Working with a developer with an option lease to buy. We can bundle all the deals when we buy the buildings. With the current situation, the bond market is really low. We can get double B+ which will save us more than a half million a year. Even now we can do a tender deal with our bond investors so we will be doing this simultaneously. Developing 5 buildings.
- Mr. Karaduman: Addressed the comment that there is not enough time. When we look at our previous schools, we finished everything within seven months. We have 18 months. Our budget model is 65% goes to salary and benefits, less than %15 to facilities and rent and 5% surplus to meet the bond covenants.

- Mr. Friend: Location of school, precisely? Within 10 miles of current campus? Wake County is tight on properties available.
- Ms. Reeves: Name of school? Triad Math & Science Academy Company? Application says Triangle Math & Science Academy II? Could you clarify name? More information on location and search? How do we not confuse the schools?
- Ms. Liz Ferm: We will make it very clear between Cary campus and proposed new replication. We will fine tune that. Triad Math & Science Co. (over all the three schools). Facility: Narrowed down to 9 miles away, off of 64 on border of Wake and Chatham. She is a board member and parent since 2012. This is a growth area. Found a parcel of land. Ready to move forward with developer and securing that parcel. We have other sites as well and have done due diligence. Easy access to 540, 751, 151501, Chatham Park, with up to 60,000 population, multi-use residential with 20,000 homes. Not many schools in that area. Thales and PEAK Charter. Chatham County Schools. Woods Charter is 4 miles.
- Ms. Reeves: Other questions?
- Mr. Friend: Clarifies that we approved SABA in Chatham.
- Ms. Turner: Question on weighted lottery, did not include ED, you had all of the other classifications. All other classifications. Is there a reason?
- Ms. Ferm: We do wish to have ED students in our weighted lottery. This is why we are excited about replicating. We would like to reach out to the educationally and economically disadvantaged students.
- Ms. Turner: How do you deal with boards over all these schools? Mr. Oguz: Clarifies roles of boards, principals, and central office. Ms. Ferm: Clarifies how they run their board meetings. Invite all stakeholders. Explaining that they do a lot in bulk for all schools. They have representation from all the schools. She also explains that they tie purchases for both schools, some separate, as a way to save money.
- Ms. Turner: Are you planning on adding that third school to the board meeting? Ms. Ferm: We have had talented board members and focused meetings. Discussed how they have pivoted successfully during COVID. Discussed staff benefits and pay for premiums for health insurance.
- Ms. Reeves: Current Triangle and Triad are both K-12 schools? Will you make the new school K-12?
- Mr. Oguz: K-8, that is the intent at this time.
- Ms. Reeves: Your educational plan, model is fantastic. We want schools like this. Triad & Triangle you are A schools and exceeding growth. Your demographics are reaching the more advantaged student. Weighted lottery shows that you will expect 10% in Year One and that is

not much. Is that enough? These are the kinds of programs we need for our kids. How can this board assure us you will become more inclusive and reach these other children, not just these already privileged kids.

- Mr. Oguz: This is the main issue for this replication project. We have very low attrition rate. We are trying to be more inclusive. We are trying to reflect and have similar demographics in Wake County.
- Ms. Favreau: Spoke to lottery and sibling preference. We are applicants for the NC ACCESS grant. We will reach the EDS (educationally) students, which encompasses economically disadvantaged students. We anticipate that those numbers will be much higher; it is our goal that those numbers are much higher. Meeting needs of demographics of Wake County. Currently, our population is not changing. This is an opportunity to restart to do this.
- Ms. Reeves: This is your restart. Speak to fees associated with clubs and dual credit college classes and then be reimbursed. That is not a good idea when trying to serve those populations. Board members, do we have questions?
- Ms. Turner: Contract fees of \$275,000.00, what is that? Custodial contract and a custodian? What about tech for students? What are they using? Textbooks for kids? They had about \$100 per kid which would buy one book. I didn't see money for tech or books.
- Ms. Reeves: Could you explain which roles are being supplemented by other two schools? What does that buy you? Is that a cost share between Triangle and Triangle II? Student Accounting \$15,000.00, who is doing that? Also, custodial is high and child nutrition is low; break-even is low.
- Mr. Kroeger: Other income of 400,000.00, what is that related to?
- Mr. Karaduman: 5% is central office fees for all our schools. We try to get off the school's admin's shoulders. EMO/CMO, we do it ourselves and that 5% comes to the central office. \$400,000.00 is the NC ACCESS grant. That will come from that grant. We got the ACCESS grant for Triad for \$700,000.00 and then the same for Triangle and we expect to have this.
- Mr. Karaduman: \$400,000.00 was incorporated into budget for spending.
- Ms. Reeves: You are central office?
- Mr. Karaduman: Yes, central office. Ex officio board member. With principal oversight and get evaluated by all three boards.
- Mr. Maimone: Comments that what they are doing is an interesting model for a central office so that school principals can focus on their job.
- Mr. Friend: I will support this application for a second interview. Name is confusing and perhaps consider a change there.

- Mr. Ford: I have reservations based upon concerns raised already based on lack of diversity. Concerns me that was not it a part of original application. Questioned sincerity of leadership of how important that this was.
- Ms. Turner: Clarified her statement, they listed out the categories and did not include economically disadvantaged. It was not that the application did not reflect that it was not trying to diversify.
- Applicants provided a closing statement. We have proven record, academic success. Our schools are very diverse, including Queen City STEM. Triad is a Title I school. With this school, this is educationally disadvantaged, so this includes economically disadvantaged as well. We emphasize governance rather than management. We have strong financials. We are functioning well.

Motion: The CSAB moves to recommend that TMSA Wake County application be moved to Ready to Open status on a standard timeline.

Motion: Joel Ford; motion modified to add the stipulation of name change.

Second: Cheryl Turner

- Chair Quigley: Stated that he is excited to move a school forward to RTO in first application round. Homegrown EMO/CMO and has replicated itself. This is a proven model which is working for kids and parents and has demonstrated a capacity to advance kids and to diversify. Similarly to Chatham Charter, they are bringing their model to another county. This is how we scale effective models in the state.

Vote: Unanimous

Opposed: None

Passed

Failed

Motion: Motion for CSAB to move into closed session at 3:17 p.m. to discuss a matter with legal counsel and to close open session as they come out of executive session.

Motion: Sherry Reeves

Second: Hilda Parlér

Passes Unanimously

ADJOURNMENT

- Ms. Reeves made a motion to adjourn the meeting at 3:17 p.m. to go into closed session and Ms. Parlér seconded the motion. The meeting adjourned via acclamation.

**Minutes of the
North Carolina Charter School Advisory Board
Via Cisco Webex Remote Meeting
November 10, 2020
9:00 am**

Attendance/NCCSAB	Joseph Maimone (non-voting) Joel Ford Rita Haire - <i>Absent</i> Sherry Reeves Cheryl Turner Lynn Kroeger - <i>Absent</i>	Alex Quigley Jeanette Butterworth Steven Walker (left early 12:10pm) Hilda Parlér Heather Vuncannon Bruce Friend
Attendance/SBE/DPI	<i>Office of Charter Schools</i> Dave Machado, Director Ashley Baquero, Consultant Claire Porter, Consultant Joseph Letterio, Consultant Shaunda Cooper, Consultant Darian Jones, Consultant Melanie Rackley, Consultant Jay Whalen, NC ACCESS Davida Robinson, NC ACCESS	<i>Attorney General</i> Tiffany Lucas Stephanie Lloyd <i>SBE Attorney</i> <i>Charter School Teacher of the Year Advisory</i> Ashley Bailey

CALL TO ORDER

- Ms. Ashley Baquero, OCS Consultant, verified live streaming at 9:04 a.m.
- The North Carolina Charter School Advisory Board (CSAB) meeting was called to order at 9:05 am by Ms. Cheryl Turner. Mr. Steven Walker led the Pledge of Allegiance at 9:06 a.m. Ms. Turner read the Ethics Statement and CSAB Mission Statement.
- Ms. Cheryl Turner recused herself from discussion of and voting on the GO BIG application. Ms. Hilda Parlér recused herself from discussion of and voting on Bonnie Cone Leadership Academy application and American Leadership Academy application. Mr. Bruce Friend recused himself from discussion of and voting on Bonnie Cone Leadership Academy application and American Leadership Academy application.
- At 9:08 a.m. Ms. Baquero presented a revised agenda.

Motion: Motion to approve the revised November 10th CSAB agenda.

Motion: Hilda Parlér

Second: Sherry Reeves

Vote: Unanimous

Passed

Failed

ESSIE MAE KISER FOXX

- Chair Quigley began discussion of Essie Mae Kaiser Foxx regarding the lack of audits. Chair Quigley explained that CSAB had a closed session yesterday with attorneys regarding statutory and other requirements around audits. Chair Quigley expressed concern that Essie Mae Kaiser Foxx has not produced an audit since inception and pointed to the inability of the school to follow the process and produce an audit in a timely manner. Chair Quigley stated that while there may have been an issue with the school's selected auditor, it is the school's responsibility to manage the audit requirements on time. He stated that this goes beyond lateness and pointed that the first audit had not even been completed yet. Chair Quigley stated that the other component is that the school will run out of money.
- Ms. Sherry Reeves did some quick calculations and pointed to a \$60,000.00 payroll, as stated by the school \$30,000.00 in the bank, and \$20,000.00 coming from local funding.
- Chair Quigley expressed that one cannot run a school close to the line and opened it up for board discussion.
- Ms. Cheryl Turner stated that she shared all the same concerns as her colleagues. This school, since inception, we have no idea fiscally how they are managing. They have a fiduciary responsibility to produce an audit and they have been given way more than enough time. It is a year late and it is not imminent. I have concerns about the school's viability.
- Ms. Hilda Parlér stated that she also concurs and it shows evidence of incompetence and irresponsibility. Schools are a business; we are not just here for our mission. It always has to be looked at in that sense. So, I feel for the children number one; because that is why we are all in this business, for the sake of our children, and so I don't see the responsibility; incompetence is definitely the star of the show.
- Mr. Joel Ford stated that he appreciated the opportunity to discuss the challenges this school is having and expressed how deeply concerning and troubling the current situation is. He stated that CSAB has a responsibility, first and foremost, to the children which are being served at the school. He stated that there are legitimate concerns concerning the financial viability of the school which have not been answered. As a board, we have to take the necessary actions to protect the children and families of the school. Mr. Ford stated that whatever action is today is not a reflection on the children or families of the schools but is a direct reflection upon the leadership and management of the school. We need to protect the families and children of that school. I encourage my fellow board members to do what is necessary today.

- Ms. Reeves noted the performance data as well which was shared. In addition to the fiscal state, which is not healthy at all, the school also has been struggling with enrollment numbers. Spoke to history of school and application process and they were not approved initially. When they returned, it was a split vote on whether they were ready. They started with an EMO, with whom they severed ties after a year. They are on shifting sand and they have not been able to get foundation firmed up. Not only finances, also governance and absolutely issues with student performance. I am worried about these 100 students who have been there for three years; what have they lost in this time? We never like to pick apart a school, yet we are required by policy and legislation to have high quality schools in the charter school realm and this is not making the mark in any area.
- Mr. Steven Walker stated that it is really inexcusable not to have your audit in on time; this isn't six weeks, we are getting on 13 months with the 1st audit. It is totally unacceptable. Mr. Walker asked if there might be a possibility of an assumption or is this a 'this isn't going to work'?
- Mr. Bruce Friend stated that he concurs with all comments, especially with Mr. Ford that this is not a reflection of the students or staff of the school, but it really is a failure of leadership. They have a responsibility to do an audit and be fiscally sound and we have a responsibility to hold them accountable for that.
- Ms. Heather Vuncannon: I echo the sentiments of my fellow board members.
- Chair Quigley stated that he applauds Mr. Steven Walker's desire to maintain school choice options. I am wary of assumption and particularly in this COVID situation. Particularly with these early terminations, the cleanest solution is the best. Similar to if we are not 100% sure, if we don't feel that the school can continue effectively, it should be crystal clear. I would be in favor not of opening door of assumption and moving ahead with revocation.
- Mr. Friend: What would timeline be for assumption?
- Chair Quigley stated that Three Rivers is an assumed charter. My recollection is that if we moved to an assumption, the board would have an opportunity to respond and either to accept the assumption, or appeal. It could draw the process out further.
- Mr. Walker stated that Chair Quigley is correct. It was done as a settlement; there was a case here going through the administrative law courts. It was turned around. I don't know what the appetite it. This would be a rough situation for someone to step into.
- Mr. Ford: I appreciate my colleagues comments and I am a supporter of choice and especially in areas of state where there is none to limited choice. My priority is for the children and families. Would like to move forward with a recommendation of revocation.
- Chair Quigley: I want to steer us away from assumption process. Happy to have a dialogue. We have gleaned from our past experiences, the NC SBE, the school, and the community need the cleanest and clearest process. Clarity is important because it allows parents to make those

decisions they need to make. Assumption can create a lengthier term of uncertainty. I think this is a very clear situation of a board in violation of one of their most basic duties as a charter. I am hoping we can move forward with a revocation.

- Mr. Friend: Requested more information on timeline. If we approve revocation today, does that allow them to continue with school year. When does it take effect?
- Chair Quigley: Can we have Dave and legal team give us an overview on the potential revocation process?
- Mr. Dave Machado, OCS Director: Legal can opine. Hypothetically, if you were to vote today, we would take it to SBE in December, assuming a vote in January. School may appeal to the SBE, would take another month. Likely February or March before school would actually be closed. Legal would you like to comment?
- Ms. Tiffany Lucas: Attorney General's Office. Dave has accurately summarized. If CSAB makes a recommendation to move forward with initiating revocation proceedings, there is a process where it would go to SBE for final action. Following that, if the action is to move forward with revocation, there are opportunities for the school to appeal. It does take time. This would just be the beginning of the process.
- Ms. Turner: Also, the assumption also requires a bidding process. Can you have this bidding process going on at the same time you were moving to close it?
- Ms. Reeves: Stated that yesterday when I was inquiring as to financials, we were trying to ascertain month to month, we are still unaware of they can make it to the end of the school year. If they go belly up before that, timeline is really off the table. Good news is that we have a charter which will be opening there in August and hopefully they could reach out to these families. There will be a charter opportunity close by. I am not convinced they will be able to operate through the end of the school year.
- Ms. Cheryl Turner: I would like to make motion

Motion: CSAB moves for revocation of the Essie Mae Kaiser Foxx Charter School based on continued noncompliance in governance and finance, including the failure to file audits for the 2018 and 2019 school year.

Motion: Cheryl Turner

Second: Hilda Parlér

- Mr. Walker notes he will vote for the motion with the caveat that if the school expressed interest in assumption, that he would consider assumption.
- Chair Quigley: From a standpoint of the process and ease of closure, this process is a lot easier if they turn their charter in. I am confident that the SBE will support this. I hope they consider turning their charter in at the end of the year. Process easier for school and students.

- Ms. Jeanette Butterworth: I will support this motion; it is best for children.
- Mr. Ford: This is a tough day for me as a board member for the CSAB when I am going to have to live it out, all of the things I have been preaching as it relates to accountability and transparency. The last thing I want to do is revoke a charter because of my passion and belief for school choice. One thing I cannot do is to sit idly by and watch adult leadership continue to fail our kids. This move is absolutely necessary. I want to thank Mr. Walker for trying to keep hope alive but if no one steps up, we need to do the right thing. Thank you for Ms. Turner for reminding us that another charter is opening, families will take some encouragement in knowing some choice in your area will be available.

Vote: Unanimous

Passed

Failed

2020 CHARTER SCHOOL APPLICATION INTERVIEWS

9:15 – 10:15	Performance (AQ)	Bonnie Cone Leadership Academy (Charter One)	Standard
10:25 – 11:25	Policy (CT)	American Leadership Academy (Charter One)	Standard
11:35 – 12:35	Performance (SR)	The Soaring Eagle Academy	Standard

- At 9:35 a.m. Ms. Melanie Rackley, OCS Consultant, provided an overview of the application interview process. She reminded the CSAB from whom they would hear today, four first round applicants and recapped deliberations from yesterday’s meeting. She reviewed the choices before the CSAB: Advancing the school to the SBE for approval, holding the applicant over for a round two interview, or advancing the applicant to the SBE for a denial. Ms. Rackley further reviewed the time constraints for each applicant school; one hour per interview and the time allotted for each part of the school’s interview.

Bonnie Cone Leadership Academy (Charter One)

- Ms. Rackley provided an overview of the school location and other details. It is slated for the greater Huntsville area, Mecklenburg County. Bonnie Cone Leadership Academy anticipates a facility on 30 to 40 acres, approximately 38,000.00 sq. feet. She reviewed all of the schools (LEAs and charters) in the vicinity. In Year One, the school anticipates 1,525 students, K-10, the following two subsequent years they will add grades 11 & 12, and this would leave them at capacity in Year Three with 1,925 students. They will participate in the National School Lunch Program, provide transportation, utilize a weighted lottery, facility is not exact at this

time but will be in the greater Huntsville area, no LEA impact statement provided, not a repeat applicant, working with Charter One as their EMO, completeness check is yes.

- Marty McCarthy, BOD Chair for Bonnie Cone Classical Academy and hopefully Bonnie Cone Leadership Academy: Introduced rest of the Board of Directors: Brian Puckett, William Mills, Julia Russo, Megan Tan, Dr. Chrystal Brown. Mr. McCarthy explained that one board candidate withdrew, and another board member is teaching today. Spoke to interviewing of other board candidates and their credentials. Each board member explained their experience and credentials.
- Mr. McCarthy gave an overview of Bonnie Cone Classical Academy current enrollment, their waitlist, their current Plan B and Plan A, stated that Charter One was their management organization and pointed to the application for Bonnie Cone Leadership Academy, a K-12 school proposed to open in the Fall of 2022, with 1,525 students initially and 1,925 when fully enrolled. Mr. McCarthy stated parents have expressed interest in expansion for a high-quality high school. Current site is too small. Bonnie Cone Classical Academy will serve as a feeder school to Bonnie Cone Leadership Academy. He spoke to pursuing an articulation agreements with other charters in the area who do not offer high school option. Mr. McCarthy stated they have 944 families on an interest list representing over 1,400 students; we are 21 months away from doors open. Charter One is their EMO, one board of directors will govern both schools, the K-8 curriculum will be the same for both schools. High School would include arts, athletics, financial literacy and other benefits.
- Mr. McCarty explained that Huntersville is growing and demand is very high. He stated that Charter One has provided curriculum, furniture, technology needs, amazing marketing support and stated that they were the engine behind the school' phenomenal growth.
- Mr. McCarthy stated that the EMO (Charter One) did not get paid a penny last year; he stated that the EMO gets paid when the school can afford to pay it. They have engaged the support of a developer who is committed to providing financing up to 35 million dollars for a 140-150 thousand square foot facility.
- The developer has engaged the services of a commercial real estate broker and they have identified potential sites. Upon approval, they will contract for a 30-40 acre site. They were awarded the NC ACCESS grant for Bonnie Cone Classical Academy (BCCA) and intend to apply for the same grant for Bonnie Cone Leadership Academy. They conducted a weighted lottery, offer food service, provide bus transportation, and intentionally marketed the school to educationally disadvantaged students. Mr. McCarty indicated they were successful in recruiting 68% of non-white students to BCCA and he is proud of the diversity and experience on the board. Mr. McCarthy provided an overview of Bonnie Cone's start and how they managed initial challenges, including the corona virus pandemic. He pointed to the growth of the board and stated they are ready to govern Bonnie Cone Leadership Academy.
- Ms. Joan Roman, director of BCCA and Charter One employee, introduced herself and presented her experience in education and administration, with charters, and leadership and

stated she was excited for the Bonnie Cone Leadership Academy (BCLA) for the families in the Huntersville area.

- Ms. Vuncannon stated she had questions around transportation and the plan and relative to the budget and stated that there seemed to be nothing in the budget for food services. She further stated that given the weighted lottery and the statement that 40% of the students would be educationally disadvantaged and that's potentially economically disadvantaged, she wanted to know more about that. Ms. Vuncannon also inquired as to the relationship between Charter One, the school development business, she thought it might be called School Development East, and what that relationship is there so that everyone could be on the same page.
- Ms. Roman: Stated that at BCCA they currently provide transportation and understood that at BCLA they would be serving communities who are historically underserved and may have students who need transportation in order to come to school. Ms. Roman indicated they would use cluster stops, located within convenient commuting distance to the bus stop for the family. She then stated that they look to purchase used buses and make sure we have that opportunity for students.
- Chair Quigley: There are a few follow ups. Specifically, to a board member, how was the budget developed related to bussing and transportation?
- Ms. Reeves stated that Ms. Roman stated BCCA provides bussing. According to the budget for BCLA, only four buses are listed, this would not even be enough to cover even 10% of those students. Request details for how will this plan actually work for educationally and economically disadvantaged?
- Ms. Roman: Stated that 16% of BCCA requested bus service per survey. Purchased based on that result. We would look at BCLA at that rate or above. If it is indicated that there are more families requiring bussing, we would look at a reduction in education management fee to support additional purchases in Year One.
- Chair Quigley: Budget for transportation is insufficient. At BCLA, there is 5k for maintenance, no money for busses after year three, when the school is larger. Those of us who run schools, this is woefully inadequate. How was budget developed for transportation?
- Mr. McCarthy: We know we will have to work through the Ready to Open process to adjust our budget; you'll see the budget flat lines as we don't know. Charter One won't take a penny out until we are ready to go. We know we will have to refine budget during the Ready to Open Process.
- Chair Quigley: Speaking to my board, we have to evaluate the budget before us. Notes that the contract fee to the management company continues and goes up in years 4 and 5, as do the financial fees, things that generally track with a growing student population.
- Mr. McCarthy: We have room in our budget to move things around as we grow. It is a rough framework.

- Chair Quigley: What we look for when we are told you are going to provide transportation and there is not a financially viable plan, we have to look at what is in front of us and make a decision with what is in front of us. I would like an answer to the question about how we arrived at the transportation budget, from a board member.
- Mr. Mills: There are four buses, which would handle about 10% to 15% of population, approximately the experience at BCCA was; we recognize the actual demand for transportation will be a function of population that we obtain at BCLA and we will need to make adjustments. Any number we put down now is a best guess based on experience.
- Ms. Reeves: Can someone explain why there is \$0.00 for child nutrition program? An application states you say you want to reach ED students, but your budget does not support that. Even in the application it says that the students will receive a reduced cost lunch. What you are saying is not matching up with the budget.
- Mr. Mills: I would like to answer the question. There's no revenue for a free and reduced lunch and budgeting that's exactly the approach we took with BCCA and we are providing the lunch and we have revenue to offset and we make up the difference. We know there will be revenue to offset the cost. We don't know what supply and demand is, but it is hard to know. This budget reflects the experiencing we gained from BCCA.
- Ms. Turner: When we look at budget and look at the narrative, those two things should match. I don't understand why in Year Four you won't need money for transportation when you have more kids. What that look like to me is that in Year Four we will not provide transportation.
- Mr. McCarthy: That is an error in the way we set up the budget. We will fix that. We know there will be a need for transportation going forward that will increase. We also know we have high school students who will drive but we won't let anything stand in the way of serving our children.
- Mr. Puckett: One of the resources of Charter One is the resources to reach out to these families and this allows us to mold to their needs. This is a broad budget, and we will then mold this to fit their needs.
- Chair Quigley: I still don't have a clear answer. My other question is, if we are working with an EMO who is so experienced and so good at doing this, how would they make an error in the budget, we don't know how things are going to be? That doesn't make sense. Plenty of other costs that are budgeted for. Let's talk about that. Contract fees. Can a board member explain to me, what are we getting for the contract fee for the opening of school? What are we getting for this. Management fee is 12% in Year One, 15%. A total of 10 million dollars over 5 years. What are you as a board getting for that?
- Mr. McCarthy: We will receive the benefit of their work in operations and curriculum, academic, accounting, facilities, marketing, H.R., IT and compliance. We will have their experience in all of these areas. They have a deep track record, and they are very successful

and efficient. We are confident we are getting an organizational support team at an appropriate cost.

- Mr. Puckett: Spoke to the benefits of partnership with Charter One. Just marketing piece alone is amazing. Were able to put ‘butts in seats’, and find kids that need a great education. CMO has been wonderful in helping us.
- Chair Quigley: Why is their \$35,000.00 in marketing if the CMO contract fee covers the marketing?
- Mr. Mills: They are reimbursable expenses not covered. Incidental expenses, pretty standard. 15% compares favorably with the operating costs of government run schools. Scale matters and the economies of scale matter and Charter One operates between 80 and 100 schools and allowed them to hold down costs through considerable economies of scale.
- Ms. Vuncannon: We haven’t seen this scale in North Carolina yet under Charter One because there was just a second one-year delay placed on a school of the same size. You are asking us to use a crystal ball and trust us that we are going to be able to cover it. We are charged with looking at this application as it comes in. It is not fair to say take our word, when we are looking at an application with a 40% EDS population. Some things were very well planned out, like marketing, finance, curriculum and then we get to something that is access to school: food and transportation and this is just trust us, this is concerning.
- Mr. McCarthy: We anticipate applying for NC ACCESS grant, as we did with BCCA. That is a reimbursable grant and Charter One has pledged to cover the gap until that is achieved. We have a CMO agreement with them and if we don’t have the funds to pay them in year one, we don’t pay them. We take care of everything else. They are the first dollars in and the last dollars out.
- Ms Roman: It should be noted that BCCA has purchased 5 busses for under \$25,000.00. We are not buying brand new busses. With Charter One’s support, and their economies of scale, whatever is in the budget in the first year for four busses, will help support those students of academic need.
- Ms. Turner: Charter One has a school that’s in delay that will open this year, they’ve applied for another school with 1,500 children, and, supposedly, if no one has any money, Charter One will pay for everything. That’s concerning, and this is in Mecklenburg, where we have a history of schools not making their first year ADM and this school is asking for 1,500 kids.
- Ms. Reeves: BCCA did not open with their projected ADM in the first year. This year, they have turned it around and give credit to Charter One. It was a facility issue that caused that issue. I am still not confident there are 1,500 kids waiting around in Huntersville for a new school.

- Ms. Reeves: Stated she had great hesitation when Wake Preparatory came before us. Opening a school this large. Charlotte Mecklenburg has had difficulty opening schools. When McCarthy spoke to interest, I saw the hits on Facebook, but one of the questions with the survey had 77 responses. Another one had four responses. Disconnect with what data showed and what the BOD wants. Why not just open a high school since you already have a strong program at BCCA? These numbers are disturbing to me and that we are being asked to put our total trust in a management company that has not been able to successfully open a school yet.
- Ms. Roman: Points out that Huntersville will be growing in the next ten years, with the greater Lake Norman area tripling in size and with that will come school enrollment. Explains the history of the temporary facility was because of another management company and challenges with the development company. States that in order to get the full high school experience, it is important to have the economies of scale of both a feeder school and a K-12 school.
- Mr. McCarthy: Explained how this enrollment would support a high-quality high school. Pointed to how Charlotte would be fastest growing large city in American in the next two decades. Pointed out that the Charlotte Mecklenburg LEA has no intention to open in Huntersville community and that community has thousands on the waiting list to get into charter, we believe we can get this done.
- Mr. Quigley: Budget follow up question. Finance fees alone are very high. To my original question: What is management company doing? Why are we in addition paying financial 1.5 million over five years?
- McCarthy: Explained with reference to BCCA, they are now in bonding process due to growth and experience. We expect and anticipate the same process with BCLA.
- Chair Quigley: Plan is to buy out the lease with a bond? What is this line in the finance line? Normally this is for accounting and bookkeeping? Can someone speak to the preparation of this budget?
- Mr. Mills: Basic accounting is provided by EMO Charter One. The financing line is other debt service requirements, I believe.
- Quigley: Other debt services? Because we have, over the first 5 years, eight million in facility leased mortgage.
- Mr. Mills: A 35 million dollar building that is being financed. After construction is completed, the lease is designed to encourage us to buy the lease out quickly by going through the bonding process.
- Chair Quigley: You expect the building would be valued at roughly at 35 million and you would buy out?

- Ms. Vuncannon: In the lease agreement, it appears that if you buy out before four years, you have to pay 122% of the value, so then we are looking at more.
- Mr. Mills: We expect to buy out in Year Two.
- Ms. Vuncannon: Well, it is still 122%, also basic accounting and payroll are not covered according to contract compliance. Contract compliance is covered but not accounting services.
- Ms. Turner: Is it something that moves, or that you have to pay later, or is it forgiven?
- McCarthy: Forgiven.
- Ms. Vuncannon: Can someone answer my original question? What is relationship between School Development LLC and Charter One?
- McCarthy: It includes some of Charter One people and other development people.
- Mr. Ford: What is your plan for disadvantaged youth? Applaud efforts but I am concerned about those students who are disadvantaged and are part of those waiting lists.
- Mr. McCarthy: You may know Greg Jackson who is involved with Heal Charlotte? McCarthy is working to recruit families from that neighborhood and working with Greater Enrichment. Has been on BOD of Greater Enrichment for 20 years. We have a target to reach out underserved community and I am actively pursuing that.
- Mr. Puckett: Spoke to board members who went and sought disadvantaged students. We went out to their location in Huntersville, invited them to school and tour schools.
- Mr. Ford: Is there a quantifiable goal or commitment to those children? Seeking a quantifiable commitment that we can hold you folks accountable to.
- Mr. Puckett: Spoke to the NC ACCESS grant and the language in the application.
- Chair Quigley: Clarification and states that the application says 50%, 50% of students being economically disadvantaged. By that math, 600 to 700 economically disadvantaged students. That is significant and takes us back to lunch and transportation again. The numbers don't match up. Other piece is on lunch. Those of us who run federal free lunch programs. It is exceedingly hard to run this at a 0 balance where you lose no money. Ms. Turner has done it. Narrative of the application says one thing, budget says something else.
- Ms. Turner: We do have to invest money in the program; we don't lose money anymore. I run 30 busses and twice the number of low-income kids. The idea that you are going to run 4 busses for three years and then stop and have 50% of kids being low income, is not going to work.

- Mr. McCarthy: We know we have \$600,000.00 in our curriculum budget and that is probably heavy. We also know that we are going to increase our transportation budget, pending your approval. We will fix these issues that have been brought to our attention.
- Ms. Vuncannon: Speak to wrap around services please. If you have a 50% EDS population, these will be crucial to success. How are you going to do that, where that is in the budget? Related services? What are your plans given that you hope to have 50% EDS.
- Ms. Roman: Began to answer.
- Ms. Vuncannon: I would like to hear from someone on the board, please.
- Ms. Russo: The EC program, the counselors, all of this is included. We want to make sure we have the facility and means to take care of all of these students. We will be applying for Title I grants, mental health, we know we will have these needs. We intend to meet the needs as a board.
- Ms. Turner: Wanted to go to original question, how was budget developed? Who developed it and how was it developed?
- McCarthy: We worked with our EMO, Charter One. We fixed it after discussions.
- Mr. Mills: We were fortunate to have the assistance of Charter One and their experience. We have a much better product than when we had BCCA.
- Ms. Tan: In addition, we have met our budgeted goal for three years. That is a success we are looking to replicate.
- Mr. Puckett Brian: We are using some charter folks from the accounting company we are using, they are experts in charter budgets and financing.
- Mr. McCarthy made closing statement. Thanks to the CSAB. Acknowledged there is work to do and adjustments to be made to the budget during the ready to open process. Spoke to interest list. We have a commitment from developer, hired a commercial firm, real estate identified sites, we are a diverse board, driven to provide Huntersville families a quality high school option.
- Ms. Roman: One great aspect of working with this board is strong relationship. Collaborative nature between the board and Charter One makes this a successful opportunity for a K-12 charter in the Huntersville area.
- Mr. Walker: This board is solid, the model has been successful elsewhere and we can expect success in NC. As to the number of students, this EMO is a business, they have market researched this thing, there is no way they would put this kind of money out, unless they think they can get the students. Spoke to Wake Forest and Wake Preparatory Academy and their

experience. This board and the EMO is solid. Generally, they (EMOs) hit their enrollment targets and provide a lot of support. I would be in favor of moving them forward.

- Mr. Maimone: Echoes Mr. Steven Walker's comments. I have visited the school and what Charter One and this board has put together is an extraordinary success. I support this application and this group.
- Ms. Turner: Agrees that this is a very strong board and BCCA is currently successful. I am concerned about 1,500 students, mildly concerned we are depending on a management company which has not proven themselves here and will have three new schools opening the same year and their money makes up the difference if the schools are not able to make their very large enrollments. Concern about budget, people put their money where they are thinking; what I see is a I see a lack of real support for disadvantaged students. The things that got forgotten would support those kids. Wrap around was also external as well, it wasn't the core money of the school. This says to me is disadvantaged kids and their needs are an afterthought. What happens in those situations is where we see achievement gaps. You can hear the emotion in my voice is that planning was not done around meeting all of the kids who are coming to us. Planning was not there. I do think it will be successful, but I don't know if they'll keep 50% disadvantaged kids because I don't think that they are set up to support them.
- Ms. Vuncannon: Echoes that the board is strong and that the classical approach is different for this area. I have concerns about what appears to be an afterthought for the 50% EDS population as well. You can't put that in an application and then not showcase how you will support that population. No social workers, no interventionists. I wanted to think about that from the start, in the application from the start. We talked about the EMO and due diligence in researching the needs of the EDS population and costs associated with those needs. Median income is about \$85,000.00, this is a very different population. And then the articulation agreements with schools with an affluent lean. How will we honor this part of our application and also provide the appropriate supports so there is not an achievement gap?
- Ms. Reeves: We pushed hard on budget because it does not speak to what narrative says and answer was, you have applied for the NC ACCESS grant. It (the grant) will not continue down the road. I feel there is a disconnect between what we are saying and what we might be doing. I have no doubts about the board. I have heartburn about the way the disadvantaged were not planned for.

Motion: Recommend to the SBE that Bonnie Cone Leadership Academy be moved to Ready to Open status on a standard timeline.

Motion: Joel Ford

Second: Steven Walker

- Chair Quigley: I will not support this motion; there are too many questions in the budget. I would echo Cheryl's concerns.

Vote: Joel Ford, Steven Walker

Opposed: Jeanette Butterworth, Alex Quigley, Sherry Reeves, Cheryl Turner, Heather Vuncannon.

Recused: Bruce Friend, Hilda Parlér

Passed Failed

Motion: The CSAB moves to recommend that Bonnie Cone Leadership Academy not be moved to Ready to Open Status.

Motion: Sherry Reeves

Second: Heather Vuncannon

- Mr. Maimone and Mr. Ford are not going to support this motion, they believe the school could move to the second round, they remind us of the tremendous need in our community and the waiting lists, they reminds us that the budget may change. Mr. Walker states that if a board with this strength and knowledge can't move forward I find it hard to think of a board which would be able to. He will not support this motion but bringing the school back for a second interview would be supported. Ms. Butterworth stated she would support bringing the school back for a second round. Ms. Turner stated she needed assurance that they would need to bring strong budget with modifications. Mr. Maimone stated that they have proven themselves in the community and they take these recommendations seriously.

Vote: Alex Quigley, Sherry Reeves, Heather Vuncannon

Opposed: Jeanette Butterworth, Joel Ford, Cheryl Turner, Steven Walker

Recused: Bruce Friend, Hilda Parlér

Passed Failed

Motion: Motion to move Bonnie Cone Leadership Academy forward for a second-round interview next month.

Motion: Steven Walker

Second: Jeannette Butterworth

Vote: Unanimous

Recused: Bruce Friend, Hilda Parlér

Passed Failed

- Ms. Turner: Make a request for things the school can bring back: What is plan for supporting students who come with a lot of needs? What is being put in place?
- Mr. Puckett: Asked Ms. Vuncannon for clarification on wrap around services.
- Ms. Vuncannon: Wrap around services include mental health, social workers on staff, you are using the resources which communities have and arranging student access to those, it will be critical to have those folks on staff and always available. Mental health crises, making sure you have staff. Social worker, therapists that come from various backgrounds, making sure you will provide that. You may need a mentoring program. A robust food program is part of that as well.

American Leadership Academy (Charter One)

- Ms. Rackley provided an overview and introduced the American Leadership Academy, Johnston County, discussed their proposed site, reviewed the location of other public schools in the area. Year One expected enrollment is 1,525 students, Year Two 1,725 and adding grade 11, Year Three, add grade 12 and at capacity at 1,925. School intends to participate in the National School Lunch Program, will use a weighted lottery, will offer transportation, no specific facility yet, no LEA impact statement, not a repeat applicant and Charter One is their EMO. Completeness check is yes.
- Ms. Dawn Carroll: Board Chair introduced herself. Matthew Waring introduced himself. Jessica White, Treasurer, introduced herself. Franklin Jones, attorney in NC, introduced himself. Shawn Reid, introduced himself. Charlie French (Director Aristotle Prep in Charlotte) introduced herself; Kelly Scott (Elementary Administrator at Aristotle Prep in Charlotte) introduced herself.
- Ms. Carroll: Provided an overview of school genesis; explained how they decided to work with an EMO and how they settled on Charter One (had been working with Charter Schools USA); demand in Johnston County (2 charters are already full); survey evidenced desire for additional charters; 1,000 responses to Facebook could be extrapolated to 2,000 potential students; Clayton community is ripe for growth; pharma manufacturers; desire for a high school option. Draw from Clayton & Garner, Smith field, Four Oaks, Wendell, Cleveland community. Overview: Bus service, yes. Better engage economically disadvantaged. Unique in the sense to offer the best educational experience in a moral and wholesome environment; top academics and extracurriculars; Dave Ramsey financial literacy course and well as one on entrepreneurship. Will pursue an articulation agreement with Johnston Charter Academy's Board of Directors, offer bus transportation, use a weighted lottery for enrollment, offering all of this in a moral and wholesome environment. Charter One's curriculum Character Education (RAISE values) will be used, visited Charter One schools in Arizona and woven into the culture of schools.
- Ms. Tuner: Application is the same as the last one we just saw except for location specific. What is your connection to Aristotle? You refer to the non-profit who would hold this charter that would hold this? ALA Schools? Are there other schools or do you intend to have more schools? How are you set up and who are you connected to?
- Ms. Carroll: We have no official connection to Aristotle, other than we have two board members who are currently at Aristotle. We were searching for board members with experience with the curricular model we were looking for. Charlie and Kelly were the most qualified applicants for those positions.
- Ms. Turner: Are there other ALA schools which you are affiliated with? Will you be connected to them?
- Ms. Carroll: We will offer the same RAISE values but as far as a legal tie, no.

- Ms. Reeves: Throughout both applications, almost identical. Who wrote this application?
- Ms. Carroll: It was a joint effort. The EMO (Charter One) filled it out but our board were active participants in providing background information.
- Ms. Reeves: They really are identical applications, the previous one and this one, except for the reference to Johnston or Huntersville.
- Ms. Reeves: What is meant by a moral and wholesome experience? How are you selling that to parents?
- Ms. Carroll: The RAISE values; respect, accountability, integrity, service and excellence. Those are values which are taught and lived out through a moral focus curriculum, they are interwoven into all classrooms within in the schools. Those values speak for themselves.
- Ms. Reeves: I just think that is old fashioned speak. In the professional development plan, I didn't see where you are going to have that as part of the professional development teachers will received. Core Knowledge sequence and RAISE is very specific character development program.
- Ms. French: Professional Development is at the start of the school year for ten days. Moral is doing what is right when they have a situation where they would have a question, or be dishonest, or react negatively to something. What is the right thing to do.
- Ms. Reeves: I support this, a moral focus, don't get me wrong. Board said parents reached out about a high school opportunity, how do you get from there to a K-12 1,925 student enrollment projection?
- Ms. Carroll: Funding opportunities. We had a challenge in engaging any partners in just opening a high school. As we began speaking to CSUSA and then Charter One, it became obvious that to operate all of this was to expand and include all the grades to have the full benefit of the funding in order to operate all these programs across all the levels.
- Ms. Turner: Are you opening K-10 or K-12?
- Ms. Carroll: K-10 is the intent. That was an error.
- Ms. Turner: You got 375 positive responses over two years? When did you get rest of data?
- Ms. Carroll: Facebook feedback in last three months; our engagements has gone up exponentially since August when we completed the application.
- Ms. Reeves: With a K-11 expansion in first year, you are talking about kids who have been in their elementary for x number of years, or middle school, and then 200 10th graders who belonged to some high school the previous year. What data do you have that says I would

enroll my students in your school. It is easy to get the Kindergarteners, maybe your 6th, or 8th, but all the other years, these are high numbers.

- Ms. French: Parents don't like feeder schools. Many of the older students have younger siblings. Parents don't want to have their kids in different places, they like to have them in the same place. I have found that is what parents want. That is what my parents want, that is school choice.
- Ms. Carroll: Spoke to the lack of choice and parent dissatisfaction with the traditional public school system in her county. Discussed experience with parent desire for charters. It is a sure thing for us. High school engagement. We performed our own internal survey spoke to those results. Spoke to sports and extracurricular activities while still having that charter school experience and that they can offer more to students than can be offered in large public schools. Discussed what their research has shown with survey responses.
- Mr. Waring: Clarified that it was 375 survey responses this year based on a limited marketing thus far. Reiterated great demand in Johnston & Clayton. We need a continued charter option through high school.
- Ms. Turner: Directed to transportation & budget. State that goal is 35% EDS, you will have four buses? What is your plan? Our experience with EDS kids is that 80% of them ride the bus.
- Ms. White: None of the other charters have transportation so this is an asset to our school. We will buy used buses, \$5,000.00, budgeted year one through year three. We have personnel and maintenance. Budget was based on Charter One experience from other schools and bus use. If the need is greater, we will definitely expand that bus and personnel budget given our surplus.
- Ms. Reeves: Please speak to the weighted lottery and how will school reach economically and educationally disadvantaged students?
- Ms. Carroll: Explained her understanding of a weighted lottery. Extra weight given to economically disadvantaged families and they get that first preference.
- Ms. Reeves: How does the school plan to reach and serve educationally disadvantaged students?
- Ms. Carroll: Spoke to Charter One methods and their experience in Arizona in Title I communities; central bus hub and they are running with fewer busses. Spoke to where economically disadvantaged students reside in Clayton community. It would be easier to get the busses in these locations; hope to have school built close to these hubs with a minimum number of busses.
- Ms. French: Explained what Aristotle Academy does in Charlotte market/area. Four weeks prior to school, the parents let us know if they need it and then we establish routes and we have budgeted for it. We can find good busses with no maintenance. And that is for the economically

disadvantaged. Educationally disadvantaged, the curriculum itself meets the needs. Core Knowledge, remediation is straight from the lessons, curriculum itself provides interventions to the support. Educationally disadvantaged who are not doing well in classroom. Economically, free, and reduced lunch, educationally disadvantaged could come from a middle-income family. Spoke to her own experience with her family and the remediation and assessment guides.

- Mr. Quigley: Discussion of child nutrition. It is not included in budget. Ms. White: We will outsource lunch to a 3rd part vendor, like Sodexo, they will handle it all and it is not included in budget. But we do intend to apply for national school lunch program. Ms. French: Our free and reduced lunch program costs very little. We are a CEP school. Ms. Turner: Except that it is not budgeted. Ms. French: We have a surplus and the reimbursement covers the program.
- Mr. Quigley: Let's talk about the management fee? What are you getting for \$10 million dollars over the first five years?
- Mr. Reid: Operational, Financial, Compliance, Academic.
- Mr. Quigley: You have a financial line item that totals \$2.5 million over five years which would go to payroll.
- Ms. White: The charter fee is 15% total, 12% in the contract fees line, 3% in the financial line, split into 2 different items. Contract fee is subordinated, it will be paid last. Charter One sometimes outsources this to other accountants, and that is why they are split out. It is all wrapped into 15% management fee.
- Ms. Vuncannon: What is the board's understanding of relationship between school development group and Charter One? Talk about that relationship as you understand it.
- Ms. French: The board holds charter and we are responsible for the outcome. The reason we would reach out at an EMO we want to be insured we can run it well. It is the charter management's responsibility to tell the board how they will do these things.
- Ms. Reeves: I think you misunderstood the question. She is talking about the facilities developer, the school development LLC and Charter One?
- Ms. Carroll: There is a relationship between the two in that they do have the same minority owner. However, otherwise there is no controlling interest between Charter One and School House Development. They are completely separate entities and so their one minority owner is the only common place between the two. That's it.
- Chair Quigley: How did you choose the developer?
- Ms. Carroll: Bluntly, we chose it based on the recommendation of Charter One but it comes with a reputation of being able to achieve the goals we are going to have. If we want this

charter, we're going to have to move very quickly to find a piece of land and get a building built in a short amount of time. They have a history of being able to do this.

- Ms. French: We have been able to visit schools that were built by this developer. Facilities, for the same price point, far and above others. It speaks professionalism and it presents top notch and high quality.
- Mr. Quigley: Management fee question follow up. What is the management fee paying for? What are they going to do? In specific terms, knowing the financial is part of that management fee is important but what are they going to do.
- Ms. White: Managing day to day accounting and finance functions. Ms. White: IT, HR, hiring, facilities maintenance. Custodial. Mr. Waring: Marketing is one area. Charter One is an all - inclusive EMO. Board doesn't have to do anything with the marketing, start to finish. Technology mentioned as well. Parent log-ins and communication. Ms. White: That is the soft cost, mailers, ads, etc. Postage cost is for the school. HR, internal CPAs, Power School, EC support.
- Ms. Carroll: Provided a closing statement. Requested CSAB's unanimous approval.
- Ms. Turner: Presented the three options for the CSAB to consider and opened it up for discussion.
- Mr. Walker: Spoke to expansion of Johnston County, strong board, commitment of the EMO, the need for a high school option, the turmoil in local LEA, and parents seeking options. Would be interested in moving them forward to the SBE.
- Ms. Reeves: Stated that she had the same questions on this budget that we had for previous board application. Would like to know how they will attract economically and educationally disadvantaged students. Would be interested in a round two interviews

Motion: The CSAB moves to recommend that American Leadership Academy Johnston be forwarded for a second interview in December.

Motion: Sherry Reeves

Second: Heather Vuncannon

Vote: Unanimous

Recused: Bruce Friend, Hilda Parlér

Passed

Failed

- Ms. Reeves requested more on parent support, specifically students who would be starting in those grades. Updated data would be helpful. Ms. Turner requests other supports for low income students, social emotional supports, homeless students.

The Soaring Eagle Academy

- Ms. Rackley provided an overview of applicant Soaring Eagle Academy, proposed for Pitt County, Farmville, their proposed site, identified other public schools in the proposed area. The school proposes to open Year One, K-5, with 132 students and expand into the middle grades through Year Four, reaching capacity at 198. They plan to offer the National School Lunch Program, offer transportation, will not use a weighted lottery, and have a facility slated in Farmville. No LEA impact statement was provided, they are a repeat applicant, they are not partnered with an EMO, and their completeness check is a yes.
- Ms. Rackley indicated that the board of directors was not prepared to appear before CSAB and she believed that no member of the board was on the Cisco Webex call today.
- Ms. Reeves: Do we have any representation from Soaring Eagle on the line today? So you have an opportunity to speak. They did advise that they would not be in attendance. We will review as if they were here, they simply won't have their voice heard.
- Mr. Friend: Why are they not here?
- Ms. Reeves: Did not give a specific reason. None of their members here today.
- Ms. Rackley: The verbatim was unforeseen circumstances.
- Mr. Friend: I find it difficult to make a judgment on an application when no one is here to answer questions we might have.
- Ms. Turner: When you don't show up that does tell me something.
- Ms. Parlér: I think that we should not be doing this if no one shows up. To go through all of this with no clarifications, what is the point?
- Ms. Reeves: We have to defer to legal. We have to give them this opportunity. Request legal opinion? Tiffany, we gave them a slated time, is that enough?
- Ms. Lucas: It is at the CSAB's pleasure whether they want to entertain evaluating the application as submitted. If you have given them the opportunity to present, it is within your discretion to give them another opportunity if information comes to your attention that would warrant that. Based on the information you have at this time, it is within your discretion.
- Ms. Reeves: I am familiar with this area; as of last year, we closed a school near this proposed school and trying to serve the same population. Many parts of the application I felt that answers were not fully developed and the mission was non-specific. Application needed more work, in general. It was not cohesive. There were very few responses of people who were interested. Many shortcomings for me in the application. If I were to make a recommendation, I would say this is not ready to advance to a ready to open status. But I would like to hear from others.

- Mr. Friend: I have questions about budget, enrollment, and demand, based upon the information received. I will not support this application when they are not here to answer those questions. I would make a motion that we do not move this forward.

Motion: The CSAB moves to recommend that Soaring Eagle Academy not be moved to Ready to Open Status.

Motion: Bruce Friend

Second: Hilda Parlér

Vote: Unanimous

Passed

Failed

DIRECTOR’S UPDATE

- Mr. Dave Machado, Director of the Office of Charter Schools, provided an overview of recent actions at the State Board of Education. The SBE approved the Virtual Charter School Report with a slight change in language in recommendation three.
- The SBE approved the weighted lottery requests for Torchlight, Three Rivers, Triad Math & Science, and Elaine Riddick Charter.
- The SBE discussed the Doral Charter relocation request and will vote on that at their next meeting.
- Mr. Jay Whalen, NC ACCESS, indicated they have the 4th NC ACCESS Fellowship this Thursday. He stated that the Minority Leaders Program has 15 eligible applicants who have been accepted and five more they are waiting on for final documentation to go through and will have more on that next month.
- Director Machado spoke to the weekly OCS Office Hours, Mondays at 11:30 a.m., and stated that he appreciated charter leaders participating. He mentioned the last session’s guest speaker was Aaron Beaulieu, who spoke on charter school funding.
- Director Machado spoke to the roundtable he and Dr. O’Neill attended at Alpha Academy with Education Secretary Betsy DeVos and Eugene Slocum and shouted out Eugene Slocum.
- Director Machado stated that the Ready to Open virtual sessions are going very well and thanked Claire Porter, OCS Consultant, and her team.
- Ashley Baquero’s birthday is tomorrow! Happy Birthday, Ashley!

12:25 to 1:15	LUNCH BREAK
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****CSAB adjourned at 12:25 PM for a lunch break and reconvened at 1:15 PM.**

1:15	Performance (SR)	Great Opportunities Boarding Institute for Girls (GO BIG)	Standard
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Great Opportunities Boarding Institute for Girls (GO BIG)

- Ms. Rackley, OCS Consultant, provided guidance to the board of the applicant school on time parameters for their interview time and provided the CSAB and the board of the applicant school an overview of the allotted time. Board members introduced themselves.
- Ms. Rackley presented a map and overview of the slated school location, about 12 schools in the radius, two are within neighboring Gaston County. Year One will begin K-2 with 300 students, growing each year by 100 to reach capacity in Year Four with K-5; they will partner with the National School Lunch Program, they will provide transportation, they will use a weighted lottery, no specific location for school site at this time, no LEA impact, did not use services of an EMO/CMO, they are not a repeat applicant, completeness is yes.
- Ms. Parlér: Inquires why are they stopping with grade 5? Could they consider maybe a grade 8? Would like the reasoning behind a K-5?
- Ms. Reeves: Inquires as to whether they have data on boarding school effectiveness with elementary students in a residential setting. How will a boarding school work with elementary, why stop at grade 5?
- Ms. Howe: Explained the school's thoughts behind K-5. Desire to provide an immersive educational experience. Explained that they have partnered with other schools as well, they may go to a public school which is co-ed. Members of the board, at least three of them, have experienced the boarding school opportunity.
- Ms. Howell-Shields: We may consider that we could expand beyond 5th grade. Explains there is a dearth of research on elementary school and boarding. Not a lot of research with elementary school boarding. None that we know of who are doing that prior to 5th grade. There are some in New England 6-8. There has been research into public boarding schools. While this is a charter, Go Big would like to figure out what this might look like. We do know that EL, EC, students of color, and the way the wraparound we can provide, their educational trajectory is better. Even if they go somewhere else, they will be set up for the rest of their lives.
- Ms. Reeves: As there is no research, what interest do you have from 3rd to 5th grade parents for allowing their children to board during the school week. Specific data?
- Ms. Howe: Our board has hit the streets in our target area. 400 signatures, biological parents, extended family. They were hoping that the school was open presently so that their children could board. Our target areas are in need of a lot of help. We have collaborated on putting this together, you will intentionally hear our collective voices.

- Mr. Friend: I have budget and facility questions. States that he wants to be educated and understands there is no data on this because there aren't many schools like this. What we do know is the importance of parent involvement in education and females in the education of young people, not that males are not important because for sure, they are. How are you incorporating the parents into the educational process at this school if the children are not going home at night?
- Ms. Taylor-Brown: Discussed the research supporting parent involvement. K-2 will go home, it is the 3rd grade where boarding will start. Dealing with parents on the spirit of volunteerism and communication. There is a piece of volunteerism, girls on the run (GOTR), explains this and that parents will volunteer to lead this initiative, which involves community service and a 5k run; parents will be working with girls and teachers will have professional development. In a typical boarding school, parents are not involved. Parents will be here; this makes us an exceptional school.
- Ms. Reeves: Do we have further questions about the ed plan, the mission, other questions?
- Mr. Ford: Stated that he finds this particular application and assembled board members to be fascinating and outstanding. This is a great example of being transformative and innovative in the area of education for girls. I want to learn more. How feasible and sustainable such a model would be. I want to learn more.
- Ms. Reeves: Asks board to address budget concerns.
- Mr. Friend: My questions ties to the facility, and where are they with finding a facility. This would be unlike any other type of charter school. This would have to have capacity to be living there full-time, which impacts the budget. As an example, line item, \$10,000.00 for custodial services for the year. This seems unrealistic.
- Ms. Cloud reviewed budget changes: Added two teacher assistants, added an EC teacher, we allotted funds to charter for success partners for certain support services, added food service staff, increased admin and support from 5 to 9, removed retirement plan in year one, we will offer 403b in year one, increased instructional employees from 15 to 18, we increased allotment for EC or wrap-around services, increased facility maintenance in year two through five, increased custodial supplies, increased classroom furniture, increased facilities, transportation, marketing, staff development, instructional materials, books and supplies. She highlighted the major budget changes based on feedback from the application.
- Ms. Howe: Stated that they are also working with American Charter Development, they are a risk-taking company and they have the investors willing to do this.
- Ms. Diamond: Clarifies the question of why build a facility? I will pass that back to Crystal.
- Ms. Pemberton: We have a number of plans but we would love to have a building to meet our educational needs, and so we are working with American Charter Development (ACD), Plan A would be to retrofit or build a new facility, there is a place in 5225 77 Center Drive, former

school building, they are able to use it and retrofit it for our academic needs in Year One, in Year Two we would be building in a phased process, 1st phase would be our academic facility and then, year by year, we will continue to expand in a phased process. We also have a few sites identified for new builds. Have signed a letter of intent with ACD.

- Ms. Parlér: Asks whether the school will be gated at night.
- Ms. Howe: Assures that yes, it will be very secure, Key cards, locking down school at night. We can look into the word 'gate', and we accept that feedback from you; safety, that is the number one focus there.
- Ms. Hilda Parlér: What about officers during the day?
- Ms. Reeves: Budget currently doesn't have any. Budget speaks to teachers living on campus? Where is this in the budget? What would their salary be? What would residential facility look like? In Year Two, with potentially 100 students? What does dorm look like? Single rooms, army barrack, restroom facilities?
- Ms. Howard: We will have a house structure, divided this way in keeping with mission and vision of school. These will not open dorm rooms, they will be small rooms, several students to a room, dorm mothers, enough bathrooms per building code, reminds CSAB that she is an architectural engineering professional, mixed use facility. She will be working with ACD to ensure all design criteria is met. Parents also will be comfortable.
- Ms. Pemberton: Speaks to dorm parent. She explains her experience at Westover, they are partnering with them and a perk was that she received a salary and paid a reduced amount of rent. In exchange, she was able to give more of her heart. Faculty will get a significant rent reduction. Faculty will have the opportunity to serve as dorm parents and have a reduced rent.
- Ms. Sherry Reeves: They are paying to stay in the dorm where they will be working? Ms. Howe: Correct. Ms. Vuncannon: Does your insurance quote cover a full residential program?
- Ms. Pemberton: We worked with Van Popering to receive a quote as a boarding program.
- Mr. Ford: As a licensed insurance agent, Mr. Ford says that is competitive in the industry.
- Ms. Sherry Reeves: Do you have a quote from American Charter Development for a complete build?
- Ms. Howe: Yes, between \$180 to \$220 per sq foot is current market rate.
- Ms. Reeves: What is the bottom line?
- Ms. Pemberton: They are a design build. We will save with the architectural expert we have on the board; we are designing to fit our budget. It is design build. With ACD, they will build according to what we can afford, which currently is about 9% each year for five years with

ACD until the buyout which can occur as early as year 3 to 5, with a 20% fee on top of that. Ideally, between 12 to 15 million, which we are hoping and ACD is supporting us to allow us to retrofit the building. Retrofit to allow to be the number in which we remain. Our model is based after other successful boarding models. Gives examples of other successful boarding models. Want to create an endowment and build a surplus so that we can create an endowment.

- Ms. Reeves: So, 12 to 15 million if a retrofit?
- Ms. Pemberton: Yes, 12 to 15 if it's a retrofit. If a new build, closer to 15 to 20 million, minimum, if a new build.
- Ms. Howe: Provides a summation and thanks CSAB for their consideration and hopes that all scholars have access to an elite education. We are happy to be in a position to be able to do this.
- Ms. Pemberton: Provides her story and experience growing up in the South Bronx and her path to her success today. Traditional schooling models failed her. She received a scholarship to Westover, in CT. Why not all girls and why not now? Exceptional learning opportunity and a haven.
- Ms. Parlér: I am very impressed with the presentation and what they intend to offer. They have done their homework and the opportunity is astounding, needed, I can just feel in how she expressed her personal experiences and how that has pushed her to be able to help create this opportunity for girls. Go Big, or stay at home!
- Ms. Vuncannon: Truly impressed by this board. Uber excited for the possibilities for young girls, and I am inspired by what I have heard and the application. Hearing the passion behind this. I am going to push this application forward.
- Ms. Butterworth: Concur with fellow board members, inspiring and totally new to me. I have lots of questions but what it would look like. Timing is critical with our first female Vice President.
- Chair Quigley: Clarified the three options in front of CSAB. Suggests that we only explore the two as there are unique aspects to this application, a very impressive board and this is true innovation of which a boarding school as a charter would be a little different. We need legal advice. Cautions board to consider only moving forward to a second interview at this point.

Motion: Motion to forward GO BIG to a second-round interview with CSAB.

Motion: Joel Ford

Second: Hilda Parlér

- Ms. Sherry Reeves: I believe it would be most prudent for us to get information from the legal team with respect to the residential piece of the application. I would like to say personally that I think each of us is excited about this prospect, the board serving this very specific girl population. We hear the passion. There are pieces that need clarity; such as can the budget

sustain this? Housing children, personnel, security, insurance ... and this will give us time to get more information on that. And get advice from the attorney general's office.

- Mr. Friend: I too share those question you just raised; but I would like to say this is an example of where the interview process works because this board is very impressive and it helps me feel much more confident. I have confidence that they would not let this fail. This is why we do these types of interviews. Impressive interview.
- Mr. Ford: I am at a place in life that I have to acknowledge when a group of concerned, intelligent, and professional people together to bring forth an innovative and timely solution as this and we owe it to them and to those young girls in terms of providing a choice and opportunity for their families, that we continue to move it forward, ask our questions, and make sure that we are treating this application and organization as we would any other so that we can put this organization in the best position to be successful. I appreciate your thoughtfulness.

Vote: Unanimous

Recused: Cheryl Turner

Passed **Failed**

2021 CHARTER SCHOOL RENEWALS INTERVIEWS

2:17	2021 Renewal Cohort Financial Report – Ms. Alexis Schauss, DPI
	Iredell Charter Academy (49G)
	Success Institute Charter (49D)
	Coastal Preparatory Academy (65F)
	Girls Leadership Academy of Wilmington (65G)

- At 2:17 p.m., Ms. Alexis Schauss, NC DPI, presented the 2021 Renewal Cohort Financial Report. Ms. Schauss introduced the Financial Review of Charter Schools Seeking Renewals. Ms. Schauss stated the current cohort is refreshingly uncomplicated. Ms. Schauss began with an overview of and the contents of a financial review and assessment of schools. Local Government Commission (LGC) records, only have 4 of the 19 schools audited financial statements currently.
- Ms. Schauss explained that this is a preliminary assessment, not a final recommendation. We can't provide the final recommendations until we have received the 2020 audits.
- Ms. Schauss stated that based on preliminary review, we have no reason to believe there is, or will be, financial concern for 15 of the schools. She presented the list of those schools.
- Ms. Schauss: The schools in the list above, the schools which have EMOs typically don't provide the same level of details. Schools are very reliant on those EMOs; we don't assess the financial stability of the EMO. The four schools listed in Section I have received their 2020 financial statements and we have no concerns regarding them. The schools listed under number

II, we have not received their 2020 yet, but based on the 2016 to 2019 and other factors, we do not have any concerns at this time. We will review the 2020 before making a final recommendation. Section III notes schools which have had noncompliance since 2018 or there is an item of concern.

- Concord Lake STEAM Academy concern is the ADM which has declined significantly. We don't have their 2020 audit and they do have an EMO. Ms. Schauss noted a concern with a 36% decline in ADM. She stated they it is understood that 2021 may have been affected by pandemic but you can see even between 2019 and 2020 there is a significant decline. This school was an exception as most other charters were unscathed.
- Ms. Schauss stated that the other three schools, Gate City charter, Mallard Creek STEM, and Union Preparatory Academy at Indian Trail have some minor non-compliance and failure to report timely but those issues have been resolved and we do not consider them significant at this time.
- Mr. Friend: Thanked Ms. Schauss. Asked for a clarification about Pine Springs Preparatory and stated that they were working neither with an EMO not a CMO at Pine Springs Preparatory.
- Ms. Schauss: Stated we will correct that for the December meeting. Some of the CFA Schools may have been in limbo in my records and we will get that updated.

RENEWAL SCHOOLS INTERVIEWS

- Mr. Friend indicated that the renewal guidelines were on the screen and stated that Iredell Charter was being recommend for a three year and reviewed the criteria for a 3 year renewal. Reminder that Iredell has not met growth, reviewed performance grade, and proficiency is near comparable to the LEA. Again, recommended for a 3-year renewal.
- Ms. Reeves: Are we making a recommendation today or hold those for a later date?
- Dr. Cooper: Typically, you have discussion with schools and then make recommendations all on one sitting.
- Mr. Friend: That means no voting today?
- Dr. Cooper: Correct.

Iredell Charter

- Dr. Lopresti: Founding principal, introduced herself. Ms. Reeves: How long have you been at Iredell? Dr. Lopresti: Stated she is going into her 5th year. Introduced the rest of the school board directors to CSAB. Ms. Reeves: You will have insight in the pulse of your school. Why do you think you are unable to grow these kids?
- Dr. LoPresti: We are very inclusive; we have never denied students access to our school. Our reputation is that we are very inclusive EC population is high, went from 342 to 669. EC

percentages grew from 13% to 18%, they got on the significant disproportionality list. Joined the MTSS Cohort to solidify Tier I; used grant funds to implement the co-teaching model for IEPs; our reputation is that we were the 'last chance charter' (community agencies, mobile crisis, the police, four suspensions, DSS involved); we had to add resources on our campus (hired a behavioral specialist); honed in on MTSS behavioral supports; counselor and social worker hired; SEL curriculum (Attitude is Altitude). We also looked at our academic needs, so in Year Two we needed to implement a success time to work on priority standards; higher DOK level activities; assess students; spiral and cycle; implemented tutoring; NWEA for after school and summer tutoring; We also use iReady for ELA and Math.

- Mr. Friend: We want to make sure that CSAB members have their questions answered. You are being recommended for a 3-year renewal, what is your thought on this?
- Mr. Turner, Board Chair: We are not surprised, or shocked, but we welcome it. Data shows that we have some struggles and challenges; we actually welcome the additional oversight. I am not going to try and convince you to do otherwise.
- Ms. Reeves: It is a challenge where we are the only option for choice; sometimes we attract higher special needs populations, whether it be EC or behavioral issues, we need to recognize that because we are in the business of educating all students. I appreciate the honesty and the desire to meet all needs.
- Mr. Friend: Any other questions? Dr. Cooper, anything else.
- Dr. Cooper: I have no additional statements.
- Mr. Friend: Thank you all for your time and candor here today.

Success Institute

- Mr. Friend: Referred to the data on the screen. Before us we have a 3-year renewal recommendation. Gave an overview of school and metrics vis a vis local LEA and school performance grade and discussing data points which would have indicated the 3-year renewal recommendation. Is there someone from Success Institute available?
- Ms. Tenna Williams: Introduced herself as principal and also introduced lead teacher, Jacoby Gray.
- Mr. Friend: You are being recommended for a 3-year renewal. Did that surprise you? And if so, please give us the reasons why.
- Ms. Williams: We have been a school of high growth and exceeded growth. We were hoping for more along a 7 to 10-year renewal. We have been in existence for 20 years and we have met or exceeded growth with the demographics we serve. Ms. Williams spoke to changes in standards. We are showing growth and outperforming traditional district, excluding EC. We have been consistent with performance. We do serve a large demographic of high needs

students, many of these students are low-performing, in MTSS, various challenges. Once we get them, they begin to show growth.

- Ms. Reeves: You are K-8? A very small number of students. What percentage of your enrollment do you carry forward year to year. Returning students? Ms. Williams: We maintain as an average 100 students each year. Ms. Reeves: From one year to the next, how many of the kids are the same? Ms. Williams: We may lose an average of 5 kids each year, we are pretty stabilized and don't have a high turnover rate. Ms. Reeves: So, if your kindergarteners have been with you that long. What kind of growth would we expect when they have been with you 8 or 9 years and their trajectory with Success? How well are they making gains over their 8 or 9 years with you?
- Ms. Williams: We started using iReady. We don't have many kids who stay all through 5th grade. Very few students have started in K and stayed all the way through.
- Mr. Gray: MTSS coordinator, lead teacher. We don't have very many that stay here the entire eight years. His experience is that we retain Kindergarteners and then they may leave. Very few have stayed all the way through. It could have been various reasons.
- Ms. Reeves: Thank you for your honesty.
- Mr. Friend: Are there any representatives of your board available today?
- Mr. Gray: They are streaming live.
- Dr. Cooper: Just to follow up to what the school says, the data shows their subgroups are outperforming the LEA by quite a few points. It is a very transient community.
- Mr. Friend: Any other questions for SUCCESS? Hearing none, thank you for being here today.

Coastal Preparatory Academy

- Ms. Butterworth: Provided an overview of the school's data: K-7, they are currently under 5-year charter with a 3-year recommendation. Ms. Butterworth reviewed the school's data.
- Ms. Butterworth asked what their thought was on the 3-year renewal recommendation.
- Mr. Chris Mills, board member: Reviewed his board history of service and welcomes the oversight from CSAB and OCS. We understand why we are here today; the academic piece is why we are here today. We only have two years data to present to you. Our first year was a delay, our first year of academic results, a change of leadership being one of them, the attraction of a new charter, we made leadership changes and we are blessed to have Ms. Fisher at the helm. We are on a trajectory of strong growth to equal or outperform the LEA. We would request for a 5 year as if they are in a 3 year charter, we will be here again in two year and then with the lack of testing, they don't want to be judged on one year of data, or lack thereof. Our stakeholders would love to see more than a three year renewal.

- Ms. Carla Fisher: Thanked CSAB. Beyond the data, want to discuss MTSS and school improvement; regular data meetings and increased instructional minutes; Fall 2019/20 Winter 19/20; reviewed and compares same students, current K in 2021; she wanted to compare growth through NWEA MAP testing data shows upward trending; Fisher felt they were on a great path and had they had testing last year, we were a high C, close to a B.
- Ms. Reeves: Are you the 3rd or 4th principal, Ms. Fisher? Ms. Fisher: I am the third.
- Ms. Reeves: How many board members are original to the board that opened the charter?
- Mr. Mills: None who have not served their entire term. Spoke to board's terms and renewal. Leadership and principal turnover changes. Ms. Sherry Reeves: Are you confident that you have the right person at the helm? Mr. Mills: Yes, unequivocally. It has been night and day to have a strong leader. Sometimes you have individuals who say one thing and do another. Please have a good leader in pocket is my advice to anyone who is looking to open a charter.
- Ms. Butterworth: Any other questions?
- Dr. Cooper: Reviewed the trajectory of trends is upwards, they are a C school, not on a LP/CLP list.
- Ms. Reeves: Dr. Cooper, reason for 3 year is that they have not met growth? Dr. Cooper: Yes, that and their comps. They only have two years' worth of data. They would be in front of you in another two years with not much data.
- Ms. Reeves: Their subgroups, specifically their ED and black subgroups are above the state.
- Ms. Butterworth: Thanks Ms. Fisher. Any other questions? Thank you for coming and presenting.

Girls Leadership Academy of Wilmington (G.L.O.W.)

- Ms. Butterworth: Provided an overview, currently in a 5-year charter, recommended placement is 3 year, enrollment is steady and growing, 230 for 2018 and 347 for current enrollment. What do you think is going on at the school that you have had three years of D performance grades and negative growth?
- Ms. Laura Hunter, Principal: We have been growing incrementally, one grade level at a time. In 2016-17, we had 6th grade, established ourselves that year and we missed growth by just a smidgen. In Year Two, we added a grade level and doubled in size and experienced growth pains. In 2017-2018, we made growth in 6th & 7th reading and 7th grade math across board with all subgroups. Our challenge area was a 6th grade Math group, that was an adult problem which we sought to address, reimagined how we'd move forward with re-staffing and looking at how did we support students across the board. Data showed we were not doing well with our high performing students. In Year Three, we came in with a plan of action in a proactive way, not reactive. Unfortunately, we got hit by Florence, lost a month of school and over 25 % of our

population became homeless as the Wilmington housing situation evolved. Students were displaced socially, emotionally, and physically with the housing. In Year Three, we supported kids with trauma to community due to storm. In Year Three, we were moving in a place where we were meeting growth, math continues to be a concern and Math continues to have our attention.

- Ms. Hunter described a physical move from a 12,000 square feet into a new facility. Literally spread out and strategically move forward with special programs. We were hitting our stride last year, grouping kids strategically, we used data and use iReady and iExcel for interventions and extensions for higher quartile kids. We were feeling great. Check in data speaks for itself. In March we lost the opportunity to finish that story, we pivoted to virtual, our mantra is simple, quality, empathy, engagement. We are bummed that we couldn't see all of the places we had worked so hard on play out on paper. We are now in a zone, adapted approach. Pared down focus and strategic focus on reading and math supports and engagement. Virtual has its limitations.
- Ms. Reeves: How many this year? Are you completely virtual?
- Ms. Hunter: We are at 347, we added 10th grade this year; they have grown with us. We don't admit students after 9th grade.
- Ms. Butterworth: Are you surprised by a 3-year charter? Would you like to influence that, change minds?
- Mr. Todd Godbey: We were not surprised. We would ask the CSAB to reconsider that; given that we were making strides last year and didn't have the opportunity to end the year and prove that; at this moment, a 3 year may only be a 1.5 year renewal, we will be right back into the process and there won't be data before you, or it would be two years old. We would request a 5 year rather than a 3 year.
- Dr. Cooper: I am glad that the school shared this data. Their conversations were authentic, there were no surprises. The concern is with adequate data with a 3 year. I recognize that is a concern of theirs and they were encouraged to show their trends of what they are doing right now.
- Mr. Friend: Were there other schools other than these four who received a 3-year recommendation?
- Dr. Cooper: I believe that is it. That is correct.
- Ms. Butterworth: Thank you for joining us and your data and your path forward.

ADJOURNMENT

- Chairman Quigley made a motion to adjourn the CSAB November meeting at 3:25 PM. Ms. Parlér seconded the motion and the meeting adjourned via acclamation.