



NC ACCESS Subgrant Program Application Recommendation
Community School of Davidson
June 8, 2020

Introduction

The North Carolina Department of Public Instruction (NCDPI) was awarded a Public Charter Schools Program (CSP) grant from the U.S. Department of Education (USDOE) of approximately \$36,600,000. The CSP grant is being used to implement the North Carolina Advancing Charter Collaboration and Excellence for Student Success (NC ACCESS) Program¹ to:

1. Increase the number of educationally disadvantaged students attending high-quality charter schools and expand the number of high-quality charter schools available to educationally disadvantaged students;
2. Develop a cohort of charter school leaders who can develop and demonstrate best practices in serving educationally disadvantaged students; and
3. Broadly disseminate best practices in serving educationally disadvantaged students and foster collaboration in the charter school community and between charter schools and traditional public schools.

The NC ACCESS Program has allocated the majority of the CSP funds to advance Priority 1 listed above through school-level subgrants, though subgrant recipients must also demonstrate a desire to share best practices with both charter schools and traditional public schools. The NC ACCESS Program will run a competitive subgrant application process annually and award subgrants to North Carolina charter schools that propose a comprehensive plan to increase the number of educationally disadvantaged students attending high-quality charter schools and expand the number of high-quality charter schools available to educationally disadvantaged students.

This recommendation report includes the following information:

1. Procedural History: A review of the procedural steps taken by the applicant and NC ACCESS Program team to ensure a consistent application and evaluation process. (p. 3)
2. Conclusion and Recommendation: The NC ACCESS Program recommendation to approve or deny the subgrant application. (p. 3)
3. Summary of the Application: A brief description of the applicant's proposed enrollment and funding request. (p. 4)
4. Summary of the Evaluation: A summary of the overall evaluation of the subgrant application by the Review Committee, including section ratings and application strengths and areas of concern. (p. 5-6)
5. Exhibits: Additional documentation pertinent to the recommendation. (p.7)

¹ <https://www.dpi.nc.gov/students-families/innovative-school-options/charter-schools/nc-access-program>

Overview of the Evaluation Process

The NC ACCESS Subgrant Program is a competitive application process designed to award funding for North Carolina charter schools that propose to serve an increased number of educationally disadvantaged students. Each subgrant application has been reviewed by a committee of NC ACCESS Program team members and trained external evaluators. Applications were evaluated using the approved NC ACCESS Program subgrant application scoring rubric.²

The subgrant application for Community School of Davidson was evaluated by a Review Committee consisting of the following individuals:

Evaluator	Role
Dr. Elaina Sabatine	External Evaluator
Stephenie Clark	External Evaluator
Dr. Barbara O’Neal	Program Coordinator, NC ACCESS Program

All evaluations have been considered, and the recommendation made to the Charter School Advisory Board (CSAB) is based on the evidence provided by the applicant and all evaluations by the Review Committee. The CSAB will take all recommendations, evaluations, application materials, and due diligence into account and make a recommendation for the approval of subgrants to the State Board of Education (State Board). The State Board will determine the final approval of all subgrant awards.

A subgrant application that merits a recommendation for approval should present a clear, realistic picture of how the charter school expects to successfully implement the proposed plans to increase the number of educationally disadvantaged students attending high-quality charter schools and expand the number of high-quality charter schools available to educationally disadvantaged students. In addition to meeting the criteria that are specific to each section, each part of the proposal should align with the overall mission, budget, and goals of the subgrant application and NC ACCESS Program.

Recommendations for approval or denial are based on the completed application which includes school information, signed assurances, enrollment projections, education plan, operations plan, budget, budget narrative, logic model, and appendices. The enrollment projections, education plan, operations plan, budget, budget narrative, and logic model are scored out of a possible one hundred (100) points. Applicants must score at least eighty (80) points to meet the standard and to be considered for a recommendation for approval. Applications that do not meet the standard in all sections as evidenced by the summary review ratings will be deemed not ready for approval.

² <https://files.nc.gov/dpi/documents/charterschools/ncaccess/scoring-rubric.docx>

Procedural History

The following outlines the steps completed by Community School of Davidson (Applicant), the NC ACCESS Program team, and the Review Committee to ensure an objective, transparent, and comprehensive application evaluation process:

1. The Applicant submitted a Letter of Intent (LOI) to the NC ACCESS Program prior to the deadline on January 15, 2020 indicating interest in applying to the NC ACCESS Subgrant Program.
2. The LOI was reviewed and the Applicant was designated as “Eligible” to complete a full subgrant application. The Applicant was notified of their eligibility status via email.³
3. The CSAB was notified of the Applicant’s eligibility status via emailed report on January 27, 2020.
4. The Applicant submitted a full subgrant application in Epicenter prior to the deadline on March 1, 2020.⁴
5. The NC ACCESS Program Review Committee evaluated the full subgrant application using the approved NC ACCESS Program subgrant application scoring rubric.⁵
6. A final recommendation was drafted based on the completed evaluations by Review Committee members.

Conclusion and Recommendation

Community School of Davidson submitted an application for an Expansion subgrant for implementation beginning in the 2020-2021 school year. The application and evaluation summaries for the subgrant application submitted by Community School of Davidson begin on page four (4) of this document. Based on the procedural history and the comprehensive evaluation of the Review Committee using the approved NC ACCESS Program subgrant application scoring rubric, the NC ACCESS Program team recommends Community School of Davidson be awarded an Expansion subgrant for the 2020 application cycle.

Subgrant Application for Community School of Davidson:	RECOMMENDED FOR APPROVAL
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Dave Machado, Director
Office of Charter Schools

6/8/20

Date

³ See Exhibit A.
⁴ See Exhibit B.
⁵ See Exhibit C.

Summary of the Application

School Name: Community School of Davidson

Location of School: Mecklenburg County

CMO/EMO: N/A

Subgrant Type: Expansion

Projected Enrollment:

Subgrant Year	Grade Levels Served	Total Student Enrollment	Total ED Student Enrollment	ED Enrollment Percentage
2020-2021	K-12	1400	250	18%
2021-2022	K-12	1470	320	22%
2022-2023	K-12	1470	328	22%
2023-2024	K-12	1470	333	23%
2024-2025	K-12	1470	338	23%

Requested Funding Amount: \$1,250,000

Recommended Funding Amount: \$700,000⁶

⁶ The NC ACCESS Program reserves the right to recommend less subgrant funding than officially requested by an applicant based on the strength of the application, projected growth, the activities and justifications provided, past academic, operational, and financial performance, and other due diligence. The CSAB and State Board will make recommendations and approvals based the “Recommended Funding Amount”. The NC ACCESS Program will conduct a final budget review with each awarded school and approve all final budgets prior to the reimbursement of any funding.

Summary of the Evaluation

In accordance with the NC ACCESS Program subgrant application scoring rubric, “in order to pass the review, applicants must (a) meet all criteria in sections (I), (II), and (VII); and (b) score at least eighty (80) combined points between sections (III), (IV), and (V). Section (VI) will be used to determine priority if there are more eligible applications than subgrant awards.”⁷ The review committee’s average rating for each section of the application are as follows:

General Standards	Status
Section I – Application Contact Information	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> Incomplete
Section II – Assurances	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> Incomplete
Section VII – Certification	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> Incomplete
Total (all sections must be <i>complete</i> to pass)	<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail

Technical Standards	Points Possible	Points Earned
Section III – Application Narrative (A, B, and C)	70	62
Section III (D) – Student Transition Plan	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> Incomplete	
Section IV – Budget, Budget Narrative, and Logic Model	30	28
Section V – Competitive Preference Standards	Up to 12	3
Total (must receive at least <i>80 points</i> to pass)	100	93

Priority Standards	Standards Possible	Standards Met
Section VI – Priority Consideration Status	4	1

Overall Application Status	Rating
In order to pass, the application must (a) achieve a rating of “Pass” for the General Standards and (b) score at least eighty (80) points on the Technical Standards. The Priority Standards will be used to determine priority if there are more eligible applications than available awards.	<input type="checkbox"/> Pass with Priority
	<input checked="" type="checkbox"/> Pass
	<input type="checkbox"/> Fail

⁷ <https://files.nc.gov/dpi/documents/charterschools/ncaccess/scoring-rubric.docx>

The review committee recommends that the subgrant application for Community School of Davidson be approved based on the following evaluation:

Strengths

The applicant already conducts a weighted lottery for economically disadvantaged students. The applicant will use the mechanisms and State-approved Board policy already in place to facilitate its expansion. Since the implementation of lottery, they have no issues in filling the reserved seats.

The expansion initiative will target development across six specific aspects of the learning environment to provide comprehensive, wrap-around supports for students who might otherwise face barriers to accessing high-quality education. The proposal examines and addresses every aspect of the learning environment to identify opportunities to leverage: 1) the surrounding civic community, 2) the whole school community, 3) teacher recruitment and preparation, 4) student support, 5) parent involvement and education, and 6) school operations and infrastructure.

The applicant provided detailed explanations of the academic program offered from grades K-12, including the full range of support services and programs to meet each student's individual needs. Services include utilization of looping and standards-based grading in grades K-7, counselor services, and access to AP and honors courses in high school.

The applicant indicated that in planning for an expansion the grant will allow them to increase the number of economically disadvantaged children served by adding more buses and bus routes. The grant budget anticipates the purchase of 6 full-size school buses by the start of Year 3.

All children who are enrolled at the school through the expanded weighted lottery process or who demonstrate eligibility for that weighted lottery but receive their seats through the regular lottery will have access to the current hot lunch program and will have access to the same menus as all other students whose parents self-pay. The applicant estimates the cost per child per year for these lunches at \$1,000. Moving forward they will again review the federal school lunch program to determine if it presents a feasible alternative to the current program.

Weaknesses

While the enrollment projects are complete, and most likely specific to the current operational state of this school, the tapering off in the number of economically disadvantaged students served from 70 in year 2 of the project to only 5 in years 4 and 5 is not ambitious for a school with over 1400 students.

Exhibit A: NC ACCESS Program Eligibility Notification



PUBLIC SCHOOLS OF NORTH CAROLINA

DEPARTMENT OF PUBLIC INSTRUCTION | Mark Johnson, *Superintendent of Public Instruction*

WWW.NCPUBLICSCHOOLS.ORG

December 19, 2019

VIA EMAIL

Joy Warner, Executive Director
Community School of Davidson
404 Armour Street
Davidson, NC 28036
jwarner@cspdspartans.org

Dear Ms. Warner,

Thank you for your interest in the NC ACCESS Subgrant Program and for submitting a Letter of Intent (LOI). We are grateful for your commitment to the students of North Carolina. After a review of the LOI, eligibility criteria, and school performance data, Community School of Davidson has been designated as eligible to apply for an Expansion subgrant for implementation beginning in the 2020-2021 school year. The Charter Schools Advisory Board (CSAB) will be notified of the eligibility status of all applicants on February 10, 2020.

Due to Community School of Davidson's designation as eligible, Community School of Davidson may move forward and submit the full subgrant application. As a reminder, completed applications are **due in Epicenter by 5:00pm (EST) on March 1, 2020**. The NC ACCESS team will ensure you have access to the application portal in Epicenter and will contact you if any additional information is needed.

Please reach out to the NC ACCESS team at NCACCESS@dpi.nc.gov or (919) 807-3981 if you have any additional questions and visit the NC ACCESS page of our [website](#) for application and guidance materials and training information.

Sincerely,

A handwritten signature in black ink, appearing to read 'Dave Machado'.

Dave Machado, Director
Office of Charter Schools

DM/JW

OFFICE OF CHARTER SCHOOLS

6307 Mail Service Center, Raleigh, North Carolina 27699-6307 | (919) 807-3491 | Fax (919) 807-3496

Exhibit B: NC ACCESS Program Subgrant Application



COMMUNITY
SCHOOL OF
DAVIDSON

NC Access Program

Expansion Sub Grant

Submitted March 1, 2020

Executive Director : Joy Warner

SUBGRANT APPLICATION

I. APPLICATION CONTACT INFORMATION

Charter School Information	
Name of charter school (Approved/Existing): Community School of Davidson	
Mailing address (Street, City, State, Zip): 404 Armour Street Davidson, NC 28036	
Name of non-profit organization under which charter is/will be organized or operated: COMMUNITY SCHOOL OF DAVIDSON, INC.	
Name of contact person: Joy Warner	Title/Relationship to approved/existing school: Executive Director
Primary telephone: 704-897-8061	Alternative telephone:
E-Mail address: jwarner@cspdspartans.org	Website (if applicable): www.cspdspartans.org
Name of county and local education agency (LEA) in which charter school is/will reside: County: Mecklenburg LEA: 601	
Is or will the charter school be operated by an Education Management Organization (EMO) or Charter Management Organization (CMO): No If so, please provide the name and list of all schools managed by the organization.	
Please indicate the subgrant category for which you are applying:	
	Expansion

II. ASSURANCES

I, the undersigned, do hereby agree to comply with all assurances stated on pages 15-16 of this application.

Joy K. Warner
Signature of Charter School Authorized Representative

2-24-2020
Date

Assurances

The charter school agrees to comply with all of the following provisions:

1. Recipients will (i) annually provide the North Carolina Department of Public Instruction such information as may be required to determine if the charter school is making satisfactory progress toward achieving the stated objectives and (ii) cooperate with the U.S. Department of Education and the North Carolina Department of Public Instruction in evaluating the entirety of the NC ACCESS program.
2. Recipients will, for the life of the subgrant, participate in all data reporting and evaluation activities as requested by the U.S. Department of Education and the North Carolina Department of Public Instruction; this includes participation in any federal or state funded charter school evaluations or studies, final grant report documentation, and financial statements.
3. Recipients will comply with federal laws including, but not limited to, the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, and sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act.
4. Recipients will comply with all provisions of the Non-Regulatory Guidance—Public Charter Schools Program of the U.S. Department of Education, which includes the use of a lottery for enrollment if the charter school is oversubscribed.
5. Recipients operate (or will operate if not yet open) a charter school in compliance with all state and federal laws and that the charter school does not discriminate based on race, gender, national origin, color, disability, or age.
6. Recipients shall ensure that a student's records, and, if applicable, a student's individualized education program as defined in section 602(11) of the Individuals with Disabilities Act, will follow the student, in accordance with applicable law (P.L. 107-110, section 5208).
7. Recipients will comply with all provisions of ESSA, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act (FERPA), and assessments [P.L. 107-110].
8. Internal Controls must ensure compliance with federal statutes, regulations, and terms of the award. Recipients will evaluate and monitor compliance, take prompt action when instances of noncompliance are identified, and safeguard protected personally identifiable information (PII).
9. Recipients possess the legal authority to apply for this grant; a resolution or motion has been adopted by the charter school's governing body that authorizes the submission of this application, including all understanding and assurances contained herein, directing and authorizing the "charter school contact person/administrator" to act in connection with the application and to provide such additional information as required.
10. Recipients will ensure that the awarded grant funds will be spent or encumbered in accordance with the guidance outlined in the *Allowable Use of Funds* section of this application.

11. Recipients shall maintain accounting records and other evidence pertaining to costs incurred, with the provision that the records shall be kept available by the grantee during the grant period and thereafter for five full years from the date of final payment. The North Carolina Department of Public Instruction must be permitted to audit, review, and inspect the grantee's activities, books, documents, papers and other records relating to the expenditures of grant proceeds. The recipient further agrees to comply with all federal and state audit requirements and ensures that arrangements have been made to finance those mandatory audits.
12. Recipients are required to keep and maintain all equipment purchased with grant funds in accordance with federal law and regulations.
13. Recipients will ensure equitable program participation, as required under section 427 of the *General Education Provision Act*.
14. Recipients will comply with the lower-tier certification covering lobbying and debarment/suspension in 34 CFR Parts 82 and 85.
15. Recipients understand that if any findings of misuse of grant funds are discovered, project funds must be returned to the North Carolina Department of Public Instruction and that the North Carolina Department of Public Instruction may terminate a grant award upon 30 days' notice if it deems that the recipient is not fulfilling the funded program as specified in the approved grant application.
16. Recipients shall attend all mandatory meetings/trainings required by the North Carolina Department of Public Instruction.
17. Recipients agree that the lead administrator and a board member of the charter school will participate fully in all required activities of the NC ACCESS Fellowship program.
18. Recipients agree to onsite monitoring by the North Carolina Department of Public Instruction as necessary to ensure that the subgrant is used for authorized purposes, in compliance with Federal statutes, regulations, and the terms and conditions of the subgrant; and that subgrant performance goals are achieved.
19. Recipients agree to use financial management systems, including records documenting compliance with Federal statutes, regulations, and the terms and conditions of the Federal award, that are sufficient to permit the preparation of reports required by general and program-specific terms and conditions; and the tracing of funds to a level of expenditures adequate to establish that such funds have been used according to the Federal statutes, regulations, and the terms and conditions of the Federal award.
20. The applicant understands that, as articulated in the charter agreement, the renewal or revocation of the charter is based on the academic, operational, and financial performance of the school as outlined and reported through the NC Charter School Performance Framework.
21. The applicant understands that, as stated in the charter agreement, it has autonomy and flexibility in the planning, development, and implementation of the education program, including over budgetary and financial decisions.

III. Application Narrative

A. Enrollment Projections

Subgrant Year	Grade Levels Served	Total Student Enrollment	Number of ED Students	Percentage of ED* Student Population
2020-2021	K12	1400	178(EC) 72(EconD)	18%
2021-2022	K12	1470	178(EC) 142(EconD)	22%
2022-2023	K12	1470	178(EC) 150(EconD)*	22%
2023-2024	K12	1470	178(EC) 155(EconD)*	23%
2024-2025	K12	1470	178(EC) 160(EconD)*	23%

*Slight increases in the number of economically disadvantaged students reflects sibling priority list entries generated by the weighted lottery in 2021-2022. Percentages in this column = (EC+EconDev)/Total Student Enrollment.

A-1 Projection Rationale

CSD has never lacked for ambition in our determination to build an inclusive community of learning. It was ambition that led us to request a weighted lottery in our original charter application. In doing so, we were looking for a way to ensure that we could reserve seats for educationally disadvantaged children, particularly students from low-income families. It was that same ambition that encouraged us to build relationships with local social service agencies, churches, and civic organizations in an attempt to reach economically disadvantaged families when the charter we received left us to fill enrollment only with a regular lottery. For nearly 12 years that regular lottery yielded an enrollment that mirrors the relative affluence of the towns and the schools around us. By 2016, CSD was a K12 school, running at full capacity and carrying an annual wait list of some 3,400 hopeful students. We'd fallen short of our goals for building the fully inclusive community our mission envisions. Our enrollment of students with disabilities was and remains consistently higher than state and local averages for this specific cohort of educationally disadvantaged students—and we are extremely humbled and proud of the trust those students' parents have placed in us. Unfortunately, our enrollment by 2016 had not broadened to also include meaningful numbers of economically disadvantaged students.

When a weighted lottery option did become available in 2016, once again it was ambition that prompted us to jump right in. To accommodate the weighted lottery, we raised our enrollment target to 1,400 K12 students. The chart above indicates that we are again at full capacity and 40 economically disadvantaged students fill those new seats. The costs associated with that added enrollment included new satellite bus routes, fuel, and driver salaries, free lunch expenses, and scholarships for all athletics, school field trips/activities, after-school care, and academic support. In the absence of additional state or local funding to underwrite the resources necessary to support this targeted growth, our Board chose to absorb the related and necessary expenses into our operating budget. Our success in serving all types of children and responding responsibly to their needs lies in our firm understanding that is never cheap nor easy to do what's right for children. Because we focus on building authentic relationships between teachers and students as well as early and consistent intervention, CSD's faculty represents one of the largest in North Carolina's charter schools and yields one of the lowest staff to student ratios in the state.

For that reason we have been intentional and thorough in our feasibility analysis of enrollment, capacity, and resources in exploring the potential for this expansion initiative and in preparing these projections. We have confirmed that we have adequate physical space and further have created a strategic plan to raise our K12 enrollment to 1470 in Year 2 of the grant, adding 70 economically disadvantaged students. Doing so will stretch our resources, but we are taking the leap because we believe we can impact the lives of these children and help create a model learning environment and public school experience that we can leverage to impact children statewide and beyond. While we're in pursuit of these larger goals, we do not want our new students to feel like they are mere add-ons to an existing community. We will use this grant

to update classroom technology and school resources, rather than extending the shelf-life of current resources by simply adding to an aging inventory. Among the resources targeted for refresh as part of our expansion are: 1) high school textbooks, 2) culturally responsive literature, 3) leveled reading sets, 4) classroom technology for science and math classes, and 4) a 1:1 school-owned device initiative for high school students. Doing so will sustain and support student learning for the next 5-10 years while we position the annual regular budget to assume the ongoing operating costs of this expansion. At CSD, we address our students' needs with integrity and without making promises that we cannot honor.

A-2 Plans for Weighted Lottery Implementation

Having introduced a weighted lottery for economically disadvantaged children three years ago, CSD will use the mechanisms and State-approved Board policy already in place to facilitate our expansion. (See Appendix E for a full copy of our existing weighted lottery policy.) To be clear, our original charter application included a request 18 years ago for a weighted lottery based on race. Our original request, our decision three years ago to adopt a weighted lottery, and our current interest in securing this expansion grant all reflect CSD's mission of building an inclusive learning community. Since we opened our weighted lottery, we have experienced no issues in filling the reserved seats we offer. In fact, interest from qualified families averages about 300 lottery registrations annually with no additional outreach on our part. We have felt constrained in announcing availability of the new lottery option too loudly to avoid disappointing families with the limited reserved seats that low turnover and full capacity yield. The last thing we want to do is make marginalized families feel even more excluded. To be clear, the number of qualified students on this year's current wait list could claim three times the number of slots we plan to add through this expansion grant. We are acutely aware of the demand for school communities like ours, and this lack of adequate access inspires us to dig more deeply with this effort and consider how to share practices statewide with other charter and traditional schools as well as consider a replication school down the road after we complete this expansion project.

B-1 GEPA Statement

Community School of Davidson (CSD) is committed to serving educationally disadvantaged students and addressing all actual or perceived barriers—gender, race, national origin, color, or disability—that could impede enrollment in or attendance at CSD. Our first effort at building an inclusive school community came in our original charter application, when we requested authority for a weighted lottery to reserve seats for minority students. (Contemporaneous school segregation cases precluded such approval.) After moving ahead in 2004 without approval for a weighted lottery in place, we continued to look for ways to serve educationally disadvantaged students. To date, we have achieved documented success in serving children with learning disabilities. Our caseload represents 12.7% of our total enrollment across grades K12, a figure that is both above reported state and local LEA percentages. We are similarly committed to serving a socio-economically diverse student population but have few points of leverage outside the weighted lottery implemented in 2016, the impact of which remains limited because we continue to be at full enrollment. Connecting with local social service agencies and churches was for many years the most effective method at our command for chasing socio-economic diversity, but it could not deliver diversity at the level we sought because of the extraordinary numbers we process through our regular lottery. Using this grant to leverage the full impact of a weighted lottery process, we expect to make the most substantial gains we have made toward serving a greater proportion of economically disadvantaged students and their families. We further intend to approach this planned expansion as an opportunity for weighing the possibility and necessary conditions for replicating our school model for serving economically disadvantaged families.

Our expansion initiative will target development across six specific aspects of the learning environment to provide comprehensive, wrap-around support for students who might otherwise face barriers to accessing high quality education. Our proposal examines and addresses every aspect of the learning environment to identify opportunities to leverage: 1) the surrounding civic community, 2) the whole school community, 3) teacher recruitment and preparation, 4) student support, 5) parent involvement and education, and 6) school operations and infrastructure. In doing so, we aim to foster deep, authentic relationships between our staff and our students, because we believe that relationships form the core of everything we do.

Authentic connection begins with our first encounters with students and their families—even before they officially join our school community. During their school journey with us, relationships are the levers we rely on to propel our students’ development—cognitively, socially, emotionally, and physically.

To increase the number of economically disadvantaged families that enter our enrollment lottery, we will pursue a two-tiered marketing and recruitment effort. Lottery registrants currently have access to online, on-demand translation of enrollment information and materials on our Web site via Google Translate. We also ensure that in-person interpretation services are available on an as-needed basis. To supplement these current strategies at the operational level, we will create an inventory of pre-printed, Spanish translations of documents that address our approach to instruction, our registration and enrollment process, as well as scholarship opportunities for remediation, enrichment, after-school care, transportation options, and nutrition services. More importantly, at the structural level, we will actively pursue and deepen existing partnerships with social service agencies, preschools, local colleges and churches, juvenile justice programs, and technology nonprofits to make contacts with appropriate families in three ways. First, we will work with these organizations to distribute translated documents proactively in the months each year before the lottery takes place. Second, we will coordinate joint events with these organizations to explain the lottery process, offer tours of our school, and provide direct assistance with registration to interested families. Last, we will develop joint initiatives to close a full array of service gaps for the families we hope to serve through this grant, laying the foundations of strong, long-lasting relationships with them.

In particular, we know that for many families a chief obstacle in choosing a school is lack of transportation.¹ A substantial portion of the grant money we are requesting will allow us to purchase six, full-size school buses and add seven new bus routes to our current fleet of five buses plus a mini bus. We currently operate two satellite bus routes to provide morning and afternoon transportation options for our families. We also cover the cost of Charlotte Area Transit System bus passes for students who live on CATS routes. Our plan for outreach and marketing will inform our efforts to plan new bus routes so that we are not inadvertently in the position of encouraging families to enter the lottery without also being in the position of offering them school-operated bus transportation.

Access to adequate nutrition is also a key predictor of student performance, which is why lunch programs are so vital to schools that serve children from economically disadvantaged families.² Because our small size prevents us from operating a cost-effective school cafeteria we have opted instead to contract with a third-party vendor to provide a daily, hot lunch program. We work with this vendor to develop menus that meet nutritional standards and that offer choice to children with food allergies. Further we provide free access to the same hot lunch menus for all families who would otherwise not be able to afford a hot lunch and absorb this cost in our regular budget. While most of the children whose hot lunch costs we cover require the service for the entire school year, we do also provide temporary access to the program for families who are experiencing a short-term, financial crisis. In every instance, every child in our school orders from the same array of nutritious menu choices.

When the school day ends we want all of our students to have access to sports, arts, enrichment, and intervention/ remediation programs that supplement and support our instructional practices and our students’ development. We provide teacher-supervised, classroom space for high school students to do homework for 1.5 hours after school, Monday through Thursday. Students participating in “Homework Club” can use Chromebook loaners from the Front Desk. Wi-Fi access is available outside school hours around a small, outdoor perimeter at both campuses for students who have no other Internet access. Through this grant our school will expand the range and number of scholarshipped opportunities we offer for K12 students. These opportunities will reflect a combination of in-house options, including after-school office hours with teachers, after-school care and programming, as well as partnerships to provide summer camp programs and preschool options for younger siblings.

¹ Urban Institute, *Student Transportation and Educational Access*, February 2017

² Centers for Disease Control, *Health and Academic Achievement*, May 2014

We seek to build strong relationships not only with our students but with their parents, who are their children's first and best teachers. To that end we provide education and advisory opportunities to help share and support parenting goals while also inviting parent to shape school policies and practices. Through this grant, we will expand and deepen our outreach to parents whose children qualify for the weighted lottery so that we are laying the foundations of these critical relationships, even before the parent chooses to engage in our parent education and advisory activities. For example, we plan to expand our partnership with the Ada Jenkins Center to host joint book clubs and speakers for parent programs and coordinate joint performances and shared art programs and galleries for families served by either CSD or Ada Jenkins. In doing so we hope to bring families into contact with our school, our philosophy about education, and our approach to working with children. We hope these contacts will help us establish strong connections with the families even before they enter their children in our enrollment lottery.

Our teachers are the heart of every relationship we build with our students and their parents. For that reason, we position our teachers to be expert learners in the classroom, leaders within the school community, and adults who value, pursue, and model life-long learning. This grant would enable us to build on existing efforts to address the impact that race, ethnicity, and income inequality have in our classrooms. We will broaden the work of an in-house curriculum specialist who is helping to ensure that classroom practices and resources, instructional units, and curricular choices are culturally responsive, inclusive, and anti-racist. In addition, we will expand our current partnership with faculty at UNC-Charlotte's Cato College of Education to widen teacher recruitment and deepen professional development options.

B-2 SMART Goals

Over the course of this grant, CSD will measure, document, and evaluate the impact of our efforts using the following SMART goals as metrics:

- 1. By the end of Year 4 of the grant, CSD will increase the percentage of economically disadvantaged students served by CSD from 4% to 11%.**
- 2. By the end of Year 4 of the grant, CSD will increase the percentage of educationally disadvantaged students served by CSD (EconDev+IEP) from 18% to 23%.**
- 3. Within the three years of the grant, CSD will purchase 6 additional school buses to grow our transportation fleet from 5 full-sized buses and a mini-bus to 11 full-sized buses and a mini-bus.**
- 4. By the start of Year 3 of the grant, CSD will expand the number of morning and afternoon routes offered by school-provided transportation from the current 2 to a minimum of 7.**
- 5. By the end of Year 5 of the grant, CSD will increase the number of economically disadvantaged students who register for our lottery by 25% from 300 to 400.**
- 6. By the beginning of Year 4 of the grant, CSD will complete the transition from a 1:1 BYOD program to a 1:1 school-owned technology program for all high school students, and all middle school and high school math and science classrooms will be served by new Smartboards.**

In addition to these SMART goals, CSD further expects to show documented gains and achievements in four key areas as a result of this grant:

1. CSD will partner with the Ada Jenkins Center to offer 3 jointly hosted programs each year for economically disadvantaged parents and families. The programs will include parent education sessions, shared performances, and hands on experiences in the arts and sciences.
2. We will explore a mentoring program for CSD graduates to follow and support them through the first two years of college.

3. Eligible CSD families will have options with local Internet Service Providers to secure heavily discounted or free home WiFi connections.
4. CSD will leverage existing partnerships with 5-star early childhood programs to provide priority access for children, birth to age 5, whose school-age siblings are seated through the weighted lottery.

B-3 Academic Program

CSD can capture the essence of our academic program in a single word: *relationships*. The dynamics that create, support, nuance, and sustain them drive everything we do for every student at Community School of Davidson. We know from the research and from our own direct experience that we can most constructively shape and guide children's academic development when the students in our care know that they are loved, valued, and respected.³ Classrooms function at optimal levels when the teachers in them are positioned as life-long learners and respected as leaders within the school. Schools provide a climate for learning when the adults in them model healthy, supportive, and professional relationships that refuse to harbor dysfunction and unresolved conflict and that promote collaboration and cooperation in the pursuit of doing what's right for children. Parents become invaluable partners for the school when they are confident that their family values are honored, that their children are cared for, and that they themselves are respected as their children's first and best teachers.

CSD's mission directly reflects our goals and intentions for submitting this grant proposal to serve more economically disadvantaged children:

Community School of Davidson believes that every student can and will succeed in ways that reflect his or her own aptitudes and interests. Our mission is to use the principles of The Basic School to provide an optimal environment for learning in which:

- *Teachers and parents work together to create an inclusive community of learning.*
- *Students are intrinsically motivated as lifelong learners through hands-on teaching, integrated curriculum, and real-life learning with meaningful community connections.*
- *Teachers are empowered and encouraged to teach to the needs of each individual student.*

As the Mission Statement above indicates, CSD adheres to the Basic School model developed by Dr. Ernest Boyer during his tenure as President of the Carnegie Foundation for the Advancement of Teaching at Princeton. In *The Basic School – A Community for Learning* (1995), Dr. Boyer underscores that *connection* is foundational to shaping and maintaining an optimal learning environment for all students. CSD's covenant with the families we serve and the teachers we employ promises to deliver a:

- *School as Community – The school is a community that has a shared vision to promote learning and where teachers are leaders and parents are partners.*
- *Curriculum with Coherence – The curriculum incorporates "Core Commonalities" or universal experiences shared by all people.*
- *Climate for Learning – In order to promote an optimal learning climate, class sizes are small, teaching schedules are flexible, and student grouping arrangements are varied.*
- *Commitment to Character – Core virtues are taught by both word and deed and are woven into everyday classroom experiences. Students are taught to live with a purpose and are encouraged to apply these lessons, learned through curriculum, school climate and service, to the world around them.*

³ Education Week, "Why Teacher-Student Relationships Matter," March 2019

Within this framework we offer a full range of support services and programs to meet each child's individual needs, believing fully that with such support and guidance all children can learn, regardless of background or circumstance. Our approach to instruction and curriculum considers the needs of the whole child and aims to foster and support each child's cognitive, emotional, social, and physical growth. Our commitment to the whole child positions us well, we think, to respond to the needs of economically disadvantaged students for a variety of reasons.

Perhaps most critical to this proposal and to our holistic approach to education is that we meet our students where they are. We do what's right for children, basing our decisions on the pedagogical research and honoring the voices of our students and their parents. Our focus is on individualized, differentiated instruction that maximizes student growth and development. To that end, each K-5 classroom contains one lead teacher and a full-time teacher assistant—many of whom are themselves licensed teachers. Depending on the exceptional needs of students, we also staff an extra crisis assistant in some classrooms. We loop in grades K/1, 2/3, 4/5, and 6/7 to capitalize on the relationships teachers develop with their students. We keep class sizes small. On average, we maintain a 1:10 student-teacher ratio school-wide. In addition, we have many support personnel who offer supplemental teaching in a variety of contexts. Our EC staff and school counselors work closely with classroom teachers to determine how best to meet each student's individual needs. In some cases, EC teachers and assistants push into the regular classroom and provide small group support; in other cases these same staff members pull students out for individualized assessment, instruction, preteaching, and remediation. Counselors work individually with students and conduct small group sessions to support academic interventions as well as students' emotional development.

We approach middle school as the transition between elementary and high school that it is. Still, student to teacher ratios remain low. In grades 6 and 7 lead teachers are positioned to loop with their students as a 5-person team, with each team including a teacher for social studies, language arts, math, and science. EC teachers and assistants push-in to these classrooms to support all students, but also provide pull-out support for students on the caseload. In 8th grade we further immerse students in the high school experience, assigning one teacher per core academic classroom with special education support from the lead EC teacher to provide both inclusion and resource services as appropriate. In addition to changes in grade level sizes at middle school, we introduce advisory groups to facilitate connections between teachers and students outside their routine interaction in the classroom. These advisors become mentors for students as they navigate increasingly complex social dynamics and begin to evaluate themselves as learners. Advisors also serve as a central point of contact for parents. Students change classes for each core discipline, add a guided study hall to practice using teacher support more independently, and dive deeper into hands-on service learning programming that begins in elementary school to connect classroom experiences and skill-building to real-world challenges.

At high school, the catalog offers students exposure to a full range of academic rigor, including standard, honors, and AP options, and encourages students to seek both balance and challenge. We offer open enrollment for honors and AP classes, giving students room to gauge their own readiness for advanced course work. In keeping with the literature, we limit the number of AP classes a student may choose to 6–1 class during the Sophomore year, 2 classes during the Junior year, and 3 classes during the Senior year.⁴ Doing so allows our students to pursue personal interests and explore other academic challenges, including independent studies, internships virtual instruction, and dual enrollment in community college, each of which gives students needed practice with directing their own learning. Student voice shapes the catalog, and a number of current electives reflect prior student requests, including our music production, song-writing, ceramics, creative writing, architecture, Film as Literature, Songs as Social Commentary, Leadership Seminar, Model UN, and What is Race(ism)? courses. All high school students participate in monthly service programs, many of which are also organized as a direct result of student initiative. In the first-year of high school, all students participate in guided learning labs supervised by lead teachers who

⁴ Ketchmar and Farmer, "How Much is Enough?" NACAC Journal of College Admission, Summer 2013

can provide direct support for the curriculum. In the upper grades, students have the option (and most take it) of participating in self-directed learning labs. To ensure that all students have access to high quality preparation for college readiness tests, including the ACT and SAT, we offer test prep classes as part of the regular school day.

Stepping beyond these intentional structural aspects of our school design, the Basic School positions arts education as central to the K12 curriculum. We share Dr Boyer's belief that a comprehensive education develops and shapes literacy via three constructs: words, symbols, and the arts.⁵ Beginning in kindergarten, CSD students receive broad and deep exposure to visual and performing arts. This exposure occurs not just in arts classes but also as an integral part of the classroom and the broader curriculum. Our elementary students do in-depth artist studies each year, hosting art galleries and classroom performances that showcase their learning. Our fifth graders write, stage, and perform an opera, which serves as a capstone piece to their K5 music education and draws its inspiration each year from a book that ties directly to grade level curriculum. As our students move into middle school, they participate in a variety of arts elective classes, including visual arts, band, dance, theatre, wood arts, and audio/visual media. Moreover, students have opportunities outside the school day to participate in large-ensemble performances in theatre and dance. The middle school curriculum leverages our students' engagement with the arts to deepen their academic exploration of ancient civilizations, the Holocaust, American history, and literature. Enrollments reflect our students' emerging and deepening connections to the arts: over 230 middle school students alone select dance as one of their three arts classes. In 8th grade, students have opportunities to connect the arts to real world problem-solving through our service learning curriculum. Using this broad exposure to the arts as a springboard, all high school students take at least four credits in art, concentrating in one of an array of arts focus areas: dance, band, music production, theatre, wood arts, photography, ceramics, craft art, or technology. Through this deep dive into a specific art form, we position students to develop a life-long connection with the arts as a form of human expression and critical reflection. We know from the research that integrated arts curriculum contributes positively to academic achievement, school culture, behavior, and long-term outcomes and success.⁶

Throughout their journey with CSD, we position our students to be active participants in evaluating their performance and progress and in mapping their own paths as intrinsically motivated, life-long learners. We do not post traditional letter grades for K7 students—nor have we ever. Rather, we provide feedback via standards-based grading to engage parents and children in an ongoing dialogue about development, growth, and progress. In middle school, students prepare and lead conferences with their parents. As these same students move into 8th grade, we introduce traditional letter-grades for core academic subjects and manage assignments, feedback, communication, and grading in the same learning management system we use in high school. Letter grades from 8th grade do not post to official transcripts and instead give 8th graders low-stakes preparation for and practice in using the gradebook, teacher feedback, and individual course sites to manage workload and analyze progress toward goals. We continue to model this self-evaluation and reflection in high school, putting those skills to work as students and parents begin exploring next steps after graduation. CSD is committed to helping every student find a best-fit match for the journey after graduation, whether the path points toward a trades career, military or community service, or a 2- or 4-year college experience. Our college counseling program gives every student and his/her family access to a high-quality, guided consideration of academic performance, possibilities, and passion. Pre-planning and reflection work in grade-level Friday Seminars lead to the Junior year Next Steps process. Through it, the student's and parents' input combines with our counseling staff's insights to produce a 3-page report for each family, offering offers a post secondary roadmap, an overview of the student's strengths, interests, areas for continued growth, and a to-do list for the coming year. We hope in the coming years to recruit post-graduation mentors from the school community to bridge the transition to college.

⁵ Boyer, "The Educated Person," 1995

⁶ Catterall, J. S., Dumais, S. A., & Hampden-Thompson, G, "The arts and achievement in at-risk youth: Findings from four longitudinal studies," 2012

Supporting the development and growth of the whole child is key to the Basic School model, and for that reason, we encourage our students to participate in an array of school-sponsored athletics and arts programs. We regard these programs as integral to our overall curriculum because of the broader impact participation can have on student's academic achievement, leadership, and teamwork skills.⁷ Specifically, our coaches position athletes as scholars first and provide critical reinforcement for learning goals set by our teachers in the classrooms. School administrators work closely with athletic leadership to identify and support students who are struggling academically and often leverage students' deep identification with a sport or art to open pathways to academic and personal growth. Access to after-school sports begins in middle school and carries through to high school. As a matter of policy we provide scholarships to students for whom the athletic expense would pose a financial hardship. Each year just before Winter Break, our high school students showcase their artwork at Arts Night, which includes dance and drama performances as well as galleries and demonstrations by our studio, photography, ceramics, technology, A/V, and wood arts classes. Our visual arts students routinely fill commissions for their art. Our performing arts students take the stage several times a year for multiple shows to sold-out audiences.

Authentic partnerships with parents are as integral to the success of our academic plan as the choices we have made about curriculum and instruction. We trust that every parent who walks through our doors cares deeply about his or her own children's interests and needs. The Basic School model that we embrace urges us to step beyond that foundational expectation to encourage CSD parents to care about each child in our school as if every student here were their own. To facilitate that partnership we open each academic year with Covenant Conferences, in which parents share pertinent information about their child's personality, experiences, and overall development with teachers. The conference concludes with parents, teachers, and students signing the CSD Covenant of Learning, which outlines the responsibilities and expectations of each signer and further conveys the deep commitment we have to working in partnership to support every student's growth and development. During the school year, we welcome parents into our classrooms throughout the school day, and ask all parents who visit to roll up their sleeves and participate in the classroom, rather than reserving the time to visit exclusively with their own children over lunch. We recognize that not every parent has the job flexibility to be in our classrooms during the school day. We offer opportunities in the evening and on weekends for volunteers, especially as coaches in our sports programs and as support for after-school performances and rehearsals. More broadly, we convene our parent advisory group monthly, alternating between morning and evening sessions to facilitate parent schedules. This advisory program provides all parents with an opportunity to speak with school administrators about whole school concerns, challenges, and opportunities. Parent advisory also provides our administrative team with the opportunity to make connections with parents, link parents to needs within the school, and consider parent perspectives in our decision-making.

Because our relationships with parents are so critical to our school plan, we are especially interested in opportunities to begin building those connections even before a child enrolls at our school. Administrators host multiple open houses and tours at our school before lottery each year. In doing so we have the opportunity to introduce ourselves and our practices so that parents can check their philosophical alignment in advance of choosing our school for their children. This grant will position us to broaden and deepen our relationship-building efforts to reach families who might qualify for our weighted lottery. Our goal is to leverage our existing relationships with local social service agencies, churches, early childhood programs to connect with a broader array of potential parents. We will host joint book studies, arrange shared programming and performances, and support programs for children from birth to age 5 to connect with parents whose children we hope to serve. All of these new programs will build upon foundations we've already laid through single programs and service efforts with our local partners.

We are further cognizant that in reaching out to draw a greater percentage of economically disadvantaged students into our school we must respond to traditional barriers these students face to equitable education. Chief among the most frequently acknowledged barriers are the need for school-provided transportation

⁷ National Federation for State High School Associations, "*The Case for High School Activities*," 2014

and the need for nutritional, free lunches. We detail elsewhere the strategies we will pursue for using this grant to mitigate both obstacles fully. In brief, our current bus fleet and available pick-up and drop-off routes will more than double. To ensure these routes meet the needs of our new students, we will use our outreach and recruitment efforts to align our bus routes to serve the communities and neighborhoods where targeted families live. (See Section C4 for more details on our planned bus/route expansion.) Our current lunch program will grow to accommodate the children we add to our enrollment without any impact on menus, range of choice, or rigorous nutritional standards in place currently.

In the years since CSD began graduating high school seniors and sending them off into the world to pursue lifelong learning and become contributing members of the communities they choose, our hopes for all of our students have also come into sharper focus. We share these hopes and dreams with every family that seeks out CSD as a potential school option in a series of statements we call “This We Believe.” (See Appendix E) If the Mission and the Basic School Framework serve as a marker for the school’s foundations, “This We Believe” sets down the learning experiences and lessons we aspire to deliver as educators on behalf of every child we are privileged to have temporarily in our care.

B-4 Comparison to Local LEA

CSD is located in Mecklenburg County, which is home to Charlotte-Mecklenburg Schools (CMS), serving 148,299 students in 175 schools with a graduation rate of 85.4%.⁸ In 2011, the district received the Broad Foundation’s Prize for Urban Education in recognition of CMS’ efforts to narrow the achievement gap. In addition to its focus on student achievement, CMS boasts among the highest numbers of National Board-certified teachers in the country and has attracted attention for its efforts to develop school leadership capacity.

CMS serves a population that lives within an extremely diverse region, encompassing both rural areas and the nation’s fifth largest metropolitan area with nearly 1 million people living in the county itself. Some 7 million people live within a 100-mile radius of the county. Mecklenburg County’s poverty rate of 15% hovers just below the statewide rate of 18%, and nearly half (49%) of the population identifies as White. African Americans represent 31% of the population, while Hispanics account for 13% of the total. Nearly half (42%) of county residents hold a Bachelor’s Degree or higher degree.⁹

Our school’s location in north Mecklenburg County situates us in a comparatively affluent part of the Charlotte area. Poverty rates in this part of the county are far lower and the percentage of White residents far higher than are representative of the county itself, and our enrollment reflects the demographics of the towns and schools nearest to us. Our campuses are located in the Town of Davidson, home to nationally ranked Davidson College, a relatively large array of public parks for a town of its size, as well as one of the more well resourced and well supported, small public branch libraries.

While both CMS and CSD serve areas that contain large shares of highly educated, high income families, both the county school district and we embrace our responsibility to respond effectively to the needs of economically disadvantaged families in our midst. US Census data suggests that within the three towns closest to CSD (Davidson, Cornelius, and Huntersville), nearly 5,500 people live in poverty.¹⁰ We further know that Ada Jenkins Community Center served almost 2,600 families in more than 10,000 visits to the Center during 2017-2018.¹¹ There are economically disadvantaged school-age children near us who are not currently entering our enrollment lottery and whom we are not reaching with the Basic School model that we know serves all children so well.

⁸ Charlotte-Mecklenburg Schools Fast Facts, 2019

⁹ Mecklenburg County Health Department, 2013 & US Census, 2010

¹⁰ US Census, 2010

¹¹ Ada Jenkins Center Annual Report, 2018-2019

Since receiving its initial charter, CSD has maintained an ongoing commitment to finding ways to broaden our diversity within the framework set for charter school enrollment. We serve a comparatively higher proportion (12.7%) of students with learning disabilities in the Exceptional Children program compared to CMS, where the caseload represents 9.4% of all students.¹² CSD students who have learning disabilities boast the same high graduation rates (> 95%) as our general student population. CMS’s 2024 strategic plan similarly acknowledges its commitment to removing barriers to high quality education for all children.¹³ For CMS, however, the solution rests with finding ways to close the achievement gap for children in educationally disadvantaged families. Graduation data for the district indicate a 6-point disparity for economically disadvantaged students and a nearly 20-point disparity for students with disabilities.¹⁴ While we share CMS’s goals for opening access to children with traditional barriers to education, we face divergent challenges. The access gap for CMS is achievement; the access gap for us is enrollment. We have recognized and worried over that gap since our founding. Our mission confirms our commitment to inclusion, and every step that we’ve taken since reaffirms that commitment.

B-5 Discipline and Climate

In well-resourced schools all over the country, freedom, choice, voice, and constructive risk-taking is commonplace for students with economic privilege. Our most disenfranchised children, however, get controlled, see their choices limited, hear their voices quieted, find their missteps punished. Dr. Boyer’s Basic School framework and our own aligned philosophies as educators at CSD tell us this dichotomy is wrong. Every child deserves the freedom and space to learn and practice self-control, self-advocacy, agency and empowerment as they mature and prepare to become adults. It should be a moral imperative to give students who are economically disadvantaged the very same learning environments that our most privileged students access every day. With equitable access, students who live in economically disadvantaged households will do far more than survive; we believe they can and will thrive and will contribute substantively to the communities they join as adults.

At CSD, we believe that school culture and climate go hand in hand, and for that reason our approach to discipline reflects our underlying goals for building authentic relationships and offering children a secure place in which to grow. We give students plenty of room to make mistakes and to learn from those missteps. When students make poor decisions—whether in their interactions with classmates and teachers or in pursuit of their own academic, athletic, arts, and social interests—we intervene with three goals in mind. First, we want to position students to examine their choice and understand the relationship between that choice and the consequences it triggers. Second, we expect students to reflect on a range of alternative choices and on the outcomes that might have reasonably been associated with those options. Third, we encourage students to think through how to take responsibility for their choices and to make things right. Our approach to behavior intervention takes time, depends on the quality of the relationship we have already developed with the student, assumes repetition, and presumes the inherent goodness and dignity of every child. We do not give up on children because all children deserve to feel an unconditional love and commitment from the educators who serve them. Many strategies and philosophies ground our approach, including Love and Logic, restorative justice, natural consequences, and therapeutic intervention. At a foundational level, we believe in partnering with children and adolescents and their parents to help students reach their potential and become the best versions of themselves. We rarely find students who do not rise to that expectation.

We reject approaches to discipline and school climate that purport to “train” children by leveraging systems of external approval and disapproval from their peers and adults. Instead, we nurture our students and their futures by teaching children to hear and trust their own inner voices and to see the possibility

¹² NCDPI Child Count Report, 2019

¹³ CMS 2024 Strategic Plan

¹⁴ NCDPI 4-Year Cohort Graduation Rate Report, Students Entering 9th Grade in 2015-2016

and potential within themselves. Research tells us that emotionally healthy adults look within themselves for validation.¹⁵ Why wouldn't we want to position our children to become young people who can seek and discern truth and act with goodness to create lives of purpose? Character is not taught by spotlight and reward programs and "honesty" or "virtue" week. Character is not taught by bribes, punishment, and external control. Character should be modeled by adults, engendered through the curriculum, and fueled by authentic service; at CSD, we provide these opportunities daily for our students.

At CSD student safety is our first priority, and we protect the learning environment by treating every child with respect and modeling that same behavior in our interactions with colleagues and the parents we serve. Every K5 student learns the "I Am Creed" by Mark Scharenbroich (see Appendix E), and regularly recites it in the classroom to underscore the value we place on each member of our school community and to begin to set our expectations for how we relate to one another. With every intervention, it is our goal to meet children where they are cognitively, emotionally, socially, and physically and help them grow. We tailor our approach to the situation and to the child in front of us. Still, we adhere to a set of non-negotiables for every situation:

- We do not call out poor decision-making or expose students to criticism in front of their peers.
- We protect students and parents who speak up.
- We do not tolerate physical violence or racist language, symbols, or behavior.
- We expect students to respect each other's property and to respect school property.
- We act on all timely and substantive reports of anything that compromises our community safety.
- We respond to all reported acts of bullying (relational, physical, emotional) and misuse of social media.

Keeping the learning environment safe for every student also means making sure that our teachers have skill sets in place for understanding and appreciating perspectives and differences. In the last three years we have intensified our professional development curriculum to include comprehensive discussions and learning opportunities to address anti-racism, genderism, ableism, and ageism.

Our approach, moreover, changes and becomes more nuanced as our students age and become better positioned to carry broader responsibility for maintaining school climate and culture as our partners. In K5 students work with teachers during class meetings to create classroom norms and expectations. We focus considerable time and attention on creating strong classroom communities in which relationships are sacred and students are intrinsically motivated to live lives with honor and integrity. Every K5 class visits nursing homes both as a service opportunity and as a means of connecting kids in strong relationships with older people. We know from parent and community feedback that building those strong bonds positions our students to interact confidently and caringly with people whose circumstances differ substantially from their own. Perhaps one of the most striking indicators of the strong bonds we hope to model and build as students move to middle school is our decision not to place locks on lockers. We regard this choice as a sign both of a standard to be met and a trust readily given. Middle school also introduces opportunities for widening the scope of the relationship between students and staff. Beginning in 6th grade we assign students to a staff advisor who takes on the role of mentor for the student outside the traditional classroom relationship. Middle school advisors meet with students twice weekly. To lay the foundations for strengthening student voice, leadership, and governance skills, we introduce student government to students in middle school as a weekly elective and then transition to elections that form a student government, supported by optional leadership classes and facilitated through a weekly governance class in high school. We ask our high school students—all of whom we treat as school community leaders—to help inform our decision-making, to help us foster school culture, and to hold each other to the standards of behavior set for the school community. Much of our success, we believe, stems from cultivating students who are comfortable as empowered and engaged members of the greater community, who practice self-efficacy and self-responsibility for the greater good.

¹⁵ Kohn, Alfie. *Punished by Rewards*, 1993.

B-6 Calendar

CSD incorporates a number of features in our academic calendar to support all students and their families. Ours is a traditional 10-month calendar. In setting the calendar and the elements within it, we keep an eye toward student needs and parent constraints, knowing that students benefit most from consistent contact with teachers and skills practice and that parents need predictability in the schedule to balance work/life demands. To ensure that children have access to teacher support and/or enrichment activities we offer a variety of choices after the school day ends:

- Students in grades K5 may enroll in teacher-led, after-school enrichment programs, the selection of which refreshes four times throughout the course of the year. Parents pay a nominal fee for these programs and as a matter of policy we provide scholarships to families for whom the fee structure presents a financial hardship.
- K5 students also have access to our school-run, after-school care program. Again parents pay a nominal fee for this care, and we offer need-based scholarships.
- Students in grades 6-12 have options for after-school participation in sports and performance arts. Coaches and arts teachers collaborate with and support classroom teachers' concerns regarding academics, often beginning practices or alternating rehearsal calls with homework time.
- High school teachers offer after-school office hours a minimum of one day each week and offer tutoring outside school hours.
- 8th grade and high school students have teacher-supervised access to after-hours homework space until 5 pm, Monday-Thursday.
- During teacher work days at high school, we host "remediation days" that students may attend optionally or at teacher request. Students in attendance have access to small group and one-on-one teacher support.
- Our teachers offer summer enrichment opportunities and camps, both of which are available to students for a nominal fee and with access to needs-based scholarships.

It is our intention as a part of this grant proposal to leverage existing community partnerships to expand scholarship and sliding-fee schedule preschool, after-school, and summer child care and enrichment options. Please see Section C1 for details on those partnerships and on the types of programs we plan to develop as part of our activities related to this grant.

C-1 Partnerships

Connection is the heart of Dr. Boyer's Basic School model and is the foundation of everything we do at CSD. We are extremely fortunate to be located in the heart of a community that also values connectedness. Since we first established our school in Davidson, we have been hard at work, forging partnerships with the extensive network of education, civic, and nonprofit institutions based here to extend our students' learning far beyond the walls of CSD. We have also reached outward from our own home community to build connections with philosophically aligned organizations and individuals in the greater Charlotte area. In planning for the expansion we propose in this application, we see opportunities for deepening existing relationships with our partners and developing new partnerships to ensure that economically disadvantaged students and their families have access to wrap-around services that significantly reduce barriers to education.

Our experience tells us that we cannot predict the full range of partnering opportunities that will emerge over the course of the next 5 years. At a minimum we plan to launch and expand upon joint initiatives with:

Ada Jenkins Center: This one-stop, community-based social services organization has served north Mecklenburg and south Iredell county for more than 2 decades, helping families “find lasting routes to economic stability.” We will partner with the Center to:

- Identify and recruit families to participate in our weighted lottery;
- Offer joint programs to CSD and Center families, including book clubs, parenting workshops, and family enrichment activities in arts and sciences;
- Connect families with after-school tutoring programs, food and nutrition programs, and physical and mental health services;
- Continue current service engagements by students in grades 8-12 as part of our service learning, independent studies, and internship courses.

Through our connection with Ada Jenkins we expect to foster relationships with families even before they enter our weighted lottery process. Our goal is to position CSD as a community resource for economically disadvantaged families beyond our immediate school community and to introduce Center families to the philosophies that ground and guide our school.

Davidson Cornelius Child Development Center: With its 50-year history in serving the local community, DC-CDC is north Mecklenburg’s only 5-star, sliding-fee preschool for children from birth (6 weeks) to age 5. We initially connected with the Center a decade ago through our service learning and internship programs, sending our students to play with and be learning buddies to the Center’s children. In the process of planning for this proposed expansion, we have secured a commitment to gain priority entry status for preschoolers in CSD weighted lottery families. We are engaged in continuing discussions to develop an agreement through which CSD would provide scholarship assistance as necessary on behalf of these families. The preschool is within walking distance of both of our campuses and passed by one of our existing satellite bus routes.

The Children’s House Montessori School: In operation since 2004, TCH has been collocated on a CSD campus for its entire history and provides early childhood care to children ages 16 months through 5 years. The preschool operates independently of CSD but has worked hand in hand with us to provide priority placements for children of CSD staff members and internship and group service opportunities for our students. With its location on the CSD campus and willingness to offer our teachers priority enrollment and discounted fees, TCH is a powerful part of our recruitment package for teachers with young families.

Brownicity: Three years ago, CSD began to forge a partnership with this local nonprofit dedicated to advocacy, education, and support for racial healing and anti-racism. The founder Dr. Lucretia Berry is an anti-racism curriculum specialist, author, TedTalk presenter, and lecturer. She also became a part-time high school instructor and K12 curriculum coach at CSD during the second year of our partnership. Dr. Berry has been instrumental in our professional development efforts addressing culturally responsive instruction. Dr. Berry’s involvement with our staff, students, and parents on the topic of racism reflects our concern regarding social justice issues that confront our students and their families every day.

Davidson College: Faculty and students from Davidson, which is located within walking distance of our campuses, regularly engage with our staff and in our classrooms to offer tutoring, support enrichment opportunities, and pursue collaborative projects. A sample of current projects include:

- Math analytics event with Dr. Tim Chartier for 360 middle school and high school math students;
- Development of supplemental math skills practice videos with Dr. Erland Stevens for grades 2 and 3;
- Classroom reading buddies for elementary school students;
- Direct faculty support for high school students pursuing independent studies;
- Guided access to college facilities, including the art gallery, library, and nature preserve; and
- Clinical opportunities in our classrooms for pre-service education students from the college.

Through our relationship with Davidson College, CSD students get first-hand experience with a college campus and its associated resources and benefit directly from the College's interest in developing curriculum and instructional techniques. Dr. Rick Gay, chair of Davidson's Education Department, sits on our Board. It is our intention to connect students who will become first-generation college students with mentors who can help add substance, context, and support to that journey.

E2D: Eliminate the Digital Divide: Founded by a local middle school student in 2013, this nonprofit works directly with Charlotte-Mecklenburg Schools to put donated laptop devices into the hands of economically disadvantaged students and link their families with tutorial and support services as well as subsidized Internet connections for their homes. We plan to work directly with E2D and local Internet service providers to provide referrals to their programs from our weighted lottery or to spin off a CSD program structured similarly to the E2D model. This effort would complement our intention to provide a 1:1 device environment at school for all high school students by also equipping economically disadvantaged students at home with devices and Internet connections.

UNC-Charlotte, Central Piedmont Community College, and Queens University: As part of this grant, CSD will deepen its relationship with these Charlotte-metro campuses to recruit more teachers of color to our staff. In addition, we will partner with the Schools of Education at all three campuses to invite more student teachers on to our campuses to learn from CSD's master teachers. (Please see Questions C2 and C6 for additional detail.)

While we have no contractual agreements in place at this date, letters of support from a number of our existing partners appear in Appendix E. In addition to the partnerships detailed above, we will continue broadening our connections with area churches, the Pines at Davidson and Huntersville Oaks (local continuing care communities), Triple Play Farm and Discovery Trail (outdoor and nature-based therapeutic facilities), the juvenile justice system, and restorative justice organizations to develop additional mentoring, referral, and outreach programs. While we are deeply committed to fostering all sorts of community partnerships, CSD does not currently employ or utilize either a Charter Management Organization or an Education Management Organization for any aspect of school operations. This planned expansion in enrollment will not change our approach in that respect. Our Board exercises complete and direct autonomy over budget, policy, and oversight of administration decision-making.

C-2 Staffing Structure, Capacity, and Diversity

CSD's philosophy and inclusive mission envisions a nimble staff, quick to respond and adapt to meet the needs of all children, particularly educationally disadvantaged students. From the start, we have chosen to assemble a team of educators that puts the emphasis on direct instruction and support, rather than building layers of administrative structure. The resulting organizational structure is teacher deep and administrator light. Of CSD's 206 full-time equivalent staff members, nearly 95% participate in direct instruction and classroom support. All eight administrators teach. Moreover, 51 members of the staff (25%) provide direct EC intervention services as EC teachers, EC assistants, counselors, psychologist, and literacy assistants. This approach to staffing reflects our commitment to keeping students central in everything we do, but it also places enormous demands on our very thin administrative staff for managing day to day school operations, the partnerships that are so integral to our students' experience, and our operational, reporting, and fiduciary responsibilities as an independent LEA. We have planned for the added administrative burdens of this grant by contracting for administrative grant support for the first two years.

Effective individualized and differentiated instruction requires first and foremost that teachers have the time and space to craft authentic relationships with their students. In short, quality education requires significant investment in human capital. CSD employs one of the largest charter school faculties in the state, boasts one of the lowest staff to student ratios, and tackles the burden of conservatively stewarding the inadequate funding streams that support this endeavor. It is a tricky balancing act. Talented teachers become master teachers at CSD because we immerse them in research and progressive professional development. They are what drives CSD's success in serving children with integrity and honor, and every policy decision we make keeps an eye toward protecting our teachers and acknowledging the financial

sacrifices they make to remain CSD teachers. As we have noted elsewhere, the salaries we offer do not compete with either CMS nor the many other charter schools located near us. We work at remaining competitive in the teacher marketplace by continuing to build teacher pay, ensuring that teachers have voice and vigorously pursuing our mission without ever compromising our teachers. Our faculty support our expansion proposal because they share our commitment to the mission and because they are confident that CSD is a better place for all students when the school community is diverse.

It is our practice to ensure that all of our staff receive explicit training in research-driven techniques for differentiating and individualizing instruction because we view every student holistically, seeing each one as a unique learner. CSD teachers partner with their students to help them learn in the ways that best suit their needs cognitively, socially, emotionally, and physically. Educationally disadvantaged students are no different from their more privileged counterparts in their potential for growth in these four distinct areas. To that end, we opened our school 18 years ago with a strong pedagogical model that includes resource, inclusion, and self-contained special education programs to ensure we reach every child effectively, no matter where he or she begins the educational journey with us. As a school we are engaged in the service of continuous improvement for our teaching and counseling practices. Five counselors and a school psychologist serve the K12 community and are working to train teachers and administrators in triage services to supplement the intervention work of the counseling staff. Our dedication to meeting children where they are has allowed us to carve out a solid reputation for serving children with disabilities. In fact, teachers and administrators from other schools visit our campus frequently, often at the recommendation of NCDPI's special education experts, to learn from our K12 special education staff.

Just as we have made a priority of developing a strong education program for students with learning disabilities, we are also deeply committed to children who are economically disadvantaged and stand ready to build a similarly strong model for delivering the wrap-around services that position these students for success. We are fortunate, moreover, that many of our staff members bring extensive experience and passion to CSD for working with at-risk students. Many of our teachers began their careers in Title 1 schools, serving children from very low income families. Still other teachers have used their breaks to teach in and provide support to under-resourced schools in impoverished areas here at home and internationally. It is these teachers with their uncommon hearts for kids who help inspire us to tackle the demands of launching a replication school at some point in the future. Some of our staff stand ready to help CSD build that replication school, and still others have struck out on their own to help open new charter schools and lead Title 1 schools in traditional LEAs. We are proud that CSD's reach is expanding in the service of all children even without our taking an immediate leap toward replication.

To facilitate further professional growth CSD hosts a progressive and effective teacher leadership program that allows us to broaden leadership capacity within our own school. The practice has positioned CSD's teachers to become education leaders, some of whom eventually leave CSD, as we've mentioned, to lead at other traditional LEA and charter schools. Still other CSD teachers add dimension to their practice by accepting stipend-funded, internal leadership responsibilities to grow their own leadership capacity or by consulting with teachers in other LEAs and by serving as outside reviewers and evaluators for other charter schools. We are confident that these external activities not only broaden CSD's impact in the field of teaching and education, but also add dimension to what CSD teachers can offer the children in our own classrooms. Eight years ago, we took the additional leap of hosting our first Fresh Take Educator Conference because we feel a deep responsibility to impacting education beyond the doors of CSD. Through it our teachers share best practices they are developing in our classrooms and network with similarly committed teaching professionals. Fresh Take 2020 hosted over 500 registered participants and included presentations not only from our staff members, but also from our high school students. We have no doubt that our efforts to grow the profession and support the field have a direct and positive impact on our instructional outcomes.

CSD also partners with several colleges and universities in our areas (Davidson College, UNC-Charlotte, CPCC, Queens) to provide preservice teacher opportunities for both student teaching and clinical experiences. We see this collaboration as an opportunity to invest in future educators but we also see it as

an effective way for us to partner with universities in recruiting more diverse candidates to our faculty. We are working with Dr. Tehia Starker-Glass (UNCC Cato College of Education Director of Diversity and Inclusion) on developing our anti-racist curriculum, and we anticipate this work will expand in the coming years. We know the work will positively impact our students' experience but we also believe it will help ground CSD as a school that can attract talented and diverse educators who value our efforts to deconstruct racism and mitigate the "othering" so common in today's society.

C-3 Outreach and Recruitment

The impact of our early groundwork in reaching out to targeted populations, including economically disadvantaged families, seems to have held, and for that reason we will return to and expand those same strategies as a part of this grant. Key components of past outreach programs will return and occur with greater frequency. We host special tour nights for children participating in Ada Jenkins Center's After School Program. This year the program concluded with one of our administrators and a Spanish teacher returning with the children to the Center to meet their parents, answer questions, and help with registration forms. In the past we visited Sunday morning church services, where pastors invited us to present to their congregations. Our administrators also stayed after services to assist families who were interested in registering for the lottery. We routinely make our Spanish teachers available to translate in person and further assist non-English speaking families with the registration process because we do have families who walk in, prompted by word-of-mouth recommendations, looking for more information. To ensure our online information is accessible, our Web site features on-demand translation in 10 languages, and all of our lottery forms can be translated on demand with Google Translate. Using this grant we will create and maintain inventories of pre-printed, Spanish translations of documents that address our approach to instruction, our registration and enrollment process, as well as scholarship opportunities for remediation, enrichment, after-school care, transportation options, and nutrition services.

During the first three years of the grant we intend to fill two, part-time, contracted, community liaison positions and recruit candidates to the positions from the populations we aim to serve. These positions will help us build a bridge to a growing and vital facet of our parent community, make certain that we hear its concerns and questions, and nurture and sustain trust as we broaden and deepen our school community. In addition the liaisons will help us define and respond to opportunities for partnering with trusted service and civic organizations within the broader community to build a network of wrap-around services to support our most vulnerable students. This work will encompass projects that arise as a result of school expansion in three areas: 1) operations, 2) instruction, and 3) school culture. From an operational standpoint we will expand our transportation services, ensure access to the hot lunch program, and bridge the digital divide by launching a 1:1 device program at the high school. From an instructional standpoint, we'll complete our efforts to: 1) integrate culturally responsive curriculum, books, and supplemental materials, 2) diversify staffing, and 3) provide professional development opportunities necessary to support our staffing and curricular goals. From a school culture standpoint, we'll begin cultivating relationships with families even before they enter our lottery process and enroll their children in our school. In doing so we'll position parents to be effective partners with us in reinforcing their children's school experience and supporting their education. The liaison positions will work hand in hand with the two administrators who will carry primary responsibility for implementing our proposed expansion.

To that end, we have already begun a conversation with staff at the Ada Jenkins Center and Davidson-Cornelius Child Development Center (DC-CDC) to bring our parenting workshops and book reads to their sites for shared learning. These new programs will supplement the relationships our middle and high school students are already forging through community service, independent study, and internship arrangements with both organizations. We will also organize and host hands-on arts and science programs and performances at CSD, the Center, and DC-CDC. Through these shared experiences, we aim to engage parents in a continuing discussion about children, education, and our school's mission and philosophies. We also hope to sow the seeds of strong, authentic relationships between school staff and current and potential CSD families. We know that establishing such connections positions us all to work together on behalf of all children in the community which is why we have always worked hard to share pedagogical

practices and parent workshops beyond the walls of CSD. As a further preparatory step, we've established a Memorandum of Understanding with the HeadStart program of Mecklenburg County as yet another resource for meeting parents' needs.

For more detail on existing and planned initiatives to foster parent involvement and invite parent input, please see Section C-7 below.

C-4 Transportation Plan

Because charter schools do not receive capital funds, we are forced to fund facilities out of our operating budget and through fundraising revenues. This budget constraint poses a significant challenge to purchasing safe and dependable buses. Despite the budget constraints we face, the need for school transportation doesn't go away. We know that not every family has access to a reliable vehicle and the discretionary time necessary to drive children to and from school. This burden, of course, falls disproportionately on single parents and economically disadvantaged families whose work obligations often offer far less flexibility than families with higher incomes can typically claim.

For that reason, CSD began gradually building out our fleet of 5 buses and one mini-bus a decade ago. The acquisition was slow going because of the extraordinary cost of purchasing quality vehicles that promise a level of reliability and safety used buses and vans do not offer. It took only one purchase to learn that lesson. Now, \$500,000 later, CSD offers our families bus transportation for all school field trips, many sporting events, and we provide two satellite bus routes. We typically maintain a waiting list for both routes. Our most recent purchase is a new, full-size school bus with wheelchair accessibility. In the absence of an available route for families who struggle with transportation, we routinely offer direct assistance in the form of CATS (Charlotte Area Transit System) bus passes as appropriate and/or work with other families within the school community to make carpool transportation available. We also keep our buses busy providing transportation for a full array of field trips, service learning programs, and athletic competitions.

In planning for an expansion that allows us to increase the number of economically disadvantaged children we serve, we are acutely aware that we will need to add buses and bus routes quickly. Our grant budget anticipates the purchase of 6 full-size school buses by the start of Year 3 so that we are positioned to serve the new students we admit through the weighted lottery, no matter where they live in the north Mecklenburg area. We are committed to expanding our inventory of buses so that the availability of school-provided transportation is never positioned as a service used only by students who face financial hardships. Moreover, the fleet expansion will also enable us to provide adequate after-school transportation to our new athletic and outdoor education facility. Doing so will remove a potential barrier to participation by economically disadvantaged students.

Finally, as noted in our response to C3 (above) we will coordinate our outreach and marketing efforts to prioritize recruitment efforts in neighborhoods with high concentrations of families who may qualify for the weighted lottery. This intentional approach to outreach and recruitment will not preclude our willingness to provide transportation to families where it is needed, but will, we hope, increase the efficiency of the bus routes we plan.

C-5 Hot Lunch Plan

There is a substantial body of research that documents the impact that access to nutritious meals has on student performance and success. For that reason, we contract with a local caterer who has agreed to work with a nutritionist to create affordable, healthy lunch menus that meet federal dietary guidelines for children and which offer a range of choice, particularly for children with food allergies. Parents order meals online as much as a month in advance or as short-term as day before, and the vendor carries in and distributes these ordered lunches at both campuses every regular school day. We use our operating budget to underwrite the cost of these hot lunches for families who enroll in CSD through the weighted lottery, as well as families that either self-identify or that we identify as potentially income eligible, using the same guidelines we apply for the lottery. No child or family goes hungry in our school if we are aware of a

need, whether the family is facing a short-term crisis or long-term struggle, and all free and reduced lunches reflect the same lunch options that are available to all students.

All children who are enroll at CSD through our expanded weighted lottery process or who demonstrate eligibility for that weighted lottery but receive their seats through the regular lottery will have access to our current hot lunch program and will of course have access to the same menus as all other students whose parents self-pay. We estimate the cost per child per year for these lunches at \$1,000. Moving forward we will again take a look at the federal school lunch program to determine if it presents a feasible alternative to our current program.

C-6 Professional Development Plan

At CSD we view professional development not only as a means to growing our staff capacity, but also as a testament to our commitment to and belief in life-long learning. We believe that it is critical for our students to see that their teachers are always working to improve their craft because it models the commitment we wish to nurture in our students. We rely on research-driven professional development to keep us ahead of the curve so that we never get complacent about the responsibility we assume as educators. In this section we will detail our ongoing professional development efforts and highlight some of the special projects we have tackled in the last three years and that will continue through the grant period.

Professional development activites occur throughout the school year including: 1) bi-monthly staff meetings, 2) teacher workdays, 3) a week-long new staff training in the summer, 4) annual staff retreat each May, 5) team planning days, 6) external PD conferences and meetings throughout the school year, and 7) our annual Fresh Take Educator Conference. We further offer the same Love and Logic training to staff that we offer to parents in several repeat sessions every year. All new staff members review and embrace CSD's strict policy of prohibiting extrinsic rewards as behavioral management systems. We focus on class meetings, restorative justice, intrinsic motivation, student empowerment, conflict resolution, critical conversations, and shared decision making. We consider investment in people not programs as our best investment for student learning. Providing high quality professional development opportunities for teachers leads to success in the classroom for our students.

Each spring, we identify areas of our practice that could benefit from focused professional development in the coming school year, specifically targeting for consideration student support, special education, mental health, direct instruction and current educational research. In the past two years, we have undertaken significant literacy and math professional development to strengthen intervention, remediation, and instructional lessons for all teachers at all grade levels from grades K-12 and we intend to continue and expand on many of these PD opportunities in the coming years. Highlights from this year include:

- Training all EC staff in Wilson reading (including the high school version, Just Words);
- Sending K12 staff to the Hill Center for staff development in both literacy and math;
- Conducting regular training and professional development sessions led by our EC Director for EC teachers and regular classroom teachers;
- Ensuring our speech pathologists receive training in the LIPS model;
- Arranging 10 different sessions with Dr. Karen Haag with our entire K8 staff on our Readers and Writers workshop model;
- Enrolling MS/HS teachers in seminars with Penny Kittle and Kelly Gallagher to re-ignite students' love of reading and writing;
- Arranging sessions for K5 teachers to learn Debbie Miller's instructional strategies for teaching reading comprehension
- Sending K12 grade level representatives as a team to the NCTM Math Conference and the Foundations of Math (DPI SIP Dr. Chris Cain) workshops.
- Student voice, choice, and agency

In addition, teachers participate in annual, small group, professional development through book studies and individualized professional learning goals. Our K12 leadership team pursues a similar professional development model: this year we are reading *The Art of Coaching Teams* by Elena Aguilera, which addresses skills necessary for facilitating staff performance, development, and growth.

We have spent the last three years working to educate our entire K12 staff on racism and equipping them to develop anti-racist education models. We hired Dr. Lucretia Berry three years ago for staff training, and she has since stayed on as a permanent employee, working part time as a high school instructor and K12 curriculum specialist. (For more detail on Dr. Berry's work, see Section C1.) In addition to working with Dr. Berry for the last three years, we have worked with Dr. Tehia Starker-Glass from UNC-C on culturally responsive curriculum. Last year she conducted a workshop with our staff on the importance of representation in literature. Our staff followed up by analyzing classroom libraries to consider cultural sensitivity and cultural representation and expanding their holdings. This year, we also have a group of teachers working with Dr. Glass on a grant-funded, anti-racism experience that sent the team to a two-day Race Matters for Juvenile Justice Racial Equity Workshop. Since then, the team has worked with Dr. Glass and her graduate student to develop lessons, teach the lesson while being observed, and gather afterwards to reflect on improvements for future lessons.

C-7 Parent Involvement and Advisory

As our mission indicates, parents are positioned as key partners at CSD. To achieve that aim we shape parent involvement and advisory to communicate a sense of respect and honor for parents as their children's first teachers. We believe we have much to learn from our parents. The most important first step of developing parent partnerships is inviting active participation and doing so depends on face-to-face communication, one-on-one meetings, family gatherings, and consistent and ongoing communication. We have an open door policy that invites parents into classrooms and into the life of our school community. We encourage parents whose work lives allow them to visit during the school day to actively engage with classroom activities. At the same time we know that not all parents have the flexibility to be on hand during school hours. We offer a full range of opportunities for these parents on the weekends and in the evenings to be active participants in the life of the school and in their children's school journey. We anticipate that adding two part-time community partner liaisons in the first three years of this grant will demonstrate a further investment in nurturing parent participation. We view the creation of this new role as a show of respect for the experience, insight, and knowledge our new parents can bring to shaping a more diverse and deeply connected school community. (Please section B3 for a more detailed discussion on how parents fit into our CSD academic plan and the efforts in place to facilitate their involvement.)

In addition to parent participation, parent voice is critical to the partnership we seek with our students' families. Our monthly parent advisory meetings (open to all parents with no elected offices) provide a formalized structure for school administrators to provide updates about school operations and policy, seek input for school decision-making, and engage parents in a dialogue about school climate and culture. We alternate meeting times between morning and evening sessions each month in an effort to facilitate attendance for working parents. Outside this formal monthly meeting, administrators maintain frequent and open contact with the parent community using CSD Crier, our Facebook page, and Constant Contact emails that can be targeted to the whole school or grade level groups as appropriate. Each administrator maintains a school-based Twitter account so that parents have insight into our daily activities, interactions with students, and professional learning communities. Moreover, administrators maintain an open-door policy for parents who have specific concerns, ideas, and insights to share. Parent workshops and book reads led by administrators and teacher leaders further open opportunities for conversation and help nurture the relationships we seek to foster between CSD and its parent community.

As part of the implementation of this grant, CSD will take an additional step for ensuring we hear the voices of economically disadvantaged families we serve. We will organize a Parent Council (so named to avoid confusion with our existing monthly Parent Advisory meetings) to help inform and support our efforts to serve more economically disadvantaged students. Facilitated by the two administrators who will

share lead responsibility for the implementation of the grant, the Council will include parents from the target population and from the whole school community, as well as members of the community whose work engages them directly on behalf of economically disadvantaged families. The group will convene its first meeting before the expanded weighted lottery process takes place in Year 1 of the grant. Thereafter, the group will meet quarterly. Second, we will establish a part-time community liaison role during the first three years of the grant to connect with families linked to CSD through our outreach, recruitment, and weighted lottery processes. We envision this position could be job-shared and ideally would yield us candidates for the position from the community we hope to serve. In doing so, we hope to open and establish another reliable channel of conversation, dialogue, and problem-solving that speaks specifically to the wrap-around services model we propose, its implementation, and its effectiveness.

IV. BUDGET, BUDGET NARRATIVE, AND LOGIC MODEL

A. Budget

NC ACCESS PROGRAM SUBGRANT BUDGET						
Directions for completing this workbook are found on tab 1a-Instructions.						
Name of Charter School:		Community School of Davidson				
Authorizer Name:		North Carolina State Board of Education				
Select Subgrant Award Type:		Expansion				
Maximum Award Amount:		\$ 1,250,000.00				
Award Amount Requested:		\$ 1,250,000.00				
Date:		February 27, 2020				
Name of person completing this report:						
Name:		Joy Warner				
Phone:		704-897-8061				
E-mail:		jwarner@cspdspartans.org				
Name of person to be contacted regarding budget questions:						
Name:		Connie Wessner				
Phone:		704-897-8061				
E-mail:		cwessner@cspdspartans.org				
Program Contact: For all application, budget, or other program-related questions contact the NC ACCESS team at: (919) 807-3981 or NCACCESS@dpi.nc.gov						
Funding Request						
Cost Category	Planning Year	Year 1 Implementation	Year 2 Implementation	Year 3 Implementation	Year 4 Implementation	Year 5 Implementation
Instructional Program	\$ -	\$ 268,000.00	\$ 58,500.00	\$ 188,500.00	\$ -	\$ -
Support Program	\$ -	\$ 357,000.00	\$ 254,000.00	\$ 124,000.00	\$ -	\$ -
Total:	N/A	\$ 625,000.00	\$ 312,500.00	\$ 312,500.00	\$ -	\$ -
Revised September 2019						

**NC ACCESS PROGRAM SUBGRANT BUDGET
Budget Request Summary**

Applicant Name: Community School of Davidson
Subgrant Type: Expansion

Budget Category	Planning Year	Year 1 Implementation	Year 2 Implementation	Year 3 Implementation	Year 4 Implementation	Year 5 Implementation*	Total
INSTRUCTIONAL PROGRAM							
Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Employee Provided Benefits	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Professional Fees and Contracted Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Supplies and Materials	\$ -	\$ 120,000.00	\$ -	\$ 80,000.00	\$ -	\$ -	\$ 200,000.00
Technology and Equipment	\$ -	\$ 116,200.00	\$ 28,000.00	\$ 96,900.00	\$ -	\$ -	\$ 241,100.00
Travel, Conferences, and Meetings	\$ -	\$ 31,800.00	\$ 30,500.00	\$ 11,600.00	\$ -	\$ -	\$ 73,900.00
Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal Instructional Program	\$ -	\$ 268,000.00	\$ 58,500.00	\$ 188,500.00	\$ -	\$ -	\$ 515,000.00
SUPPORT PROGRAM							
Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Employee Provided Benefits	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Professional Fees and Contracted Services	\$ -	\$ 50,000.00	\$ 50,000.00	\$ 20,000.00	\$ -	\$ -	\$ 120,000.00
Supplies and Materials	\$ -	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00	\$ -	\$ -	\$ 12,000.00
Technology and Equipment	\$ -	\$ 300,000.00	\$ 200,000.00	\$ 100,000.00	\$ -	\$ -	\$ 600,000.00
Travel, Conferences, and Meetings	\$ -	\$ 3,000.00	\$ -	\$ -	\$ -	\$ -	\$ 3,000.00
Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal Support Program	\$ -	\$ 357,000.00	\$ 254,000.00	\$ 124,000.00	\$ -	\$ -	\$ 735,000.00
Grand Total	N/A	\$ 625,000.00	\$ 312,500.00	\$ 312,500.00	\$ -	\$ -	\$ 1,250,000.00

Error Messages (Be sure to clear all errors before submission.)

B. Budget Narrative

CSD requests \$1.25M in NC ACCESS funds to expand access to economically disadvantaged students and their families. In analyzing the costs associated with our planned expansion, we looked through three separate, but related lens. First, we identified the immediate costs of adding 70 students to our enrollment and the resources available to us for covering those costs, whether through the grant or our operating budget. Second, we projected the ongoing operational costs our regular budget will absorb as a result of carrying the added enrollment and gauged our ability to sustain those new costs. Third, we evaluated the return on investment that will accrue to our students, the school, and to our goal of contributing to public education beyond the walls of CSD. In each of the sections below we provide detailed descriptions of projected grant costs, associated contributions we will make through our regular budget, and the benefits of assuming the risks of this new investment on behalf of public school students in North Carolina.

A. Projected Grant Costs

Each paragraph below offers a detailed description of funds requested in the 5-year budget template that accompanies this grant proposal.

Instructional Program:

Supplies and Materials - Textbooks and Literature

Community School of Davidson will invest \$200,000 across the first three years of our grant to refresh textbooks and update our classroom libraries with leveled, guided reading texts as well as culturally responsive literature. We believe that a complete refresh is in order to ensure that the new students we add to our enrollment do not start their journey with us feeling as if we've added them as an after-thought. This textbook, reader, and literature update will put the latest materials into the hands of AP students and support the effort already underway to make culturally responsive curriculum and materials available in every classroom. This investment will position our textbooks and literature inventory to carry our students effectively into the next 5-10 years with our annual budget poised to replenish and replace as necessary during that period. We expect that and have planned for our regular operating budget to cost-share in this update to supplies and materials.

Technology and Equipment - Chromebooks

Community School of Davidson will purchase roughly 600 new Chromebooks to reposition the current 1:1 BYOD initiative in our high school at a total cost of \$185,100 over three years. Our experience has revealed two key lessons learned from our current program. First, the quality of the devices students bring into the building varies substantially and not surprisingly reflects differences in each family's ability to invest in laptop top or tablet for its student(s). As a result, students vary in their ability to leverage the digital instruction tools we use in our classrooms. Second, and related to the first, student-owned devices perform variably on our internal network. Chromebooks are optimized for the classroom experience and prevent the application installs that can diminish performance and complicate the device's ability to connect. We strongly believe in giving our students practice with the digital tools they'll use in college and in the workplace and standardizing the student experience with the network will facilitate that practice. Equipping all high school students with the same device will further allow us to support these devices whether the student is in the building or at home. Our current replacement cycle for school-owned Chromebooks is 6-8 years and will integrate repair and replacement needs for these devices in our fundraising effort and budget projections to ensure we can sustain the program.

Technology and Equipment - SmartBoards

Community School of Davidson will invest \$56,000 over the first two years of the grant to install 14 Smartboards in our middle and high school math and science classroom. Doing so will allow us to update instructional technology and projection in those rooms based on the findings of a pilot we launched this past summer to allow our high school teachers to compare SmartBoard functionality with the aging Promethean Boards, standard projection systems, and Apple TV devices that had served those rooms. In each instance, the teachers have found that the Smartboards meet the unique needs of the math/science classroom more appropriately than the other options. Our ELA and Social Studies teachers have found

Apple TV devices adequately serve instructional needs for those disciplines. We anticipate that our ongoing operating budget will fund a 5-6 year upgrade/replacement cycle for these Smartboards.

Travel, Conference Meetings, Professional Development

Community School of Davidson will spend \$73,900 in the first three years of the grant to support high quality professional development and continue building capacity for effective wrap-around instructional services for all students we serve, particularly our economically disadvantaged students. We will engage our entire staff of over 200 in robust PD programs focused on: 1) Anti-Racist Curriculum Development, 2) Racial Equity, 3) Trauma-Informed Teaching, 4) Mental Health, 5) Instructional Technology, 6) Exceptional Children's Programming, and 7) Academic Intervention Supports. We are particularly interested in expanding and enhancing the capacity we've already built successfully to deliver early and effective academic intervention through our literacy assistants.

Support Program:

Technology and Equipment - Transportation

To address one of the chief barriers to access for economically disadvantaged students we will use \$600,000 in the first 3 years of the grant to purchase 6 new, Thomas Built School Buses. This purchase represents the largest single use of the grant and is critical for ensuring we can deliver an adequate school transportation network for our students and that we are positioned to do so for the next 15 years. In doing so we will have significantly enhanced our ability to attract and serve economically disadvantaged students and their families. At present, we serve students from 10 counties. We know with certainty that transportation remains the single most prohibitive barrier to families who wish to choose our school. We intend to target specific areas and neighborhoods for bus stops to maximize the impact of this investment. The completed fleet of buses (one that we began building 10 years ago) will also facilitate a more robust field trip schedule as well as transportation to and from sports practices and athletic events.

Professional and Contracted Services - Community Liaison

In the first three years of the grant, Community School of Davidson will invest \$60,000 to fund a service contract with two liaisons, recruited from the communities that gain access through our expanded weighted lottery. We will charge these liaisons with helping us build relationships with our new families and ensure they are connected to the full range of wrap-around services we will make available. In doing so, we hope to demonstrate our commitment to the growing our school community and honor the trust our new families will place in us for serving their children.

Professional and Contracted Services - NC-ACCESS Grant Administrative Assistant

Community School of Davidson will utilize \$60,000 (\$30,000 each year for the first two years) to contract for an administrative assistant to support all grant efforts. The staffing model we use at Community School of Davidson prioritizes instructional staff so we have a very lean administrative staff. In fact, 95% of our staff members carry direct instructional and classroom support duties. As we initiate this subgrant we fully anticipate adding to an already large load for managing day to day school operations, developing and managing partnerships and the associated activities facilitated through our partners, and meeting our responsibilities as a stand-alone LEA. For that we want to make sure we have the administrative support in place.

Travel, Conference, Meetings - Family Engagement Events Marketing, and Recruitment

Community School of Davidson will utilize \$15,000 of this subgrant for family engagement events, marketing, and recruitment efforts. With the help of our contracted Community Liaisons, we plan to provide family enrichment, service, and educational opportunities, educational materials, and provide events that will help build relationships and trust as well as invest in the families we plan to serve. This grant will provide \$4,000 for each of the first three years to provide these learning and relationship building events. The remaining \$3,000 will be reserved in Year 1 for travel associated with the NC-ACCESS Fellowship.

B. Ongoing Viability and Absorbed Costs

As the previous section underscores, the proceeds of this grant will facilitate an immediate expansion of our weighted lottery, adding 70 reserved slots for economically disadvantaged students in the 2021 enrollment lottery. We are committed not merely to adding economically disadvantaged students to our rolls, but rather to integrating these students fully into our school community and providing the wrap-around services they may need to be successful in their school journey. Investment from the grant will lay the groundwork by helping us build out our school transportation network, closing one important aspect of the technology gap, and ensuring our instructional materials are culturally responsive, deliver best practice skill building for reading, and provide solid support to our AP classes. To sustain the robust instructional experience our students encounter in the first years of the grant, we know our operating budget will need to absorb ongoing expenses associated with serving more kids with even more varied needs. Without that added support from our regular budget, we would fail to deliver the education experience we believe all children deserve.

In our both our immediate and long-term projections we have assumed our regular budget will absorb:

- all free lunch expenses incurred on behalf of families who qualify for our weighted lottery. (We will re-evaluate whether the federal free lunch program can meet our needs as our ED student population increases.)
- bus driver pay and fuel costs associated with building out our school transportation network.
- ongoing costs to provide scholarships for economically disadvantaged students to receive after-school tutoring and other teacher support, participate in our athletics programs, field trips, after-school care and enrichment programs, and summer camps.
- free maintenance and heavily discounted repair services for students using school-owned devices in the 1:1 program at high school.
- expenses as necessary for enrolling weighted lottery siblings from birth to age five in early childhood development programs that will position them for success when they begin kindergarten.
- staff time, resources, and materials associated with providing ongoing parent education and workshops, including Love and Logic sessions.
- the staff costs of assigning an administrator to take lead responsibility for building and managing community partnerships with local nonprofits, colleges and universities, civic organizations, and municipal governments.
- the additional staff costs of assigning an administrator to pursue potential funding streams within our parent community, in the community at large, and through other competitive grant processes at foundations to create a lab school setting to support our own replication goals as well as impacting the broader educational community.
- the staff time and resources to investigate new avenues of cooperation with teacher training programs to add dimension and depth to our recruitment and hiring practices as well as positioning our master teachers to help train the next generation of educators.

We feel confident about the projections we have made and that every dollar of the subgrant will trigger the momentum we need to make both an immediate and lasting impact in the lives of economically disadvantaged children. That confidence stems from the experience we've acquired in serving another cohort of educationally disadvantaged children: students with learning disabilities. In our 15+ years as a charter school, our track record of budgeting conservatively and stewarding our resources has allowed us to assume the considerable staff costs that go hand in hand with meeting each child where he or she is and

allowing kids the space to develop at the pace that is right for them. Our careful approach to adding a weighted lottery three years ago enabled us to grow the ranks of economically disadvantaged students in our enrollment to 4% without losing ground with teacher pay increases or forgoing the opportunity to add an outdoor education and athletic facility for our students. By the end of the 5-year grant period we propose, we expect that 11% of our students will come from economically disadvantaged families and our population of students with learning disabilities will hold steady at just under 13%. Our efforts to analyze and plan for the associated costs of tackling this expansion and to ensure that we can absorb those costs in our general budget while achieving our goals for teacher pay speak to our long-term commitment to serving educationally disadvantaged students of all types. To do right by these students we know that a one-time infusion of grant money must be met with an equivalent willingness to continue meeting the needs of the students we aim to serve.

Community School of Davidson maintains complete autonomy over its overall budget operations and will do so for NC ACCESS Expansion Grant funds and program operations. We are an independent charter school and are not tied to any network or similar organization. Our administration team and school board will monitor, measure, and evaluate all activities associated with the grant to ensure we are effectively removing barriers, improving recruitment practices, and providing necessary supports for all CSD students to be successful academically, socially, and emotionally.

C. Return on Investment

CSD is not new to the goal of building an inclusive school community. We have been working at it since we opened our doors because we share Dr. Boyer's belief that diverse experiences, backgrounds, and perspectives spark learning and that every child deserves access to high-quality education. The NC ACCESS program offers us a critical and exciting opportunity to increase the number and proportion of economically disadvantaged students we serve, qualitatively improve the educational experience of those new students as well as current CSD students, and help shape the future of public education beyond the walls of CSD.

Using the \$1.25M investment we are requesting from the NC ACCESS Program, we will:

- Immediately change the education experience of 70 students from economically disadvantaged families;
- Open access to CSD and extend access to high quality preschool for all siblings of these 70 students;
- Attract more economically challenged families into our general lottery, further opening opportunities to secure a seat at CSD;
- Use our Fresh Take conference to connect 500-600 educators annually with best practice models for opening access to and serving educationally disadvantaged students;
- Sending CSD teachers to state and national conferences to share best practice models for serving all children;
- Position CSD teachers as guest lecturers and adjunct staff at local colleges and universities to support their teacher training programs;
- Offer college/university credited, preservice teacher courses at our campuses;
- Explore the viability of launching a lab school, jointly operated by CSD and a university or college partner;
- Develop, evaluate, and document best practice anti-racism content and pedagogy in conjunction with our university partners and Brownicity;

- Launch a teachers' institute program that includes a comprehensive summer program for developing anti-racist curriculum and engaging with the content from our high school elective course, "What is Race(ism)?" and supplemented with weekly virtual learning opportunities throughout the school year;
- Pursue opportunities for conducting joint professional action research with university partners and writing and publishing the CSD story.
- Investigate CSD's options for opening a replication school that opens with a weighted lottery in place and that reserves 30% of slots for economically disadvantaged students from the day the doors open.

C. Logic Model

Objectives

1. Increase the number of economically disadvantaged students enrolled at CSD.
2. Deliver a comprehensive system of wrap-around services and support for learning from birth through the first two years of college.
3. Develop a model for impacting the teaching profession beyond the walls of CSD.
4. Explore a path to replication.

Inputs	Outputs		Outcomes and Impact		
	Activities	Participation	Short	Medium	Long
<ul style="list-style-type: none"> -Grant Funds -CSD Funds -Prior Experience (17 years as a charter school) -Existing Partnerships and Relationships -Research-driven Expertise -Human Capital 	<p>Add:</p> <ul style="list-style-type: none"> -Bus Transportation -Classroom Tech <ul style="list-style-type: none"> -1:1 Device -Envir at HS -Smartboards -Books and Materials <ul style="list-style-type: none"> -Cult. Resp. Lit. -Textbooks -Guided Reading Book Sets -Prof. Development <ul style="list-style-type: none"> -Trauma Informed Mental Health -Anti-Racist Curric Dev. -Instruction and Interven Methods -Family Recruitment & Engagement -Community Partnerships <ul style="list-style-type: none"> -Preschool -Univ./College 	<ul style="list-style-type: none"> -Teachers -Administrators -Staff -Students -Families -Contracted Community Liaison -Community Leaders -Civic Org. -Faith Community 	<ul style="list-style-type: none"> -More economically disadvantaged students served -Increased Teacher skill sets & confidence in delivering culturally responsive instruction -Increased Family Engagement -Expanded Partnerships -Increased and improved post grad planning/support -Increased Diversity on staff 	<ul style="list-style-type: none"> -Successful post-grad experiences for all CSD students -Increased Teacher training opportunities and outreach - Teacher Institute -Priority preschool slots for ED CSD siblings -Increased parent sense of confidence 	<ul style="list-style-type: none"> -Decision on replication model -Feasibility of replication -Life-long learners who make the world a better place

Assumptions

- Stable funding.
- Charter Flexibility.
- Staffing ratios that facilitate small classes
- No additional unfunded mandates
- Sufficient funding for SRO, counselors, & safety

External Factors

- State and Fed. School Funding
- Economy
- Adequacy of Social Services Safety Net Effectiveness
- Teacher Pipeline
- Educational Legislation Policy.
- Teacher Pay

V. COMPETITIVE PREFERENCE STANDARDS

Indicate if any of the following competitive preference standards apply to your existing/approved school. Please outline how the school meets any of the criteria outlined below and provide any additional evidences to support each selected status in Appendix C.

Applicants providing detailed plans for the following items may receive up to an additional three (3) points per standard.

Opening, expanding, or replicating a school in a rural or underserved urban area (i.e. without a high-quality school within fifteen (15) miles).	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Increasing the racial and ethnic diversity in their new, expanded, or replicated school.	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
The inclusion of high school (9-12) grade levels.	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Develop or manage a charter school focused on dropout recovery and academic reentry.	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>

VI. PRIORITY CONSIDERATION STATUS

Indicate if any of the following applies to your existing/approved school. Applicants meeting at least two of the following conditions will receive priority consideration designation, which may impact the distribution of subgrant awards when the number of applications receiving a passing score on the application rubric exceeds the number of subgrants to be awarded. Please outline how the school meets any of the criteria outlined below and provide any additional evidences to support each selected status in Appendix D.

Currently serve a forty percent (40%) or higher economically disadvantaged population.	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Economically disadvantaged students, English learners, and students with disabilities have proficiency rates higher than the state average for their subgroup.	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
As evidence of participation in applicable federal programs, have Title I status.	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Maintained an "A" or "A+NG" SPG, as determined by the NCDPI, and met or exceeded growth, as determined by EVAAS, for three consecutive years prior to the application.	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>

VII. CERTIFICATION

I certify that I have the authority to submit this application on behalf of the authorized charter school listed above. All information contained herein is complete and accurate. I realize that any misrepresentation will result in disqualification from the application process or termination after an award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the authorized charter school listed above.

Joy K. Warner
Signature of Charter School Authorized Representative

2-24-2020
Date

VIII. SUBGRANT APPLICATION APPENDICES

Please submit all applicable appendices as part of a completed application.

- A. If applicable, up to the last three years of available student assessment data for the school addressed in this application and, if applicable, all schools operated by the CMO/EMO overseeing the school addressed in this application. Include (if available):
 - i. NC State Report Card Letter Grade A1
 - ii. Student Achievement Percentages (including subgroup data) A1
 - iii. EVAAS Composites A1
 - iv. Graduation Rates A1
- B. Contractual Agreements with Partner Organizations (See item 7 of the application narrative) N/A
- C. Evidence of Competitive Preference Standards N/A
- D. Evidence of Priority Consideration Status N/A
- E. Additional Supplementary Documentation
 - i. Approved Weighted Lottery Policy E1-E3
 - ii. Letters of Support E4-E7
 - iii. Supplemental Materials E8

Appendix A Required Data

A. Student Assessment Data

i. NC State Report Card Letters Grades

Year	Report Card Letter Grades
2016-2017	85 A+NG
2017-2018	83 B
2018-2019	85 A

ii. Student Achievement Percentages (including subgroup data)

Proficiency by Subgroup for 2016-2017

2016-2017	ALL	Female	Male	Asian	Black	Hispanic	2 or More	White	SWD
3-8th	77.5	75.3	79.7	84.8	37.3	67.9	86	79	42.4
EOC	66.9	71.3	61.5		24	47.6	63	71.2	23

Proficiency by Subgroup for 2017-2018

2017-2018	ALL	Female	Male	Asian	Black	Hispanic	2 or More	White	Economically Dis	SWD
3-8th	74.6	72.8	76.4	93.9	45.8	51.7	78.7	76.1	70	39.4
EOC	66.9	71.3	61.5		24	47.6	63	71.2		23

Proficiency by Subgroup for 2018-2019

2018-2019	ALL	Female	Male	Asian	Black	Hispanic	2 or More	White	Economically Dis	SWD
3-8th	70.5	71.2	69.9	81.8	45.7	50.9	69.4	72.1	73.3	33.2
EOC	69.9	71.3	61.5		24	47.6	63	71.2		23

iii. EVAAS Composite Scores

Year	Index	
2017	-0.78	Met Expected Growth
2018	1.12	Met Expected Growth
2019	0.53	Met Expected Growth

iv. Graduation Rates

Year	Rate
2017	95 %
2018	95 %
2019	95 %

Appendix B

B. Contractual Agreements with Partner Organizations (See item 7 of the application narrative) N/A

Appendix C

C. Evidence of Competitive Preference Standards N/A

Appendix D

D. Evidence of Priority Consideration Status N/A

Appendix E Supplemental Data

i. Approved Weighted Lottery Procedure

REGISTRATION AND LOTTERY PROCEDURE

Registration

Community School of Davidson (CSD) will have an open enrollment period beginning on October 1 and ending on January 31 each school year. Open house sessions will be listed on the CSD website (www.csdspartans.org). All registrants who submit a registration during the registration period will be admitted unless the number of registrants at the applicable grade level exceeds the number of openings at that grade level. If the number of registrants exceeds the number of openings at a grade level, a lottery will be held to determine admission. The CSD Board of Education will determine the number of openings at each grade level prior to the lottery.

The mission and purpose of CSD (as set forth in Policy 100) includes providing an optimum environment where teachers and parents work together to create an inclusive community of learning, where core virtues are taught by both word and deed, and where students are taught to live with a purpose and are encouraged to apply these lessons, learned through curriculum, school climate and service, to the world around them. In furtherance of this mission, the CSD Board of Directors has determined that the learning environment at CSD will be enriched by ensuring economic diversity in the student population. Based on this determination, the CSD Board of Education will review the economic diversity of the student population each year by determining the percentage of the student population that qualifies for free or reduced lunch under the National School Lunch Program (based on the number of qualified families currently receiving financial assistance from CSD for lunch or extracurricular programs). The Board will then determine the number of openings to be reserved in the next lottery for students who qualify for free or reduced lunch under the National School Lunch Program (each a “Qualifying Student”), with a goal of Qualifying Students comprising between 10% and 30% of new admissions. The number of openings at each grade level then will be reduced based on the number openings reserved for Qualifying Students.

The CSD registration packet will include a box for the registrant to check to confirm whether the registrant qualifies for free or reduced lunch under the National School Lunch Program. The registration packet will make clear that disclosure of such information is optional.

Lottery Procedure

A computerized lottery will be held for each grade level at which the number of registrants exceeds the number of openings. CSD will obtain a computer program designed to randomly assign the list of registrants at each grade level to a selection order. The registrants at each grade level will be input into the program according to the rules set forth herein, and at the lottery meeting the program will be run to assign the registrants their selection order at each grade level. For registrants assigned a placement number within the number of openings at the applicable grade level, those registrants will be designated as “Admitted.” Registrants assigned a placement number outside the number of openings at the applicable grade level will be designated as “Wait List” in the order of such assigned placement numbers (subject to any enrollment priorities assigned pursuant to the CSD Enrollment Priorities Policy (Policy 503)). After completing the lottery and determining the admissions at each grade level, CSD will also admit from the Wait

List a number of Qualifying Students (in order on the Wait List) equal to the number of openings reserved by the Board at that grade level for Qualifying Students. For example, if the Board reserved four slots for Qualifying Students in Kindergarten, then after determining the admissions in Kindergarten the first four Qualifying Students on the Wait List will also be admitted. A Qualifying Student admitted through the normal lottery procedure will not be counted in determining the number of Qualifying Students to be admitted from the Wait List.

If multiple birth siblings register and a lottery is needed at their grade level, the multiple birth siblings shall be entered into the lottery under a single surname representing all of the multiple birth siblings. If they register for different grade levels, they must elect the grade level in which their single surname will be entered. The placement number assigned for that surname in the lottery will be assigned to all of the multiple birth siblings, and if that placement number is admitted, all of the multiple birth siblings with that number shall be admitted.

Other siblings (i.e. not multiple birth siblings) who register for admission in the same year shall be given the option to elect to be placed in the lottery under a single surname. In such event, the registrant must elect at which grade level the grouped siblings will be placed for purposes of the lottery. If the registration form is not clearly completed with an appropriate election and an appropriate grade level (or if multiple registrations are received for a single family), CSD administration may complete the registration form (or choose one registration form) as it determines in its discretion. If the registrant elects for all siblings to be placed in the lottery under a single surname, and the placement number assigned to that surname is admitted, the student at that grade level shall be admitted and all of that student's grouped siblings shall be advanced to a priority position on the wait list at their respective grade levels in accordance with the CSD Enrollment Priorities Policy (Policy 503). If siblings elect not to be placed in the lottery under a single surname, each individual sibling will be registered at his or her grade level.

Upon completion of the lottery at each grade level at which a lottery is required, the Wait List order will be determined in accordance with the CSD Enrollment Priorities Policy (Policy 503). Thereafter, a student will be admitted from a Wait List in order of priority, upon an opening becoming available at the applicable grade level.

All registrations received after the deadline for registration will be date stamped with the date and time received. Registrants will be admitted on a "first come, first served" basis for any grade levels that have openings after the registration deadline. For those grades that do not have openings, registrants will be added to the applicable wait lists in the order the registrations are received.

If any mistake is made by CSD in registering students and administering the lottery (or if any discrepancy occurs in the lottery process as a result of the actions of CSD that is not corrected during the lottery), such mistake or discrepancy will not invalidate the lottery and the lottery results will stand with respect to all registrants who were registered at the appropriate grade level through the lottery. The mistake or discrepancy will be corrected at the next following regularly scheduled meeting of the Board of Education (after recognition of the mistake) as set forth herein. If a mistake is made by a registrant resulting in the registrant not being placed at the appropriate grade level in the lottery, the registrant will not be registered and may submit a corrected registration, which will be subject to the post-deadline registration rule in the prior paragraph.

(a) If too many students were included in the lottery at a grade level or if a student name was duplicated in the lottery at a grade level, the student or students who should not have been included (or the duplicate with the lower priority placement number, as applicable) will be removed, and any registrants with placement numbers behind the registrant so removed will be advanced in order on the list. Notwithstanding the foregoing, if a student name is duplicated in the lottery and CSD administration determines that the student was intentionally registered more than one time, the student will be assigned the lowest priority placement number assigned to the student in the lottery.

(b) If a registrant is left out of the lottery at a grade level by mistake, the number of students who were included in such lottery for such grade level will be determined (the “Number of Registrants”). For each registrant not included by mistake, the random function in the Microsoft Excel software program (or any similar software program) will be used to select a random number between zero and the Number of Registrants, and the registrant will be assigned that number as his placement number. If the student with the corresponding placement number (who was included in the original lottery) is admitted to CSD, the student excluded from the lottery and assigned that number will also be admitted.

(c) If a student receives a placement number through the lottery at a particular grade level and is offered admittance, and subsequent to the lottery it is determined by CSD that the student will not be advanced to that grade level (based on CSD assessment, which may consider the recommendation of his or her prior school), then the student will be assigned a placement number at the appropriate grade level on the same priority as if the student was entered as a bundled sibling and his or her sibling was admitted. The effective date of such priority shall be the date of the admission offer to the student at the incorrect grade level.

Upon conclusion of the lottery, CSD will notify registrants of the results (which notice may be made by publication on the CSD website, with students identified by registration packet number). For any registrants who are admitted, CSD administration will notify the family using any contact information on the registration form (which notice may be by phone (including voice message), email or letter). Upon making the notification, if the registrant does not accept the enrollment within ten (10) calendar days, the registrant can be determined to have declined the enrollment, and the registrant with the next placement number may be admitted. Registrants who are admitted from the Wait List as Qualifying Students will be required to provide proof of qualification during such ten (10) day period in order to accept enrollment.

Date Adopted: 12/9/03

Date amended: 1/18/05

Date amended: 5/19/08

Date amended: 9/8/08

Date amended: 2/12/10

Date amended: 5/13/13

Date amended: 11/18/13

Date amended: 1/11/16

Appendix E Supplemental Materials

ii. Letters of Support



130 Wades Way
Mooresville, NC 28117

To: North Carolina ACCESS Grant Selection Committee

My name is Dr. Lucretia Berry, and I am the founder of Brownicity, a Mecklenburg County non-profit dedicated to advocacy, education, and support for racial healing and anti racism.

I have been working with CSD for the past three years on the school’s endeavor to deconstruct racism and promote anti-racist curriculum development and educational practices. We have focused on many important themes over the last three years that promote equity in every facet of education and the curriculum that teachers develop to support student learning. I have conducted extensive professional development with the entire staff of over 200, and I have worked directly with students and families in these same efforts. More recently, I also joined the CSD staff on a part-time basis to teach a high school elective course entitled, “What is Race/ism?”

I am aware of CSD’s efforts to secure an Expansion Grant through the NC ACCESS Program. I fully support the school’s aim to serve an additional 70 economically disadvantaged students and their families through the grant. Because of the partnership we’ve built in the last three years, I believe CSD has much to offer all students— inclusiveness has been a part of the CSD mission since it opened its doors almost 20 years ago. This expansion effort is a logical next step on the journey. It is my sincere hope that CSD continues this work and achieves its ultimate goal of opening a replication school that will enable CSD to serve even more students, including children who are economically disadvantaged.

I intend to continue partnering with CSD in the coming years and would be delighted if the NC ACCESS Expansion Grant was an added component of the work CSD does to serve the children of North Carolina.

Sincerely,

Dr. Lucretia Berry, Curriculum & Instruction

[TED Talk](#)

[Brownicity: Many Hues. ONE Humanity](#)

[What LIES Between Us Journal & Guide: Fostering First Steps Toward Racial Healing](#)

[\(in\)courage](#) contributor

Curriculum Specialist, Community School of Davidson

ii. Letters of Support



February 24, 2020

To North Carolina Charter ACCESS Grant Selection Committee:

My name is Anna Washington and I serve as the Executive Director for the Davidson Cornelius Child Development Center (DCCDC) located in Davidson, North Carolina. We are a five-star child development center serving a diverse community of families. Specifically, the DCCDC Tuition Assistance Program has empowered the neediest of families to remain in the workforce through affordable early education and care for their young child(ren). Precisely, 40% of enrolled children come from families who are classified as low income, very low income, or extremely low income, determined by guidelines from the Department of Housing and Urban Development (HUD).

Davidson Cornelius Child Development Center has partnered with Community School of Davidson (CSD) for many years hosting student interns as well as students completing community service-learning experiences. We are committed to expanding our partnership to include the following activities:

- Exploring opportunities for younger siblings of CSD students who are economically disadvantaged to attend our 5-star birth to Pre-Kindergarten program with CSD securing scholarship assistance which removes financial barriers for those families
- CSD including DCCDC birth to five families in parent education opportunities that they offer in the community
- Continuing with current experiences that allow the CSD middle and high school students to intern and serve our students within our facility
- Immersing our preschool school age students to enjoy their many arts performances—CSD has extensive arts programming which brings a multitude of opportunities available to everyone in our community
- Examining multi-age buddy learning experiences between our preschool students and their elementary students

If you have any questions about Davidson Cornelius Child Development Center's commitment to expanding our partnership with Community School of Davidson, please do not hesitate to contact me. We are excited about their efforts to expand their future impact in the community and we are thrilled to be a part of the collaborative effort.

Sincerely,

Anna Washington, MPA
Davidson Cornelius Child Development Center
Executive Director
anna@dc-childcare.org



ii. Letters of Support



P.O. Box 1842
Davidson, NC 28036
(704) 896-0471
(704) 896-0497 fax

www.adajenkins.org

Georgia Harris Krueger
Executive Director

Board of Directors

Lesley Chambless, Co-Chair
Donna Turner, Co-Chair
Brian Peace, Vice Chair
Richard Pappas, Treasurer
Marvin Brandon, Secretary
Kathi Ames
Lisa DeMao
Richard Guerrero
David Holthouser
Jesse Jones
Kim Jude
Iretha Kerns
Angela Kirkby
Brian O'Regan
Beth Quinn
Ray Steimel

Ex Officio

Rusty Knox
Stacy Phillips
Bill Russell
Woody Washam

To Whom it May Concern

My name Georgia Krueger and I am the Executive Director of the Ada Jenkins Center. The Center serves our community by helping families reach economic stability. We work with entire families at one time while providing wrap around services to help support their journey to reach their dreams.

We are delighted that Community School of Davidson has applied for a NC ACCESS Subgrant to expand its enrollment to serve more economically disadvantaged children. CSD students and faculty members work in service with several programs here at the Center. Our partnerships date back over a decade, and we expect to continue partnering with the school's service and internship programs for the foreseeable future.

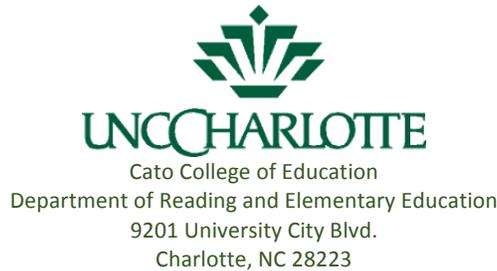
The school's mission of inclusivity reflects our commitment to serving families from this area and our mission of helping people create long lasting solutions for economic stability. Over the years, CSD administrators have reached out to our after-school program for at-risk students to invite our students to the school for tours and to assist our students' families in registering for the CSD lottery. We have been delighted whenever one of our students becomes one of CSD's students. Our only disappointment was that the school's low turnover and full enrollment prevented more of our students from enrolling.

We enthusiastically support CSD's grant application and know that our existing partnership will broaden and deepen as a result of this initiative! Please contact me if you need any further information.

Sincerely,


Georgia Krueger
Executive Director

ii. Letters of Support



To: North Carolina ACCESS Grant Selection Committee:

My name is Dr. Tehia Starker Glass and I am Associate Professor of Educational Psychology and Director of Diversity and Inclusion for the UNC Charlotte Cato College of Education.

I have been working with Community School of Davidson (CSD) for the past three years on the school's endeavor to pursue anti-racist curriculum development and select culturally responsive literature for its classrooms. We have focused on many important themes over the last three years that promote equity in every facet of education and the curriculum that teachers develop to support student learning.

I am aware of CSD's efforts to secure an Expansion Grant through the NC ACCESS Program, and I fully support the school's efforts to serve an additional 70 economically disadvantaged students and their families. From my experience with the school's teachers and administrators, I think CSD has much to offer all students, and I know that diversity and inclusiveness has been a part of their mission since the CSD doors opened almost 20 years ago.

I intend to continue partnering with CSD in the coming years and would be delighted if the NC ACCESS Expansion Grant add a new dynamic to the work the school does to serve the economically disadvantaged children of North Carolina. I have the utmost confidence that CSD will leverage the skillset it already has and add more skills to address the needs of all students.

Sincerely,

Tehia Starker Glass, Ph.D.
Associate Professor of Educational Psychology and Elementary Education
Cato College of Education Director of Diversity and Inclusion
Anti-Racism in Urban Education Certificate Program Director
UNC Charlotte | Department of Reading and Elementary Education
9201 University City Blvd. | Charlotte, NC 28223
tehia.glass@uncc.edu

Appendix E Supplemental Materials

iii: Supplemental Materials

This We Believe

Every child is a one-of-a-kind human being and a celebration of life!
Each of our students has a unique purpose in this world.

Learning must be meaningful, purposeful, and relevant.
Our classrooms **MUST** be places of wonder and curiosity.

All perspectives matter and are worthy of respect.
High-quality education teaches us how to think, not what to think.

Effective communication takes many forms.
The Arts are central to a curriculum that stokes creativity, confidence, and collaboration.

Nurturing children as they grow to adulthood is extremely important work.
A healthy partnership between school and home is the heart of a successful journey.

Mistakes are opportunities to learn and grow.
Relationships built on compassion and trust create a safe learning environment.

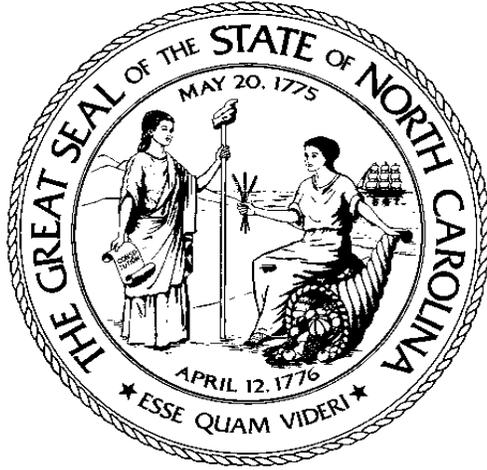
Children learn far more by watching our actions than by listening to our words.
We connect through meaningful service and active engagement in our community.

We believe that learning has no end.

“I Am Creed”

I am unique in the world.
I am capable of learning and growing.
I am a person who appreciates the differences in others.
I am talented and I share my talents.
I am unlike any other human being.
I am a person who pursues personal dreams.
I am an active participant in life.
I am committed to my values.
I am a one of a kind human being and a celebration of life.

Exhibit C: NC ACCESS Program Subgrant Application Evaluation Rubrics



**North Carolina Advancing Charter Collaboration
and Excellence for Student Success (NC ACCESS) Program
Subgrant Application Rubric**

Applicant: **Community School of Davidson**

Reviewer Name: **Dr. Barbara O'Neal**

Overview of the NC ACCESS Subgrant Program

In 2018, the North Carolina Department of Public Instruction (NCDPI) was awarded a Public Charter Schools Program (CSP) grant from the U.S. Department of Education (USDOE) of approximately \$26,600,000. The CSP grant will be used to implement the North Carolina Advancing Charter Collaboration and Excellence for Student Success (NC ACCESS) Program to:

1. Increase the number of educationally disadvantaged students attending high-quality charter schools and expand the number of high-quality charter schools available to educationally disadvantaged students;
2. Develop a cohort of 100 charter school leaders who can develop and demonstrate best practices in serving educationally disadvantaged students; and
3. Broadly disseminate best practices in serving educationally disadvantaged students and foster collaboration in the charter school community and between charter schools and traditional public schools.

The NC ACCESS Program and CSP define educationally disadvantaged students as students who are economically disadvantaged, homeless or unaccompanied youth, English learners, students with disabilities, immigrant students, and migrant students.

The NC ACCESS program has allocated the majority of the CSP funds to advance Priority 1 listed above through school-level subgrants, though subgrant recipients must also demonstrate a desire to share best practices with both charter schools and traditional public schools. For each of the five (5) years of the federal CSP award, the NC ACCESS Program will run a competitive subgrant competition and award subgrants to North Carolina charter schools that propose a comprehensive plan to increase the number of educationally disadvantaged students attending high quality charter schools and expand the number of high quality charter schools available to educationally disadvantaged students.

Ratings and Criteria

The NC ACCESS Subgrant Program is a competitive application process designed to award funding for schools that propose to serve an increased number of educationally disadvantaged students. Each subgrant application will be reviewed by a team of NC ACCESS Program team members and external evaluators. All evaluations will be considered, and a recommendation will be made to the Charter School Advisory Board (CSAB). The CSAB will take all recommendations, application reviews, and due diligence into account and make a recommendation for the approval of subgrants to the State Board of Education (State Board). The State Board will determine the final approval of all subgrant awards.

A subgrant application that merits a recommendation for approval should present a clear, realistic picture of how the school expects to successfully implement the proposed plans to increase the number of educationally disadvantaged students attending high quality charter schools and expand the number of high quality charter schools available to educationally disadvantaged students. In addition to meeting the criteria that are specific to each section, each part of the proposal should align with the overall mission, budget, and goals of the application and NC ACCESS Program.

Recommendations for approval or denial will be based on the completed application which includes school information, signed assurances, enrollment projections, application narrative, budget, budget narrative, logic model, and appendices. The enrollment projections, application narrative, budget, budget

narrative, and logic model are scored out of a possible one hundred (100) points. Applicants must score at least eighty (80) points to meet the standard.

Applications that do not meet standard in all sections as evidenced by the summary review ratings will be deemed not ready for approval.

Instructions for Reviewers

Reviewers should complete each rubric section based on the evidence provided in the application. There are seven (7) total rating sections to complete:

- I. Applicant Contact Information
- II. Signed Assurances
- III. Application Narrative (70 points possible)
 - a. Enrollment Projections (10 points)
 - b. Education Plan (30 points)
 - c. Operations Plan (30 points)
 - d. If applicable, a school closure plan (check for completeness)
- IV. Budget, Budget Narrative, and Logic Model (30 points possible)
 - a. Budget (15 points)
 - b. Budget Narrative (10 points)
 - c. Logic Model (5 points)
- V. Competitive Preference Standards (optional; up to 12 points possible)
- VI. Priority Consideration Status (optional; up to 4 standards possible)
- VII. Certification
- VIII. Appendices (there is no scoring associated with section VII; information will supplement sections III, IV, V, and VI)

Please note that there may be appendices to support information provided in the above sections. When evaluating an application, reviewers should both rate each section and provide comments, if applicable. Reviewers should look for responses that reflect a thorough understanding of key issues and barriers for educationally disadvantaged students. Responses should clearly align with the mission, goals, and budget of the proposed plan. Each response should include specific and accurate information that shows thorough preparation and understanding of school operations and serving educationally disadvantaged students. Reviewers should use objective language and complete sentences in their comments on the strengths and weaknesses/areas of concern of each section of the application. The comments and evidence provided are as significant as the rating. Below are examples of specific and detailed comments:

Strengths of the application:

- “The plan aligns with the overall mission and goals because...”
- “The education and discipline plans are research based and proven effective with the targeted population of students because...”
- “The lunch program is comparable to the National School Lunch Program and will support an educationally disadvantaged population by...”
- “The marketing plan clearly outlines how the school will recruit and enroll a higher educationally disadvantaged population by...”
- “The budget uses sound assumptions and is consistent with the goals of the proposed plan.”

Weaknesses/areas of concern of the application:

- “The curriculum and school calendar do not align with the mission and goals because . . .”
- “The discipline plan does not include provisions for students with disabilities.”
- “The budget assumptions include the unallowable use of funds for construction.”
- “The plan proposes two buses, but there is no accompanying line item in the budget that allocates funds for purchasing buses.”

Once all seven (7) rating sections are scored individually, the evaluator should complete the summary ratings page with all final ratings and scores. In order to pass the review, applicants must (a) meet all criteria in sections (I), (II), and (VII); and (b) score at least eighty (80) combined points between sections (III), (IV), and (V). Section (VI) will be used to determine priority if there are more eligible applications than subgrant awards. The CSAB will make a final recommendation to the State Board on subgrant awards. The State Board will determine the final approval of all subgrant awards.

**Please remember that all documents, including your individual review, will be available to the public.*

Application Scoring Rubric

Section I – Application Contact Information

Characteristics of a strong response:	
• All applicant contact information is complete and accurate.	
Status:	Complete <input checked="" type="checkbox"/> Incomplete <input type="checkbox"/>
Comments (if applicable)	
All applicant contact information is complete and accurate.	

Section II – Assurances

Characteristics of a strong response:	
• Assurances are signed.	
Status:	Complete <input checked="" type="checkbox"/> Incomplete <input type="checkbox"/>
Comments (if applicable)	
Assurances are signed.	

Section III – Application Narrative

A. Enrollment Projections			
A.1 Explain the rationale behind the projected enrollment figures; specifically, how the projected numbers are both ambitious and feasible.			
Characteristics of a strong response:			
<ul style="list-style-type: none"> • Enrollment projections are complete, ambitious, and realistic. • Enrollment projections demonstrate a significant increase of educationally disadvantaged students, including economically disadvantaged, homeless or unaccompanied youth, English learners, students with disabilities, immigrant students, and migrant students. 			
Points Possible:	5	Points Earned:	4
Strengths			Page
The applicant indicated they have adequate physical space and that they have created a strategic plan to raise K12 enrollment to 1470 in Year 2 of the grant by adding 70 economically disadvantaged students.			4
Weaknesses/Areas of Concern			Page
While the applicant has expressed that the increased enrollment will meet capacity for their space, adding 70 students over five years is not ambitious.			4

A.2 Describe how the school plans to implement a weighted lottery.			
Characteristics of a strong response:			
<ul style="list-style-type: none"> • Clear description of the process and mechanism for implementing a weighted lottery. • Clearly articulated subgroup category weights and/or enrollment percentage goals. • Rationale for the applied weights are reasonable and justified. 			
Points Possible:	5	Points Earned:	5
Strengths			Page
The applicant already conducts a weighted lottery for economically disadvantaged students. CSD will use the mechanisms and State-approved Board policy already in place to facilitate the expansion. Since the implementation of the lottery, they have no issues in filling the reserved seats.			5
Weaknesses/Areas of Concern			Page
No weaknesses noted.			N/A

Section III – Application Narrative (cont.)

B. Education Plan			
B.1 Provide a General Education Provision Act (GEPA) statement demonstrating how the school has or will eliminate any and all barriers to enrollment for educationally disadvantaged students.			
Characteristics of a strong response:			
<ul style="list-style-type: none"> Statement clearly articulates the school’s desire and plan to eliminate any and all barriers to enrollment for all students, especially educationally disadvantaged students. 			
Points Possible:	2	Points Earned:	2
Strengths			Page
The applicant indicated that Community School of Davidson (CSD) is committed to serving educationally disadvantaged students and will address all actual or perceived barriers—gender, race, national origin, color, or disability that could impede enrollment in or attendance at CSD.			6
Weaknesses/Areas of Concern			Page
No weaknesses noted.			N/A

B.2 Provide at least three (3) school-specific subgrant program goals. Subgrant goals must be SMART (specific, measurable, achievable, rigorous, and time-bound).			
Characteristics of a strong response:			
<ul style="list-style-type: none"> All goals are specific, measurable, achievable, rigorous, and time-bound. Goals are aligned to the NC ACCESS Program and activities in the subgrant application. 			
Points Possible:	3	Points Earned:	3
Strengths			Page
The applicant provided 6 relevant SMART goals that are aligned with the mission of the NC ACCESS grant.			7
Weaknesses/Areas of Concern			Page
No weaknesses noted.			N/A

B.3 Describe how the school’s academic program is or will be specifically tailored to meet the needs of educationally disadvantaged students. Include specific strategies the charter school currently uses or plans to use to serve educationally disadvantaged students.			
Characteristics of a strong response:			
<ul style="list-style-type: none"> Clear and comprehensive description of the strategies being utilized to serve educationally disadvantaged students, especially intervention, differentiation, and support services. A robust and quality curriculum overview, supported by research, with a plan for implementation. Evidence the proposed academic plan will be appropriate and effective for growing all students while at the same time closing achievement gaps. 			
Points Possible:	10	Points Earned:	10
Strengths			Page

The applicant provides a detailed explanation of the academic program offered from grades K through 12, including the full range of support services and programs to meet each student’s individual needs. Services include utilization of looping and standards-based grading in grades K-7, counselor services, and access to AP and honors courses in high school.	8
Weaknesses/Areas of Concern	Page
No weaknesses noted.	N/A

B.4 Explain how the charter school’s education plan compares to or differs from that of the local LEA(s).	
Characteristics of a strong response: <ul style="list-style-type: none"> • Clear articulation of the services and programs offered by the school that are similar and/or different from offerings in the local LEA. 	
Points Possible:	5
Points Earned:	5
Strengths	Page
The applicant indicated that the program framework offers a full range of support services and programs to meet each child’s individual needs, believing fully that with such support and guidance all children can learn, regardless of background or circumstance. The approach to instruction and curriculum considers the needs of the whole child and aims to foster and support each child’s cognitive, emotional, social, and physical growth. The commitment is to the whole child which responds to the needs of economically disadvantaged students for a variety of reasons.	10
Weaknesses/Areas of Concern	Page
No weaknesses noted.	N/A

B.5 Describe the school’s discipline and school climate philosophy and how it supports the development of educationally disadvantaged students.	
Characteristics of a strong response: <ul style="list-style-type: none"> • A clear vision for school culture or climate that will promote a positive and supportive academic environment and is inclusive for a diverse student body. • Coherent plan for creating and/or sustaining the intended culture for students, teachers, administrators, and parents. • Discipline plan that has clear policies and procedures and has thoughtful consideration of the needs and rights of educationally disadvantaged students, especially students with disabilities. 	
Points Possible:	5
Points Earned:	5
Strengths	Page
The applicant indicated that at CSD, they believe that school culture and climate go hand in hand, and for that reason their approach to discipline reflects their underlying goal for building authentic relationships and offering children a secure place in which to grow. They give students plenty of room to make mistakes and to learn from those missteps. When students make poor decisions—whether in their interactions with classmates and teachers or in pursuit of their own academic, athletic, arts, and social interests—CSD intervenes with three goals in mind. First, they want to position	

students to examine their choice and understand the relationship between that choice and the consequences it triggers. Second, CSD expects students to reflect on a range of alternative choices and on the outcomes that might have reasonably been associated with those options.	
Weaknesses/Areas of Concern	Page
No weaknesses noted	N/A

B.6 Describe how the school’s calendar supports the development of educationally disadvantaged students.	
Characteristics of a strong response:	
<ul style="list-style-type: none"> Calendar and schedule support implementation of the academic plan, including supporting the development of educationally disadvantaged students and aligning with the mission, vision, and goals of the school. 	
Points Possible:	5
Points Earned:	5
Strengths	
The school operates on a traditional 10-month calendar, during which time they ensure students have access to a variety of teacher supports and enrichment activities after the school day ends.	12
Weaknesses/Areas of Concern	
No weaknesses noted.	N/A

Section III – Application Narrative (cont.)

C. Operations Plan			
C.1 Detail any partnerships the charter school maintains or plans to develop to support educationally disadvantaged students, including a description of the roles and responsibilities of the applicant, partner organizations, and CMO/EMO, including the administrative and contractual roles and responsibilities of such partners.			
Characteristics of a strong response:			
<ul style="list-style-type: none"> • Clear delineation of roles and responsibilities between the school and CMO/EMO. • Articulation of budgetary and decision-making autonomy of the board or directors. • Evidence of contractual agreements provided in appendix A. 			
Points Possible:	2	Points Earned:	2
Strengths			Page
The applicant indicated that the school does not partner with an EMO/CMO and the governing board has full control of budgetary and decision-making autonomy. There are a variety of partnerships listed with evidence of any contractual agreements in the appendices. Additionally, the partnerships described are embedded throughout other portions of the application and outline how they contribute positively to serving all students, specifically supporting educationally disadvantaged students.			12
Weaknesses/Areas of Concern			Page
No weaknesses noted.			N/A

C.2 Describe how the school’s staffing structure, capacity, and diversity will be sufficient to meet the needs of all students, particularly educationally disadvantaged students.			
Characteristics of a strong response:			
<ul style="list-style-type: none"> • Staffing levels for each year are robust and aligned with the educational program and conducive to the school’s success. • There is clear capacity to support the specialized needs of students, particularly students with disabilities and English learners. • Comprehensive plan to support student’s non-academic needs, including through counselors, behavior specialists, psychologists, etc. • Clear plan to recruit, retain, and support a diverse teaching staff. 			
Points Possible:	3	Points Earned:	3
Strengths			Page
The applicant has the appropriate staff to handle the increase in students.			
Weaknesses/Areas of Concern			Page
No weaknesses noted.			N/A

C.3 Describe the school’s marketing and recruiting plan, with an emphasis on strategies to provide outreach to the families of educationally disadvantaged students, including efforts to overcome any potential language barriers.			
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Characteristics of a strong response:			
<ul style="list-style-type: none"> • Compelling student outreach plan that includes community, family, and student involvement, and that is realistic and likely to foster student retention and community support. • Emphasis on strategies that will provide equal access to educationally disadvantaged students. 			
Points Possible:	5	Points Earned:	5
Strengths			Page
The applicant indicated that during the first three years of the grant the school will fill 2, part-time, contracted, community liaison positions and recruit candidates to the positions from the targeted populations. These positions will help build a bridge to a growing and vital facet of the parent community, and make certain that they hear the concerns and questions. In addition, the liaisons will help define and respond to opportunities for partnering with trusted service and civic organizations within the broader community to build a network of wrap-around services to support their most vulnerable students.			18
Weaknesses/Areas of Concern			Page
No weaknesses noted.			N/A

C.4 Describe how the school currently does or will provide a transportation plan that accommodates and supports educationally disadvantaged students.			
Characteristics of a strong response:			
<ul style="list-style-type: none"> • Clear description of transportation plan that includes anticipated routes, extracurricular activities, before- and after-school care, etc. • Description of how the school will arrange transportation for special needs students where necessary. • Clear articulation of how the proposed plan will eliminate transportation barriers for educationally disadvantaged students. 			
Points Possible:	5	Points Earned:	5
Strengths			Page
The applicant indicated that in planning for an expansion the grant will allow them to increase the number of economically disadvantaged children served by adding more busses and bus routes. The grant budget anticipates the purchase of 6 full-size school buses by the start of Year 3.			16
Weaknesses/Areas of Concern			Page
No weaknesses noted.			N/A

C.5 Describe how the school currently does or will provide a school lunch plan that accommodates and supports educationally disadvantaged students. Provide information about participation in the National School Lunch Program or a comparable, comprehensive lunch program.			
Characteristics of a strong response:			
<ul style="list-style-type: none"> • A clear description of how the school will offer food service to all students, adhering to all nutritional guidelines. • Specific strategies to ensure educationally disadvantaged students receive daily meals and are not identifiable as qualifying for free or reduced-price lunch. • A plan to collect free and reduced-price lunch information, including procedures to receive reimbursement. 			

Points Possible:	5	Points Earned:	5
Strengths			Page
All children who are enrolled at CSD through the expanded weighted lottery process, or who demonstrate eligibility for that weighted lottery but receive their seats through the regular lottery will have access to the current hot lunch program, and will of course, have access to the same menus as all other students whose parents self-pay. They estimate the cost per child per year for these lunches at \$1,000. Moving forward they will again take a look at the federal school lunch program to determine if it presents a feasible alternative to the current program.			15
Weaknesses/Areas of Concern			Page
No weaknesses noted.			N/A

C.6 Describe how the school’s professional development plan supports and is tailored to the development of educationally disadvantaged students.			
Characteristics of a strong response:			
<ul style="list-style-type: none"> Professional development standards, opportunities, leadership, and calendar/scheduling effectively support the education program and are likely to maximize success in improving student achievement, particularly for educationally disadvantaged students. Thoughtful plan for professional development in the areas of special education, English learners, and serving low-income students, including implementation of IEP’s or personalized learning plans, discipline, and communication with families. 			
Points Possible:	5	Points Earned:	5
Strengths			Page
The applicant has a robust professional development plan.			
Weaknesses/Areas of Concern			Page
No weaknesses noted.			N/A

C.7 Describe the school’s plan to engage families and implement a parent/community advisory council.			
Characteristics of a strong response:			
<ul style="list-style-type: none"> Clear plan for informing and educating parents on school policies, procedures, and programming. A sound and compelling plan for engaging parents and community partners in the design and life of the school through the advisory council, including recruitment strategies, duties, and authority. 			
Points Possible:	5	Points Earned:	5
Strengths			Page
The applicant will have a Parent Advisory group.			
Weaknesses/Areas of Concern			Page
No weaknesses noted.			N/A

Application Narrative Total <i>(70 points possible):</i>	69
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Section III – Application Narrative (cont.)

D. Student Transition Planning	
Outline the proposed Student Transition Committee and Student Transition Plan.	
Characteristics of a strong response: <ul style="list-style-type: none"> • Clear and specific plan to recruit, develop, and retain a Student Transition Committee. • Comprehensive Student Transition Plan that outlines timelines, communication strategies, clear transition and closure plans, and strategies for informing families of their options. 	
Status:	Complete <input checked="" type="checkbox"/> Incomplete <input type="checkbox"/>
Strengths	Page
Not applicable.	N/A
Weaknesses/Areas of Concern	Page
Not applicable.	N/A

Section IV – Budget, Budget Narrative, and Logic Model

A. Budget			
Complete a proposed budget outlining anticipated costs for the duration of the subgrant period.			
Characteristics of a strong response: <ul style="list-style-type: none"> • Outlines complete, realistic, and viable costs for the duration of the grant period. • All operational costs and major expenditures are accounted for and are realistic. • There is clear alignment between the budget, budget narrative, and the proposed plan to support educationally disadvantaged students. 			
Points Possible:	15	Points Earned:	15
Strengths			Page
The applicant provided a detailed budget that is aligned with proposed programming and activities represented in the narrative. The budget is reasonable. The applicant indicated that in order to fully complete the plan laid out in this grant, the school will use their own operating budget to fully fund all the necessary components of the plan that will not be covered by the grant. In the budget the applicant clearly delineated what will be covered by the grant and those expenditures that will be covered by the school.			30
Weaknesses/Areas of Concern			Page
No weaknesses noted.			N/A

B. Budget Narrative			
Complete a budget narrative explaining anticipated costs for the duration of the subgrant period.			
Characteristics of a strong response: <ul style="list-style-type: none"> • Clearly explains reasonable, well-supported cost assumptions anticipated for the duration of the grant. • Demonstrates financial viability beyond the expiration of the grant period. • There is clear alignment between the budget, budget narrative, and the proposed plan to support educationally disadvantaged students. 			
Points Possible:	10	Points Earned:	10
Strengths			Page
The applicant provided a detailed budget narrative that fully described the cost of programming and services that will be covered in the grant.			30
Weaknesses/Areas of Concern			Page
No weaknesses noted.			N/A

C. Logic Model	
Complete a Logic Model demonstrating how actions and expenditures are expected to lead to specific outcomes.	

Characteristics of a strong response:	
<ul style="list-style-type: none"> Clearly articulates how actions and expenditures are expected to lead to specific outcomes. Aligns clearly and directly to the application narrative. 	
Points Possible:	5
Points Earned:	5
Strengths	
The applicant provided a logic model that is aligned with the SMART goals. The logic model clearly outlines the inputs, outputs and the expected outcomes.	
Weaknesses/Areas of Concern	
No weaknesses noted.	
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N/A	

Budget, Budget Narrative, and Logic Model Total (30 points possible):	30
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Section V – Competitive Preference Standards

Opening, expanding, or replicating a school in a rural or underserved urban area (i.e. without a high-quality school within fifteen (15) miles).			
Points Possible:	3	Points Earned:	0
Comments (if applicable)			Page
N/A			

Increasing the racial and ethnic diversity in their new, expanded, or replicated school.			
Points Possible:	3	Points Earned:	0
Comments (if applicable)			Page
N/A			

The inclusion of high school (9-12) grade levels.			
Points Possible:	3	Points Earned:	0
Comments (if applicable)			Page
N/A			

Develop or manage a charter school focused on dropout recovery and academic reentry.			
Points Possible:	3	Points Earned:	0
Comments (if applicable)			Page
N/A			

Competitive Preference Standards Total (12 points possible):			0
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Section VI – Priority Consideration Status

Currently serve a forty percent (40%) or higher economically disadvantaged population.	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Comments (if applicable)	Page
Not applicable.	
Economically disadvantaged, English learners, and students with disabilities have proficiency rates higher than the state average for their subgroup.	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Comments (if applicable)	Page
Not applicable.	
As evidence of participation in applicable federal programs, have Title I status.	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Comments (if applicable)	Page
Not applicable.	
Maintained an “A” or “A+NG” SPG, as determined by the NCDPI, and met or exceeded growth, as determined by EVAAS, for three consecutive years prior to the application.	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Comments (if applicable)	Page
Not applicable.	

Priority Consideration Status Total (4 standards possible):	0
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Section VIII – Certification

Characteristics of a strong response:	
<ul style="list-style-type: none"> Application is signed and certified. 	
Status:	Complete <input checked="" type="checkbox"/> Incomplete <input type="checkbox"/>
Comments (if applicable)	
Application is signed and certified.	

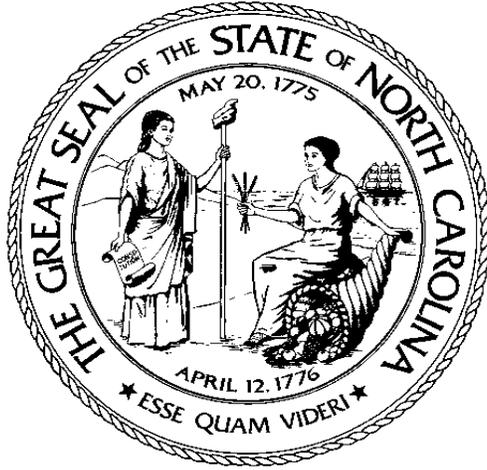
Summary Ratings

General Standards	Status
Section I – Application Contact Information	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> Incomplete
Section II – Assurances	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> Incomplete
Section VIII – Certification	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> Incomplete
Total (all sections must be <i>complete</i> to pass)	<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail

Technical Standards	Points Possible	Points Earned
Section III – Application Narrative	70	69
Section III (D) – Student Transition Plan	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> Incomplete	
Section IV – Budget, Budget Narrative, and Logic Model	30	30
Section V – Competitive Preference Standards	Up to 12	0
Total (must receive at least <i>80 points</i> to pass)	100	99

Priority Standards	Standards Possible	Standards Met
Section VI – Priority Consideration Status	4	0

Overall Application Status	Rating
In order to pass, the application must (a) achieve a rating of “Pass” for the General Standards and (b) score at least eighty (80) points on the Technical Standards. The Priority Standards will be used to determine priority if there are more eligible applications than available awards.	<input type="checkbox"/> Pass with Priority
	<input checked="" type="checkbox"/> Pass
	<input type="checkbox"/> Fail



**North Carolina Advancing Charter Collaboration
and Excellence for Student Success (NC ACCESS) Program
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Applicant: **Community School of Davidson**

Reviewer Name: **Stephenie Clark**

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- V. Competitive Preference Standards (optional; up to 12 points possible)
- VI. Priority Consideration Status (optional; up to 4 standards possible)
- VII. Certification
- VIII. Appendices (there is no scoring associated with section VII; information will supplement sections III, IV, V, and VI)

Please note that there may be appendices to support information provided in the above sections. When evaluating an application, reviewers should both rate each section and provide comments, if applicable. Reviewers should look for responses that reflect a thorough understanding of key issues and barriers for educationally disadvantaged students. Responses should clearly align with the mission, goals, and budget of the proposed plan. Each response should include specific and accurate information that shows thorough preparation and understanding of school operations and serving educationally disadvantaged students. Reviewers should use objective language and complete sentences in their comments on the strengths and weaknesses/areas of concern of each section of the application. The comments and evidence provided are as significant as the rating. Below are examples of specific and detailed comments:

Strengths of the application:

- “The plan aligns with the overall mission and goals because...”
- “The education and discipline plans are research based and proven effective with the targeted population of students because...”
- “The lunch program is comparable to the National School Lunch Program and will support an educationally disadvantaged population by...”
- “The marketing plan clearly outlines how the school will recruit and enroll a higher educationally disadvantaged population by...”
- “The budget uses sound assumptions and is consistent with the goals of the proposed plan.”

Weaknesses/areas of concern of the application:

- “The curriculum and school calendar do not align with the mission and goals because . . .”
- “The discipline plan does not include provisions for students with disabilities.”
- “The budget assumptions include the unallowable use of funds for construction.”
- “The plan proposes two buses, but there is no accompanying line item in the budget that allocates funds for purchasing buses.”

Once all seven (7) rating sections are scored individually, the evaluator should complete the summary ratings page with all final ratings and scores. In order to pass the review, applicants must (a) meet all criteria in sections (I), (II), and (VII); and (b) score at least eighty (80) combined points between sections (III), (IV), and (V). Section (VI) will be used to determine priority if there are more eligible applications than subgrant awards. The CSAB will make a final recommendation to the State Board on subgrant awards. The State Board will determine the final approval of all subgrant awards.

**Please remember that all documents, including your individual review, will be available to the public.*

Application Scoring Rubric

Section I – Application Contact Information

Characteristics of a strong response:	
• All applicant contact information is complete and accurate.	
Status:	Complete <input checked="" type="checkbox"/> Incomplete <input type="checkbox"/>
Comments (if applicable)	
All applicant contact information is complete and accurate.	

Section II – Assurances

Characteristics of a strong response:	
• Assurances are signed.	
Status:	Complete <input checked="" type="checkbox"/> Incomplete <input type="checkbox"/>
Comments (if applicable)	
Assurances are signed.	

Section III – Application Narrative

A. Enrollment Projections			
A.1 Explain the rationale behind the projected enrollment figures; specifically, how the projected numbers are both ambitious and feasible.			
Characteristics of a strong response:			
<ul style="list-style-type: none"> Enrollment projections are complete, ambitious, and realistic. Enrollment projections demonstrate a significant increase of educationally disadvantaged students, including economically disadvantaged, homeless or unaccompanied youth, English learners, students with disabilities, immigrant students, and migrant students. 			
Points Possible:	5	Points Earned:	3
Strengths			Page
The school's enrollment of students with disabilities remains consistently higher than the state and local averages, showing a commitment to serving those students. Additionally, this proves as evidence that families trust the school to provide a sound education that meets the needs of their student(s).			1
Weaknesses/Areas of Concern			Page
While the enrollment projects are complete, and most likely specific to the current operational state of this school, the tapering off in the number of Economically Disadvantaged Students served from 70 in year 2 of the project to only 5 in years 4 and 5 is not ambitious for a school with over 1400 students.			1
Projected enrollment numbers only show an increase in ED students by a total of 88 over the 5 years of the project, not including students identified as EC. The biggest increase being in year 2, by the addition of 70 economically disadvantaged students. While projects are complete, can the applicant provide rationale on how the addition of 70 students to a student enrollment of 1400 is an expansion of school offerings?			

A.2 Describe how the school plans to implement a weighted lottery.			
Characteristics of a strong response:			
<ul style="list-style-type: none"> Clear description of the process and mechanism for implementing a weighted lottery. Clearly articulated subgroup category weights and/or enrollment percentage goals. Rationale for the applied weights are reasonable and justified. 			
Points Possible:	5	Points Earned:	5
Strengths			Page
The school currently operates using a weighted lottery for economically disadvantaged students, and since implementation, has not had any difficulties filling available weighted seats (as there are often more applicants than seats available for this weight/preference).			2
Weaknesses/Areas of Concern			Page
On average, how many openings does the school see annually – and how does the board determine whether to reserve 10% or up to 30% for “qualifying students”? Given the school has a high interest in families that would qualify to fill the reserved seats, has the board/school explored offering more incrementally over time?			E1

Section III – Application Narrative (cont.)

B. Education Plan			
B.1 Provide a General Education Provision Act (GEPA) statement demonstrating how the school has or will eliminate any and all barriers to enrollment for educationally disadvantaged students.			
Characteristics of a strong response:			
<ul style="list-style-type: none"> Statement clearly articulates the school's desire and plan to eliminate any and all barriers to enrollment for all students, especially educationally disadvantaged students. 			
Points Possible:	2	Points Earned:	2
Strengths			Page
The school plans on increasing the number of buses and provided routes to ensure transportation is not a barrier to students enrolling or attending. Currently, they operate two satellite bus routes for students. The school contracts with a third-party vendor to provide a daily hot lunch, and would ensure that that students who would qualify for free/reduced lunch options have access to the same meal options as all other students. The school provides scholarships to families in need to assist with funding for student participation in other services and activities provided before and after school, such as after-school care, summer camp programs, and sports/athletics.			3
Weaknesses/Areas of Concern			Page
What supports will the school have in place for breakfast options for students who would rely on the school for that meal component daily?			3

B.2 Provide at least three (3) school-specific subgrant program goals. Subgrant goals must be SMART (specific, measurable, achievable, rigorous, and time-bound).			
Characteristics of a strong response:			
<ul style="list-style-type: none"> All goals are specific, measurable, achievable, rigorous, and time-bound. Goals are aligned to the NC ACCESS Program and activities in the subgrant application. 			
Points Possible:	3	Points Earned:	2
Strengths			Page
Goals are written in SMART format, making them easy to measure and track over the timeline of the project. They all align directly with the budget expenses and application narrative for intended programming. The school has identified goals for additional student support, including mentoring support for students beyond high school graduation, increasing family access to internet, and access to early childhood programs.			4
Weaknesses/Areas of Concern			Page
Goals are based on outcomes and tangibles from expenses of grant funds. For example, the "purchase of 6 buses". While specific, goals presented are not rigorous with respects to intended impact and outcomes of the programs offered due to the implementation of grant funds.			4

B.3 Describe how the school's academic program is or will be specifically tailored to meet the needs of educationally disadvantaged students. Include specific strategies the charter school currently uses or plans to use to serve educationally disadvantaged students.			
Characteristics of a strong response:			
<ul style="list-style-type: none"> Clear and comprehensive description of the strategies being utilized to serve educationally disadvantaged students, especially intervention, differentiation, and support services. 			

<ul style="list-style-type: none"> • A robust and quality curriculum overview, supported by research, with a plan for implementation. • Evidence the proposed academic plan will be appropriate and effective for growing all students while at the same time closing achievement gaps. 			
Points Possible:	10	Points Earned:	10
Strengths			Page
The applicant provides a detailed explanation of the academic program offered from grades K through 12, including the full range of support services and programs to meet each student's individual needs. Services include utilization of looping and standards-based grading in grades K-7, counselor services, and access to AP and honors courses in high school, among other things.			5-9
Weaknesses/Areas of Concern			Page
No weaknesses noted.			N/A

B.4 Explain how the charter school's education plan compares to or differs from that of the local LEA(s).			
Characteristics of a strong response:			
<ul style="list-style-type: none"> • Clear articulation of the services and programs offered by the school that are similar and/or different from offerings in the local LEA. 			
Points Possible:	5	Points Earned:	4
Strengths			Page
The applicant provides key information on the make-up of the LEA in which the school operates, including demographics of the population from race/ethnicity to poverty rate, and family income and education levels. The applicant also provides key information on the specific town where the school is located and how the population served compares.			9
Weaknesses/Areas of Concern			Page
What are the similarities or differences in the programmatic offerings of the school compared to the LEA in which the school is located – more specifically, compared to the schools in the town the school resides?			9-10

B.5 Describe the school's discipline and school climate philosophy and how it supports the development of educationally disadvantaged students.			
Characteristics of a strong response:			
<ul style="list-style-type: none"> • A clear vision for school culture or climate that will promote a positive and supportive academic environment and is inclusive for a diverse student body. • Coherent plan for creating and/or sustaining the intended culture for students, teachers, administrators, and parents. • Discipline plan that has clear policies and procedures and has thoughtful consideration of the needs and rights of educationally disadvantaged students, especially students with disabilities. 			
Points Possible:	5	Points Earned:	5
Strengths			Page
The school utilizes a discipline structure focused around reflections on student-choice, and places emphasis on allowing students to self-motivate and control academic and behavioral actions. This approach creates an environment where student behaviors are not leveraged			10

by external approval and disapproval, creating opportunities for students to gain confidence in making choices that help validate self.	
Weaknesses/Areas of Concern	Page
What role will staff professional development play in ensuring that any discipline “consequences” utilized do not negatively impact or target marginalized students due to biases?	10-11

B.6 Describe how the school’s calendar supports the development of educationally disadvantaged students.			
Characteristics of a strong response:			
<ul style="list-style-type: none"> Calendar and schedule support implementation of the academic plan, including supporting the development of educationally disadvantaged students and aligning with the mission, vision, and goals of the school. 			
Points Possible:	5	Points Earned:	4
Strengths			Page
The school operates on a traditional 10-month calendar, during which time they ensure students have access to a variety of teacher supports and enrichment activities after the school day ends. This helps to provide additional supports and services to educationally disadvantaged students, given that any identified barriers to attendance are addressed appropriately.			12
Weaknesses/Areas of Concern			Page
A few activities provided after school are available to students if parents pay a nominal fee. The school provides structures for scholarships, but how can the school ensure that families who need the support receive it in the event they do not reach out to the school for financial assistance?			12

Section III – Application Narrative (cont.)

C. Operations Plan			
C.1 Detail any partnerships the charter school maintains or plans to develop to support educationally disadvantaged students, including a description of the roles and responsibilities of the applicant, partner organizations, and CMO/EMO, including the administrative and contractual roles and responsibilities of such partners.			
Characteristics of a strong response:			
<ul style="list-style-type: none"> • Clear delineation of roles and responsibilities between the school and CMO/EMO. • Articulation of budgetary and decision-making autonomy of the board or directors. • Evidence of contractual agreements provided in appendix A. 			
Points Possible:	2	Points Earned:	2
Strengths			Page
The school does not partner with an EMO/CMO and the governing board has full control of budgetary and decision-making autonomy. There are a variety of partnerships listed under this section with evidence of any contractual agreements in the appendices. Additionally, the partnerships described are embedded throughout other portions of the application and outline how they contribute positively to serving all students, specifically, supporting educationally disadvantaged students.			12-13
Weaknesses/Areas of Concern			Page
No weaknesses noted.			N/A

C.2 Describe how the school’s staffing structure, capacity, and diversity will be sufficient to meet the needs of all students, particularly educationally disadvantaged students.			
Characteristics of a strong response:			
<ul style="list-style-type: none"> • Staffing levels for each year are robust and aligned with the educational program and conducive to the school’s success. • There is clear capacity to support the specialized needs of students, particularly students with disabilities and English learners. • Comprehensive plan to support student’s non-academic needs, including through counselors, behavior specialists, psychologists, etc. • Clear plan to recruit, retain, and support a diverse teaching staff. 			
Points Possible:	3	Points Earned:	2
Strengths			Page
The school has an extensive staff, contributing to positive student impact through low student-teacher ratios. Additionally, the school values increasing teacher capacity through professional development, as evidenced through their annual Fresh Take Conference and partnership with college personnel to develop and implement anti-racist and culturally responsive curriculum.			15-16
Weaknesses/Areas of Concern			Page
The applicant did not address how the school plans to recruit, retain, and support a diverse teaching staff – which will be instrumental to adequately serving an increasingly diverse population of students.			14-16

C.3 Describe the school's marketing and recruiting plan, with an emphasis on strategies to provide outreach to the families of educationally disadvantaged students, including efforts to overcome any potential language barriers.			
Characteristics of a strong response:			
<ul style="list-style-type: none"> • Compelling student outreach plan that includes community, family, and student involvement, and that is realistic and likely to foster student retention and community support. • Emphasis on strategies that will provide equal access to educationally disadvantaged students. 			
Points Possible:	5	Points Earned:	4
Strengths			Page
As presented throughout the application narrative, the school values relationships and has placed heavy emphasis on building and utilizing relationships to reach and recruit families. The school intends to use funds to create two, part-time, community liaison positions that will assist in building relationships with families the school aims to serve.			16
Weaknesses/Areas of Concern			Page
Some of the partnerships hinge around providing offerings that fit with the culture and operational embodiment of the school; however, how does the school intend to lean on the culture of the families they intend to serve to create additional offerings that value their interests and are welcoming to their interactions with education? In other words, how is the school being intentional on fostering student retention through offering outreach programs that meet the desires of the families you aim to serve.			16

C.4 Describe how the school currently does or will provide a transportation plan that accommodates and supports educationally disadvantaged students.			
Characteristics of a strong response:			
<ul style="list-style-type: none"> • Clear description of transportation plan that includes anticipated routes, extracurricular activities, before- and after-school care, etc. • Description of how the school will arrange transportation for special needs students where necessary. • Clear articulation of how the proposed plan will eliminate transportation barriers for educationally disadvantaged students. 			
Points Possible:	5	Points Earned:	4
Strengths			Page
The school currently has a fleet of buses and offers two satellite bus routes, and intends to expand that fleet and bus routes by adding more buses using these grant funds. The school will utilize partnerships to coordinate outreach efforts to prioritize recruitment in neighborhoods of families who may qualify for weighted lottery. This shows a commitment to reaching qualified families through dissemination of key transportation information, which can prove to be a deciding factor in completing lottery applications.			17
Weaknesses/Areas of Concern			Page
How will additional routes be determined, analyzed over time for usage, and updated as more buses are added to the fleet? What measures will the school take to ensure that transportation will not be a barrier to student attendance for those targeted demographics they intend to serve, but also that access to transportation is equitable and fair to all families who are enrolled at the school?			17

Will transportation offerings extend to extracurricular activities and after-school programming to ensure that students who use buses to get to school have an equal chance to participate in these opportunities (i.e. transportation will not pose a barrier for them)?	
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C.5 Describe how the school currently does or will provide a school lunch plan that accommodates and supports educationally disadvantaged students. Provide information about participation in the National School Lunch Program or a comparable, comprehensive lunch program.			
Characteristics of a strong response:			
<ul style="list-style-type: none"> • A clear description of how the school will offer food service to all students, adhering to all nutritional guidelines. • Specific strategies to ensure educationally disadvantaged students receive daily meals and are not identifiable as qualifying for free or reduced-price lunch. • A plan to collect free and reduced-price lunch information, including procedures to receive reimbursement. 			
Points Possible:	5	Points Earned:	4
Strengths			Page
The school currently contracts with a local caterer who creates affordable, healthy lunch menus that meet federal guidelines for children. Families who either self-identify or are identified by the school as potentially income eligible are offered free and reduced lunches. All free and reduced lunch options are the same as what is available to all students, ensuring that no student is negatively impacted by having limited lunch choices due to their socio-economic status.			17, 18
Weaknesses/Areas of Concern			Page
What is the plan or process to ensure that all students who are eligible to receive free or reduced-lunch prices are accounted for and information is properly collected?			17

C.6 Describe how the school's professional development plan supports and is tailored to the development of educationally disadvantaged students.			
Characteristics of a strong response:			
<ul style="list-style-type: none"> • Professional development standards, opportunities, leadership, and calendar/scheduling effectively support the education program and are likely to maximize success in improving student achievement, particularly for educationally disadvantaged students. • Thoughtful plan for professional development in the areas of special education, English learners, and serving low-income students, including implementation of IEP's or personalized learning plans, discipline, and communication with families. 			
Points Possible:	5	Points Earned:	5
Strengths			Page
There is a plethora of professional development activities that occur throughout the school year and they are directly tied to school initiatives. Offerings range in content and grade level to ensure staff are prepared to serve all students in the building. Additionally, there is an emphasis on educating the entire K-12 staff on racism and assisting with the development of anti-racist education models.			18, 19
Weaknesses/Areas of Concern			Page
No weaknesses noted.			N/A

C.7 Describe the school’s plan to engage families and implement a parent/community advisory council.			
Characteristics of a strong response:			
<ul style="list-style-type: none"> • Clear plan for informing and educating parents on school policies, procedures, and programming. • A sound and compelling plan for engaging parents and community partners in the design and life of the school through the advisory council, including recruitment strategies, duties, and authority. 			
Points Possible:	5	Points Earned:	5
Strengths			Page
The school values partnerships with parents and currently hosts monthly parent advisory meetings which are open to all parents in order to provide stakeholders a voice in school decision-making, and the opportunity to dialogue about school climate and culture. Additionally, the school will create a Parent Council to help inform and support efforts to serve more economically disadvantaged students.			19
Weaknesses/Areas of Concern			Page
No weaknesses noted.			
Application Narrative Total (70 points possible):			61

Section III – Application Narrative (cont.)

D. Student Transition Planning	
Outline the proposed Student Transition Committee and Student Transition Plan.	
Characteristics of a strong response: <ul style="list-style-type: none"> • Clear and specific plan to recruit, develop, and retain a Student Transition Committee. • Comprehensive Student Transition Plan that outlines timelines, communication strategies, clear transition and closure plans, and strategies for informing families of their options. 	
Status:	Complete <input checked="" type="checkbox"/> Incomplete <input type="checkbox"/>
Strengths	Page
Not applicable.	N/A
Weaknesses/Areas of Concern	Page
Not applicable.	N/A

Section IV – Budget, Budget Narrative, and Logic Model

A. Budget			
Complete a proposed budget outlining anticipated costs for the duration of the subgrant period.			
Characteristics of a strong response: <ul style="list-style-type: none"> • Outlines complete, realistic, and viable costs for the duration of the grant period. • All operational costs and major expenditures are accounted for and are realistic. • There is clear alignment between the budget, budget narrative, and the proposed plan to support educationally disadvantaged students. 			
Points Possible:	15	Points Earned:	13
Strengths			Page
The budget is complete and reflects many of the programmatic offerings outlined in the application narrative above – including the purchase of buses, technology, and funds for two part-time community liaison positions.			
Weaknesses/Areas of Concern			Page
Not fully seeing a correlation between the use of funds in alignment with the increase of only 70 students during the 5-year project-life. Many purchases are also geared towards high school (textbooks, laptop devices). How many educationally disadvantaged students will be served in those grades during the initial expending of funds?			

B. Budget Narrative			
Complete a budget narrative explaining anticipated costs for the duration of the subgrant period.			
Characteristics of a strong response: <ul style="list-style-type: none"> • Clearly explains reasonable, well-supported cost assumptions anticipated for the duration of the grant. • Demonstrates financial viability beyond the expiration of the grant period. • There is clear alignment between the budget, budget narrative, and the proposed plan to support educationally disadvantaged students. 			
Points Possible:	10	Points Earned:	8
Strengths			Page
The school outlines project grant costs and can articulate how the funds are positioned to be spent, as well as the intended outcomes.			Budget Narrative pages 1-5
Weaknesses/Areas of Concern			Page
What is the rationale for the amount of funds to essentially grow the student population from 1400 to 1470? The current budget model is for the school to assume additional costs of the additional EDS students they are serving, and the programs needed to fully support them. One goal is to potentially look at replication. This seems more rational that the school apply for a replication grant than to expand by 70 students.			Budget Narrative pages 1-5

C. Logic Model	
Complete a Logic Model demonstrating how actions and expenditures are expected to lead to specific outcomes.	

Characteristics of a strong response: <ul style="list-style-type: none"> Clearly articulates how actions and expenditures are expected to lead to specific outcomes. Aligns clearly and directly to the application narrative. 			
Points Possible:	5	Points Earned:	4
Strengths		Page	
The Logic model is complete with inputs, outputs and outcomes that align with information articulated throughout the rest of the application narrative.			
Weaknesses/Areas of Concern		Page	
The long-term outcome is to decide on a replication model. It appears to make more logical sense for the school to apply for the NC ACCESS grant as a replication, rather than expansion – especially since it is only extending the school to offer 70 more enrollment spots.			

Budget, Budget Narrative, and Logic Model Total (30 points possible):	25
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Section V – Competitive Preference Standards

Opening, expanding, or replicating a school in a rural or underserved urban area (i.e. without a high-quality school within fifteen (15) miles).			
Points Possible:	3	Points Earned:	0
Comments (if applicable)			Page

Increasing the racial and ethnic diversity in their new, expanded, or replicated school.			
Points Possible:	3	Points Earned:	1
Comments (if applicable)			Page
The school checked yes for increasing racial and ethnic diversity of the expanded school. However, there is no narrative on how the school meets this criteria, citing evidence on what percentage the school will be increasing this diversity over the project life-time.			

The inclusion of high school (9-12) grade levels.			
Points Possible:	3	Points Earned:	3
Comments (if applicable)			Page
The school does currently serve grades 9-12. However, note that the applicant did not provide how the school meets the criteria outlined or any additional evidence to support this status.			

Develop or manage a charter school focused on dropout recovery and academic reentry.			
Points Possible:	3	Points Earned:	0
Comments (if applicable)			Page

Competitive Preference Standards Total (12 points possible):			4
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Section VI – Priority Consideration Status

Currently serve a forty percent (40%) or higher economically disadvantaged population.	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Comments (if applicable)	Page
Economically disadvantaged, English learners, and students with disabilities have proficiency rates higher than the state average for their subgroup.	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Comments (if applicable)	Page
As evidence of participation in applicable federal programs, have Title I status.	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Comments (if applicable)	Page
Maintained an “A” or “A+NG” SPG, as determined by the NCDPI, and met or exceeded growth, as determined by EVAAS, for three consecutive years prior to the application.	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Comments (if applicable)	Page

Priority Consideration Status Total (4 standards possible):	1
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Section VII – Certification

Characteristics of a strong response:	
<ul style="list-style-type: none"> Application is signed and certified. 	
Status:	Complete <input checked="" type="checkbox"/> Incomplete <input type="checkbox"/>
Comments (if applicable)	
Application is signed and certified.	

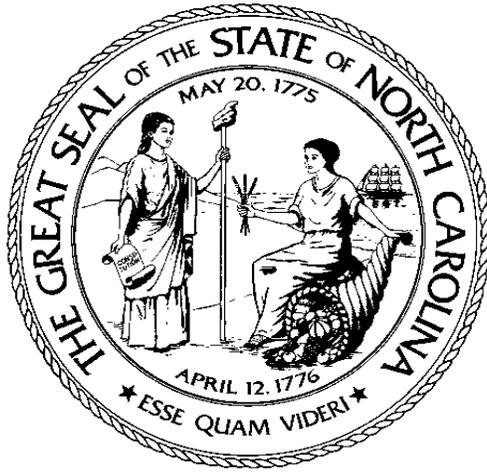
Summary Ratings

General Standards	Status
Section I – Application Contact Information	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> Incomplete
Section II – Assurances	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> Incomplete
Section VII – Certification	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> Incomplete
Total (<i>all sections must be complete to pass</i>)	<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail

Technical Standards	Points Possible	Points Earned
Section III – Application Narrative	70	61
Section III (D) – Student Transition Plan	<input type="checkbox"/> Complete <input type="checkbox"/> Incomplete	
Section IV – Budget, Budget Narrative, and Logic Model	30	25
Section V – Competitive Preference Standards	Up to 12	4
Total (<i>must receive at least 80 points to pass</i>)	100	90

Priority Standards	Standards Possible	Standards Met
Section VI – Priority Consideration Status	4	1

Overall Application Status	Rating
In order to pass, the application must (a) achieve a rating of “Pass” for the General Standards and (b) score at least eighty (80) points on the Technical Standards. The Priority Standards will be used to determine priority if there are more eligible applications than available awards.	<input checked="" type="checkbox"/> Pass with Priority
	<input type="checkbox"/> Pass
	<input type="checkbox"/> Fail



**North Carolina Advancing Charter Collaboration
and Excellence for Student Success (NC ACCESS) Program
Subgrant Application Rubric**

Applicant: **Community School of Davidson**

Reviewer Name: **Elaina Sabatine**

Overview of the NC ACCESS Subgrant Program

In 2018, the North Carolina Department of Public Instruction (NCDPI) was awarded a Public Charter Schools Program (CSP) grant from the U.S. Department of Education (USDOE) of approximately \$26,600,000. The CSP grant will be used to implement the North Carolina Advancing Charter Collaboration and Excellence for Student Success (NC ACCESS) Program to:

1. Increase the number of educationally disadvantaged students attending high-quality charter schools and expand the number of high-quality charter schools available to educationally disadvantaged students;
2. Develop a cohort of 100 charter school leaders who can develop and demonstrate best practices in serving educationally disadvantaged students; and
3. Broadly disseminate best practices in serving educationally disadvantaged students and foster collaboration in the charter school community and between charter schools and traditional public schools.

The NC ACCESS Program and CSP define educationally disadvantaged students as students who are economically disadvantaged, homeless or unaccompanied youth, English learners, students with disabilities, immigrant students, and migrant students.

The NC ACCESS program has allocated the majority of the CSP funds to advance Priority 1 listed above through school-level subgrants, though subgrant recipients must also demonstrate a desire to share best practices with both charter schools and traditional public schools. For each of the five (5) years of the federal CSP award, the NC ACCESS Program will run a competitive subgrant competition and award subgrants to North Carolina charter schools that propose a comprehensive plan to increase the number of educationally disadvantaged students attending high quality charter schools and expand the number of high quality charter schools available to educationally disadvantaged students.

Ratings and Criteria

The NC ACCESS Subgrant Program is a competitive application process designed to award funding for schools that propose to serve an increased number of educationally disadvantaged students. Each subgrant application will be reviewed by a team of NC ACCESS Program team members and external evaluators. All evaluations will be considered, and a recommendation will be made to the Charter School Advisory Board (CSAB). The CSAB will take all recommendations, application reviews, and due diligence into account and make a recommendation for the approval of subgrants to the State Board of Education (State Board). The State Board will determine the final approval of all subgrant awards.

A subgrant application that merits a recommendation for approval should present a clear, realistic picture of how the school expects to successfully implement the proposed plans to increase the number of educationally disadvantaged students attending high quality charter schools and expand the number of high quality charter schools available to educationally disadvantaged students. In addition to meeting the criteria that are specific to each section, each part of the proposal should align with the overall mission, budget, and goals of the application and NC ACCESS Program.

Recommendations for approval or denial will be based on the completed application which includes school information, signed assurances, enrollment projections, application narrative, budget, budget narrative, logic model, and appendices. The enrollment projections, application narrative, budget, budget

narrative, and logic model are scored out of a possible one hundred (100) points. Applicants must score at least eighty (80) points to meet the standard.

Applications that do not meet standard in all sections as evidenced by the summary review ratings will be deemed not ready for approval.

Instructions for Reviewers

Reviewers should complete each rubric section based on the evidence provided in the application. There are seven (7) total rating sections to complete:

- I. Applicant Contact Information
- II. Signed Assurances
- III. Application Narrative (70 points possible)
 - a. Enrollment Projections (10 points)
 - b. Education Plan (30 points)
 - c. Operations Plan (30 points)
 - d. If applicable, a school closure plan (check for completeness)
- IV. Budget, Budget Narrative, and Logic Model (30 points possible)
 - a. Budget (15 points)
 - b. Budget Narrative (10 points)
 - c. Logic Model (5 points)
- V. Competitive Preference Standards (optional; up to 12 points possible)
- VI. Priority Consideration Status (optional; up to 4 standards possible)
- VII. Certification
- VIII. Appendices (there is no scoring associated with section VII; information will supplement sections III, IV, V, and VI)

Please note that there may be appendices to support information provided in the above sections. When evaluating an application, reviewers should both rate each section and provide comments, if applicable. Reviewers should look for responses that reflect a thorough understanding of key issues and barriers for educationally disadvantaged students. Responses should clearly align with the mission, goals, and budget of the proposed plan. Each response should include specific and accurate information that shows thorough preparation and understanding of school operations and serving educationally disadvantaged students. Reviewers should use objective language and complete sentences in their comments on the strengths and weaknesses/areas of concern of each section of the application. The comments and evidence provided are as significant as the rating. Below are examples of specific and detailed comments:

Strengths of the application:

- “The plan aligns with the overall mission and goals because...”
- “The education and discipline plans are research based and proven effective with the targeted population of students because...”
- “The lunch program is comparable to the National School Lunch Program and will support an educationally disadvantaged population by...”
- “The marketing plan clearly outlines how the school will recruit and enroll a higher educationally disadvantaged population by...”
- “The budget uses sound assumptions and is consistent with the goals of the proposed plan.”

Weaknesses/areas of concern of the application:

- “The curriculum and school calendar do not align with the mission and goals because . . .”
- “The discipline plan does not include provisions for students with disabilities.”
- “The budget assumptions include the unallowable use of funds for construction.”
- “The plan proposes two buses, but there is no accompanying line item in the budget that allocates funds for purchasing buses.”

Once all seven (7) rating sections are scored individually, the evaluator should complete the summary ratings page with all final ratings and scores. In order to pass the review, applicants must (a) meet all criteria in sections (I), (II), and (VII); and (b) score at least eighty (80) combined points between sections (III), (IV), and (V). Section (VI) will be used to determine priority if there are more eligible applications than subgrant awards. The CSAB will make a final recommendation to the State Board on subgrant awards. The State Board will determine the final approval of all subgrant awards.

**Please remember that all documents, including your individual review, will be available to the public.*

Application Scoring Rubric

Section I – Application Contact Information

Characteristics of a strong response:	
• All applicant contact information is complete and accurate.	
Status:	Complete <input checked="" type="checkbox"/> Incomplete <input type="checkbox"/>
Comments (if applicable)	
All applicant contact information is complete and accurate.	

Section II – Assurances

Characteristics of a strong response:	
• Assurances are signed.	
Status:	Complete <input checked="" type="checkbox"/> Incomplete <input type="checkbox"/>
Comments (if applicable)	
Assurances are signed.	

Section III – Application Narrative

A. Enrollment Projections			
A.1 Explain the rationale behind the projected enrollment figures; specifically, how the projected numbers are both ambitious and feasible.			
Characteristics of a strong response:			
<ul style="list-style-type: none"> • Enrollment projections are complete, ambitious, and realistic. • Enrollment projections demonstrate a significant increase of educationally disadvantaged students, including economically disadvantaged, homeless or unaccompanied youth, English learners, students with disabilities, immigrant students, and migrant students. 			
Points Possible:	5	Points Earned:	3
Strengths			Page
The applicant provided data from prior enrollment goals to suggest they can meet enrollment projections. Projections for ED students represent a significant increase in the percentage in the student body.			1-2
Weaknesses/Areas of Concern			Page
It is unclear how adding 70 ED students maintains stable enrollment at 1,470 students but there is an increase in the number of ED students every year.			1-2

A.2 Describe how the school plans to implement a weighted lottery.			
Characteristics of a strong response:			
<ul style="list-style-type: none"> • Clear description of the process and mechanism for implementing a weighted lottery. • Clearly articulated subgroup category weights and/or enrollment percentage goals. • Rationale for the applied weights are reasonable and justified. 			
Points Possible:	5	Points Earned:	0
Strengths			Page
It appears as though there is high demand from families of ED students who would qualify in the weighted lottery.			2
Weaknesses/Areas of Concern			Page
This section includes no description of the lottery process, weighting or implementation.			2

Section III – Application Narrative (cont.)

B. Education Plan			
B.1 Provide a General Education Provision Act (GEPA) statement demonstrating how the school has or will eliminate any and all barriers to enrollment for educationally disadvantaged students.			
Characteristics of a strong response:			
<ul style="list-style-type: none"> Statement clearly articulates the school’s desire and plan to eliminate any and all barriers to enrollment for all students, especially educationally disadvantaged students. 			
Points Possible:	2	Points Earned:	2
Strengths			Page
This section provides considerable detail on how the school plans to address enrollment barriers for ED students in pursuit of their aims, including a 5 point plan, marketing strategy and transportation.			2-4
Weaknesses/Areas of Concern			Page
It appears as though the first sentence of this section is the GEPA statement, but it’s not clear.			2-4

B.2 Provide at least three (3) school-specific subgrant program goals. Subgrant goals must be SMART (specific, measurable, achievable, rigorous, and time-bound).			
Characteristics of a strong response:			
<ul style="list-style-type: none"> All goals are specific, measurable, achievable, rigorous, and time-bound. Goals are aligned to the NC ACCESS Program and activities in the subgrant application. 			
Points Possible:	3	Points Earned:	3
Strengths			Page
All goals are timebound and measurable. Goals 1, 2 and 5 directly address enrollment and access for ED students.			
Weaknesses/Areas of Concern			Page
No weaknesses noted.			N/A

B.3 Describe how the school’s academic program is or will be specifically tailored to meet the needs of educationally disadvantaged students. Include specific strategies the charter school currently uses or plans to use to serve educationally disadvantaged students.			
Characteristics of a strong response:			
<ul style="list-style-type: none"> Clear and comprehensive description of the strategies being utilized to serve educationally disadvantaged students, especially intervention, differentiation, and support services. A robust and quality curriculum overview, supported by research, with a plan for implementation. Evidence the proposed academic plan will be appropriate and effective for growing all students while at the same time closing achievement gaps. 			
Points Possible:	10	Points Earned:	8
Strengths			Page

The plan mentions support for EC students, including low teacher to student ratios, push-in/pull out support, looping, and additional support personnel. The plan includes doubling bus fleet and align routes to community need for ED students.	5-9
Weaknesses/Areas of Concern	Page
This section includes a lot of detail on school program, but much of it is not identified as specifically targeted at supporting ED students – only the transportation and lunch plan is mentioned as specifically targeted at supporting ED students.	5-9

B.4 Explain how the charter school’s education plan compares to or differs from that of the local LEA(s).			
Characteristics of a strong response:			
<ul style="list-style-type: none"> • Clear articulation of the services and programs offered by the school that are similar and/or different from offerings in the local LEA. 			
Points Possible:	5	Points Earned:	3
Strengths			Page
This school serves a greater percentage of EC students than the county average, and they graduate at the same rate as non-EC students.			9-10
Weaknesses/Areas of Concern			Page
The narrative in this section focuses on a comparison of the demographics of the school vs. the surrounding county, but does not elaborate on programmatic differences.			9-10

B.5 Describe the school’s discipline and school climate philosophy and how it supports the development of educationally disadvantaged students.			
Characteristics of a strong response:			
<ul style="list-style-type: none"> • A clear vision for school culture or climate that will promote a positive and supportive academic environment and is inclusive for a diverse student body. • Coherent plan for creating and/or sustaining the intended culture for students, teachers, administrators, and parents. • Discipline plan that has clear policies and procedures and has thoughtful consideration of the needs and rights of educationally disadvantaged students, especially students with disabilities. 			
Points Possible:	5	Points Earned:	4
Strengths			Page
The plan mentions three step reflection on behavior, restorative justice, natural consequences and therapeutic intervention as methods of responding to student behavior rather than punitive practices. Teachers receive professional development for racism, genderism, ableism and ageism. “Non-negotiables” list for handling behavior is included.			10-11
Weaknesses/Areas of Concern			Page
A lot of detail is provided on philosophy/culture, but there is limited specifics on the structure of the disciplinary plan/policies/procedures.			10-11

B.6 Describe how the school’s calendar supports the development of educationally disadvantaged students.

Characteristics of a strong response: <ul style="list-style-type: none"> Calendar and schedule support implementation of the academic plan, including supporting the development of educationally disadvantaged students and aligning with the mission, vision, and goals of the school. 			
Points Possible:	5	Points Earned:	5
Strengths			Page
Students have ample access to after school activities, remediation and enrichment. Need-based scholarship are offered.			12
Weaknesses/Areas of Concern			Page
No weaknesses noted.			N/A

Section III – Application Narrative (cont.)

C. Operations Plan			
C.1 Detail any partnerships the charter school maintains or plans to develop to support educationally disadvantaged students, including a description of the roles and responsibilities of the applicant, partner organizations, and CMO/EMO, including the administrative and contractual roles and responsibilities of such partners.			
Characteristics of a strong response:			
<ul style="list-style-type: none"> • Clear delineation of roles and responsibilities between the school and CMO/EMO. • Articulation of budgetary and decision-making autonomy of the board or directors. • Evidence of contractual agreements provided in appendix A. 			
Points Possible:	2	Points Earned:	1
Strengths			Page
Seven partnerships are listed with a specific focus on supporting ED students; four letters of support are included.			12-14
Weaknesses/Areas of Concern			Page
There is no mention of budget or decision-making.			12-14

C.2 Describe how the school’s staffing structure, capacity, and diversity will be sufficient to meet the needs of all students, particularly educationally disadvantaged students.			
Characteristics of a strong response:			
<ul style="list-style-type: none"> • Staffing levels for each year are robust and aligned with the educational program and conducive to the school’s success. • There is clear capacity to support the specialized needs of students, particularly students with disabilities and English learners. • Comprehensive plan to support student’s non-academic needs, including through counselors, behavior specialists, psychologists, etc. • Clear plan to recruit, retain, and support a diverse teaching staff. 			
Points Possible:	3	Points Earned:	2
Strengths			Page
The school has one of the largest staffs of charter schools in the state, with low teacher to student ratios. Twenty five percent of staff provide direct EC intervention services. Working with UNCC on an anti-racism curriculum, in part as a plan to support a diverse staff. Staff includes five counselors and a school psychologist.			14-15
Weaknesses/Areas of Concern			Page
Does not mention support for ELL students.			14-15

C.3 Describe the school’s marketing and recruiting plan, with an emphasis on strategies to provide outreach to the families of educationally disadvantaged students, including efforts to overcome any potential language barriers.

Characteristics of a strong response:			
<ul style="list-style-type: none"> • Compelling student outreach plan that includes community, family, and student involvement, and that is realistic and likely to foster student retention and community support. • Emphasis on strategies that will provide equal access to educationally disadvantaged students. 			
Points Possible:	5	Points Earned:	5
Strengths			Page
The plan includes strategies to reach ED students through community organizations, including church. It also includes direct in-person support with applications. Website and application forms can be translated into 10 languages. The plan includes engaging current students and parents in community events with an aim on recruitment. The plan also includes two full time community liaisons to recruit ED students.			16-17
Weaknesses/Areas of Concern			Page
No weaknesses noted.			N/A

C.4 Describe how the school currently does or will provide a transportation plan that accommodates and supports educationally disadvantaged students.			
Characteristics of a strong response:			
<ul style="list-style-type: none"> • Clear description of transportation plan that includes anticipated routes, extracurricular activities, before- and after-school care, etc. • Description of how the school will arrange transportation for special needs students where necessary. • Clear articulation of how the proposed plan will eliminate transportation barriers for educationally disadvantaged students. 			
Points Possible:	5	Points Earned:	4
Strengths			Page
The increase in bus fleet will support after school programming. The new bus will be handicap accessible. The school will also offer assistance with public transit and carpooling.			17
Weaknesses/Areas of Concern			Page
There is no discussion of routing or specific accommodations for students with special needs.			17

C.5 Describe how the school currently does or will provide a school lunch plan that accommodates and supports educationally disadvantaged students. Provide information about participation in the National School Lunch Program or a comparable, comprehensive lunch program.			
Characteristics of a strong response:			
<ul style="list-style-type: none"> • A clear description of how the school will offer food service to all students, adhering to all nutritional guidelines. • Specific strategies to ensure educationally disadvantaged students receive daily meals and are not identifiable as qualifying for free or reduced-price lunch. • A plan to collect free and reduced-price lunch information, including procedures to receive reimbursement. 			
Points Possible:	5	Points Earned:	5
Strengths			Page
All students receive the same lunch, thus, eliminating identification of students receiving free lunch. The school budget accommodates free lunch for students with need. The free lunch status is determined by lottery paperwork.			

Weaknesses/Areas of Concern	Page
No weaknesses noted.	N/A

C.6 Describe how the school’s professional development plan supports and is tailored to the development of educationally disadvantaged students.			
Characteristics of a strong response: <ul style="list-style-type: none"> Professional development standards, opportunities, leadership, and calendar/scheduling effectively support the education program and are likely to maximize success in improving student achievement, particularly for educationally disadvantaged students. Thoughtful plan for professional development in the areas of special education, English learners, and serving low-income students, including implementation of IEP’s or personalized learning plans, discipline, and communication with families. 			
Points Possible:	5	Points Earned:	5
Strengths			Page
The PD plan specifically targets student support, special education and mental health in addition to instruction. The staff will receive considerable training on racism and anti-racist education models.			18-19
Weaknesses/Areas of Concern			Page
No weaknesses noted.			N/A

C.7 Describe the school’s plan to engage families and implement a parent/community advisory council.			
Characteristics of a strong response: <ul style="list-style-type: none"> Clear plan for informing and educating parents on school policies, procedures, and programming. A sound and compelling plan for engaging parents and community partners in the design and life of the school through the advisory council, including recruitment strategies, duties, and authority. 			
Points Possible:	5	Points Earned:	5
Strengths			Page
Monthly advisory meetings are open to all parents. Parents are encouraged to visit school any time through the “open door policy”. Community liaisons will be added to support outreach. Timing of parent meetings is rotated to accommodate different schedules. Workshops are offered for parents to foster relationships. Parent council will be implemented specifically for ED students.			19-20
Weaknesses/Areas of Concern			Page
No weaknesses noted.			N/A

Application Narrative Total (70 points possible):	55
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Section III – Application Narrative (cont.)

D. Student Transition Planning	
Outline the proposed Student Transition Committee and Student Transition Plan.	
Characteristics of a strong response: <ul style="list-style-type: none"> • Clear and specific plan to recruit, develop, and retain a Student Transition Committee. • Comprehensive Student Transition Plan that outlines timelines, communication strategies, clear transition and closure plans, and strategies for informing families of their options. 	
Status:	Complete <input type="checkbox"/> Incomplete <input type="checkbox"/>
Strengths	Page
Not applicable.	N/A
Weaknesses/Areas of Concern	Page
Not applicable.	N/A

Section IV – Budget, Budget Narrative, and Logic Model

A. Budget			
Complete a proposed budget outlining anticipated costs for the duration of the subgrant period.			
Characteristics of a strong response: <ul style="list-style-type: none"> • Outlines complete, realistic, and viable costs for the duration of the grant period. • All operational costs and major expenditures are accounted for and are realistic. • There is clear alignment between the budget, budget narrative, and the proposed plan to support educationally disadvantaged students. 			
Points Possible:	15	Points Earned:	15
Strengths			Page
The budget narrative is detailed and aligned to application.			
Weaknesses/Areas of Concern			Page
No weaknesses noted.			N/A

B. Budget Narrative			
Complete a budget narrative explaining anticipated costs for the duration of the subgrant period.			
Characteristics of a strong response: <ul style="list-style-type: none"> • Clearly explains reasonable, well-supported cost assumptions anticipated for the duration of the grant. • Demonstrates financial viability beyond the expiration of the grant period. • There is clear alignment between the budget, budget narrative, and the proposed plan to support educationally disadvantaged students. 			
Points Possible:	10	Points Earned:	10
Strengths			Page
The budget is broken out into detail and aligns with the budget narrative and the application narrative.			
Weaknesses/Areas of Concern			Page
No weaknesses noted.			N/A

C. Logic Model			
Complete a Logic Model demonstrating how actions and expenditures are expected to lead to specific outcomes.			
Characteristics of a strong response: <ul style="list-style-type: none"> • Clearly articulates how actions and expenditures are expected to lead to specific outcomes. • Aligns clearly and directly to the application narrative. 			
Points Possible:	5	Points Earned:	3
Strengths			Page
The logic model is aligned to the application narrative; it includes all inputs and activities outlined in budget.			
Weaknesses/Areas of Concern			Page

Outlines replication as a goal that is not elaborated on as a goal in the application.	
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Budget, Budget Narrative, and Logic Model Total (30 points possible):	28
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Section V – Competitive Preference Standards

Opening, expanding, or replicating a school in a rural or underserved urban area (i.e. without a high-quality school within fifteen (15) miles).			
Points Possible:	3	Points Earned:	0
Comments (if applicable)			Page

Increasing the racial and ethnic diversity in their new, expanded, or replicated school.			
Points Possible:	3	Points Earned:	3
Comments (if applicable)			Page

The inclusion of high school (9-12) grade levels.			
Points Possible:	3	Points Earned:	3
Comments (if applicable)			Page

Develop or manage a charter school focused on dropout recovery and academic reentry.			
Points Possible:	3	Points Earned:	0
Comments (if applicable)			Page

Competitive Preference Standards Total (12 points possible):			6
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Section VI – Priority Consideration Status

Currently serve a forty percent (40%) or higher economically disadvantaged population.	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Comments (if applicable)	Page
Economically disadvantaged, English learners, and students with disabilities have proficiency rates higher than the state average for their subgroup.	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Comments (if applicable)	Page
As evidence of participation in applicable federal programs, have Title I status.	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Comments (if applicable)	Page
Maintained an “A” or “A+NG” SPG, as determined by the NCDPI, and met or exceeded growth, as determined by EVAAS, for three consecutive years prior to the application.	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Comments (if applicable)	Page

Priority Consideration Status Total (4 standards possible):	1
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Section VIII – Certification

Characteristics of a strong response:	
<ul style="list-style-type: none"> Application is signed and certified. 	
Status:	Complete <input checked="" type="checkbox"/> Incomplete <input type="checkbox"/>
Comments (if applicable)	
Application is signed and certified.	

Summary Ratings

General Standards	Status
Section I – Application Contact Information	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> Incomplete
Section II – Assurances	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> Incomplete
Section VIII – Certification	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> Incomplete
Total (all sections must be <i>complete</i> to pass)	<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail

Technical Standards	Points Possible	Points Earned
Section III – Application Narrative	70	55
Section III (D) – Student Transition Plan	<input type="checkbox"/> Complete <input type="checkbox"/> Incomplete	
Section IV – Budget, Budget Narrative, and Logic Model	30	28
Section V – Competitive Preference Standards	Up to 12	6
Total (must receive at least <i>80 points</i> to pass)	100	89

Priority Standards	Standards Possible	Standards Met
Section VI – Priority Consideration Status	4	1

Overall Application Status	Rating
In order to pass, the application must (a) achieve a rating of “Pass” for the General Standards and (b) score at least eighty (80) points on the Technical Standards. The Priority Standards will be used to determine priority if there are more eligible applications than available awards.	<input type="checkbox"/> Pass with Priority
	<input checked="" type="checkbox"/> Pass
	<input type="checkbox"/> Fail