



**NC ACCESS Subgrant Program Application Recommendation**  
**Torchlight Academy**  
**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) Program<sup>1</sup> 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)

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<sup>1</sup> <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.<sup>2</sup>

The subgrant application for Torchlight Academy was evaluated by a Review Committee consisting of the following individuals:

<b>Evaluator</b>	<b>Role</b>
Dr. Drew Polly	External Evaluator
Dr. Danielle Allen	External Evaluator
Dr. Darian Jones	Consultant, Office of Charter Schools

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.

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

**Procedural History**

The following outlines the steps completed by Torchlight Academy (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.<sup>3</sup>
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.<sup>4</sup>
5. The NC ACCESS Program Review Committee evaluated the full subgrant application using the approved NC ACCESS Program subgrant application scoring rubric.<sup>5</sup>
6. A final recommendation was drafted based on the completed evaluations by Review Committee members.

**Conclusion and Recommendation**

Torchlight Academy 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 Torchlight Academy 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 Torchlight Academy be awarded an Expansion subgrant for the 2020 application cycle.

<b>Subgrant Application for Torchlight Academy:</b>	<b>RECOMMENDED FOR APPROVAL</b>
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Dave Machado, Director  
Office of Charter Schools

6/8/20

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Date

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<sup>3</sup> See Exhibit A.  
<sup>4</sup> See Exhibit B.  
<sup>5</sup> See Exhibit C.

**Summary of the Application**

School Name: Torchlight Academy

Location of School: Wake County

CMO/EMO: N/A

Subgrant Type: Expansion

Projected Enrollment:

<b>Subgrant Year</b>	<b>Grade Levels Served</b>	<b>Total Student Enrollment</b>	<b>Total ED Student Enrollment</b>	<b>ED Enrollment Percentage</b>
2020-2021	K-8	728	364	50%
2021-2022	K-8	837	460	55%
2022-2023	K-8	963	577	60%
2023-2024	K-8	1,107	720	65%
2024-2025	K-8	1,273	891	70%

Requested Funding Amount: \$1,250,000

Recommended Funding Amount: \$500,000<sup>6</sup>

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<sup>6</sup> 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.”<sup>7</sup> 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
<b>Total (all sections must be <i>complete</i> to pass)</b>	<input checked="" type="checkbox"/> <b>Pass</b> <input type="checkbox"/> <b>Fail</b>

Technical Standards	Points Possible	Points Earned
Section III – Application Narrative (A, B, and C)	70	61
Section III (D) – Student Transition Plan	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> Incomplete	
Section IV – Budget, Budget Narrative, and Logic Model	30	26
Section V – Competitive Preference Standards	Up to 12	3
<b>Total (must receive at least <i>80 points</i> to pass)</b>	<b>100</b>	<b>90</b>

Priority Standards	Standards Possible	Standards Met
Section VI – Priority Consideration Status	4	3

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"/> <b>Pass with Priority</b>
	<input type="checkbox"/> <b>Pass</b>
	<input type="checkbox"/> <b>Fail</b>

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

The review committee recommends that the subgrant application for Torchlight Academy be approved based on the following evaluation:

### **Strengths**

The applicant projected a growth model that is complete and consistent with the expectations of the grant. The educationally disadvantaged student population will grow from 50-70%. The plan indicated a weighted lottery by grade level where there are more applicants than seats available. There is a clear process and mechanism for why and how this is implemented.

The plan indicates a history of success with the educationally disadvantaged population and details the professional development, support services, and curriculum used to achieve these results. The plan from past successes is clearly articulate and well designed.

There is a clear articulation between the limits of the LEA and the services and programs the school provides to the identified population. The school significantly exceeds the performance of the district with the specified subgroups. The plan indicates the additional professional days in addition to those of the LEA.

The plan highlights a robust outreach plan to the community and families through meetings, media, and reputation serving this particular population. The plan highlights the percentage of Hispanic students and provides evidence of a website that is dual-language.

The applicant provided a detailed transportation plan that includes multiple transportation service options like busing, carpooling, and public transit. The plan indicated provisions for special needs students and homeless students.

### **Weaknesses**

The plan does not show how or provide evidence of the calendar supporting educationally disadvantaged students in an intentional way.

The applicant does not specify the percentage of subgroups of students they expect to increase enrollment, nor does it provide a rationale for the applied weights in the lottery.

The applicant has a corporal punishment policy and procedure. Applicant does not state what research supports the use of corporal punishment for students. Applicant does not state how a corporal punishment policy contributes to a positive and supportive academic environment.

The applicant does not provide contractual agreements between the school and the local university partners.

The applicant does not provide specific projections of additional staff they intend to hire in order to maintain the current student/staff ratio. The applicant does not state whether the board is prepared to hire additional EL, SWD, etc. teachers to meet the increased need.

**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

January 15, 2020

VIA EMAIL

Donnie McQueen, Executive Director  
Torchlight Academy  
3211 Bramer Drive  
Raleigh, NC 27604  
adminmcqueen@tlaedu.org

Dear Mr. McQueen,

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, Torchlight Academy 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 Torchlight Academy's designation as eligible, Torchlight Academy 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](mailto: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) 807-3981



**Exhibit B: NC ACCESS Program Subgrant Application**

**SUBGRANT APPLICATION**

**I. APPLICATION CONTACT INFORMATION**

<b>Charter School Information</b>			
Name of charter school (Approved/Existing): TORCHLIGHT ACADEMY			
Mailing address (Street, City, State, Zip): 3211 Bramer Drive, Raleigh, NC 27604			
Name of non-profit organization under which charter is/will be organized or operated: Northeast Raleigh Charter Academy, d/b/a: Torchlight Academy			
Name of contact person: Donnie McQueen		Title/Relationship to approved/existing school: Executive Director	
Primary telephone: (919) 538-8060		Alternative telephone: (919) 850-9960	
E-Mail address: adminmcqueen@tlaedu.org		Website (if applicable): <a href="http://www.tlaedu.org">www.tlaedu.org</a>	
Name of county and local education agency (LEA) in which charter school is/will reside: County: Wake                      LEA: Wake County Schools 920			
Is or will the charter school be operated by an Education Management Organization (EMO) or Charter Management Organization (CMO): Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>			
If so, please provide the name and list of all schools managed by the organization. Torchlight Academy Schools, LLC. Torchlight Academy Schools serves as EMO and serves: Torchlight Academy; Essie Mae Kiser Foxx Charter School (formerly); Three Rivers Academy (affiliated thru Global Education Resources, LLC); and Elaine Riddick Charter School (new school opening 2020-2021).			
<b>Please indicate the subgrant category for which you are applying:</b>			
Planning and Implementation <input type="checkbox"/>	Implementation Only <input type="checkbox"/>	Expansion <input checked="" type="checkbox"/>	Replication <input type="checkbox"/>

**II. ASSURANCES**

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

  
 \_\_\_\_\_  
 Signature of Charter School Authorized Representative

03/01/20  
 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**

In twenty (20) pages or less (single-spaced), please answer the following questions. If some of the information is well-articulated in your approved charter application, you are welcome to refer to the application and attach relevant sections in appendix E to this subgrant application. This application section is worth up to seventy (70) points.

**A. Enrollment Projections (10 points)**

Provide all projected enrollment estimates for the duration of the subgrant and explain the rationale supporting the enrollment projections. This application section is worth up to ten (10) points.

Subgrant Year	Grade Levels Served	Total Student Enrollment	Number of ED* Students	Percentage of ED* Student Population
2020-2021	K-8	728	364	50%
2021-2022	K-8	837	460	55%
2022-2023	K-8	963	577	60%
2023-2024	K-8	1,107	720	65%
2024-2025	K-8	1,273	891	70%

\*Educationally Disadvantaged (ED) includes those who are economically disadvantaged, homeless or unaccompanied youth, English learners, students with disabilities, immigrant students, and migrant students.

<p><b>A.1 Explain the rationale behind the projected enrollment figures above; specifically, how the projected numbers are both ambitious and feasible. (5 points)</b></p> <p>Torchlight Academy seeks to expand its student enrollment by 30 percent in 2020-2021 and subsequently by 15% each year for the next four years and cap its students enrollment in year five at 1,273 students in grade K-8. The school has identified expansion facilities and is strategically positioned to make the physical expansion. The school has capacity for an additional 200 students at its middle school site. The school has access to 10 acres of land to build or add modular classroom space. In coordination with our management services provider Torchlight Academy Schools, LLC, we have developed a plan to recruit staff, provide professional development, and maintain the integrity of our program while making it available for more students who are educationally disadvantaged. Our goal is to increase the number of new students enrolling at Torchlight Academy that are educationally disadvantaged students by 5 percent each year. We have identified a pool of students within the greater Raleigh area and surrounding region who can benefit from our educational program and plan. We have developed a marketing plan which targets specific low-income census tracts through media outreach sources, and we plan to engage our parents and students in expanding the Torchlight Academy family. Our plan will result in a significant number of educationally disadvantaged students, including economically disadvantaged students, homeless students, unaccompanied youth, English learners, students with disabilities, immigrant and migrant students enrolling in the school. Torchlight Academy is a CEP school with an official count of 51.86 percent of its students qualifying as economically disadvantaged (with CEP 1.6 multiplier 82.9%) as of 2018-2019. Torchlight Academy is branded in the community as a school that successfully serves educationally disadvantaged students.</p>
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A.2 Describe how the school plans to implement a weighted lottery. (5 points)

Torchlight Academy is a school which is already branded as serving Educationally Disadvantaged students. Our articulated student recruitment goal is to increase the school's educationally disadvantaged population by 5% each year. To help us achieve this goal, the school will implement a Weighted Lottery. At the close of the regular open enrollment period, the school will conduct a lottery for grade levels which have more applicants than seats available. Torchlight Academy Board of Directors Weighted Lottery Policy and Procedure will require that students who indicated on the initial enrollment form that they are economically disadvantaged, English language learners, students with disabilities, homeless, immigrant, migrant, or unaccompanied will have their lottery numbers placed in the lottery drawing twice to double their chances of being selected. Open enrollment will occur from January 15 to February 15 each year, with the lottery held in the first week of March.

**B. Education Plan (30 points)**

Provide responses to all the questions below regarding the education plan proposed by the school. Additional evidence may be provided in Appendix E. This application section is worth up to thirty (30) points.

<p>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. (2 points)</p>
<p>Torchlight Academy eliminates barriers to enrollment of educationally disadvantaged students by engaging in the following: (a) The Board of Directors and School Administration coordinate with teachers and staff on recruitment messaging especially seeking input from students with disabilities staff, English language learner staff, Title I staff, line personnel including cafeteria workers, bus drivers, and parents; (b) We market through media outlets which target economically disadvantaged communities and other educationally disadvantaged students; (c) The Board and School Administration conduct community events, Title I meetings, and activities where we talk directly with parents and community members to promote recruitment of educationally disadvantaged students including students who are economically disadvantaged, students with disabilities, English language learners, Immigrant and Migrant students, Homeless students, Unaccompanied students, and other educationally disadvantaged students assuring that these forums are conducted in locations more easily accessible to these target populations (d) Our school website has a dual language feature and we provide student recruitment literature in English and Spanish. <a href="https://tlaedu.org/">https://tlaedu.org/</a></p>
<p>B.2 Provide at least three (3) school-specific subgrant program goals. Subgrant goals must be SMART (specific, measurable, achievable, rigorous, and time-bound). (3 points)</p>
<p>Torchlight Academy has adopted the following goals under this Subgrant:</p> <ol style="list-style-type: none"><li>(1) To increase student enrollment by 15% for each of the next four years with at least a 5% increase in the total number of educationally disadvantaged students attending Torchlight Academy.</li><li>(2) To maintain academic proficiency for economically disadvantaged students and English language learners at least 5 percentage points above the state and local school district level of performance in reading, math, and science for the next five years.</li><li>(3) To increase academic performance of students with disabilities at least 3 percentage points above state and local school district levels for the next five years.</li></ol>
<p>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. (10 points)</p>
<p>Torchlight Academy has addressed the needs of educationally disadvantaged students with an educational plan which uses the North Carolina Standard Course of Study as its educational standards especially for Reading/English Language Arts, Mathematics, and Science. The school has used Active-Based Learning strategies as the school’s overarching instructional strategy. Active-Based Learning provides students a sensory-rich learning environment that requires the</p>



teacher to utilize multiple modalities of learning throughout a lesson plan. Educational best practices literature affirms that active learning is an effective strategy with a diverse student population, including educationally disadvantaged students. (Yolanda Sarason, 2004). Active learning has also demonstrated that it creates excitement in the classroom resulting in student engagement in the course materials. (C. Bonwell, 1991).

Torchlight uses School Net and multiple other sources for content materials. The school uses School Net testing and N.C. Check-ins for student academic progress checks. The school uses a Data-Driven Instructional Model which has resulted in the school making consistent “high growth” over the past 3 years. Our student population is about 51.86 percent economically disadvantaged. In 2019, Torchlight’s Black students scored 55.4 percent proficient as compared to 43.7 and 42.7 for the local school district and the state respectively. Our Hispanic students scored 50.2 percent proficient as compared to 46.0 and 50.2 for the local school district and state respectively. Our economically disadvantaged students scored 49.7 percent proficient as compared to 41.3 and 46.2 for the local school district and state respectively. Torchlight’s English language learners scored 44.9 percent proficient as compared to 27.8 and 29.2 for the local school district and state respectively. Our students with disabilities scored 17.8 percent proficient as compared to 27.3 and 23.1 for the local school district and state respectively. About 61 percent of students with disabilities at Torchlight had Specific Learning Disabilities. Available data suggest the local school district and state as a ratio served a lower percentage of students with Specific Learning Disabilities. This helps explain our lower proficiency score.

Torchlight Academy’s educational plan provides all teachers and staff substantial professional development in culturally responsive pedagogy (Gay, 2018) and the classroom management practices of “Teach Like a Champion” (TLAC) (Lemov, 2015). Teachers use Active-Based Learning strategies to engage students with sensory rich learning experiences in reading, math, and science. (C. Bonwell, 1991). The school engages in frequent benchmark testing to assure we monitor academic progress. Torchlight uses a data-driven instructional model and Response-to-Intervention to assure that students in need of extra support timely get the support they need. We use differentiated instruction, cooperative learning groups, small group instruction, team teaching, and targeted tutoring to assure that all students, including educationally disadvantaged students receive the support they need to be successful. Our data shows that we have made significant progress in closing the achievement gaps for Black, Hispanic, Economically Disadvantaged, and English language learners students. We are also making significant progress with students with disabilities, especially for students that are diagnosed with Specific Learning Disabilities.

We have incorporated elements of Reading Mastery to improve test scores of students with disabilities with diagnosis of Specific Learning Disabilities. The Reading Mastery program demonstrated reading gains for students with disabilities. (N. Cook, 2004).

Torchlight Academy has multiple partnerships in the community to assure that students in need of mental health services, medical care, counseling, and other wrap around services get the services they need through Torchlight’s information and referral services.

As stated in our goals, the school plans to continue and expand our current academic program to serve even more educationally disadvantaged students. We plan to continue using the North Carolina Standard Course of Study for our educational standards. We will continue to use Active-Based Learning Strategies as our overarching instructional strategy. We will continue to use School Net and other selected sources for content materials. We will continue our testing and assessment programs and implement data-driven instruction. The school maintains an internal data wall which enables teachers and staff to maintain real time data and is the focal point of the schools Professional Learning Community (PLC). Our beliefs are consistent with educational best practices research, that having accurate and useful real-time data is critical to managing student academic progress. (L. Moskowitz, 2012).

In order to operate a data-driven program, Torchlight Academy identifies students' academic strengths and weaknesses using prior year data and regular benchmarking. Our teachers then focus specialized teaching based upon student needs. Through use of data, we identify students in need of special support services including small group instruction or individual tutoring. We have students participate in afterschool tutoring and summer school as needed to boost academic progress. During the normal school day, teachers engage in team teaching and work in cooperation to assure that each student gets the services they need. We use outside referrals if students need mental health or other related services to resolve the impacts of trauma or other emotional issues that inhibit student learning. Teachers coordinate with the students with disabilities and English language learner staff to assure that all students are receiving the services and support they need to be academically successful. Students generally have a 90-minute block of Reading/English Language Arts, one hour of Mathematics, and One hour of Science each day. Student have remediation times each day where work is actively supported by staff.

Our 90-minute reading block process is derived from the Success for All strategy. Multiple educational best practice research studies demonstrate that 90-minute block reading is an effective strategy with educationally disadvantaged students. (G. Borman, 2007). Our progress monitoring in Mathematics based upon use of data is also an acknowledged educational best practice which shows promise for educationally disadvantaged students. (J. Ysseldyke, 2007). Our strategy of using data from benchmark testing and behavioral observations of teachers and staff to plan remediations and interventions is grounded in educational best practices literature and shows promise for educationally disadvantaged students. (K. Lane, 2007). Our ELL program places a major emphasis on developing decoding skill for ELL students as supplemental instruction. A study of 256 students in grade K-3 showed that our decoding strategy is consistent with educational best practice research. (B. Gunn, 2000). In addition, Torchlight's actual English language learner experience test results are consistent with the expectations raised by best practices literature. Finally, we use cooperative learning strategies in reading, math, and science as a routine part of active learning. Educational best practice literature shows that peer-assisted literacy strategies, like we have historically used, are supported by peer reviewed research. (P. Mathes, 2001).

The NC ACCESS subgrant will help Torchlight Academy expand its student enrollment to serve more educationally disadvantaged students by helping the school with furnishings, student computers, improved classroom instructional technology, and professional development.

**B.4 Explain how the charter school’s education plan compares to or differs from that of the local LEA(s). (5 points)**

Torchlight Academy operates within the boundaries of Wake County Public Schools (WCPS). Torchlight has significantly outperformed WCPS for the subgroups Black, Hispanic, Economically Disadvantaged, and English Language Learners. Torchlight does not have the required 30 student sample size to do comparative reporting on Homeless and Migrant students. Torchlight likely serves a disproportionate share of students the Specific Learning Disabilities. WCPS similarly use the North Carolina Standard Course of Study and other state resources as Torchlight. The distinction between Torchlight and WCPS is in Torchlight’s school culture and use of Active-Based Learning Strategies and “Teach Like a Champion” (TLAC). WCPS use RTI/MTSS based upon the state recommended strategies and methods. Torchlight Academy’s use of RTI appears to have predated WCPS and is less formal and operates with more professional development and supports than WCPS.

Torchlight provides about 10 days of pre-service professional development as compared to the traditional public schools 3 days. Torchlight is also able to raise expectation of teacher performance higher than WCPS for its targeted student population of educationally disadvantaged students. Though our programs for Reading, English Language Arts, Math, and Science have similar content, we likely differ in student engagement because of the school culture we bring and our use of active learning strategies. During the subgrant period, we plan to conduct a deeper analysis of our comparative practices and student outcomes. Torchlight Academy is open to collaboration and sharing its successes with traditional public schools and other charter schools.

**B.5 Describe the school’s discipline and school climate philosophy and how it supports the development of educationally disadvantaged students. (5 points)**

Torchlight Academy has a corporal punishment policy and procedure which operates consistent with State law. Our discipline program includes high expectations of compliant student behaviors which is communicated to parents and students upon admission. Students wear school uniforms and staff reinforces this concept by also wearing school uniforms. Our students drill daily to develop personal discipline. We promote college as achievable for all students. Students begin learning about college and the benefits beginning in Kindergarten.

Our discipline code is clearly articulated to leave no ambiguity as to what constitutes an offense and the possible range of penalties. Students have certainty and consistency in our school discipline program. Our school climate is purposefully created by the board, school administration, teachers, and staff. We greet each other with courtesy and respect. We do not shout or raise our voices inappropriately. We conduct regular meetings with students and parents to receive feedback and ensure that all parties are in agreement with the direction of the student’s development. We have a published grievance process which we follow to assure consistency in resolution of conflicts and in addressing the grievances of students, parents, staff, and the community. Developing and maintaining our positive school culture and climate is part of regular professional development to assure that all staff is actively engaged in creating a

school climate which promotes a student learning community where each student is doing their best to achieve. We have sponsored international trips for students to China and within the United States. We work to keep our students motivated and to develop in them a global view of the world. Our students learn foreign languages including Mandarin Chinese. We model diversity through a diverse staff.

B.6 Describe how the school’s calendar supports the development of educationally disadvantaged students. (5 points)

Part of Torchlight Academy’s mission and vision is that “Torchlight Academy will provide to all students and parents who choose to attend, an opportunity to receive an excellent education that is delivered in an environment that is filled with people who really expect all students to do their best at all times.” Our school calendar is designed to provide a high-quality education which includes adequate teacher professional development, optimizes student instructional time, and assures that students’ incremental progress can be monitored and supported. Testing is a significant feature of our calendar which provides real time data to drive instruction. Our school calendar supports our student performance goals by enabling us to have a clear insight of where our students are academically at any given time, what needs to be done to advance student learning, and the calendar enables us to assess time constraints.

**C. Operations Plan (30 points)**

Provide responses to all the questions below regarding the operations plan proposed by the school. Additional evidence may be provided in Appendix E. This application section is worth up to thirty (30) points.

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.<sup>1</sup> (2 points)

Torchlight Academy enjoys many partnerships it has developed over its more than fifteen years of operation. The school has consistently collaborated with Shaw University and Saint Augustine University in Raleigh, North Carolina. These universities provide us access to teachers and volunteers to support the school, especially with educationally disadvantage students. We often receive technical support and assistance from Professors in their related fields. Torchlight Academy is contracted to Torchlight Academy Schools, LLC to provide turnkey management services as the school’s “Educational Management Organization” (EMO). Torchlight Academy’s board of directors makes all final decisions on budget, curriculum, and operations consistent with the charter school law. (See: Appendix B: Copy of Management Agreement). Torchlight Academy Schools, LLC provides back-office support services, technical assistance to school leadership, and manages transportation, child nutrition services, facilities, and facilitates compliance. Torchlight Academy Schools, LLC provides the Torchlight Academy Board of Directors with technical support and assistance in all aspects of the school’s operations.

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. (3 points)

Torchlight Academy’s staffing consists of teacher to student ratio of 1 to 22. The staff to student ratio is 1 to 18, excluding tutors. We anticipate that over the five-year life of the subgrant that Torchlight Academy will remain consistent in its teacher to student and staff to student ratios. The school will maintain licensed teachers above the required 50 percent threshold. All teachers and staff will receive Torchlight’s professional development, training and support system which has enabled the school to maintain “high growth” status for multiple years and to have achieved the highest growth of all charter schools and to be in the top 1 percentile of all public schools in the State for student academic growth. Our hiring and professional development practices are specifically designed to assure that our staff is prepared to meet the needs of educationally disadvantaged students. The school has an exceptional children’s director and staffing which is more than adequate to address the needs of our students with disabilities. We have made recent changes in our strategy in serving the academic needs of our students with disabilities. About 61 percent of our students with disabilities had Specific Learning Disabilities. In seeking ongoing improvement, we have enhanced our program and progress monitoring to assure that our students with disabilities improve grade level performance and growth. Torchlight Academy’s English language learner program has consistently scored significantly above the

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<sup>1</sup> Provide any contractual agreements as part of Appendix B.

State and local school district performance composite for ESL students. We will maintain our staffing structure which consists of an ESL Coordinator, teachers, and support personnel. We will expand our staffing to accommodate additional students to maintain the consistency and integrity of the program. Torchlight Academy enjoys working relationships with several mental health services providers and other support services providers which has enabled us to address student non-academic needs. We plan to continue these relationships. Torchlight Academy's contract with Torchlight Academy Schools, LLC provides for support in recruiting, retaining, and supporting a diverse teaching staff. The school uses NC Teachers and other systems to post job opening. We conduct an extensive interview process and the board approves all staffing. Torchlight Academy Schools, LLC provides all staff with professional development.

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. (5 points)

Torchlight Academy's school website features both English and Spanish. <https://tlaedu.org/> The school provides recruitment literature in English and Spanish. The school uses various media including Radio One and local print medias to outreach into the community. These media sources were selected because of their higher likelihood of reaching educationally disadvantaged students. In previous years, this has built a student population comprised of over 95% economically disadvantaged students according to prior school report cards.

The school conducts monthly Title I meetings and participates in the 21<sup>st</sup> Century Community Learning Center Program. Through these programs we outreach to the community, existing parents, and existing students to recruit new students. We have targeted low income census tracts where we draw a significant percentage of our students. We consistently articulate that our school seeks to recruit educationally disadvantaged students. Our current enrollment is about 86% as measured by the CEP multiplier percent economically disadvantaged students as compared to 49.2 percent statewide. Torchlight Academy has developed a reputation over the years as a school of choice for educationally disadvantaged students. About 40 percent of our student population is Hispanic, and our overall student population is about 98 percent minority. The subgrant will assist us in our efforts to increase student enrollment by focusing a more intensive student recruitment campaign including targeting educationally disadvantaged students.

C.4 Describe how the school currently does or will provide a transportation plan that accommodates and supports educationally disadvantaged students. (5 points)

Torchlight Academy has consistently provided for student transportation. We operate our own bus fleet and provide transportation for most of our students. Student's within one mile of the school are typically car riders. We also provide public transit tokens to support student transportation to and from school. Torchlight's bus routes reach into multiple communities in the greater Raleigh area. We also have pickup sites in Durham and Garner. We plan to add any additional pick up sites, additional buses and staffing necessary to accommodate increased student enrollment. We provide special transportation for students with disabilities and Section 504 students where prescribed by their IEP. We also provide special transportation for homeless

students as needed to assure they can stay at Torchlight. As Torchlight Academy has traditionally served educationally disadvantaged students' we have worked diligently to assure that all barriers for educationally disadvantaged students have been removed.

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. (5 points)

Torchlight Academy is a participant in the National School Lunch Program and qualifies under the Community Eligibility Provision (CEP). We provide free breakfast and lunch to all students. Meals are monitored and comply with U.S.D.A. nutritional guidelines. Torchlight Academy provides an afternoon snack under the National School Lunch Program for all students participating in our afterschool programs. Torchlight Academy is a School Food Authority (SFA) under U.S.D.A. guidelines. The school uses the Direct Certification method to collect its free and reduced-price lunch program eligibility data. No student is personally identified since all students equally participate. As an SFA, Torchlight Academy collects data daily through the required electronic system. Torchlight Academy operates a full-service kitchen.

C.6 Describe how the school's professional development plan supports and is tailored to the development of educationally disadvantaged students. (5 points)

Torchlight Academy's professional development plan is designed to assure that all teachers maintain N.C. Professional Teachers Licenses or are working toward obtaining one. The school also participates in the Beginning Teacher Licensure Program. Our professional development includes an orientation for all new teachers to gain an understanding of how to participate in our planned school culture. We provide 5 to 10 days of pre-service professional development and over 60 hours of post-service professional development each school year. Our major focus is preparing teachers and staff to provide high quality services to educationally disadvantaged students and their families. We provide professional development in culturally responsive pedagogy and we train our teachers in classroom management using the "Teach Like a Champion Model." We place a major emphasis on Data-Driven Instruction. We assure our teachers can read and understand student data reports from academic testing and our professional learning community works in collaboration to assure that all student progress is monitored and that no student falls through the cracks. We target support to students based upon data collected and teacher and parent feedback. We provide specific professional development for regular education teachers to facilitate effective coordination with students with disabilities and English language learner staff. We conduct regular academic benchmarking which enables us to operate a Response to Intervention Multi-Tiered System of Support in real time. The system is designed to eliminate any barriers to serving educationally disadvantaged students. Our professional development includes teacher understanding of FERPA, effective communications with parents and families, student rights, the school grievance policy and procedure, student IEP's, personal education plans, and student discipline.

C.7 Describe the school’s plan to engage families and implement a parent/community advisory council.<sup>2</sup> (5 points)

Torchlight Academy presently engages parents, family, and communities through multiple methods including Title I meetings, 21<sup>st</sup> Century Community Learning meetings, regularly scheduled school events, and regularly scheduled community events at the school. We provide parents our Parent-Student Handbook. As part of the Subgrant, Torchlight Academy board of Directors will appoint a 12-member Parent/Community Advisory Council including six parents of current students and six other community member stakeholders including representatives from Shaw University and Saint Augustine University. The group will meet at least quarterly and will provide feedback to the Torchlight Academy Board of Directors in the design and life of the school, including recruitment strategies, duties, and authority. The Parent/Community Advisory Council will provide feedback to the Torchlight Academy Board of Directors informing parents on school policies, procedures, and programing.

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<sup>2</sup> See [NC ACCESS Subgrant Application Process Guidance Document](#) for more detail.



*\*This section is for Planning and Implementation, Implementation Only, and Replication subgrant applicants Only\**

**D. Student Transition Planning**

In five (5) pages or less (single-spaced), please provide a school closure plan. This section will be scored as “Complete” or “Incomplete”; there is no numerical score associated with this section. Exemplary plans will utilize the following best practices established by NACSA and scholarship on charter school closure:

- Form a Student Transition Committee (STC) – This committee will consist of one NC ACCESS program staff member (in an advisory capacity), at least two members of the school’s administrative team, at least three parents from the school, at least two members of the charter school’s board, and if possible, one to two (1-2) members of the LEA district student reassignment office in which the school is geographically located. This committee will plan activities related to family and student support during the closure process. The committee will establish a Student Transition Plan (discussed below) that focuses on student reassignment into high quality schools as quickly as possible following a school closure. The STC will work with quality local charter and district schools to establish enrollment preferences for displaced students.
- Develop a Student Transition Plan (STP) – The Transition Plan must include a plan to provide written notices to parents, schedule multiple informational meetings at varied times so that all parents have an opportunity to attend, provide individualized assistance to parents, and collaborate with the broader educational community in the event of a school closure. The STC must also work diligently to identify and address any barriers to providing transitional support to parents and students (i.e. providing written materials in appropriate home languages and offering meetings at different times of day). Clear deadlines for key reassignment activities must be established in the STP.

Please outline the proposed Student Transition Committee and Student Transition Plan below.

N/A

**IV. BUDGET, BUDGET NARRATIVE, AND LOGIC MODEL**

Applicants must submit a completed financial plan outlining the acceptable use of subgrant funds for the duration of the grant period. This application section is worth up to thirty (30) points.

**A. Budget**

Complete a proposed budget, using the [template](#) provided, outlining anticipated costs for the duration of the subgrant period. Please refer to the information provided in this RFA, the [NC ACCESS Subgrant Application Process Guidance Document](#), [nonregulatory guidance](#), and [Uniform Guidance Title 2 - Subtitle A - Chapter II - Part 200 Subpart E](#) when completing the budget.

Additionally, applicants should include the following provisions in the proposed budget:

1. Set aside three thousand dollars (\$3,000) in “Support – Travel, Conferences, and Meetings” in year one (1) to cover travel costs associated with the NC ACCESS Fellowship;
2. No more than fifty percent (50%) of the total subgrant funding may be expended by the end of year one (1);
3. No more than seventy-five percent (75%) of subgrant funding may be expended by the end of year two (2); and
4. The entire subgrant cannot be expended in less than three (3) years.

This application section is worth fifteen (15) points.

**B. Budget Narrative**

In five (5) pages or less (single-spaced), complete a budget narrative that:

- a. describes anticipated costs for the duration of the grant period, delineating planning and implementation expenditures;
- b. demonstrates financial viability beyond the expiration of the grant period; and
- c. describes how the applicant will have a high degree of autonomy over the budget and operations, including autonomy over personnel decisions.

This application section is worth ten (10) points.

Please outline the budget narrative below.
<b>a. Description of anticipated cost for the duration of the grant period. Delineating planning and implementation expenditures.</b>
All expenditures under this Subgrant are for implementation/expansion expenditures. The following is a description of the anticipated cost for the duration of the grant period.

## **INSTRUCTIONAL PROGRAM**

### **Professional Fees and Contracted Services: \$510,000**

The cost under the above line item includes Instructional Staff Training. Each year we plan to provide 80 hrs. of prestart-up professional development carried out by expert professionals. We anticipate making this investment in our teachers and staff at budgeted amount of \$40,000 each year for Years 1-5 of the grant for a total of \$200,000.00. We budgeted professional curriculum consulting services in Year 1 for \$35,000.00; year 2 for \$25,000 and we anticipate being able to subsequently replace curriculum consulting support with in-house staff. We budgeted \$50,000 each year for Years 1-5 for Instructional Support which consists of Teacher Tutoring at a rate of \$25 per hr. We have planned a total of 2,000 hours of services provided to students before school, after school, and on Saturdays. We anticipate that about 20 separate teachers will participate at any given time. The total tutoring cost is \$250,000.00. We fully anticipate that we will sustain both the professional development and tutoring program after expiration of grant for public school funds.

### **Supplies and Materials: \$110,000**

We included Classroom Level Consumables such as student workbooks and other instructional materials. In Year 1 we budget \$10,000 for communications, \$25,000 for textbooks, and \$30,000 for classroom consumables. In Year 2 we budgeted \$30,000 for classroom consumables and \$25,000 for textbooks. Classroom consumables includes such items as workbooks, pencils and pens, and other items a student needs day to day. This will help economically disadvantaged students that come to school lacking resources. These materials and supplies are to be covered by public school funds after year 2.

### **Technology and Equipment: \$180,000**

In Year 1 we budget 300 instruction Chromebooks for students at a cost of \$72,000.00. In Year 1 we planned for a Chrome Management Console for \$3,000.00. We also planned for \$70,000 for 10 portable smartboards, 10 digital cameras, and 15 charging carts for the student computers. In Year 2 we budget for 50 additional student Chromebooks at a cost of \$12,000.00. We also budgeted for additional smartboards, digital cameras, and charging carts for student computers.

## **SUPPORT PROGRAM**

### **Supplies and Materials: \$115,000**

We anticipate a total of \$140,000 in expense under this line item in Year 1. There is \$10,000 budgeted for communications which is postage for direct mail student recruitment. The major budget item for Year 1 includes \$100,000 for the purchase of books, materials, and resources for a Media Center for students. The Media Center will be supplied with print and digital books and materials to facilitate student learning.

**Technology and Equipment: \$30,000**

In Year 1 we budget for the expansion of cabling, and wireless infrastructure to accommodate student enrollment expansion. The total budgeted is \$30,000.00 which includes cabling, access hubs, set-up of smartboards, security camera system, and other technology cost.

**Travel, Conferences, and Meetings: \$15,000**

This item includes \$3,000 each year for NC ACCESS Fellowship program participation. Torchlight Academy would like to participate each year.

**Other: \$290,000.00**

In Year 1, we budgeted \$50,000 for student furnishings including desk chairs, tables, and bookshelves. We budgeted \$30,000 for a “state of the art” playground set. We budgeted \$75,000 for outreach and recruitment which will consist of marketing, advertising, and the creation of materials for community forums. Total Year 1 expenditures is \$155,000.00. In Year 2 we budgeted \$10,000 for additional classroom furnishing including student desks, chairs, tables, and bookshelves to accommodate enrollment expansion. We also budgeted \$50,000 for marketing and advertising for student recruitment. In Years 3-5 we budgeted we budgeted \$25,000.00 each year for Outreach and Recruitment. We plan to do marketing through local media, social media, community forums, and other outreach.

**b. Demonstrate financial viability beyond the expiration of the grant period.**

The expansion of student enrollment will generate sufficient revenue to sustain of professional development, tutoring, and other programing beyond the grant period. The subgrant will provide us with resources to create a Media Center which will provide culturally relevant, scientific, and academic materials to facilitate student achievement. Once we reach our enrollment cap the technology resources should have useful life of at least five years. At that time the school will have sufficient public-school funds to replace or upgrade technologies. We anticipate furnishing will have a useful life of about 10 years.

**c. Describe how the applicant will have a high degree of autonomy over the budget and operations, including autonomy over personnel decisions.**

Torchlight Academy’s board of directors approves all budgets and directs the school’s operations through its lead administrator. The board makes the ultimate decisions on all matters. The school contracts with Torchlight Academy Schools, LLC as its educational management organization (EMO). The management agreement states that ultimate authority resides with the board of directors. The board approves an annual budget, reviews the budget monthly, and may amend the budget from time to time if needed. The board adopted a system of internal control policies and procedures which govern financial operations.

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**C. Logic Model**

Complete a Logic Model (see [appendix B](#) for template) demonstrating how actions and expenditures are expected to lead to specific outcomes. This application section is worth five (5) points.

**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"/>
N/A	
Increasing the racial and ethnic diversity in their new, expanded, or replicated school.	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
We are currently about 99% minority student population. We anticipate enrolling white students as part of our outreach effort.	
The inclusion of high school (9-12) grade levels.	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
N/A	
Develop or manage a charter school focused on dropout recovery and academic reentry.	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
N/A	

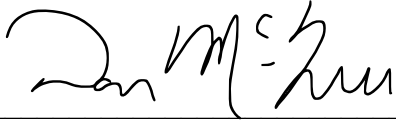
**VI. PRIORITY CONSIDERATION STATUS**

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 checked="" type="checkbox"/> No <input type="checkbox"/>
We are over 40% economically disadvantaged as shown on our school report card. Attached as Appendix A.	
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 noted previously in the application our ED and ELL student significantly outperform the state and local school district. Our SWD population include 28 of 46 SWD are LD. The general numbers show we are below the state and local district for SWD, but if you control for our higher percentage of LD students, we outperform both the state and local district.	
As evidence of participation in applicable federal programs, have Title I status.	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
We are a Title I school as shown on our School Report Cards which are attached as Appendix A.	
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"/>
N/A	

**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.



*Signature of Charter School Authorized Representative*

March 1, 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
  - ii. Student Achievement Percentages (including subgroup data)
  - iii. EVAAS Composites
  - iv. Graduation Rates
- B. Contractual Agreements with Partner Organizations (See item 7 of the application narrative)
- C. Evidence of Competitive Preference Standards
- D. Evidence of Priority Consideration Status
- E. Additional Supplementary Documentation



TORCHLIGHT ACADEMY

APPENDIX

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Management Agreement.....	76
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Website with English/Spanish Translation Feature.....	93
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English | Español

# Torchlight Academy

School Website:  (<http://www.tlaedu.org/>)

**Grade Span: KG-08 Charter: Yes**

3211 Bramer Drive, Raleigh, NC 27604

919-850-9960

Go to the Analytics Site to   
(<https://ncreportcards.ondemand.sas.com/landing.html>)

Compare to Other Schools 

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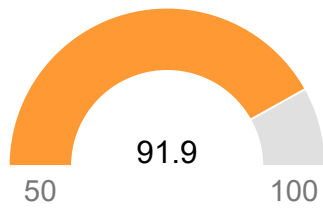
## 2018-19 Overall Performance

<a href="#">View Performance by School or District</a>	<a href="#">View Performance by Subgroup</a>
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**C** 2018-19  
GRADE

**61**

PERFORMANCE GRADE SCORE

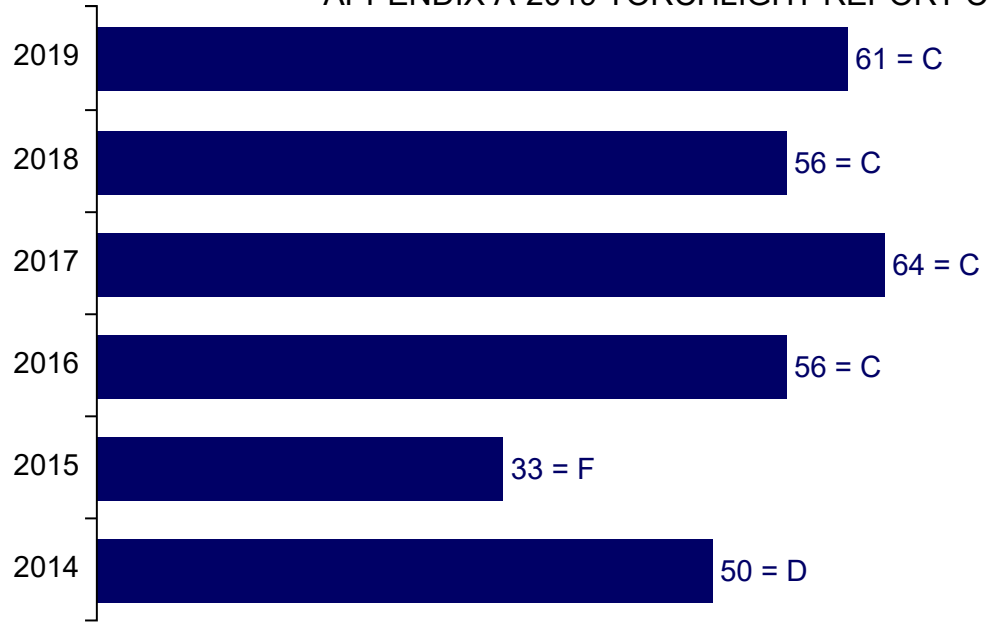


Academic Growth

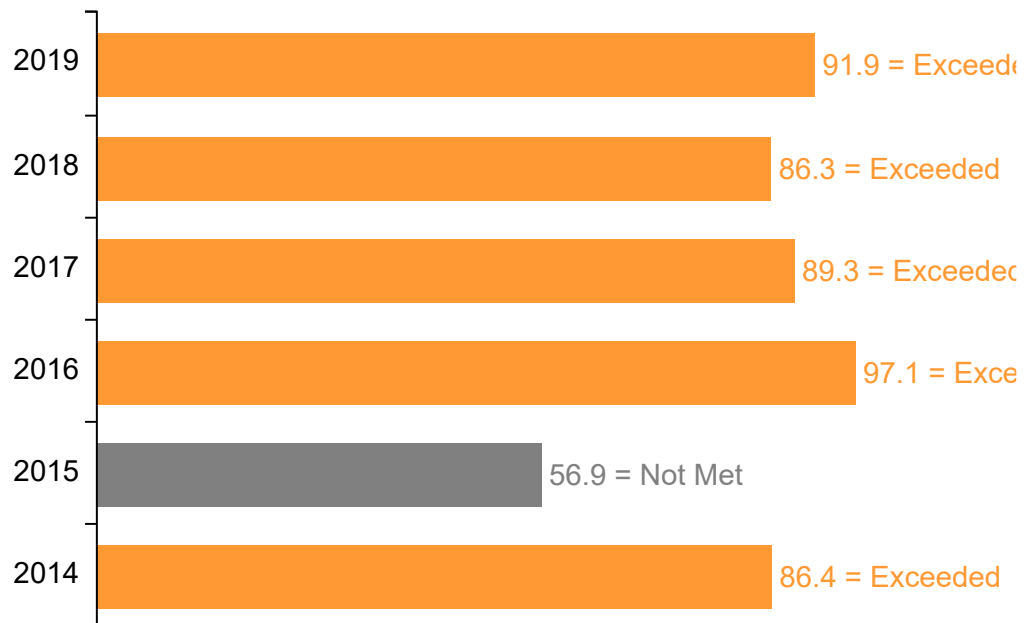
 **Growth Exceeded**

Growth Range	Growth Status
85.0-100.0	Exceeded
70.0-84.9	Met
50.0-69.9	Not Met

Performance Grade Score History.



### Academic Growth History.



**C** 2018-19  
EOG MATH GRADE **C**

**62**

2018-19  
EOG READING GRADE


EOG MATH GRADE SCORE

**60**

 Growth Exceeded

EOG READING GRADE  
SCORE

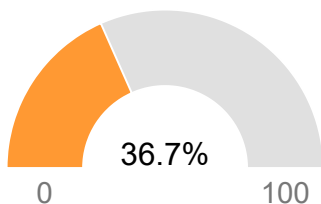
 Growth Exceeded

 **Note - To protect student privacy, some data values for small groups will be suppressed as “> 95%” or “< 5%” in the charts or tables below. For counts less than 10, no data will be displayed.**

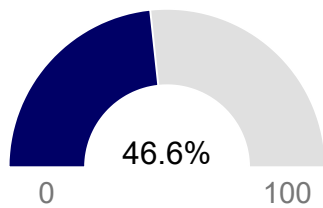
## 2018-19 Student Characteristics & Participation

This section describes some key measures about the students at this school.

### Incoming Student Readiness

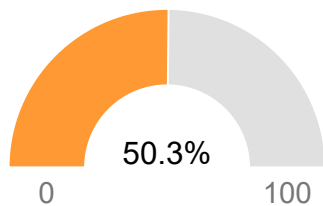


36.7% of the students entering 6th Grade across the school are proficient.

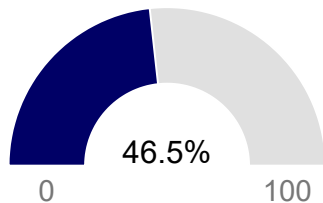


46.6% of the students entering 6th Grade across the state are proficient.

### Percentage Economically Disadvantaged ⓘ



50.3% of Students across the school are economically disadvantaged.



46.5% of Students across the state are economically disadvantaged.

## 2018-19 Student Performance

Student Performance by School/District	Student Performance by Subgroup
--	---------------------------------

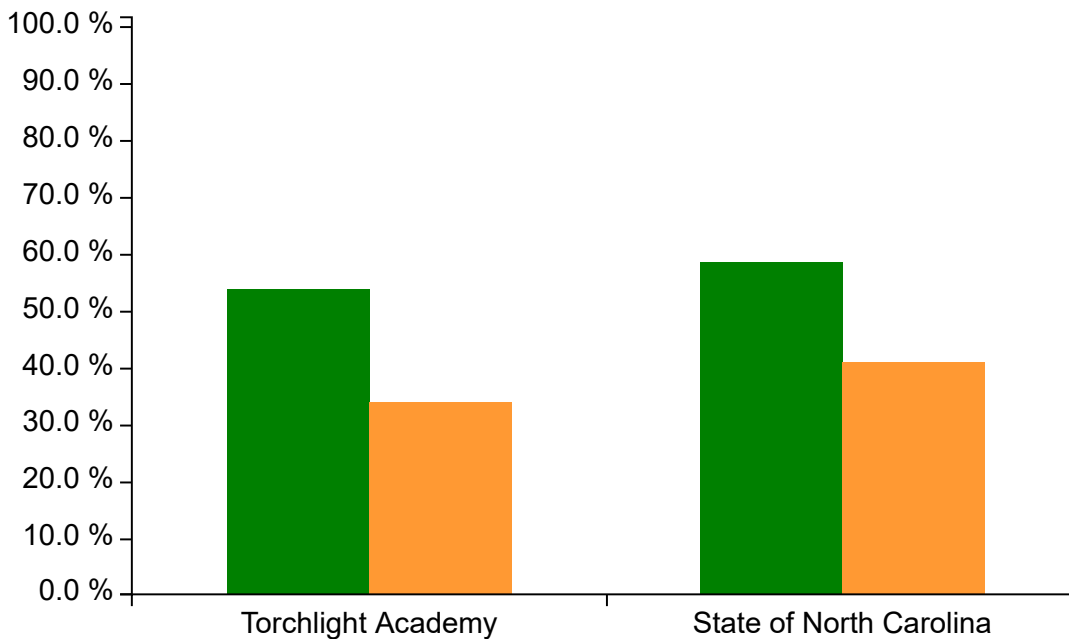
This section describes student performance in various test subject areas. Student test performance is reported as one of five achievement levels **i**. Levels 1 and 2 are below grade level. Level 3 is grade level proficient. Levels 4 and 5 indicate students are on track for career and college readiness. For math, student test performance is reported as one of four achievement levels. Not Proficient is below grade level. Level 3 is grade level proficient, Levels 4 and 5 indicate students are on track for career and college readiness.

## Proficiency in Subject Areas

### Math Performance **i**

Summary Chart

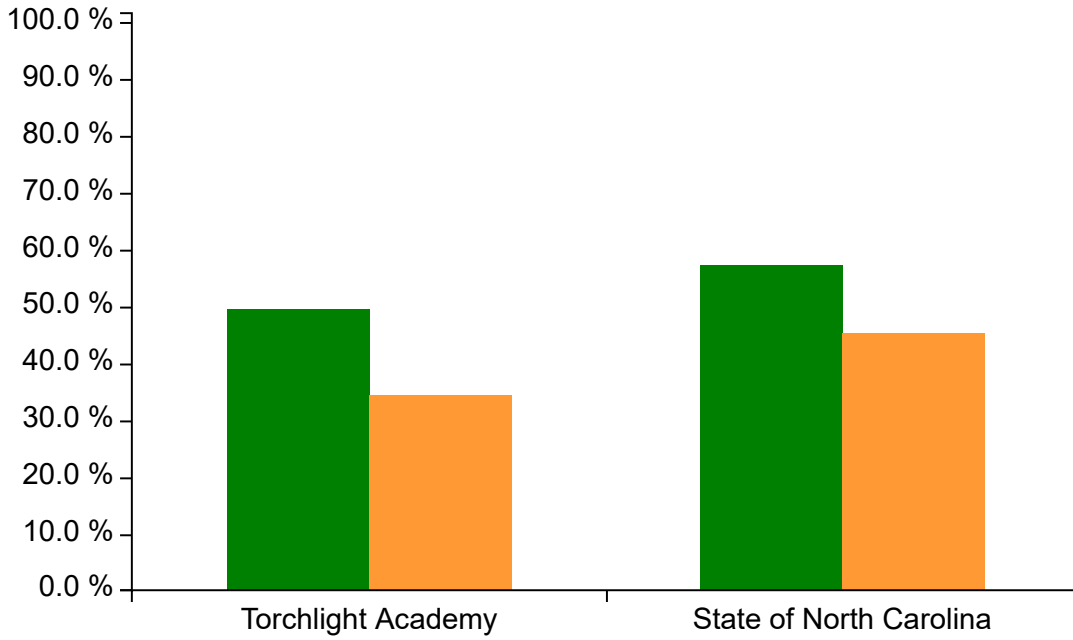
Table



■ Grade Level Proficient (Levels 3-5) ■ Career & College Ready (Levels 4-5)

### English Language Arts/ Reading Performance **i**

Summary Chart Table

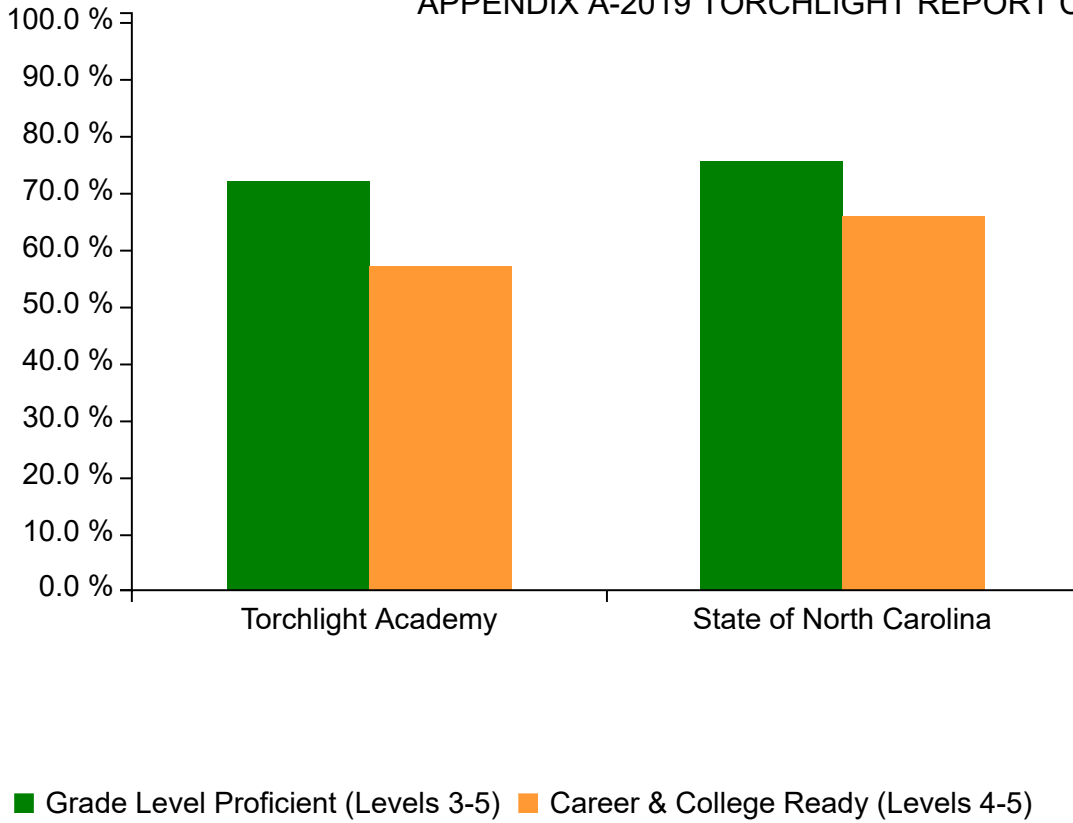


■ Grade Level Proficient (Levels 3-5) ■ Career & College Ready (Levels 4-5)

## Science Performance ⓘ

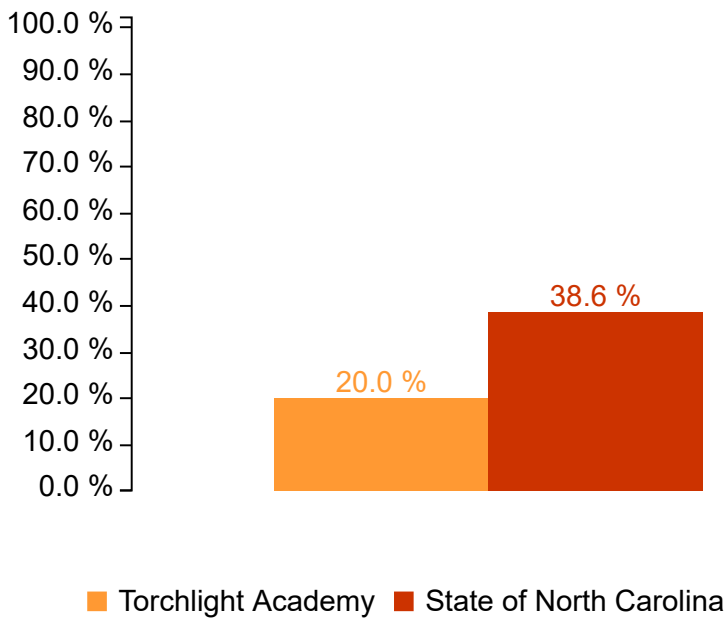
Summary Chart Table



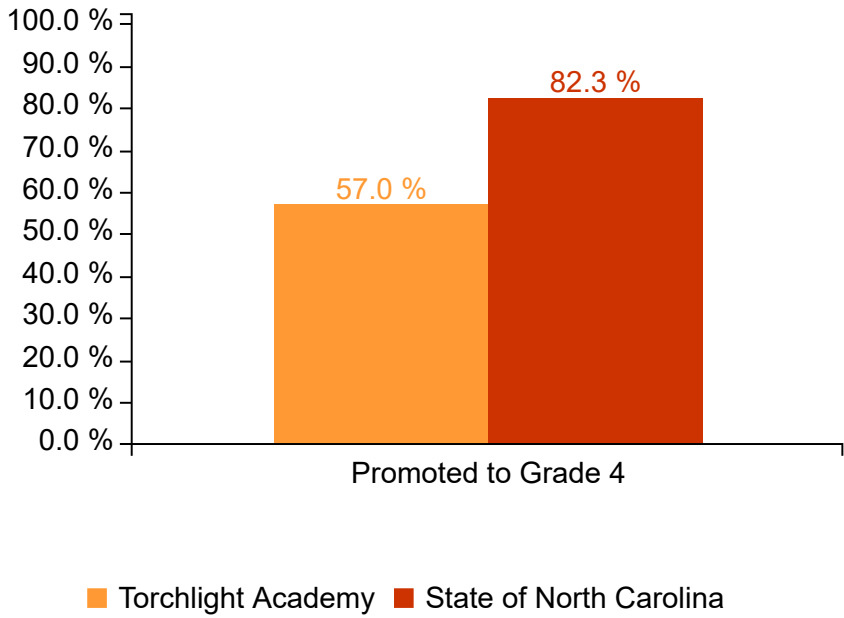


## Other Measures

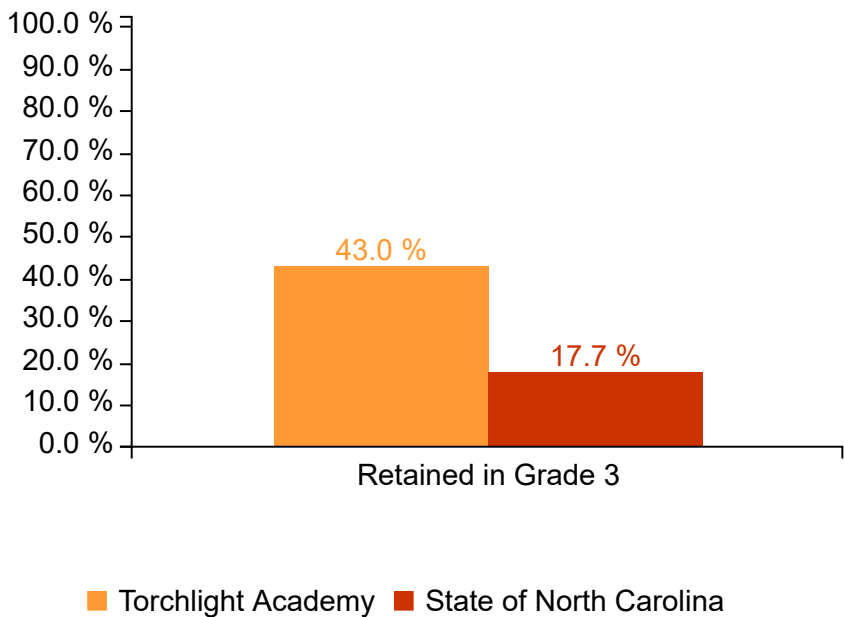
### English Learner Progress ⓘ



### Read to Achieve - Promoted to Grade 4 ⓘ

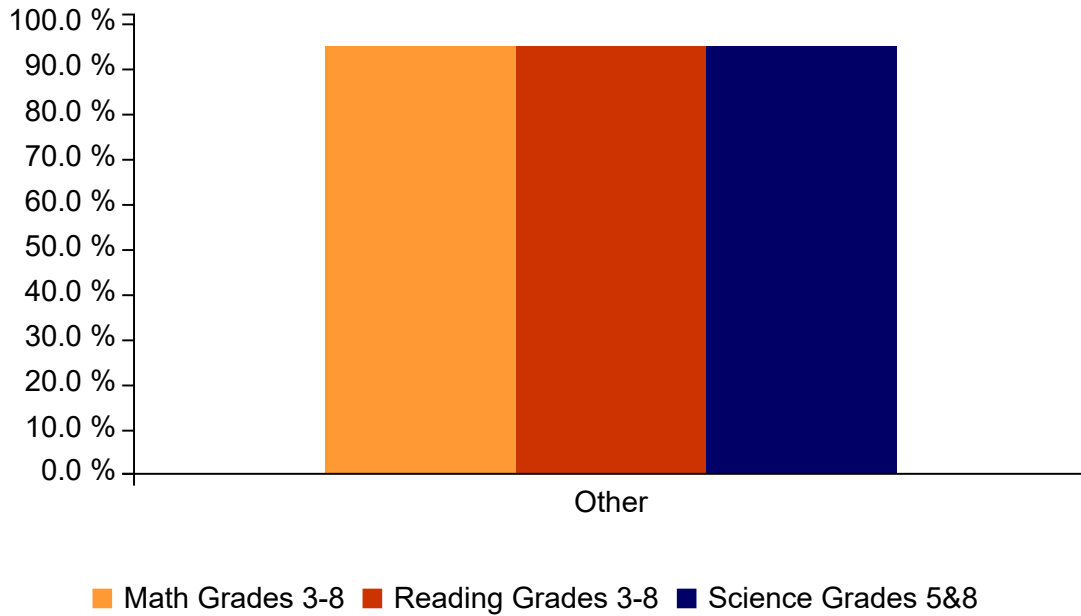


### Read to Achieve - Retained in Grade 3 ⓘ



## Test Participation i

Percentage of students participating in state mandated standardized testing.



[Chart](#) [Table](#)

## Students with Disabilities Alternate Test Participation

The percent of tested students is expected to be below 1% at the state level. Most schools have so few students that this information may be masked to protect student privacy. i

## 2018-19 School Environment

[View Environment by School/District](#)
[View Environment by Subgroup](#)

This section provides information on the school environment and facilities

Suspension and Expulsion Rates (per 1000 students) **i**

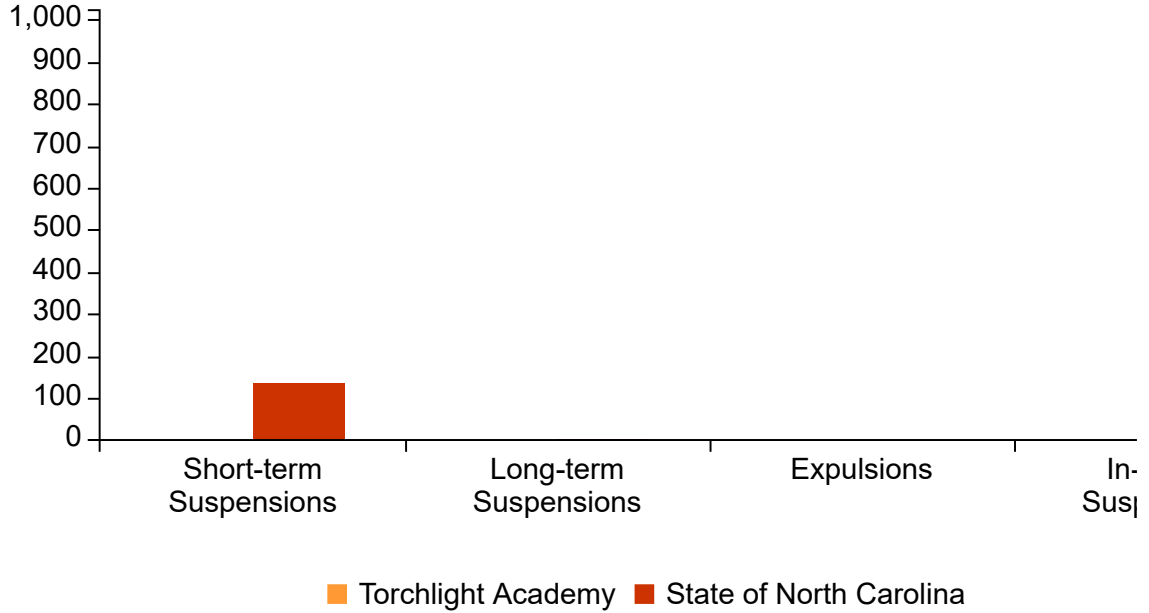
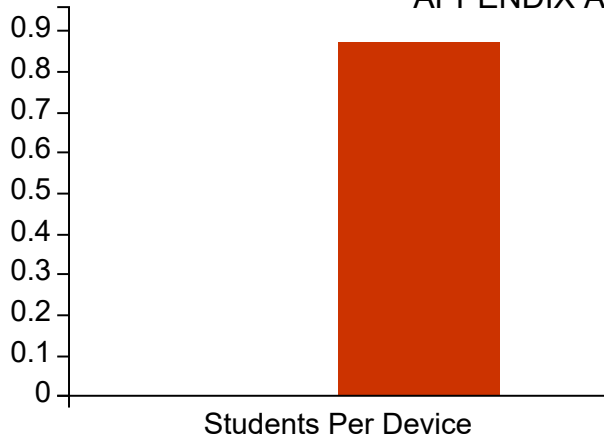


Chart Table

Rates of Criminal Acts, Bullying, Law Enforcement Referrals, and Arrests (per 1000 Students) **i**

	Criminal Acts	Bullying and Harrassment	Referral to Law Enforcement	Arrests
Torchlight Academy	0.00	0.00	0.00	0.00
State of North Carolina	6.29	11.28	2.48	0.10

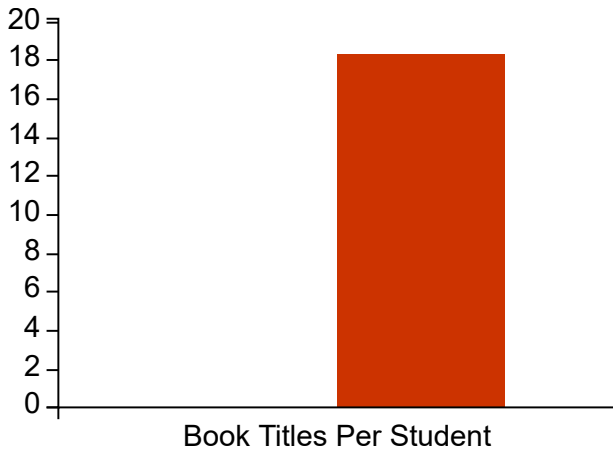
Students Per Device **i**



- Torchlight Academy
- State of North Carolina

Chart Table

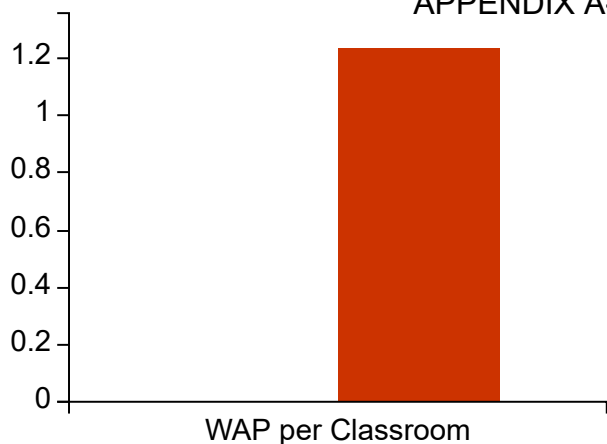
### Book Titles Per Student ⓘ



- Torchlight Academy
- State of North Carolina

Chart Table

### Wireless Access Points per Classroom ⓘ






■ Torchlight Academy  
■ State of North Carolina

Chart Table

## Strategic Planning 2018-19

This section provides information on Torchlight Academy's strategic planning, goals and progress.

- Title 1 Status 
- Comprehensive or Targeted Support:
  - Targeted Support and Improvement (TSI) Additional Targeted Support 
  - Targeted Support and Improvement (TSI) Consistently Underperforming Subgroups (CU) 

## Progress Goals

This school has progress goals for EL Progress, Math Grades 3-8, and Reading Grades 3-8 in the following student groups - ALL, Black, Economically Disadvantaged, English Learners, and Hispanic.

Click the following link 

([http://accrpt.ncpublicschools.org/essa\\_ltg/ltg.html](http://accrpt.ncpublicschools.org/essa_ltg/ltg.html)) to see the progress of student groups at this school (note you will need to

select this school again).



English | Español

# Torchlight Academy

School Website:  (<http://www.tlaedu.org/>)

**Grade Span: KG-08 Charter: Yes**

3211 Bramer Drive, Raleigh, NC 27604

919-850-9960

Go to the Analytics Site to   
(<https://ncreportcards.ondemand.sas.com/landing.html>)

Compare to Other Schools 

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## 2017-18 Overall Performance

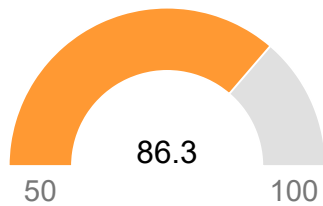
<a href="#">View Performance by School or District</a>	<a href="#">View Performance by Subgroup</a>
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**C** 2017-18  
GRADE

**56**

PERFORMANCE GRADE SCORE

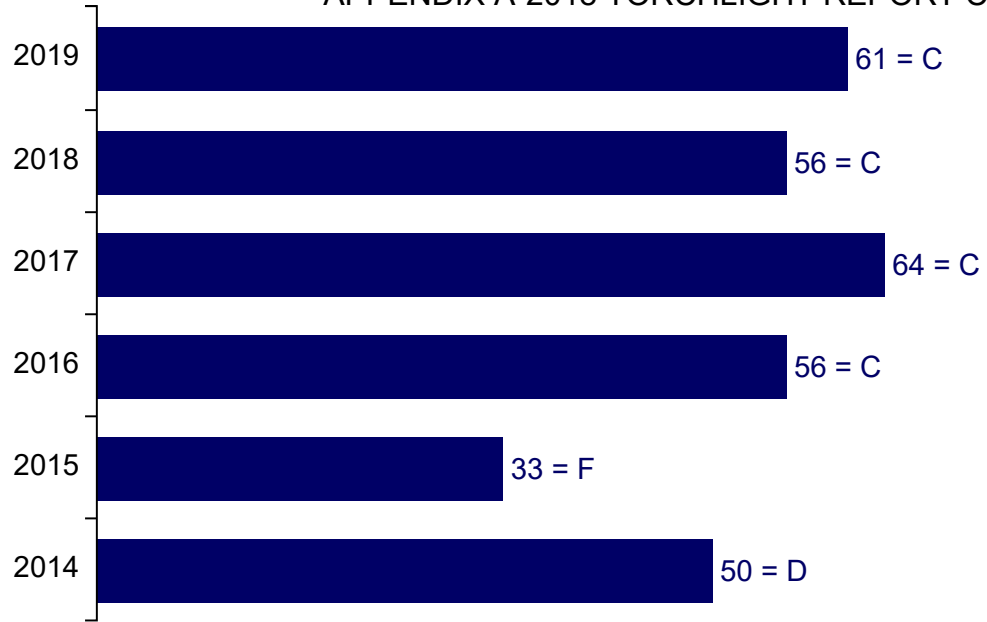


Academic Growth

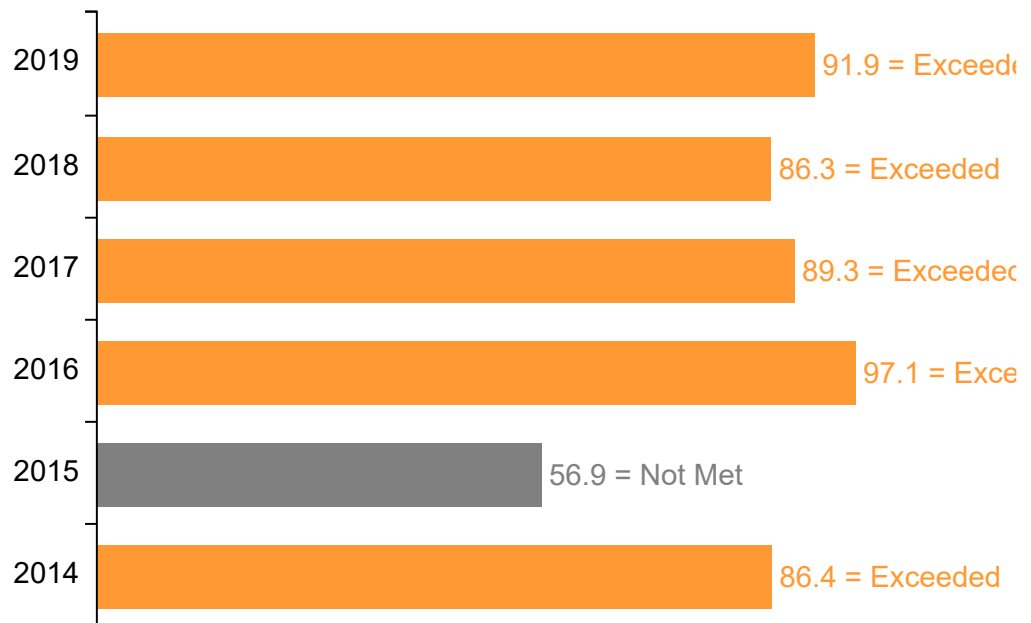
 **Growth Exceeded**

Growth Range	Growth Status
85.0-100.0	Exceeded
70.0-84.9	Met
50.0-69.9	Not Met

Performance Grade Score History.



### Academic Growth History.



**C** 2017-18  
EOG MATH GRADE **C**

**58**

EOG MATH GRADE SCORE



**Growth Met**

2017-18

EOG READING GRADE

**56**

EOG READING GRADE

SCORE



**Growth Exceeded**

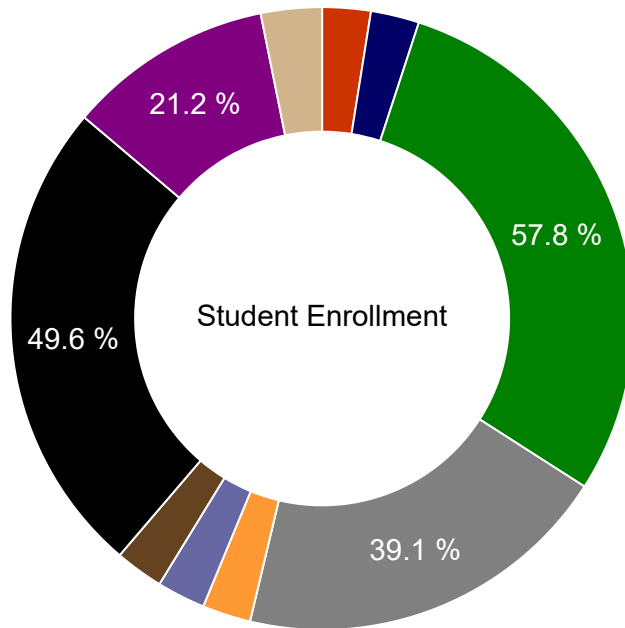
---

**Note - To protect student privacy, some data values for small groups will be suppressed as “> 95%” or “< 5%” in the charts or tables below. For counts less than 10, no data will be displayed.**

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## 2017-18 Student Characteristics & Participation

## Torchlight Academy



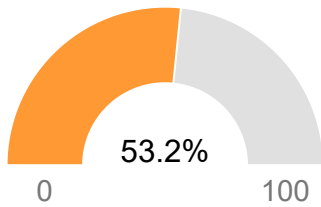
- American Indian
- Asian
- Black
- Hispanic
- Pacific Islander
- Two or More
- White
- Economically Disadvantaged
- English Learners
- Students w/ Disabilities

Chart

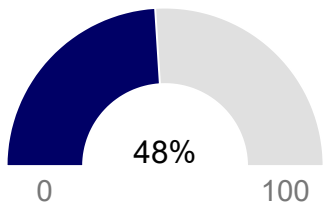
Table

This section describes some key measures about the students at this school.

### Incoming Student Readiness i

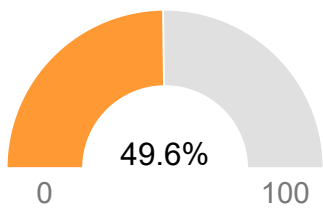


53.2% of the students entering 6th Grade across the school are proficient.

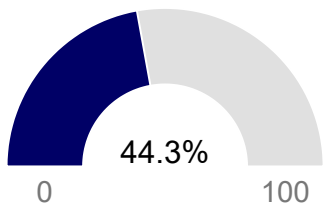


48% of the students entering 6th Grade across the state are proficient.

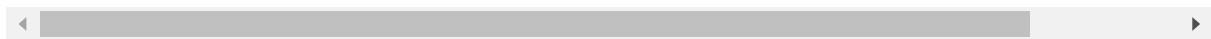
### Percentage Economically Disadvantaged ⓘ



49.6% of Students across the school are economically disadvantaged.



44.3% of Students across the state are economically disadvantaged.



## 2017-18 Student Performance

Student Performance by School/District	Student Performance by Subgroup
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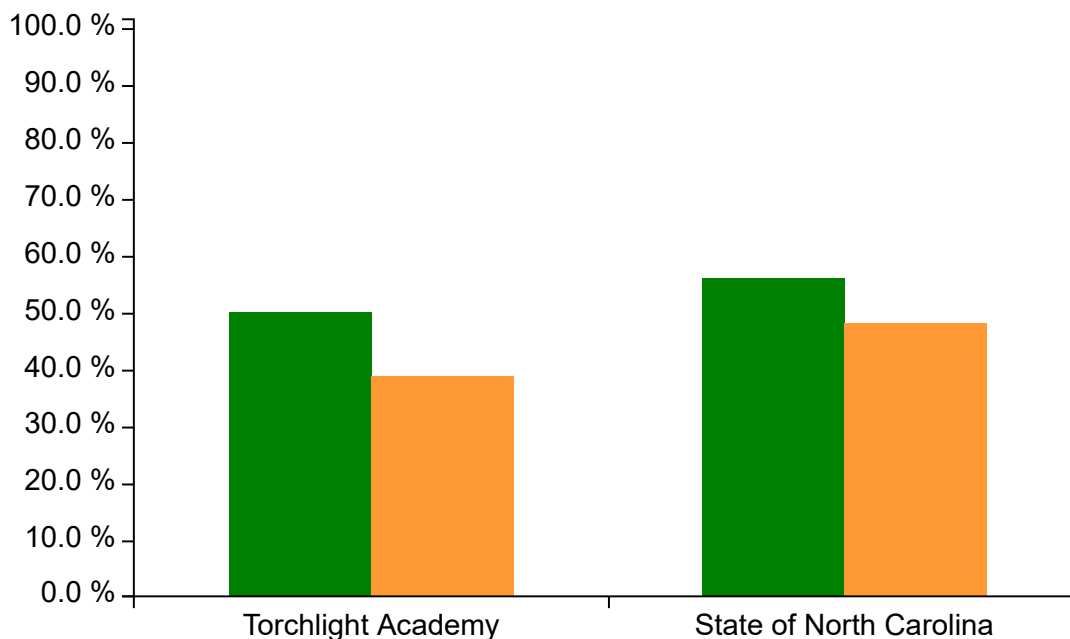
This section describes student performance in various test subject areas. Student test performance is reported as one of five achievement levels **i**. Levels 1 and 2 are below grade level. Level 3 is grade level proficient. Levels 4 and 5 indicate students are on track for career and college readiness. For math, student test performance is reported as one of four achievement levels. Not Proficient is below grade level. Level 3 is grade level proficient, Levels 4 and 5 indicate students are on track for career and college readiness.

## Proficiency in Subject Areas

### Math Performance **i**

Summary Chart

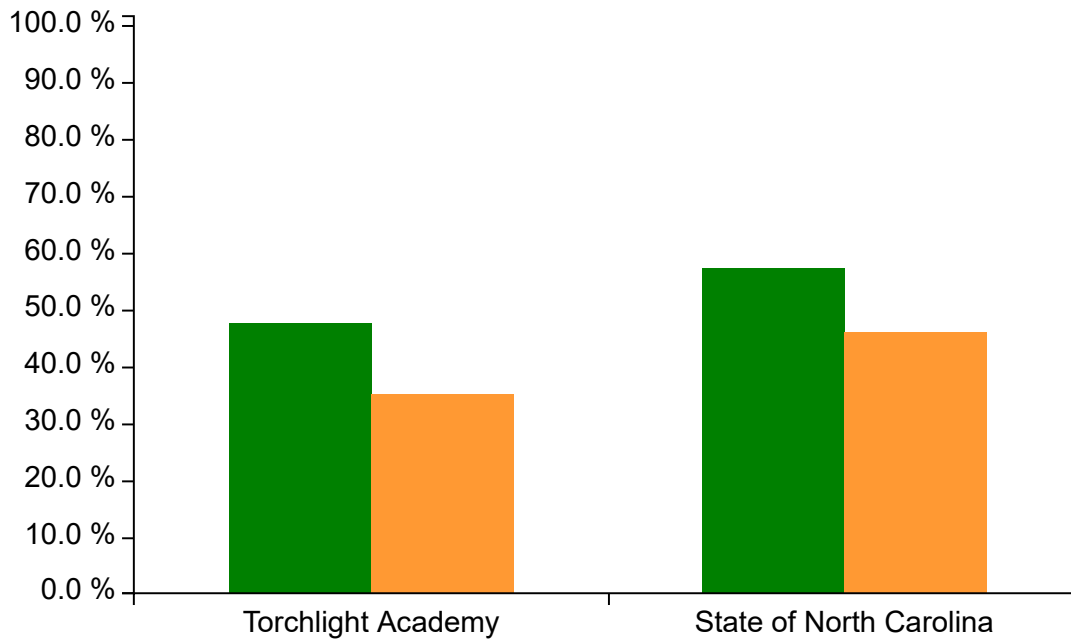
Table



■ Grade Level Proficient (Levels 3-5) ■ Career & College Ready (Levels 4-5)

### English Language Arts/ Reading Performance **i**

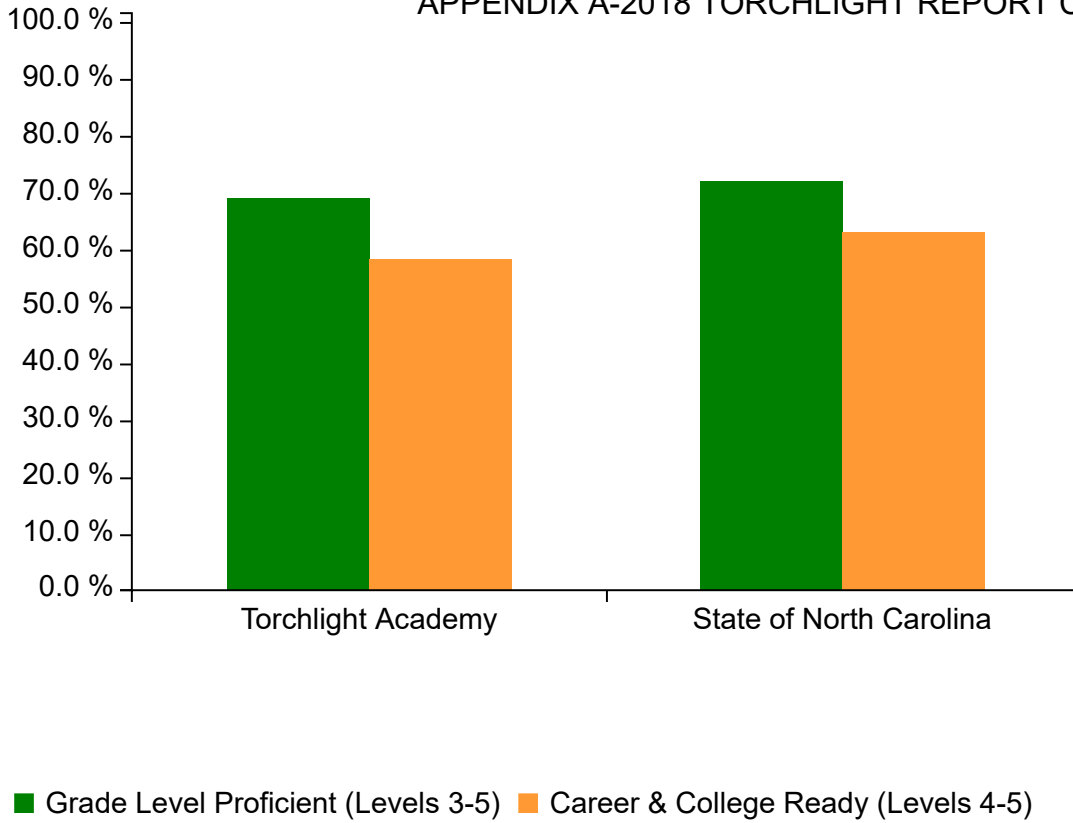
Summary Chart Table



■ Grade Level Proficient (Levels 3-5) ■ Career & College Ready (Levels 4-5)

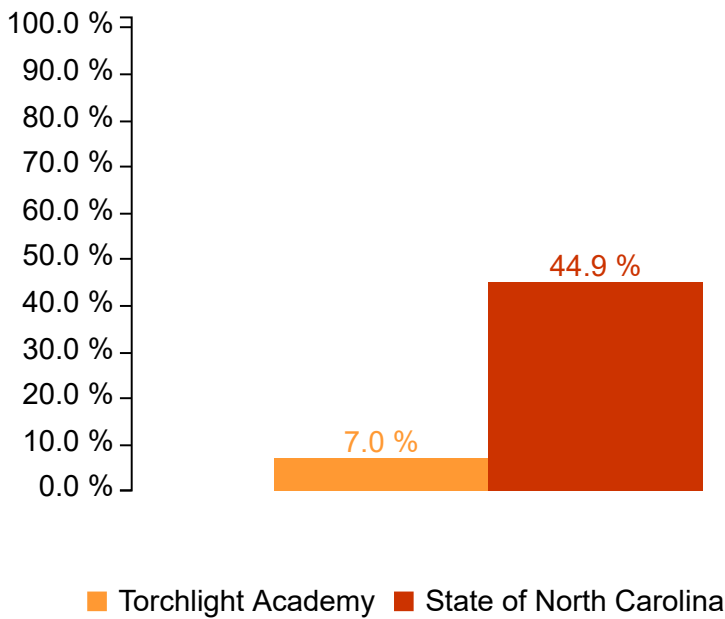
## Science Performance ⓘ

Summary Chart Table



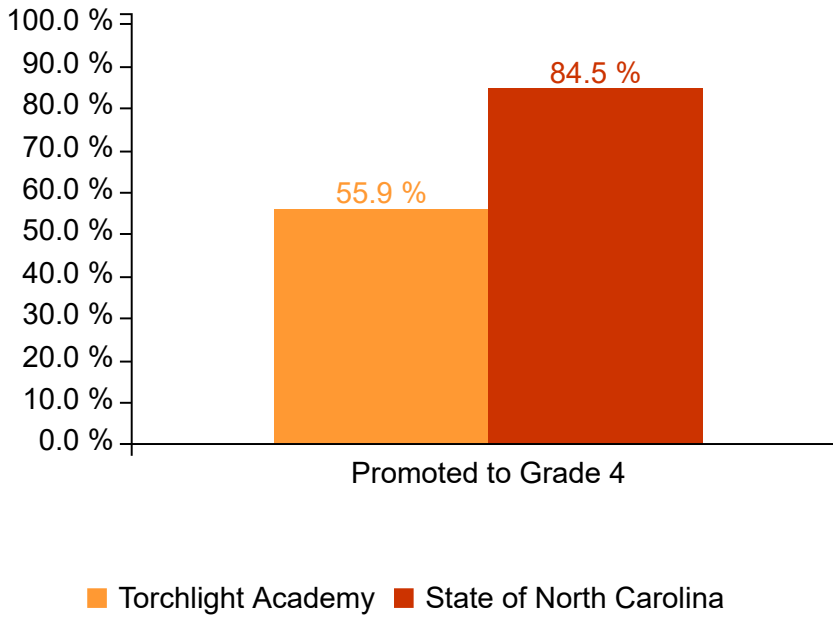
## Other Measures

### English Learner Progress ⓘ

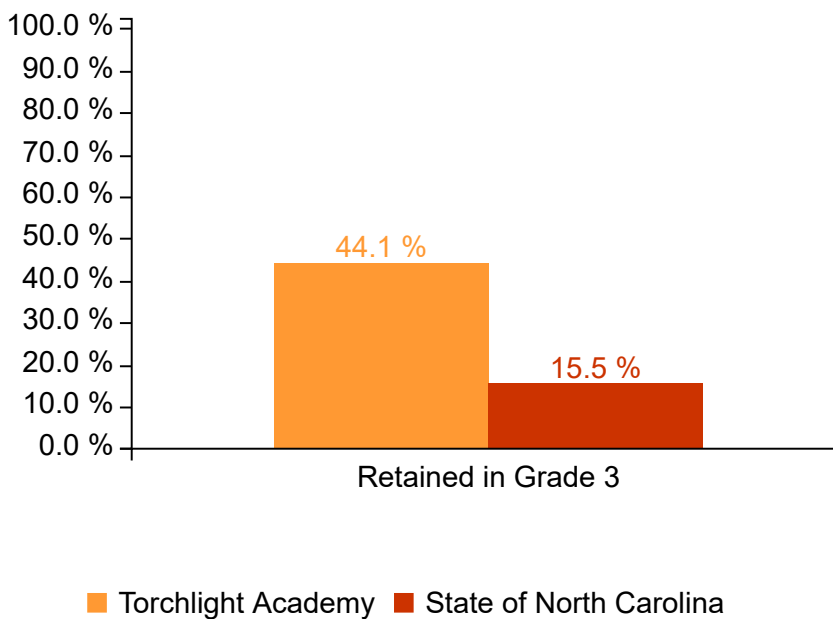




### Read to Achieve - Promoted to Grade 4 ⓘ



### Read to Achieve - Retained in Grade 3 ⓘ



## Test Participation

Percentage of students participating in state mandated standardized testing.

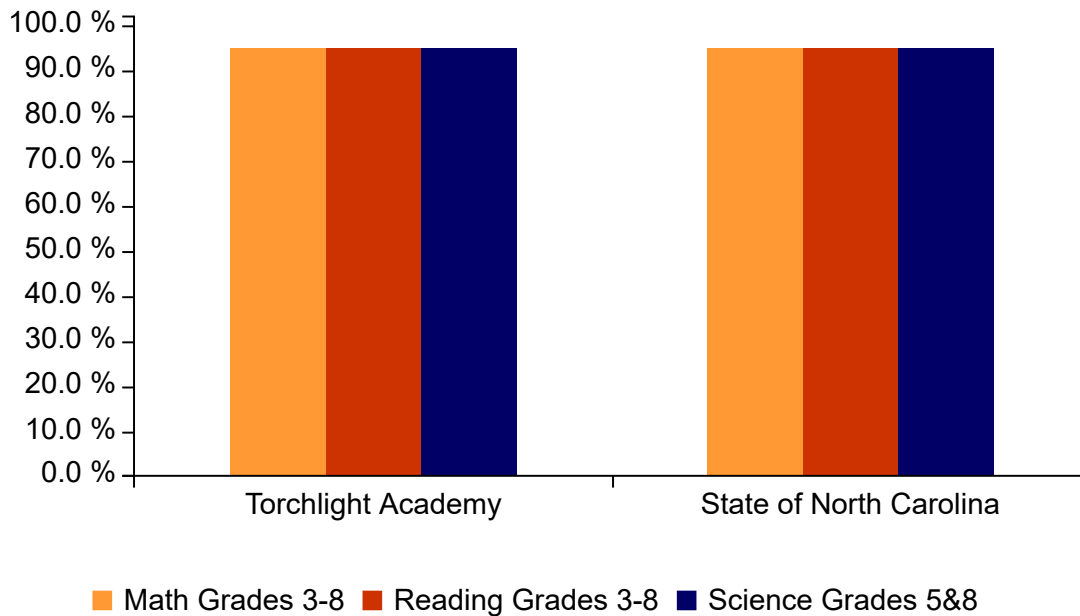



Chart	Table
-------	-------

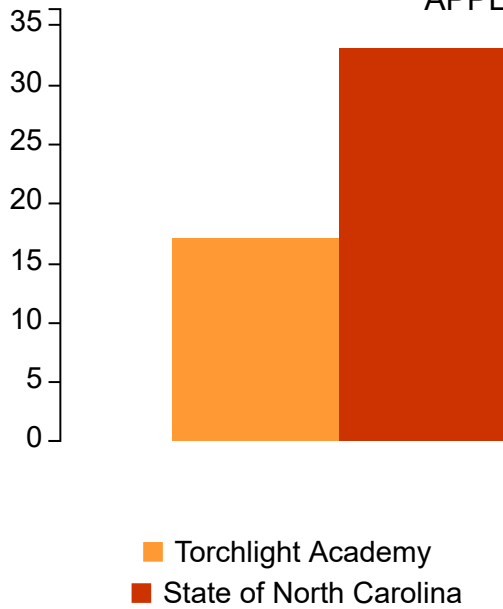
## Students with Disabilities Alternate Test Participation

The percent of tested students is expected to be below 1% at the state level. Most schools have so few students that this information may be masked to protect student privacy. 

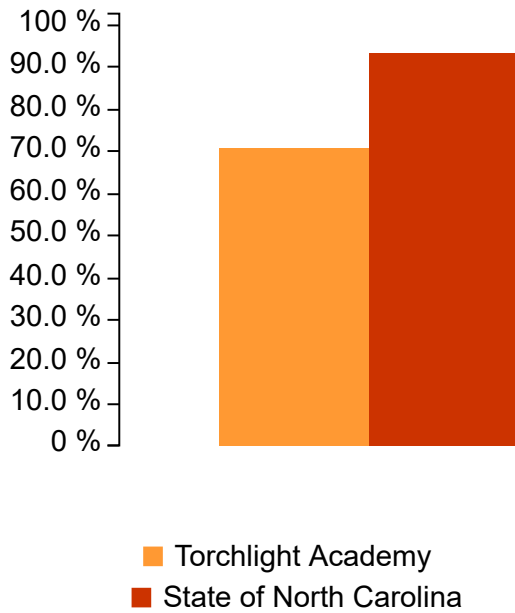
## 2017-18 Teachers and Qualifications

This section provides information on teachers and their qualifications.

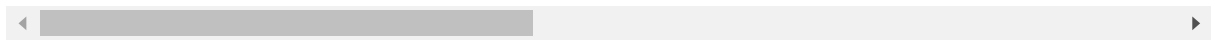
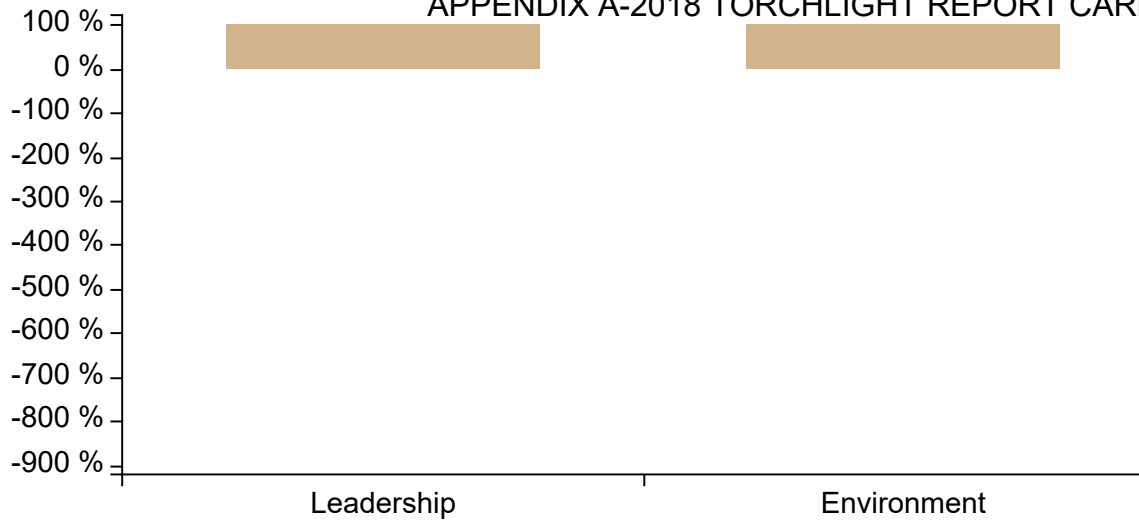
## Total Classroom Teachers



### Fully Licensed Teachers ⓘ



### Teacher Effectiveness ⓘ



## 2017-18 School Environment

<a href="#">View Environment by School/District</a>	<a href="#">View Environment by Subgroup</a>
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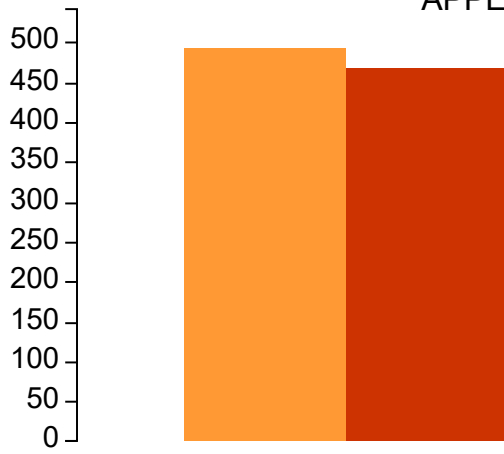
This section provides information on the school environment and facilities

### Total Students

492

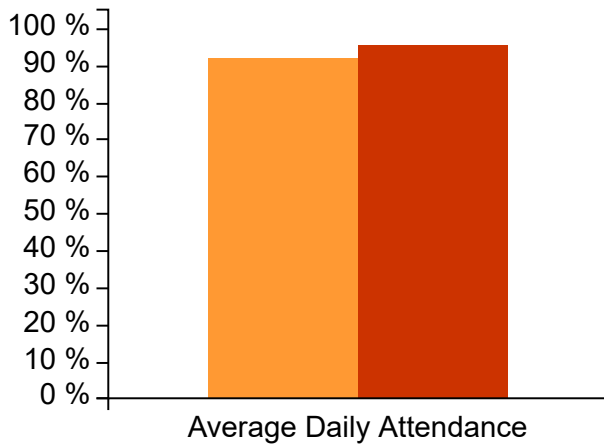
### Student Enrollment

### APPENDIX A-2018 TORCHLIGHT REPORT CARD



■ Torchlight Academy  
■ State of North Carolina

### Student Attendance ⓘ



■ Torchlight Academy  
■ State of North Carolina

### Suspension and Expulsion Rates (per 1000 students) ⓘ

APPENDIX A-2018 TORCHLIGHT REPORT CARD

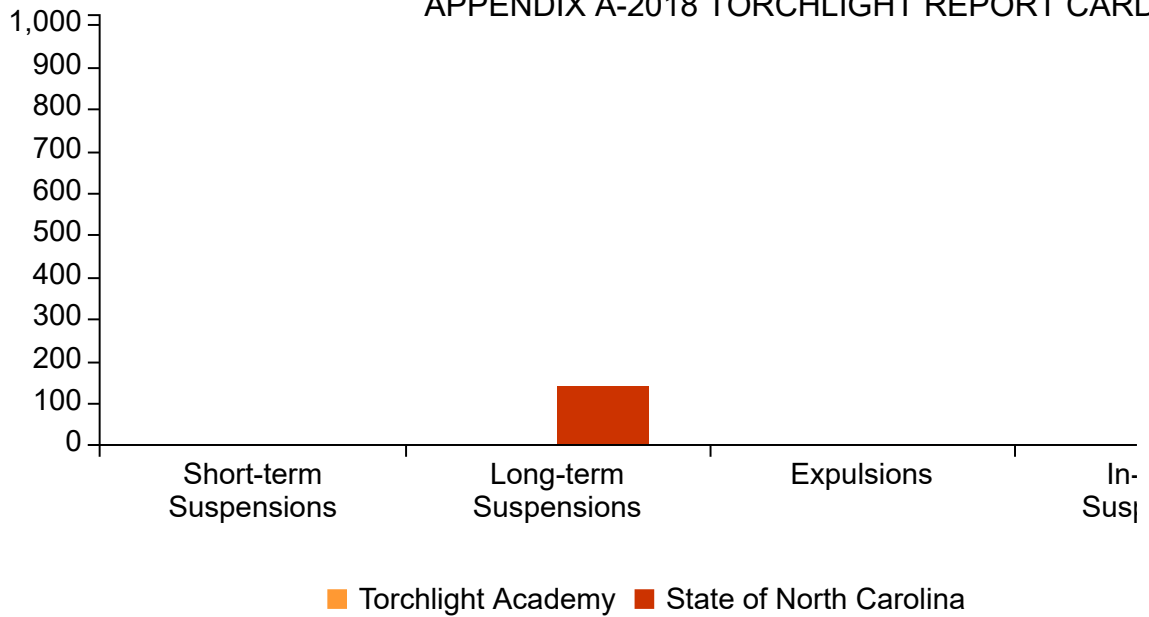


Chart Table

Rates of Criminal Acts, Bullying, Law Enforcement Referrals, and Arrests (per 1000 Students) **i**

	Criminal Acts	Bullying and Harrassment	Referral to Law Enforcement	Arrests
Torchlight Academy	0.00	0.00	0.00	0.00
State of North Carolina	0.00	0.02	6.41	0.00

Chronic Absenteeism **i**

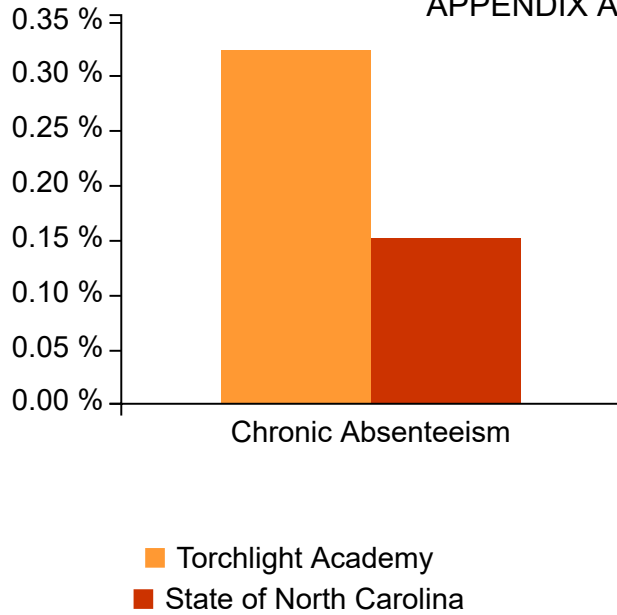


Chart Table

### Students Per Device ⓘ

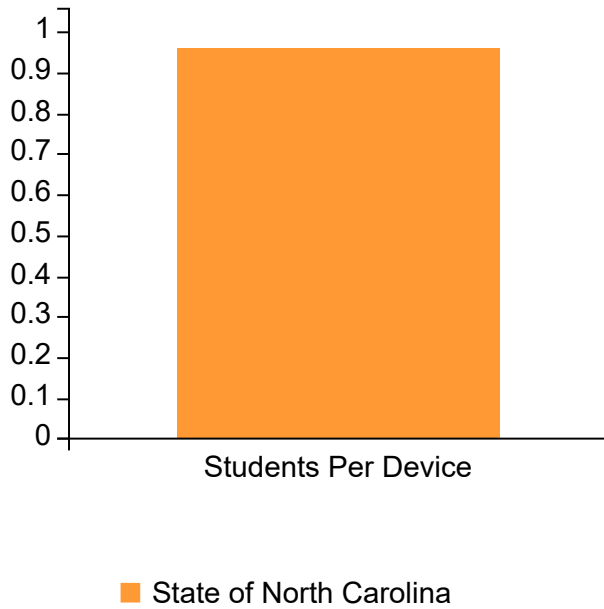
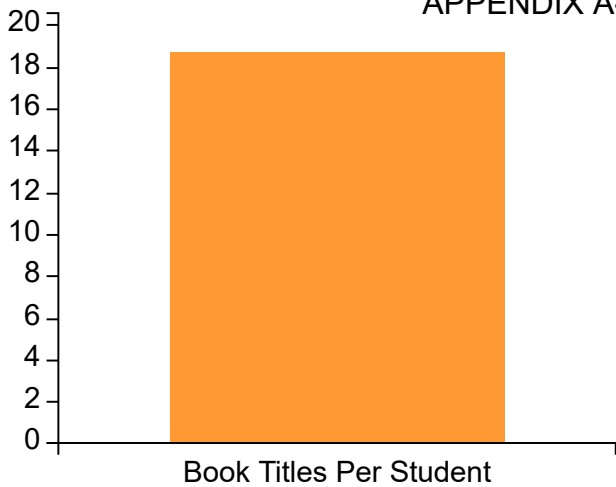


Chart Table

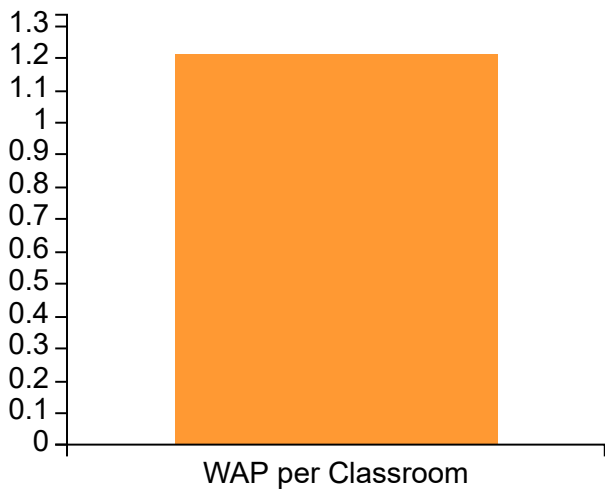
### Book Titles Per Student ⓘ



State of North Carolina

Chart Table

### Wireless Access Points per Classroom ⓘ






State of North Carolina

Chart Table

## 🗺️ Strategic Planning 2017-18

This section provides information on Torchlight Academy's strategic planning, goals and progress.



- Title 1 Status 
- Comprehensive or Targeted Support:
  - Targeted Support and Improvement (TSI) Additional Targeted Support 
  - Targeted Support and Improvement (TSI) Consistently Underperforming Subgroups (CU) 

## Progress Goals

This school has progress goals for EL Progress, Math Grades 3-8, and Reading Grades 3-8 in the following student groups - ALL, Black, Economically Disadvantaged, English Learners, and Hispanic.

Click the following link 

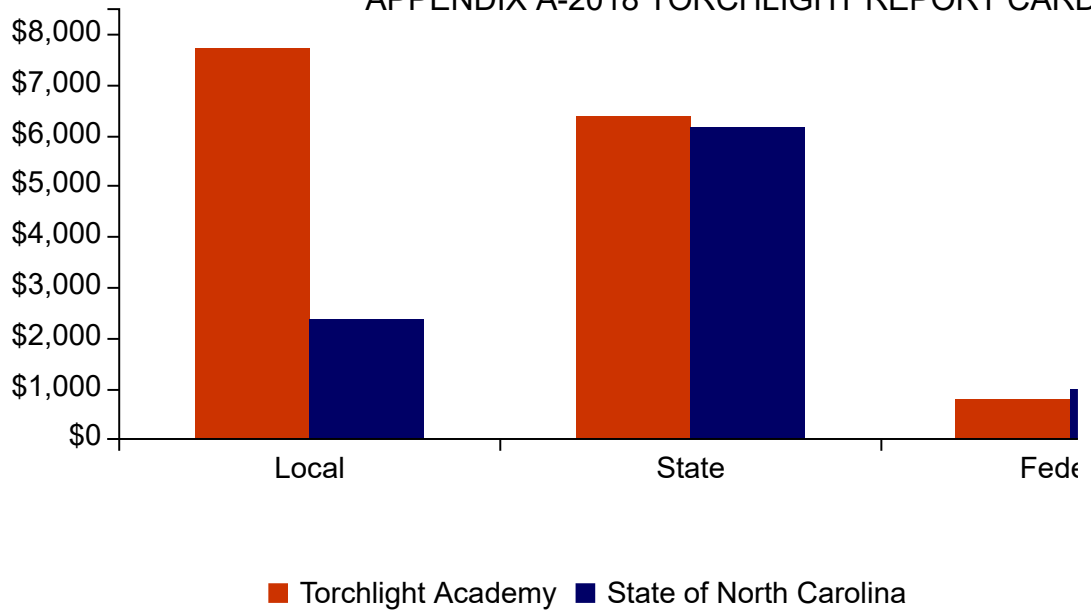
([http://accrpt.ncpublicschools.org/essa\\_ltg/ltg.html](http://accrpt.ncpublicschools.org/essa_ltg/ltg.html)) to see the progress of student groups at this school (note you will need to select this school again).

## Financial Data 2017-18

This section provides information on the school funding and expenditures. For more details see the NC Financial Transparency site here

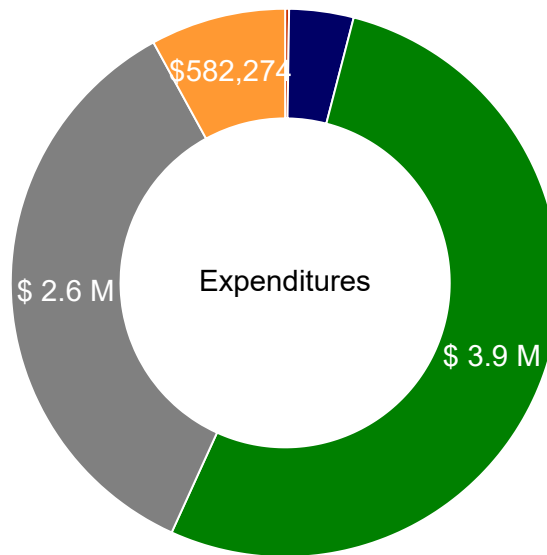
(<https://gdacreporting.ondemand.sas.com/srcfinance/school?school=92L000&year=2018>)

### Per Pupil Source of Funding



## Use of Funds

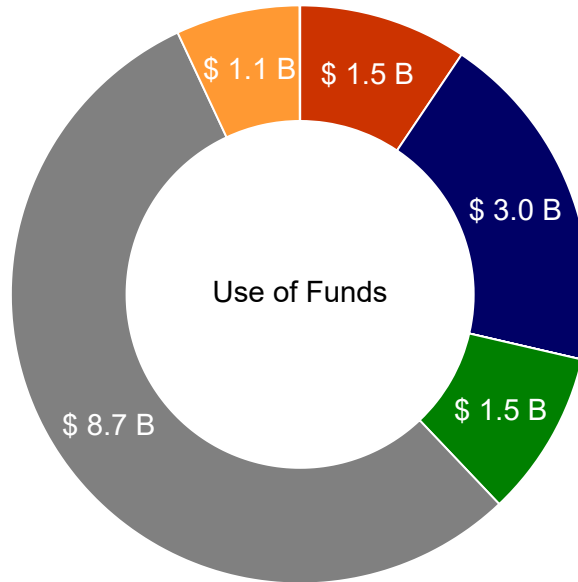
### Torchlight Academy



- Capital Outlay
- Employer Provided Benefits
- Purchased Services
- Salary
- Supplies and Materials

[Chart](#) [Table](#)

### North Carolina



- Capital Outlay
- Employer Provided Benefits
- Other
- Purchased Services
- Supplies and Materials
- Transfers

Chart Table





English | Español

# Torchlight Academy

School Website: (<http://www.tlaedu.org/>)

**Grade Span:** KG-08 **Charter:** Yes

3211 Bramer Drive, Raleigh, NC 27604  
919-850-9960

Go to the Analytics Site to   
(<https://ncreportcards.ondemand.sas.com/landing.html>)

View Downloadable Report   
([https://ncreportcards.ondemand.sas.com/src2/reports/92L000\\_2017\\_K-8.html](https://ncreportcards.ondemand.sas.com/src2/reports/92L000_2017_K-8.html))

Compare to Other Schools

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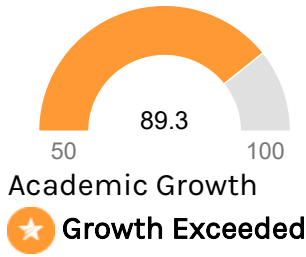
## 2016-17 Overall Performance

---

**C** 2016-17  
GRADE

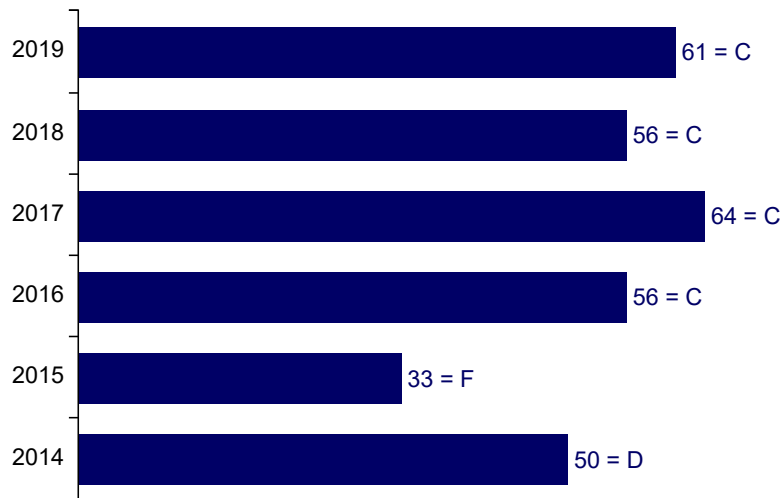
**64**

PERFORMANCE GRADE SCORE

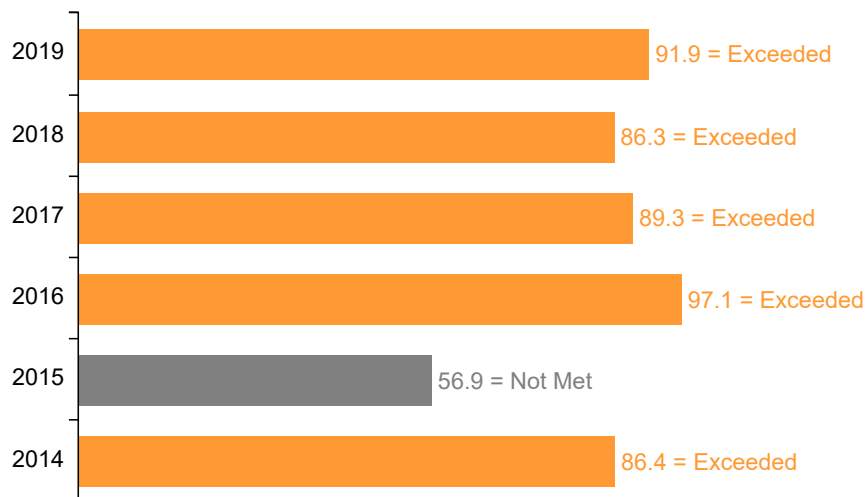


Growth Range	Growth Status
85.0-100.0	Exceeded
70.0-84.9	Met
50.0-69.9	Not Met

Performance Grade Score History.



Academic Growth History.



**C** 2016-17  
EOG MATH GRADE

**63**

EOG MATH GRADE SCORE

★ Growth Exceeded

**C** 2016-17  
EOG READING GRADE

**62**

EOG READING GRADE SCORE

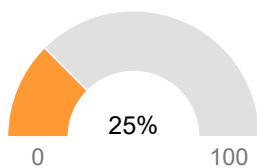
★ Growth Exceeded

**Note - To protect student privacy, some data values for small groups will be suppressed as “> 95%” or “< 5%” in the charts or tables below. For counts less than 10, no data will be displayed.**

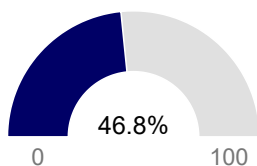
## 2016-17 Student Characteristics & Participation

This section describes some key measures about the students at this school.

### Incoming Student Readiness ⓘ

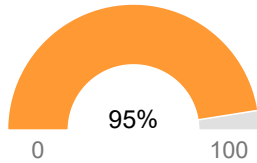


25% of the students entering 6th Grade across the school are proficient.

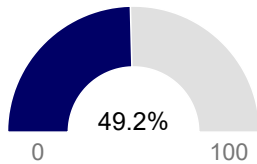


46.8% of the students entering 6th Grade across the state are proficient.

### Percentage Economically Disadvantaged ⓘ



95% of Students across the school are economically disadvantaged.



49.2% of Students across the state are economically disadvantaged.

## 2016-17 Student Performance

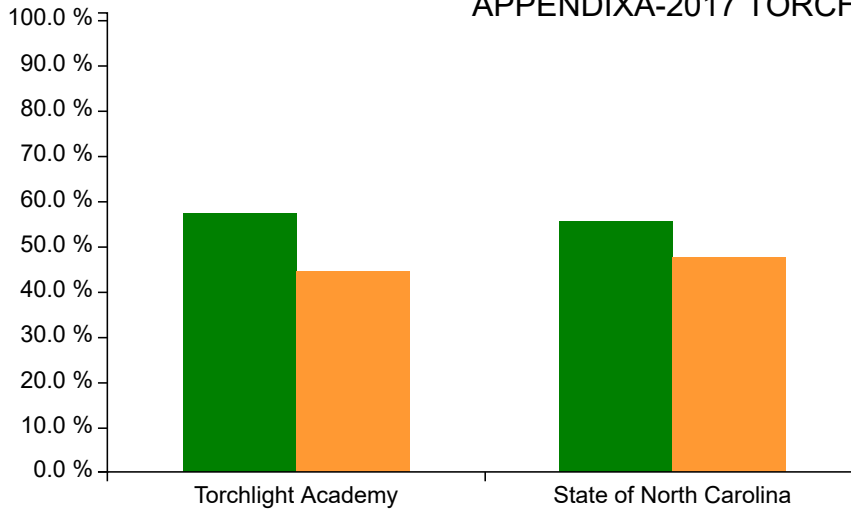
This section describes student performance in various test subject areas. Student test performance is reported as one of five achievement levels **i**. Levels 1 and 2 are below grade level. Level 3 is grade level proficient. Levels 4 and 5 indicate students are on track for career and college readiness.

### Proficiency in Subject Areas

#### Math Performance **i**

Summary Chart

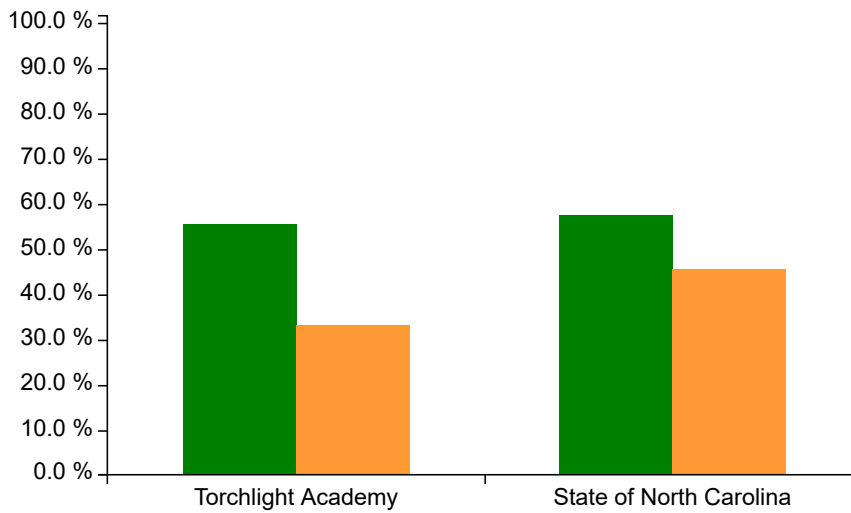
Table



■ Grade Level Proficient (Levels 3-5) ■ Career & College Ready (Levels 4-5)

English Language Arts/ Reading Performance ⓘ

Summary Chart Table

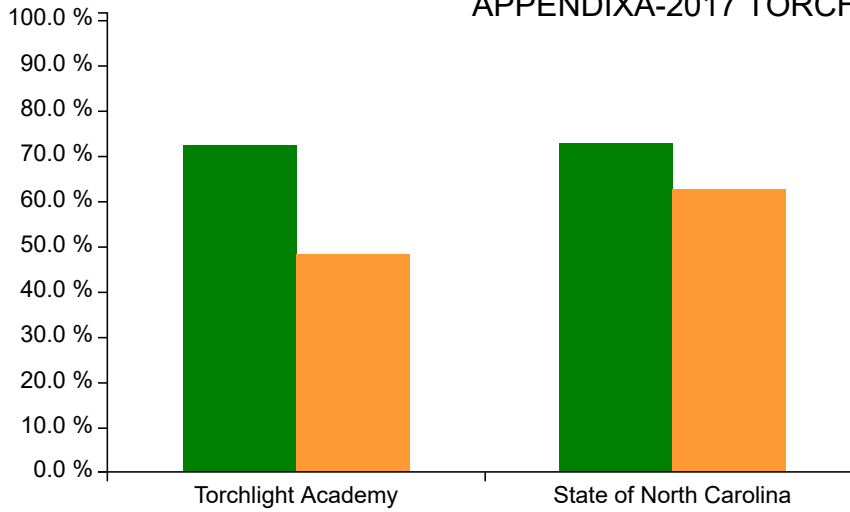


■ Grade Level Proficient (Levels 3-5) ■ Career & College Ready (Levels 4-5)

Science Performance ⓘ

Summary Chart Table

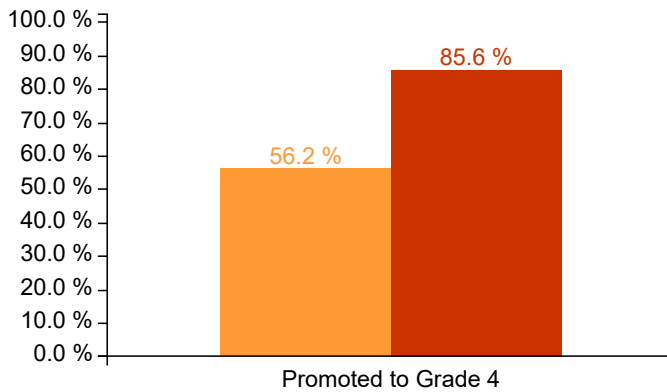




■ Grade Level Proficient (Levels 3-5) ■ Career & College Ready (Levels 4-5)

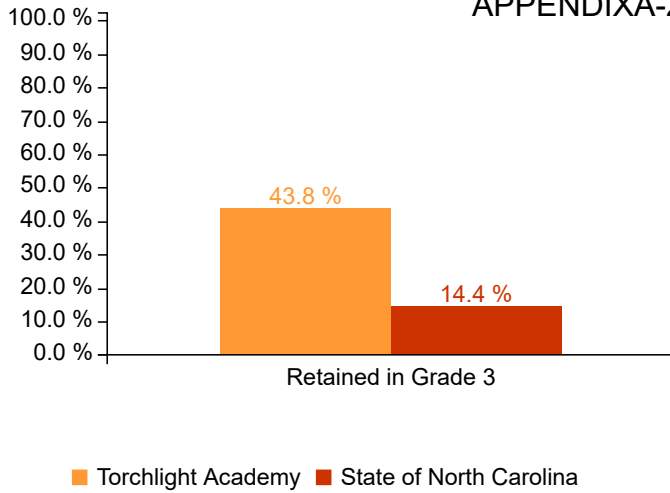
## Other Measures

### Read to Achieve - Promoted to Grade 4 ⓘ



■ Torchlight Academy ■ State of North Carolina

### Read to Achieve - Retained in Grade 3 ⓘ



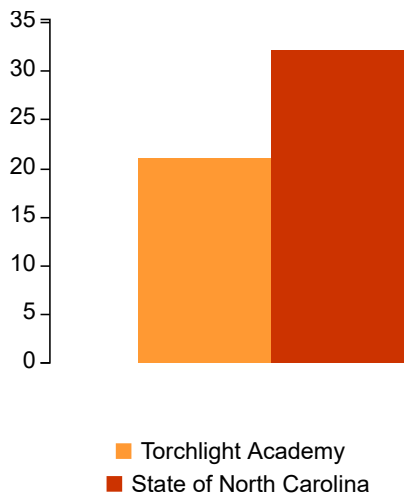
**Students with Disabilities Alternate Test Participation**

The percent of tested students is expected to be below 1% at the state level. Most schools have so few students that this information may be masked to protect student privacy. **i**

**2016-17 Teachers and Qualifications**

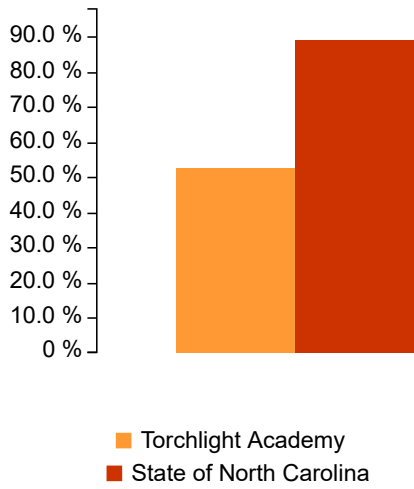
This section provides information on teachers and their qualifications.

**Total Classroom Teachers** **i**

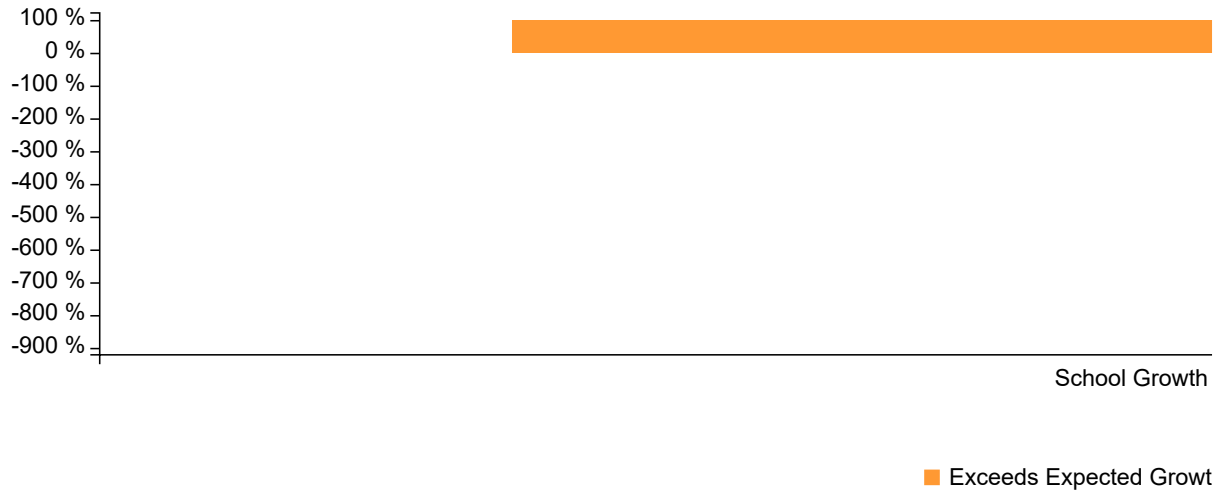


**Fully Licensed Teachers** **i**

# APPENDIXA-2017 TORCHLIGHT REPORT CARD



## Teacher Effectiveness i



## 2016-17 School Environment

This section provides information on the school environment and facilities

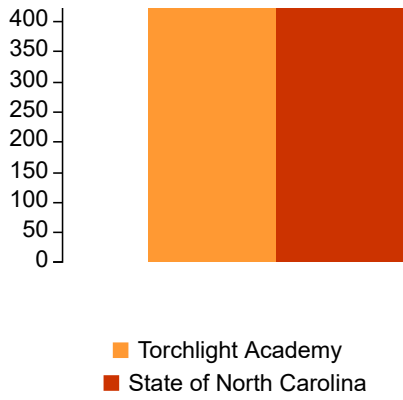
### Total Students

# 518

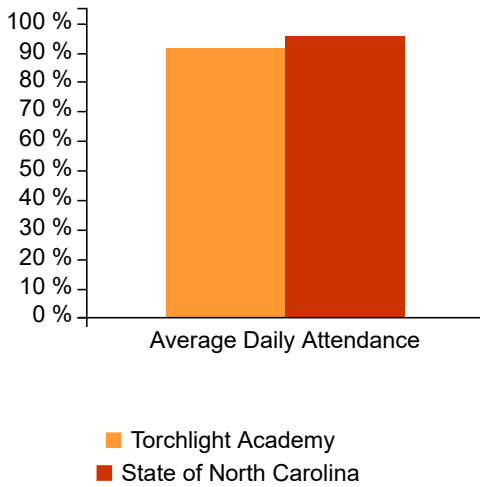
### Student Enrollment i



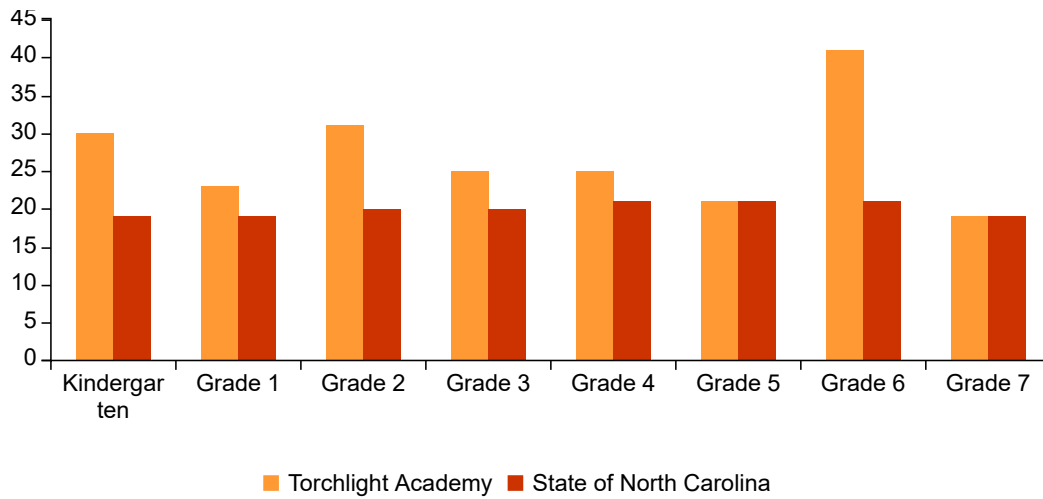
42



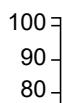
**Student Attendance** ⓘ



**Average Class Size** ⓘ



**Suspension and Expulsion Rates (per 100 students)** ⓘ



# APPENDIXA-2017 TORCHLIGHT REPORT CARD

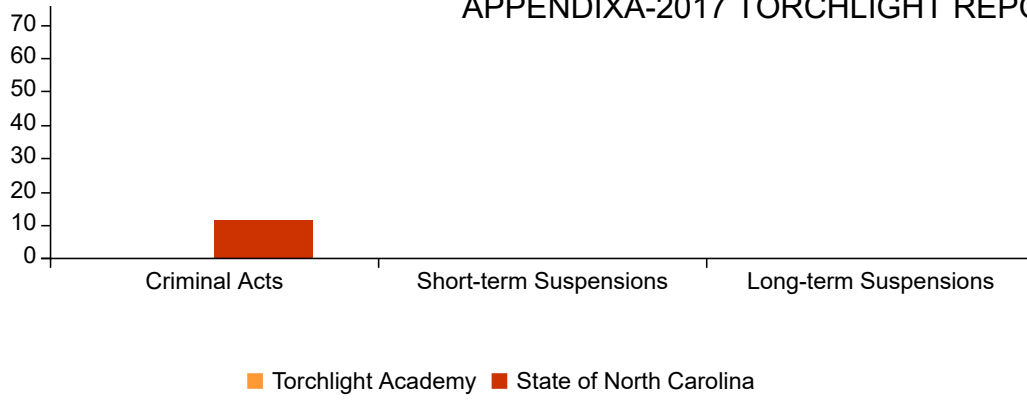


Chart Table

## Students Per Device <sup>i</sup>

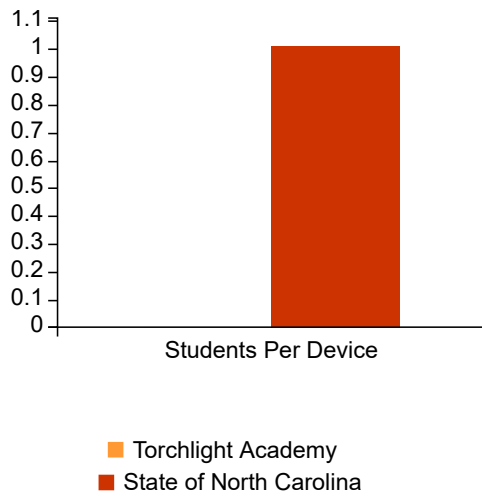


Chart Table

## Book Titles Per Student <sup>i</sup>

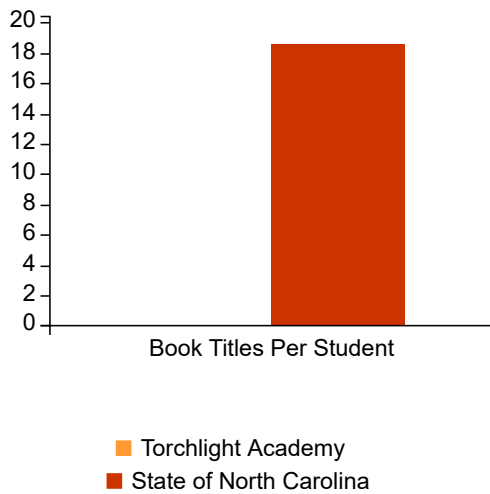
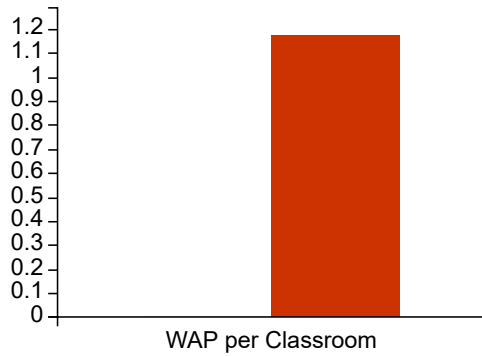


Chart Table

### Wireless Access Points per Classroom i



■ Torchlight Academy  
■ State of North Carolina

Chart Table

### ⓘ Strategic Planning 2016-17

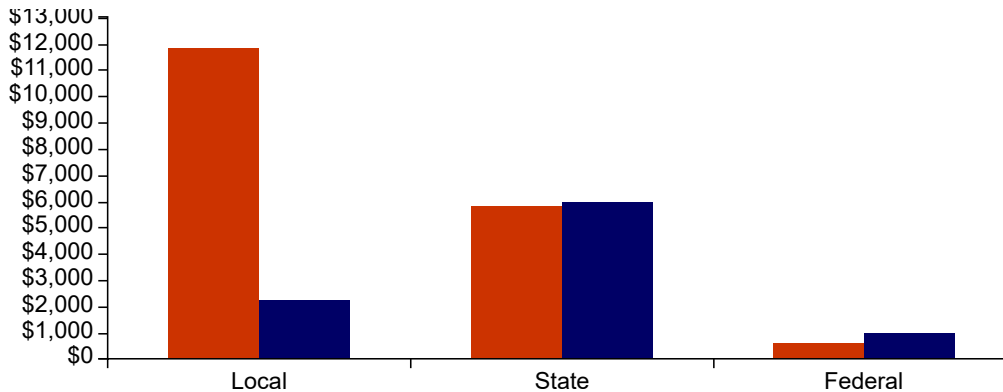
This section provides information on Torchlight Academy's strategic planning, goals and progress.

- Title 1 Status i

### Financial Data 2016-17

This section provides information on the school funding and expenditures. For more details see the NC Financial Transparency site here (<https://gdacreporting.ondemand.sas.com/srcfinance/school?school=92L000&year=2018>)

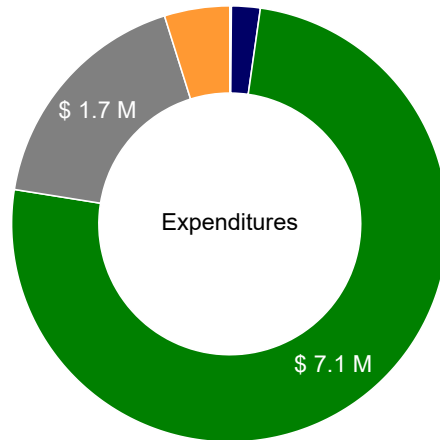
#### Per Pupil Source of Funding



■ Torchlight Academy ■ State of North Carolina

# Use of Funds

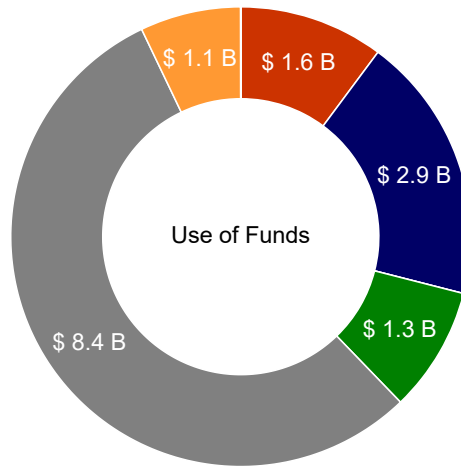
## Torchlight Academy



- Capital Outlay
- Employer Provided Benefits
- Purchased Services
- Salaries
- Supplies and Materials

[Chart](#) [Table](#)

## North Carolina



- Capital Outlay
- Employer Provided Benefits
- Other
- Purchased Services
- Salaries
- Supplies and Materials
- Transfers

[Chart](#) [Table](#)



English | Español

# Three Rivers Academy

School Website:   
(<http://www.Threeriversacademy.net>)

**Grade Span: KG-07 Charter: Yes**  
503 East Main Street, Powellsville, NC 27967  
252-513-1990

Go to the Analytics Site to   
(<https://ncreportcards.ondemand.sas.com/landing.html>)

Compare to Other Schools 

## 2018-19 Overall Performance

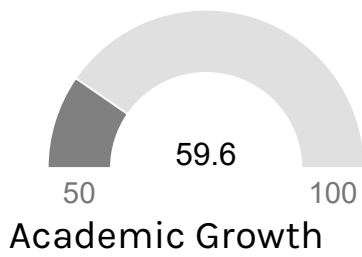
View Performance by School or District | View Performance by Subgroup



**F** 2018-19  
GRADE

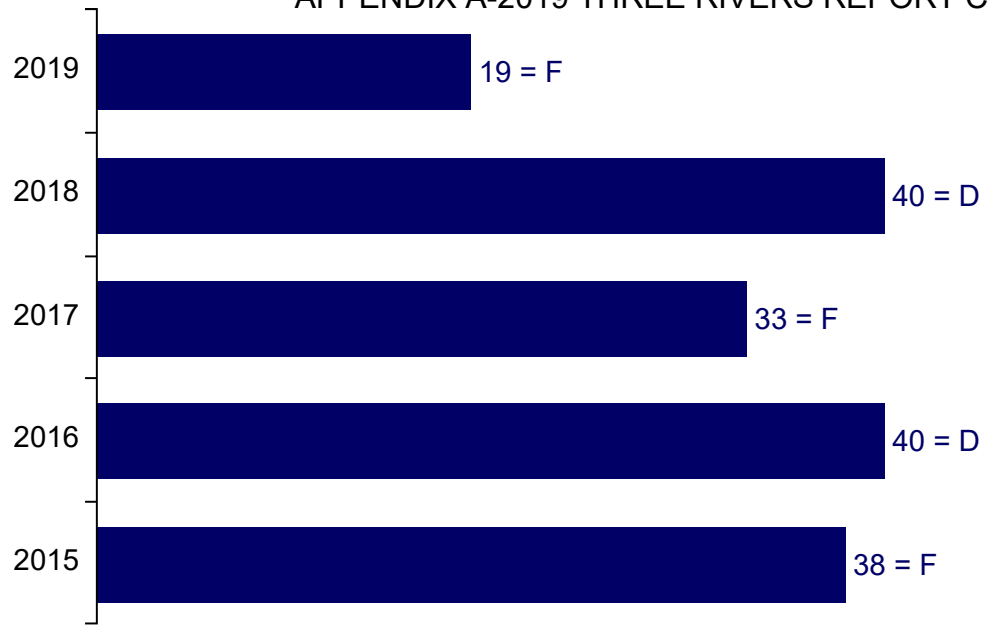
**19**

PERFORMANCE GRADE SCORE

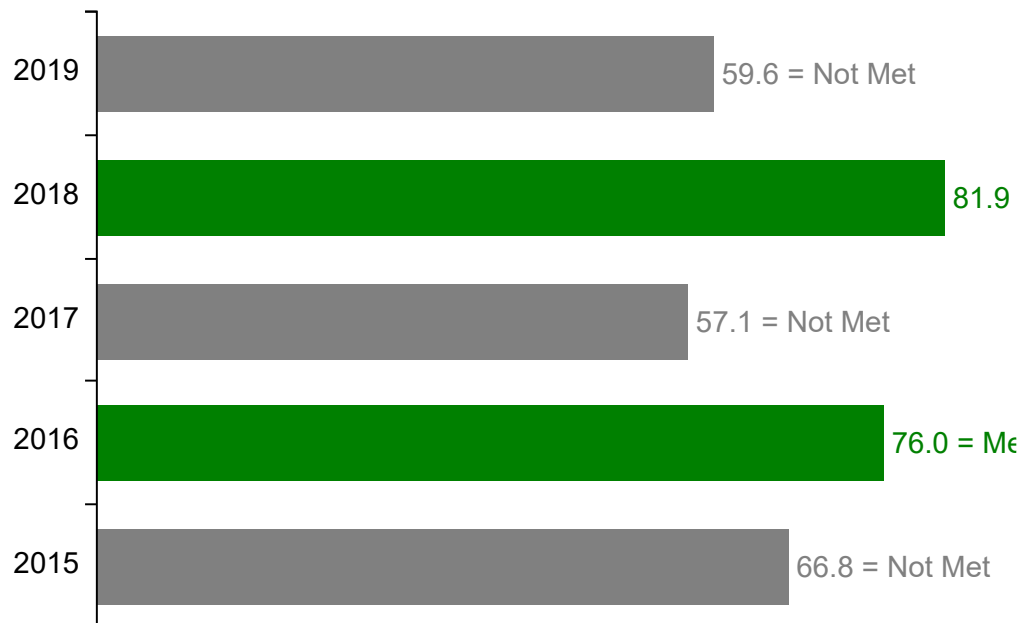


Growth Range	Growth Status
85.0-100.0	Exceeded
70.0-84.9	Met
50.0-69.9	Not Met

Performance Grade Score History.



### Academic Growth History.



**F** 2018-19  
EOG MATH GRADE **F**

**19**

EOG MATH GRADE SCORE

2018-19  
EOG READING GRADE

**21**

EOG READING GRADE  
SCORE

---

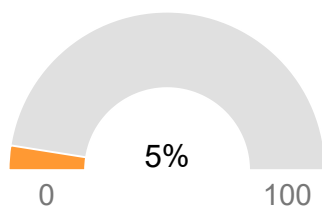
**🔗 Note - To protect student privacy, some data values for small groups will be suppressed as “> 95%” or “< 5%” in the charts or tables below. For counts less than 10, no data will be displayed.**

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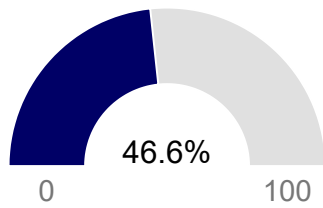
## 2018-19 Student Characteristics & Participation

This section describes some key measures about the students at this school.

### Incoming Student Readiness **i**

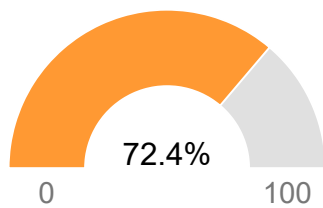


5% of the students entering 6th Grade across the school are proficient.

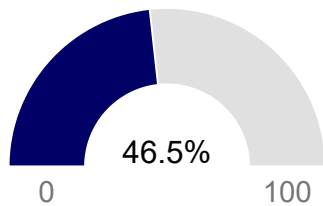


46.6% of the students entering 6th Grade across the state are proficient.

Percentage Economically Disadvantaged ⓘ



72.4% of Students across the school are economically disadvantaged.



46.5% of Students across the state are economically disadvantaged.

## 2018-19 Student Performance

Student Performance by School/District	Student Performance by Subgroup
--	---------------------------------

This section describes student performance in various test subject areas. Student test performance is reported as one of five achievement levels ⓘ. Levels 1 and 2 are below grade level.

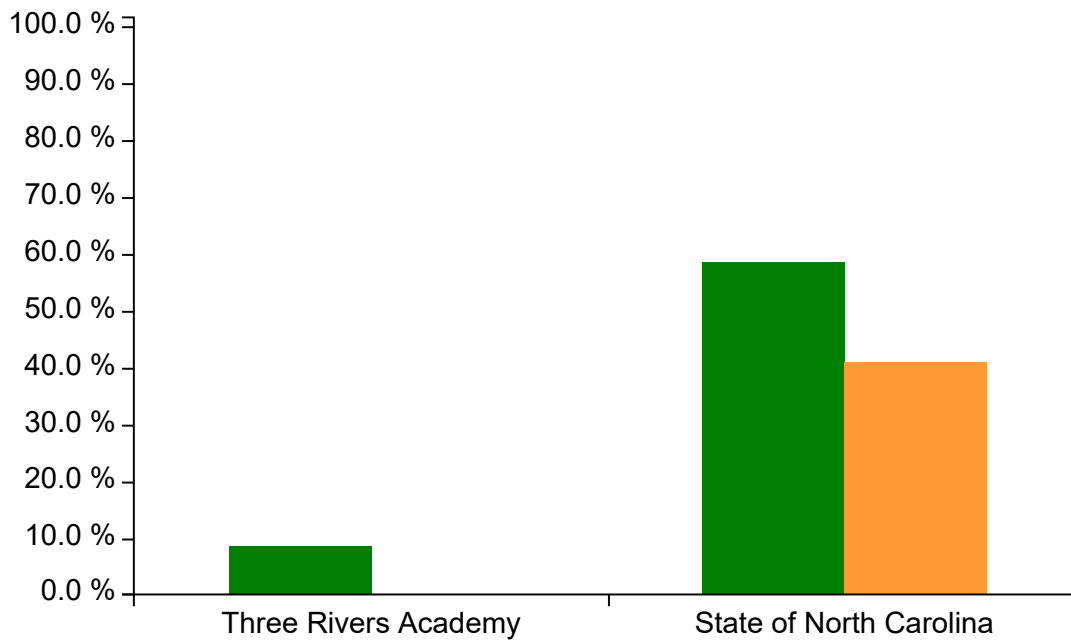
Level 3 is grade level proficient. Levels 4 and 5 indicate students are on track for career and college readiness. For math, student test performance is reported as one of four achievement levels. Not Proficient is below grade level. Level 3 is grade level proficient, Levels 4 and 5 indicate students are on track for career and college readiness.

## Proficiency in Subject Areas

### Math Performance ⓘ

Summary Chart

Table

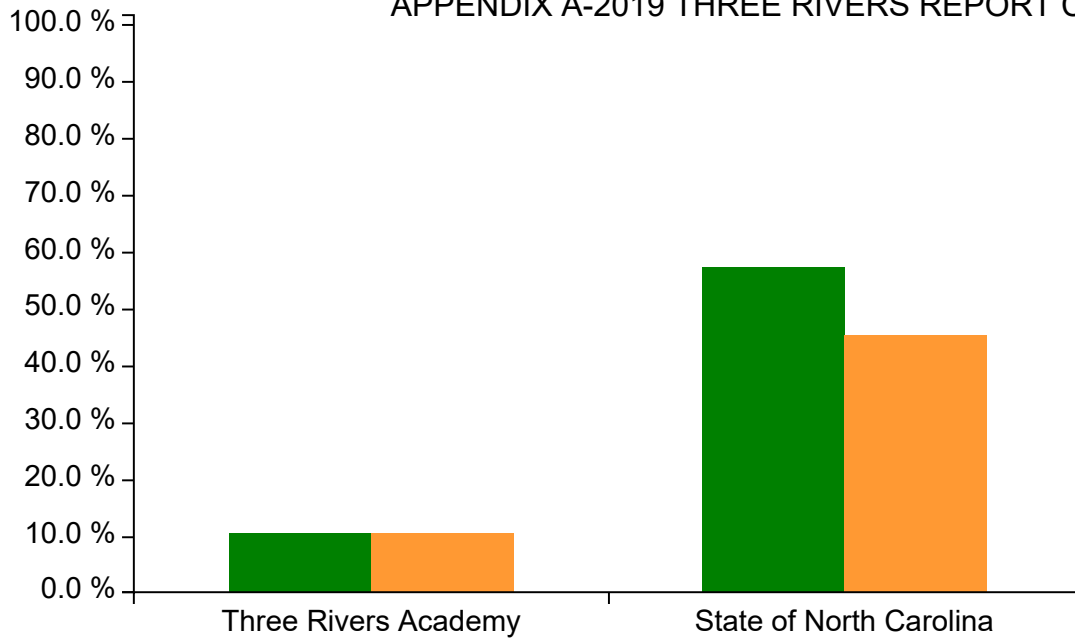


■ Grade Level Proficient (Levels 3-5) ■ Career & College Ready (Levels 4-5)

### English Language Arts/ Reading Performance ⓘ

Summary Chart

Table

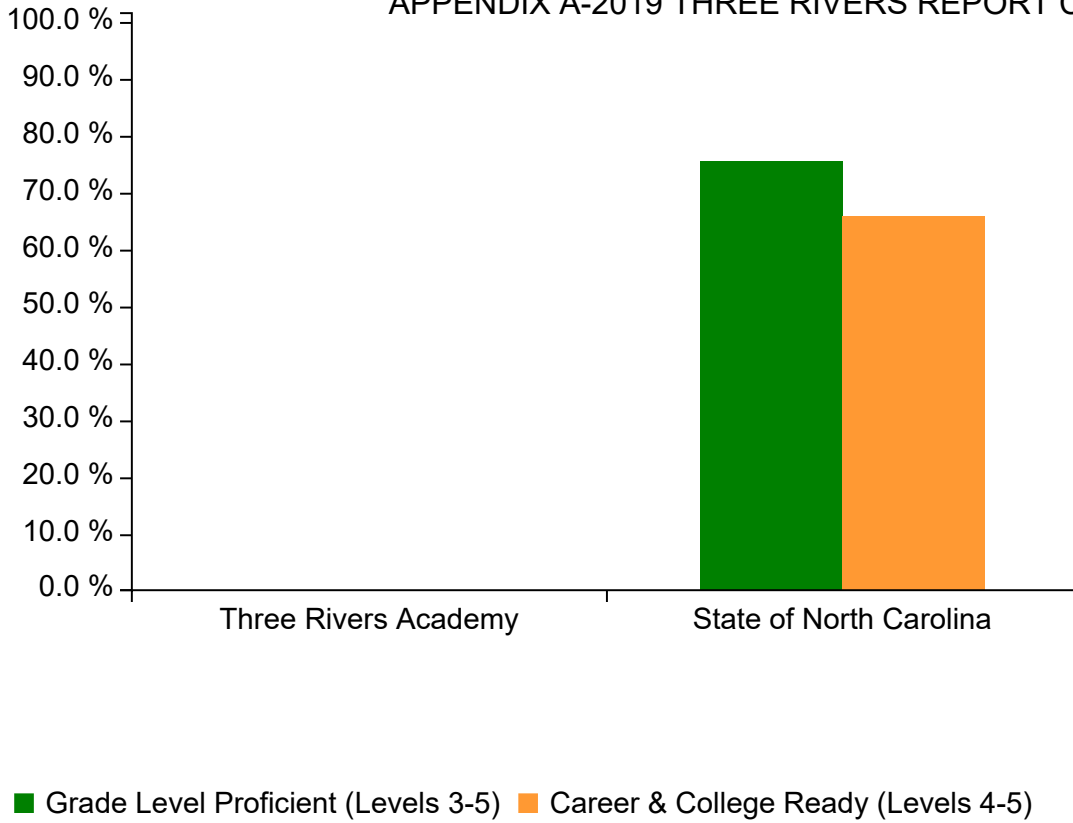


■ Grade Level Proficient (Levels 3-5) ■ Career & College Ready (Levels 4-5)

## Science Performance ⓘ

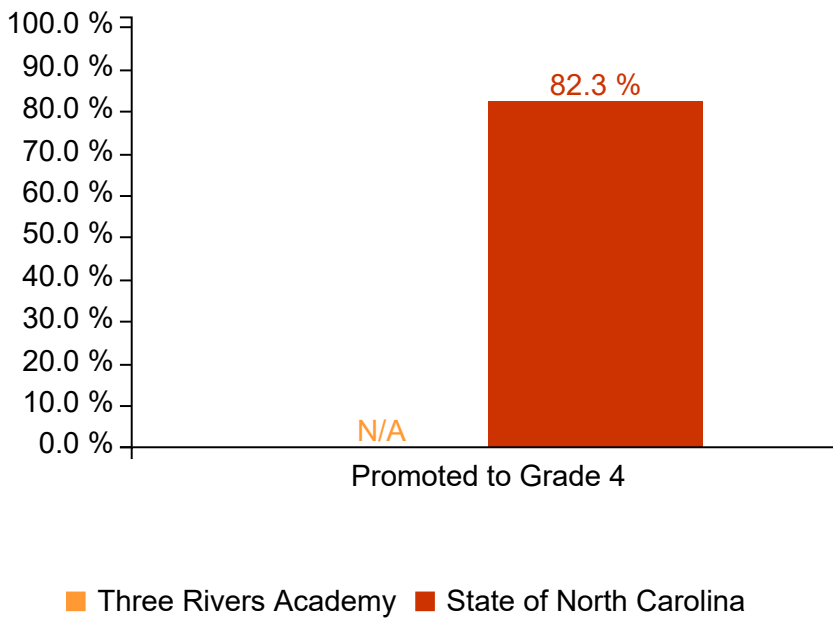
Summary Chart

Table

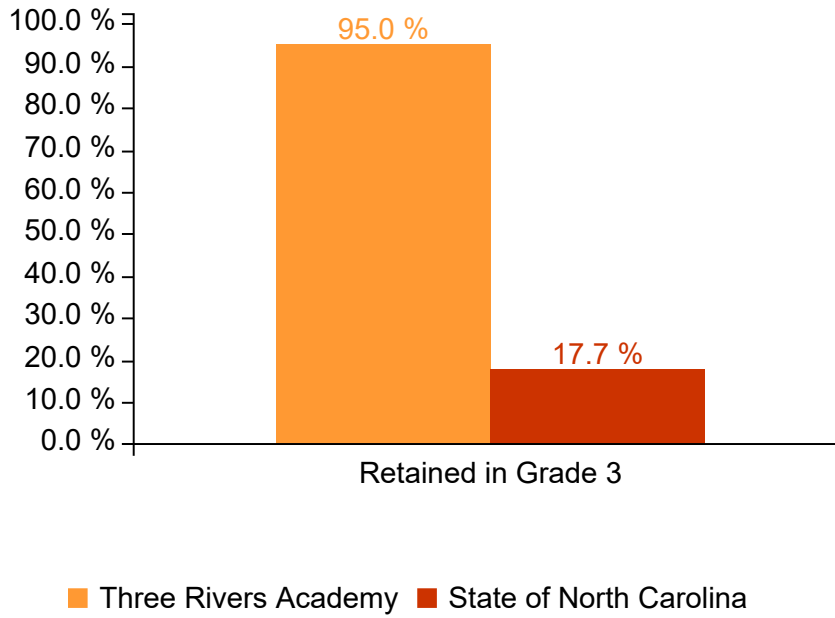


## Other Measures

### Read to Achieve - Promoted to Grade 4 ⓘ



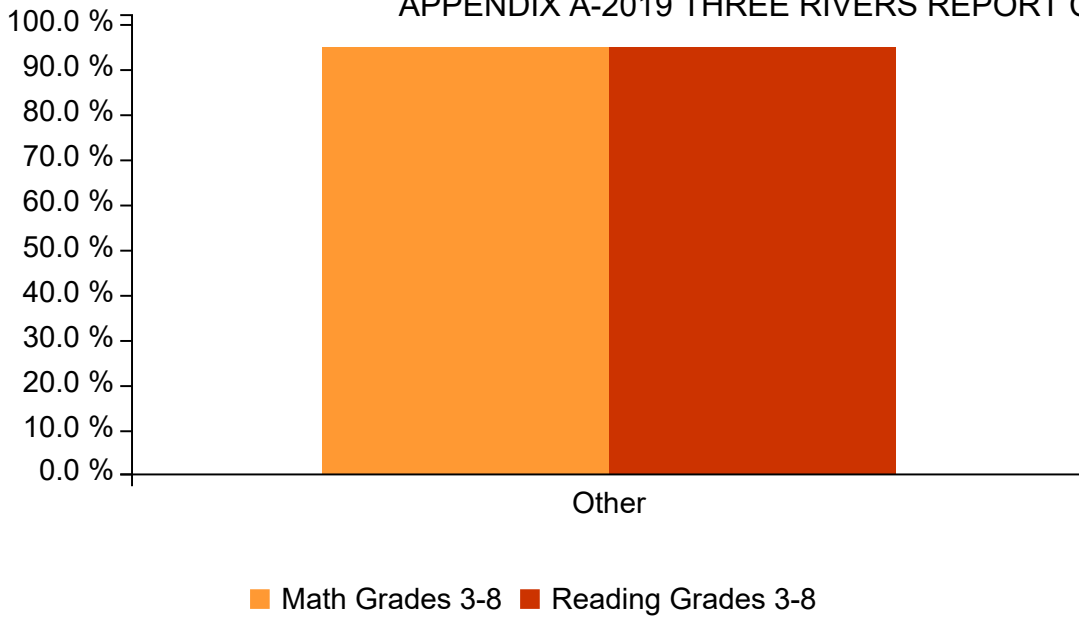
### Read to Achieve - Retained in Grade 3 ⓘ



### Test Participation ⓘ

Percentage of students participating in state mandated standardized testing.





[Chart](#) [Table](#)

### Students with Disabilities Alternate Test Participation

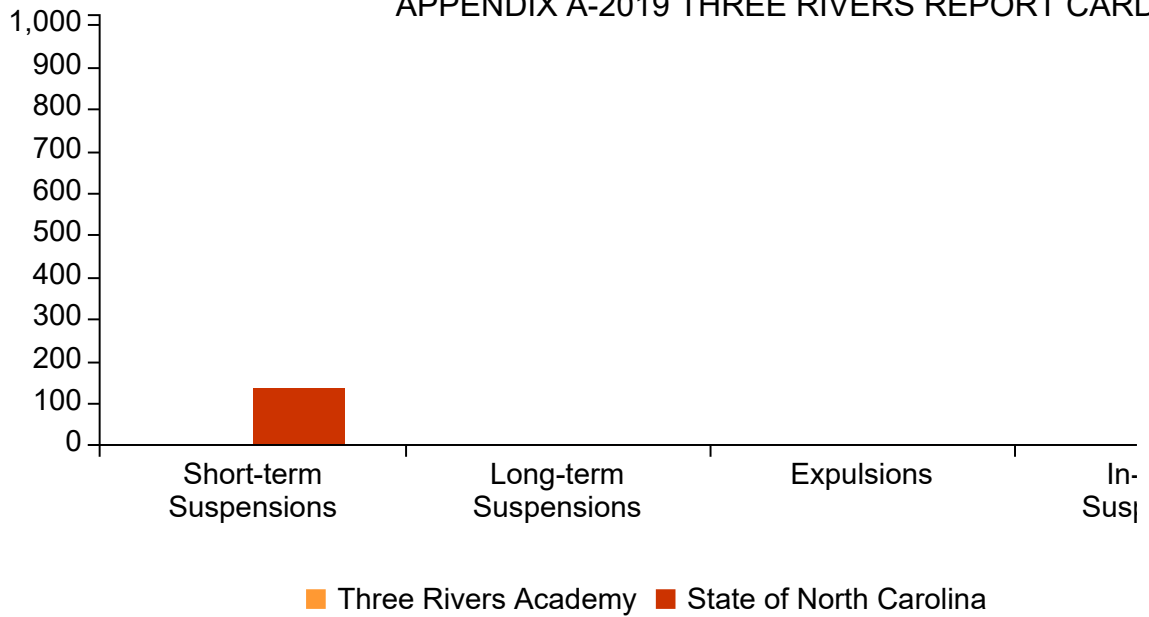
The percent of tested students is expected to be below 1% at the state level. Most schools have so few students that this information may be masked to protect student privacy. **i**

### 2018-19 School Environment

[View Environment by School/District](#) | [View Environment by Subgroup](#)

This section provides information on the school environment and facilities

### Suspension and Expulsion Rates (per 1000 students) **i**



[Chart](#) [Table](#)

Rates of Criminal Acts, Bullying, Law Enforcement Referrals, and Arrests (per 1000 Students) **i**

	Criminal Acts	Bullying and Harrassment	Referral to Law Enforcement	Arrests
Three Rivers Academy	0.00	0.00	0.00	0.00
State of North Carolina	6.29	11.28	2.48	0.10

Students Per Device **i**

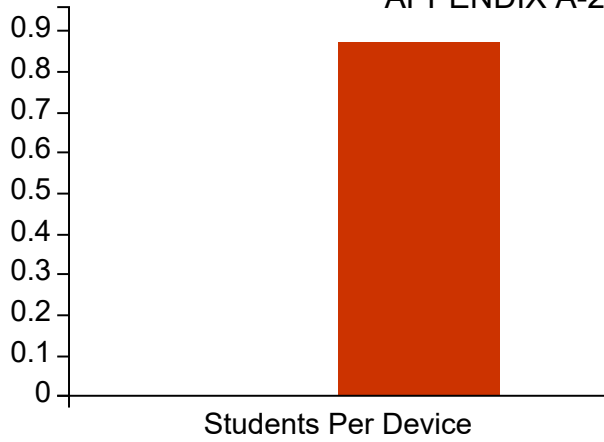


Chart Table

### Book Titles Per Student ⓘ

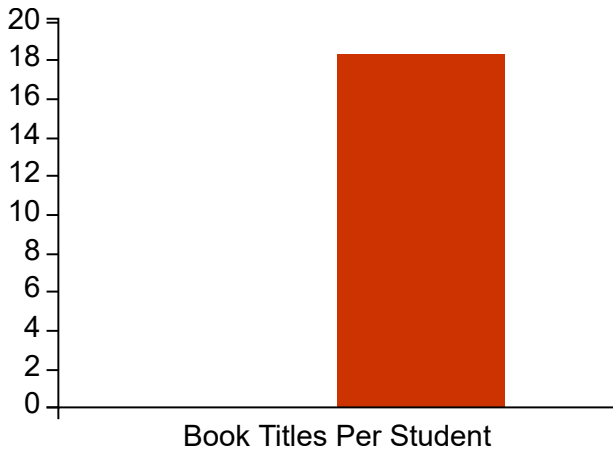
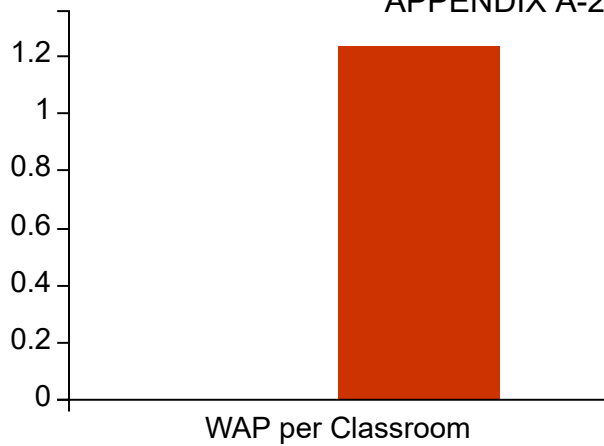


Chart Table

### Wireless Access Points per Classroom ⓘ







- Three Rivers Academy
- State of North Carolina

Chart Table


## Strategic Planning 2018-19

This section provides information on Three Rivers Academy's strategic planning, goals and progress.

- Title 1 Status 
- Comprehensive or Targeted Support:
  - Targeted Support and Improvement (TSI) Consistently Underperforming Subgroups (CU) 
- Low Performing School Designations:
  -  NC Designated Continually Low Performing Charter School
  -  NC Designated Low Performing School

## Progress Goals

This school has progress goals for Math Grades 3-8, and Reading Grades 3-8 in the following student groups - ALL, Black, and Economically Disadvantaged.

Click the following link  (http://accrpt.ncpublicschools.org/essa\_ltg/ltg.html) to see the progress of student groups at this school (note you will need to select this school again).



English | Español

# Essie Mae Kiser Foxx Charter

School Website:  (<http://essiesschool.com/>)

**Grade Span: KG-04 Charter: Yes**

729 N Long St, East Spencer, NC 28039

704-879-1116

Go to the Analytics Site to    
 (<https://ncreportcards.ondemand.sas.com/landing.html>)

Compare to Other Schools 

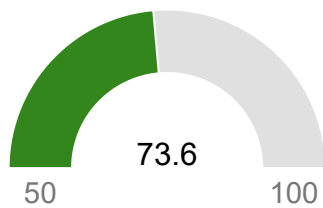
## 2018-19 Overall Performance

<a href="#">View Performance by School or District</a>	<a href="#">View Performance by Subgroup</a>
--	--

**F** 2018-19  
GRADE

**22**

PERFORMANCE GRADE SCORE



Academic Growth

 **Growth Met**

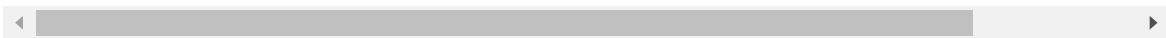
Growth Range	Growth Status
85.0-100.0	Exceeded
70.0-84.9	Met
50.0-69.9	Not Met

Performance Grade Score History.

# APPENDIX A-2019 ESSIE MAE REPORT CARD



## Academic Growth History.



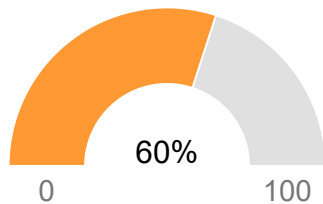


**Note - To protect student privacy, some data values for small groups will be suppressed as “> 95%” or “< 5%” in the charts or tables below. For counts less than 10, no data will be displayed.**

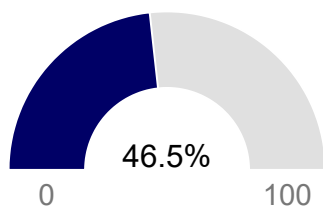
## 2018-19 Student Characteristics & Participation

This section describes some key measures about the students at this school.

### Percentage Economically Disadvantaged **i**



60% of Students across the school are economically disadvantaged.



46.5% of Students across the state are economically disadvantaged.

## 2018-19 Student Performance

Student Performance  
by School/District

Student Performance  
by Subgroup

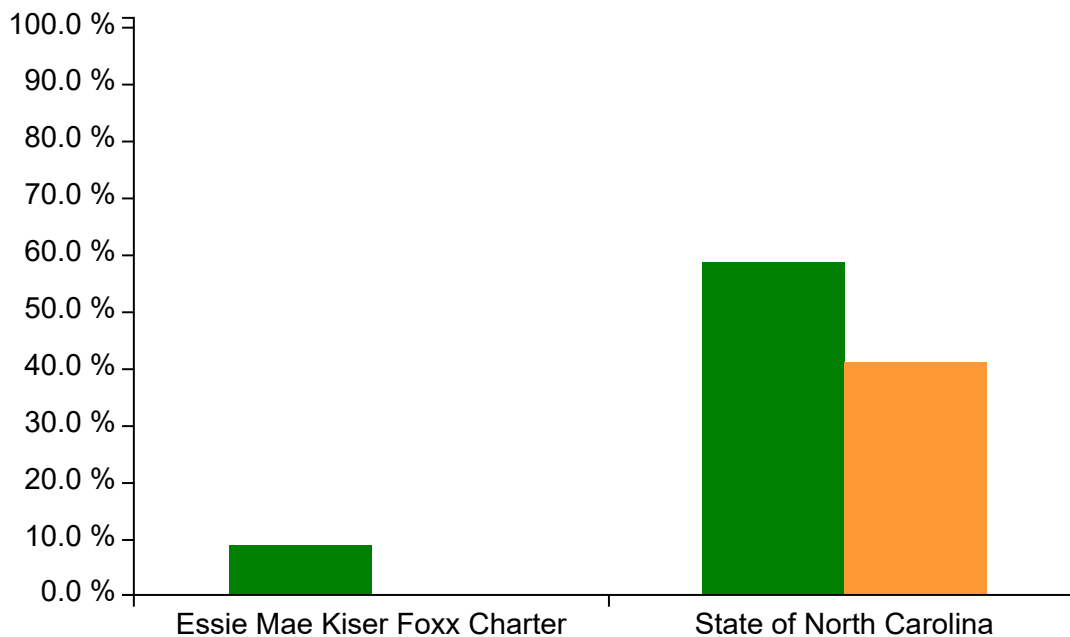
This section describes student performance in various test subject areas. Student test performance is reported as one of five achievement levels **i**. Levels 1 and 2 are below grade level. Level 3 is grade level proficient. Levels 4 and 5 indicate students are on track for career and college readiness. For math, student test performance is reported as one of four achievement levels. Not Proficient is below grade level. Level 3 is grade level proficient, Levels 4 and 5 indicate students are on track for career and college readiness.

## Proficiency in Subject Areas

### Math Performance **i**

Summary Chart

Table

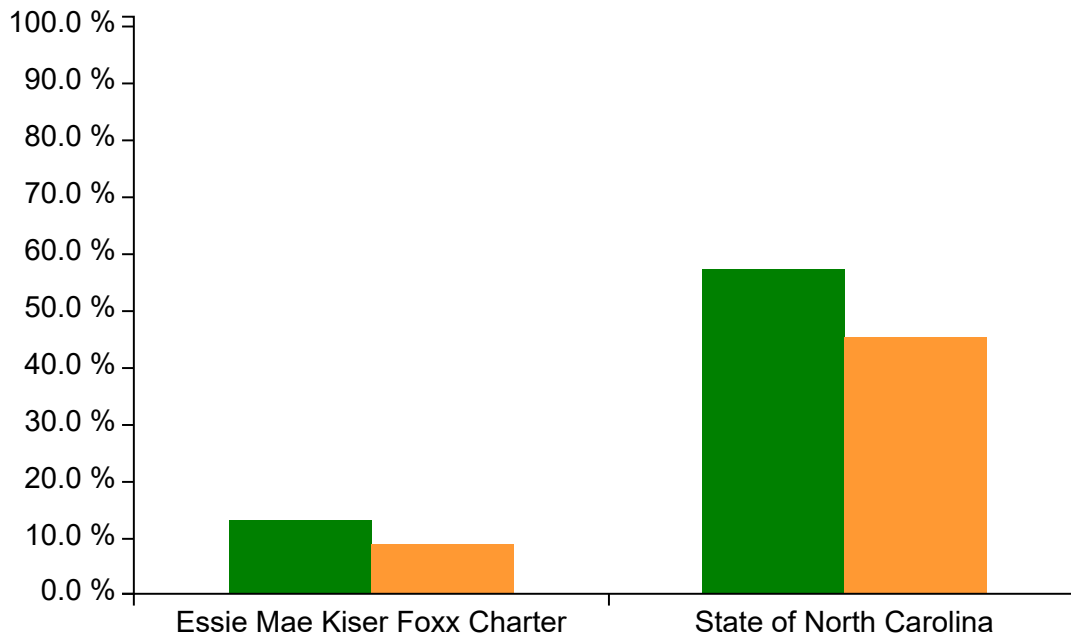


■ Grade Level Proficient (Levels 3-5) ■ Career & College Ready (Levels 4-5)

# English Language Arts/ Reading Performance ⓘ

Summary Chart

Table

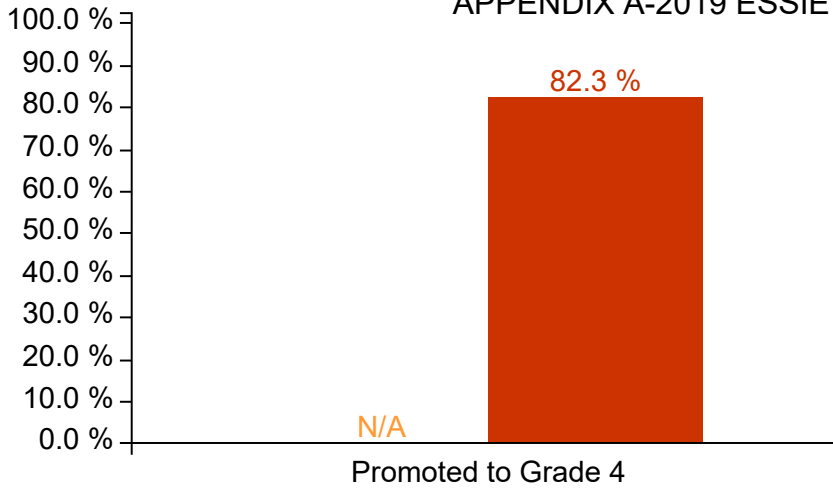


■ Grade Level Proficient (Levels 3-5) ■ Career & College Ready (Levels 4-5)

## Other Measures

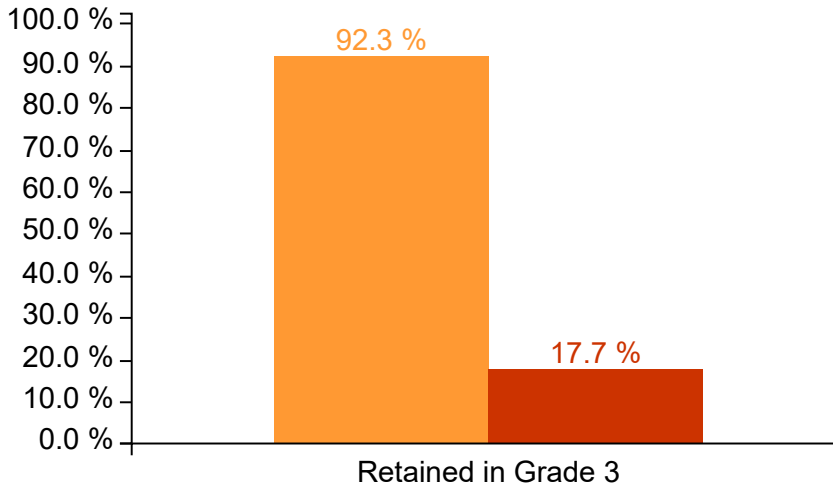
### Read to Achieve - Promoted to Grade 4 ⓘ

### APPENDIX A-2019 ESSIE MAE REPORT CARD



■ Essie Mae Kiser Foxx Charter ■ State of North Carolina

### Read to Achieve - Retained in Grade 3 ⓘ



■ Essie Mae Kiser Foxx Charter ■ State of North Carolina

### Students with Disabilities Alternate Test Participation

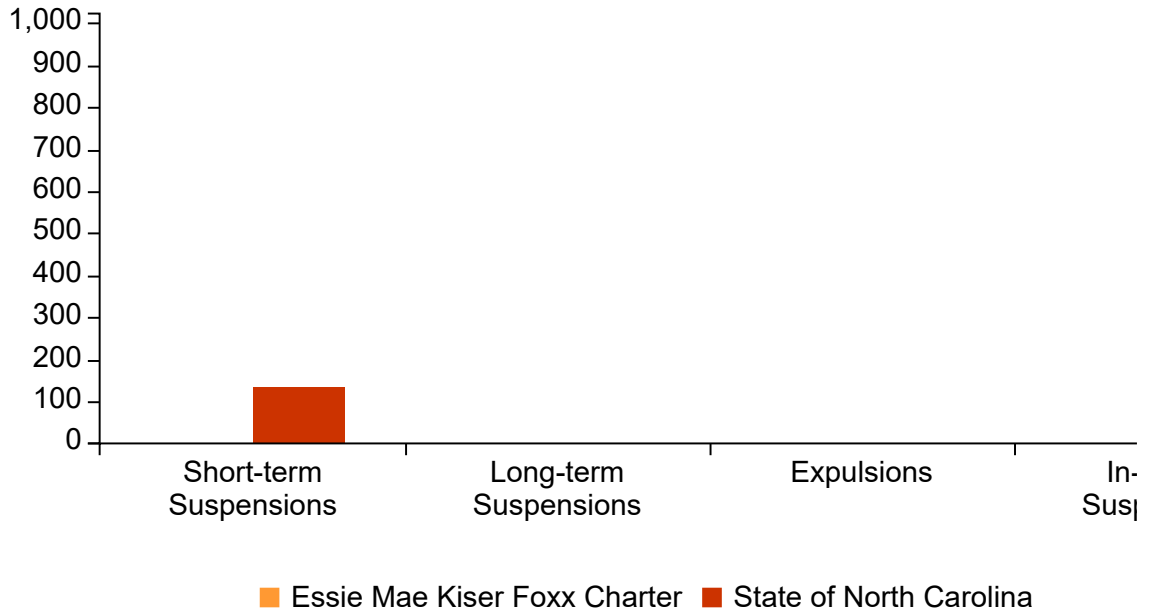
The percent of tested students is expected to be below 1% at the state level. Most schools have so few students that this information may be masked to protect student privacy. **i**

## 2018-19 School Environment

<a href="#">View Environment by School/District</a>	<a href="#">View Environment by Subgroup</a>
---	--

This section provides information on the school environment and facilities

### Suspension and Expulsion Rates (per 1000 students) **i**



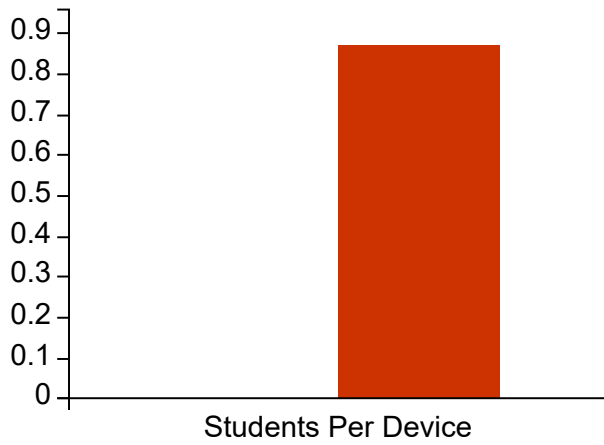
<a href="#">Chart</a>	<a href="#">Table</a>
-----------------------	-----------------------

### Rates of Criminal Acts, Bullying, Law Enforcement Referrals, and Arrests (per 1000 Students) **i**

**Referral to**

	<b>Criminal Acts</b>	<b>Bullying and Harrassment</b>	<b>Law Enforcement</b>	<b>Arrests</b>
Essie Mae Kiser Foxx Charter	0.00	0.00	0.00	0.00
State of North Carolina	6.29	11.28	2.48	0.10

Students Per Device **i**

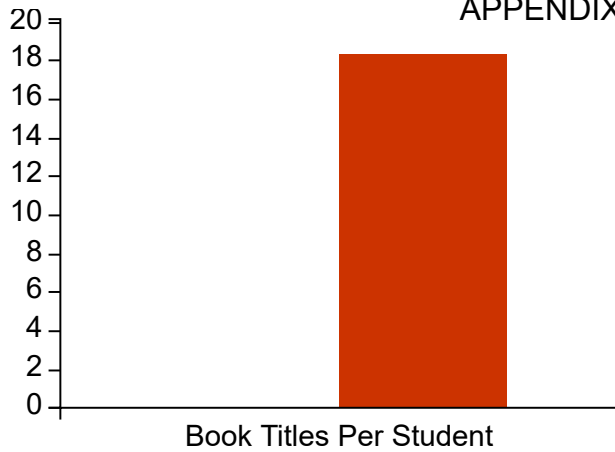


- Essie Mae Kiser Foxx Charter
- State of North Carolina

Chart Table

Book Titles Per Student **i**

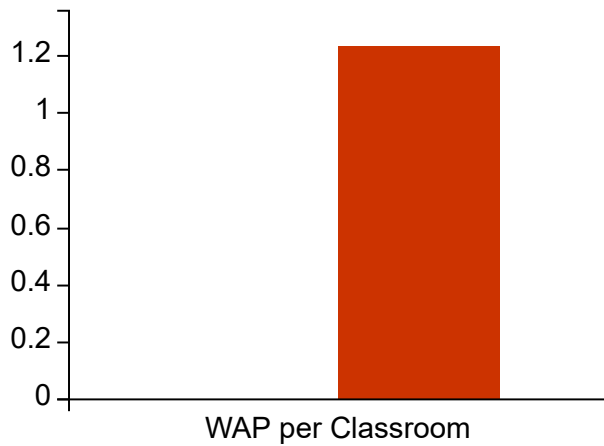
### APPENDIX A-2019 ESSIE MAE REPORT CARD



Essie Mae Kiser Foxx Charter  
State of North Carolina

Chart Table

### Wireless Access Points per Classroom ⓘ





Essie Mae Kiser Foxx Charter  
State of North Carolina

Chart Table

## 🧠 Strategic Planning 2018-19

This section provides information on Essie Mae Kiser Foxx Charter's strategic planning, goals and progress.

- Title 1 Status 
- Low Performing School Designations:
  -  NC Designated Low Performing School



**Report:** Growth of Student Groups**School:** Torchlight Academy (92L)**District:** Torchlight Academy (92L)

## View Growth by Student Group

This report shows the growth of student groups for an individual school. Each table shows a student group, and each row shows growth across all tests, grades, and courses for a subject. Expand the rows to show growth by test, grade, or course. Each row displays the growth measure, standard error, index, and level where available.

### Black (not Hispanic)

Subject	Growth Measure	Standard Error	Growth Index	Level
▶ Math			2.0	B
▶ Reading			2.48	B
▶ Science			0.12	G
<b>Overall</b>			<b>3.01</b>	<b>B</b>

### Economically Disadvantaged Students

Subject	Growth Measure	Standard Error	Growth Index	Level
▶ Math			2.75	B
▶ Reading			2.06	B
▶ Science			0.32	G
<b>Overall</b>			<b>3.17</b>	<b>B</b>

### English Learners

Subject	Growth Measure	Standard Error	Growth Index	Level
▶ Math			4.21	B
<b>Overall</b>			<b>4.38</b>	<b>B</b>

## APPENDIX A-TORCHLIGHT EVAAS

Subject	Growth Measure	Standard Error	Growth Index	Level
▶ Reading			2.31	B
▶ Science			1.8	G
<b>Overall</b>			<b>4.38</b>	<b>B</b>

## Hispanic

Subject	Growth Measure	Standard Error	Growth Index	Level
▶ Math			3.19	B
▶ Reading			2.81	B
▶ Science			1.84	G
<b>Overall</b>			<b>4.15</b>	<b>B</b>

## Students with Disabilities

Subject	Growth Measure	Standard Error	Growth Index	Level
▶ Math			-0.65	G
▶ Reading			-1.52	G
<b>Overall</b>			<b>-1.6</b>	<b>G</b>

[▲ Back to top](#)

<b>B</b>	Significant evidence that the school's students made more progress than the Growth Standard
<b>G</b>	Evidence that the school's students made progress similar to the Growth Standard
<b>R</b>	Significant evidence that the school's students made less progress than the Growth Standard

**Report:** Growth of Student Groups  
**School:** Three Rivers Academy (08A)  
**District:** Three Rivers Academy (08A)

## View Growth by Student Group

This report shows the growth of student groups for an individual school. Each table shows a student group, and each row shows growth across all tests, grades, and courses for a subject. Expand the rows to show growth by test, grade, or course. Each row displays the growth measure, standard error, index, and level where available.

### Black (not Hispanic)

Subject	Growth Measure	Standard Error	Growth Index	Level
▶ Math			-2.22	R
▶ Reading			-2.63	R
<b>Overall</b>			<b>-3.24</b>	<b>R</b>

### Economically Disadvantaged Students

Subject	Growth Measure	Standard Error	Growth Index	Level
▶ Math			-0.8	G
▶ Reading			-3.11	R
<b>Overall</b>			<b>-2.71</b>	<b>R</b>

[▲ Back to top](#)

<b>B</b>	Significant evidence that the school's students made more progress than the Growth Standard
<b>G</b>	Evidence that the school's students made progress similar to the Growth Standard
<b>R</b>	Significant evidence that the school's students made less progress than the Growth Standard



# Northeast Raleigh Chartered Academy (D/B/A) Torchlight Academy SERVICES AGREEMENT

This Services Agreement ("Agreement") by and between Torchlight Academy Schools, LLC., a North Carolina corporation ("TAS"), and Northeast Raleigh Chartered Academy (D/B/A) Torchlight Academy, a North Carolina non-profit corporation (the "School") is effective this the 1st day of July 2015 (the "Effective Date"). For purposes of this Agreement, "TAS" and the "School" shall be referred to collectively as the "Parties."

## RECITALS

WHEREAS, the School was issued a Charter Contract by the North Carolina State Board of Education (the "Authorizer") to operate a public charter school pursuant to N.C. Gen. Stat. 115C-238.29 et seq. (the "Authorizing Law"); and

WHEREAS, the Parties desire to work together to promote educational excellence and innovation based on TAS's school design, comprehensive educational program and management principles; and

WHEREAS, the Parties desire to set forth the terms and conditions of such a relationship in this Agreement;

NOW, THEREFORE, for good and valuable consideration, including the mutual promise and benefits contained in this Agreement, the receipt and sufficiency of which are hereby acknowledged, the Parties agree as follows:

## ARTICLE 1 CONTRACTING RELATIONSHIP

- A. Services. Subject to the terms and conditions of this Agreement, and as permitted by applicable law, the School hereby contracts with TAS for the provision of certain educational, business administration, facility, and management services, including without limitation, all labor, equipment, and materials necessary for the provision of the same, as set forth herein (collectively, the "Services").
- B. Charter. This Agreement shall: (i) be subject to and comply with the terms and conditions of the Charter Contract and the School's Charter Application (collectively, the "Charter"); and (ii) not be construed to interfere with the constitutional, statutory, or fiduciary duties of the School's Board of Directors (the "Board"). In the event of a conflict between any term or condition of this Agreement and any term or condition of the Charter, the term or condition of the Charter shall govern.
- C. Independent Contractor. TAS shall provide the Services as an independent contractor, and not as an employee, partner, agent, or associate of the School. This independent contractor relationship shall extend to the officers, directors, employees, and representatives of TAS. Consistent with the status of an independent contractor, TAS reserves to itself the right to designate the means and methods of accomplishing the objectives and purposes of this Agreement consistent with Authorizing Law and the Charter. The relationship between the Parties is based solely on the terms and conditions of this Agreement, and the terms and conditions of any other written agreement between the Parties.
- D. Designations and Appointments.
1. TAS, including its directors, officers, and employees are hereby designated as "other School Officials having a legitimate educational interest in education records" for purposes of the Family Educational Right and Privacy Act, 20 U.S.C. 1232g et seq. (FERPA).

2. TAS, its directors, officers, and employees may be designated by the School for other purposes by a written resolution of the Board.

## ARTICLE II TERM & TERMINATION

### A. Term.

This Agreement shall commence on the Effective Date, and unless terminated as set forth herein, shall continue until the termination or expiration of the Charter currently in effect, inclusive of any Charter re-authorization or renewal periods thereof (the "Term"). The parties acknowledge that the Authorizer, as part of any reauthorization or renewal, may require that the School and TAS submit an amended or restated Agreement for review by the Authorizer. The first school year of this Agreement shall commence July 1, 2015 to June 30, 2016, and each school year thereafter shall commence on July 1 and end on June 30 of the following year.

### B. Termination

1. By the School. The School may terminate this Agreement prior to the end of the Term if TAS fails to remedy a material breach of this Agreement within (30) days after receiving notice from the School of such breach. Notwithstanding the foregoing, the School through its Board may only terminate the Agreement with TAS subject to the approval of the State Board of Education. For purposes of this Subsection, a material breach includes, but is not limited to: (i) TAS's failure to account for expenditures or pay operating costs pursuant to the Budget (as defined below); (ii) TAS's failure to follow policies, procedures, rules, regulations or curriculum adopted by the Board, provide they do not violate the Charter, applicable law, or this Agreement; (iii) a receipt by the Board of an unsatisfactory report from an independent education consultant retained by the Board regarding the Services or the School's performance, provided the unsatisfactory performance cannot be adequately corrected or explained; (iv) a determination that this Agreement or its implementations would serve as grounds for suspension, revocation, or non-renewal of the Charter; (v) a determination that this Agreement or its implementation would jeopardize material tax exemptions of the School or its non-profit status; or (vi) any action or inaction by TAS that places the Charter in jeopardy of termination, suspension or revocation.

2. By TAS. TAS may terminate this Agreement prior to the end of the Term if the Board fails to remedy a material breach of this Agreement within thirty (30) days after receiving a notice from TAS of such breach. For purposes of this Subsection, a material breach (which for the sake of the clarity is a default hereunder) includes, but is not limited to: (i) TAS's failure to timely receive any compensation or reimbursement required by this Agreement; or (ii) a suspension, revocation, or non-renewal of the Charter

3. By Either Party. Either party may terminate this Agreement prior to the end of the Term, with or without cause, by providing the other party with at least ninety (90) days prior written notice.

4. If this Agreement is terminated prior to the end of the Term, and unless otherwise agreed by the Parties, such termination will not become effective until the end of the then-current school year.

A. Effect of Termination. Upon the effective date of termination or expiration of this Agreement:

1. TAS shall have the right to remove from the School any equipment or other assets owned or leased by TAS;

2. The School shall pay or reimburse TAS THROUGH THE Fee (as defined below) for the prepaid portion of any expenses or liabilities incurred by TAS pursuant to the Budget as of the date of such termination or expiration, provided TAS supplies the School with documentation of all such expenses and liabilities;

3. TAS may agree, in its sole discretion, to assist the School for a reasonable amount of time, not to exceed ninety (90) days, and for a reasonable fee, with the School's transition to another administrative, managerial, or services arrangement;
4. TAS shall, if applicable, reasonably assist the School in the execution of a closure and dissolution plan and cooperate in the closure and dissolution process, including without limitation, in any audits and court or other proceedings related thereto; and
5. The party to whom Confidential Information (as defined below) has been disclosed shall, upon request and at the direction of the disclosing party: (i) return such Confidential Information within thirty (30) days, including any copies thereof, and cease its use; or (ii) destroy such Confidential Information and certify such destruction to the disclosing party, except for a single copy thereof which may be retained for the sole purpose of determining the scope of any obligations incurred under this Agreement, and except where disclosure or retention is required by applicable law.

### ARTICLE III OBLIGATIONS OF TAS

- A. Manager at Risk. TAS shall be responsible and accountable to the Board for providing the Services. During the Term, TAS shall provide the Services regardless of whether actual revenue meets the level projected in the Budget, and TAS hereby assumes the risk of funding shortfalls during the Term. Notwithstanding the foregoing, TAS shall not be required to expend funds on Services in excess of the amount set forth in the Budget but may do so at its discretion.
- B. TAS Educational Program. The School has determined to adopt the TAS educational and academic programs and goals. Subject to the oversight of the Board, TAS shall implement and administer the TAS Educational Program. In the event that TAS reasonably determines that it is necessary or advisable to make material changes to the Educational Program, TAS shall inform the Board of the proposed changes and obtain the Board's approval before making such changes, as well as the Authorizer's approval if required by the Charter or applicable law. The Parties acknowledge and agree that an essential part of the TAS Education Program is its capacity to change in the interest of continuous improvement and efficiency. Not less than annually or as reasonably request by the Board, TAS shall provide the Board with a report detailing progress made on each of the educational goals set forth in the TAS Educational Program. The school year calendar and the school day schedule shall be approved by the Board as required under the Charter.
- C. All Children Welcome. TAS shall ensure that all students are welcome regardless of race, ethnicity, religion, gender and economic backgrounds.
- D. Services to Students with Disabilities. TAS welcomes students with disabilities at the School. TAS shall provide special education and related services, in conformity with the requirements of applicable law, to students who attend the School.
- E. Educational and Administrative Services. Subject to the oversight of the Board, TAS shall implement operational practices and procedures that are consistent with Board policy, the Charter and applicable law. Such practices and procedures shall include, but are not limited to:
  1. Student recruitment and student admissions.
  2. Student assessments, including testing, promotion, and retention.

3. The acquisition of instructional materials, equipment and supplies, and the administration of any and all extra-curricular and co-curricular activities and programs included in the Budget.
  4. The placement of appropriate personnel for employment by the Board and/or TAS at the School and the management and oversight of all personnel functions, as set forth herein.
  5. All aspects of the School's business administration.
  6. All aspects of the School's accounting operation, including general ledger management, financial and audit reporting, payroll, employee benefits, payroll, and tax compliance.
  7. All aspects of food services.
  8. All aspects of facilities acquisition, administration and maintenance.
  9. Student behavior management and discipline.
- F. Location of Services. Other than instruction, and unless prohibited by the Charter or applicable law, TAS may provide the Services, including but not limited to, purchasing, professional development and administrative services, off-site.
- G. Subcontracts. TAS reserves the right to subcontract any and all aspects of the Services. TAS shall not subcontract the oversight of the Educational Program, except as specifically permitted in this Agreement or with prior written approval of the Board. Notwithstanding the foregoing, the Board specifically acknowledges and agrees that from time to time TAS may use third parties or independent contractors to assist in the creation and development of Educational Materials (as defined below) that may be used as a part of the TAS Educational Program.
- H. Pupil Performance Standards and Evaluation. TAS shall implement pupil performance evaluations that permit evaluation of the academic progress of each student. TAS shall utilize assessment strategies required by the Charter and applicable law. The Board and TAS shall cooperate in good faith to identify academic goals and methods to assess such academic performance. TAS shall provide the Board with timely reports regarding student performance.
- I. Unusual Events. TAS shall timely notify the Board and the Administrator (as defined below) of any anticipated or known material: (i) health or safety issues, including all mandatory reporting required by applicable law; (ii) labor, employee or funding issues; or (iii) other issues that may reasonably and adversely impact the School's ability to comply with the Charter, applicable law or this Agreement.
- J. School Records. The financial and education records pertaining to the School (collectively, the "School Records"), are property of the School. Except as may be prohibited or limited by the Charter or applicable law, the School Records shall be available to the Board and the Authorizer for their review, and are subject to inspection and copying to the same extent that records of public schools are subject to inspection and copying pursuant to applicable law. All School Records shall be physically or electronically available upon request at the School's physical facility. TAS agrees to comply with the terms pursuant to the Charter regarding information to be made available to the School.
- K. Facility. TAS shall use reasonable efforts to secure a facility to be leased or otherwise provided to the School on terms mutually agreeable to TAS and the Board. Obligations of the Board created under the terms of such lease are to be fulfilled by TAS unless otherwise agreed to in writing by TAS and the Board. The facility shall comply with the requirements of the Charter and applicable law. TAS shall also use reasonable efforts to cause the facility to be furnished with equipment and technology as is reasonably necessary to implement the Educational Program.



- L. Legal Compliance. TAS will implement and enforce rules, regulations and procedures applicable to the School that are consistent with adopted Board a policy, if any, and the TAS Educational Program in accordance with the Charter and applicable law, including without limitation, rules, regulations, and policies regarding non-discrimination, discipline, special education, confidentiality and access to records.
- M. Rules and Procedures. TAS will recommend to the Board reasonable rules, regulations, policies and/or procedures applicable to the School. The Board hereby authorizes and directs TAS to enforce such rules, regulations and procedures consistent with Board policy.
- N. Assistance to the Board. TAS shall cooperate with the Board and, to the extent consistent with applicable law, timely furnish the Board with all documents and information necessary for the Board to properly perform its responsibilities under this Agreement, the Charter and all applicable laws.

**ARTICLE IV  
OBLIGATIONS OF THE BOARD**

- A. Board Policies. The Board shall be responsible for the fiscal and academic policies of the School. The Board shall exercise good faith in considering the recommendations of TAS, including but not limited to, TAS's recommendations regarding policies, rules, regulations and the Budget (as defined below).
- B. Assistance to TAS. The Board shall cooperate with TAS and, to the extent consistent with applicable law, timely furnish TAS all documents and information necessary for TAS to properly perform it responsibilities under this Agreement.
- C. Unusual Events. The Board shall timely notify TAS of any anticipated or known material: (i) health or safety issues; (ii) labor, employee or funding issues; or (iii) other issues that may reasonably and adversely impact TAS's ability to comply with the Charter, applicable law, or this Agreement.
- D. Retained Authority. The Board shall retain the authority to adopt reasonable policies in accordance with applicable law relative to anything necessary for the proper establishment, maintenance, management, and operation of the School.

**ARTICLE V  
INTELLECTUAL PROPERTY**

- A. Definitions.
  - 1. **"Educational Materials"** means all curriculum, print and electronic textbooks, instructional materials, lesson plans, teacher guides, workbooks, tests, and other curriculum-related materials licensed, developed or otherwise owned by the School or TAS.
  - 2. **"Confidential Information"** means any confidential and non-public trade, technical or business knowledge, information and materials regarding the School or TAS (or their respective affiliates), which is given by one party to the other, or any of their respective representatives, in any form, whether printed, written, oral, visual, electronic or in any other media or manner. Confidential Information includes, but is not limited to, research, operations and procedures, financial projections, pricing, sales, expansion plans and strategies, services, data, trade secrets and other intellectual property, or the results of any mediation or private adjudication, as well as information with

respect to each party's or its affiliates' plan for market expansion, except for information which a party can show by contemporaneous written records was developed or formulated independently of work or services performed for, or in connection with performance of, this Agreement. Notwithstanding the foregoing, the disclosure of the other party's Confidential Information as required to be disclosed by law, rule or regulation or by reason of subpoena, court order or government action shall not constitute a breach of this Agreement; however, in such event the party required to disclose such information will reasonably cooperate with the party whose information is required to be disclosed in order to obtain a protective order applicable to such disclosure. All Confidential Information will remain the sole property of the party disclosing such information or data.

- A. Assignment. Each party shall, and hereby does assign to the other, with full title guarantee and without additional compensation, such right, title and interest in and to any intellectual property as is necessary to fully affect the ownership provisions set out herein, and any accrued rights of action in respect thereof. Each party shall, if so requested by the other, execute all such documents and do all such other acts and things as may be reasonably required to comply with this Agreement to vest in the appropriate party all rights in the relevant intellectual property and shall procure execution by any named inventor of all such documents as may reasonably be required by the other party in connection with any related patent application.

#### **ARTICLE VI SOLICITATION AND USE OF PRIVATE FUNDS**

TAS shall seek the Board's approval prior to soliciting any non-governmental grants, donations or contributions on behalf of the School. Any such funds received shall be used solely in accordance with the purpose for which they were solicited, applicable donor restrictions, or as otherwise approved by the Board. Subject to applicable donor restrictions, the Board shall determine the allocation of any such funds subject to this Article that remain unexpended following completion of the project or purpose for which they were originally designated.

#### **ARTICLE VII FINANCIAL ARRANGEMENTS**

- A. Revenues. Except as provided herein, all monies received by the School shall be deposited in the School's depository account within three (3) business days with a financial institution acceptable to the Board; provided, however, that upon receipt of a notice from TAS, the School shall pay all such funds owing under this Agreement directly to the account or party specified in such notice. The signatories on the School depository account shall solely be Board members or properly designated Board agents (if any). Interest income earned on the School's depository account shall accrue to the School. Except as specifically excluded by this Agreement, the term "Revenues" shall include all funds received by or on behalf of the School including but not limited to:
1. Funding for public school students enrolled at the School.
  2. Special education funding provided by the federal and/or state government that is directly allocable to special education students enrolled at the School.
  3. Gifted and talented funding provided by the federal and/or state government that is directly allocable to gifted and talented students enrolled at the School.

4. At-risk funding provided by the federal and/or state government that is directly allocable to at-risk students enrolled at the School.
5. Funding provided by the federal and/or state government that is directly allocable to students enrolled at the School with limited English proficiency.
6. All other federal and/or state grant sources, including, but not limited to, Title I and any start-up funding allocable to the School.
7. All other grants and donations received by the School to support or carry programs at the School (except to the extent TAS is not required or involved in soliciting, administering or managing the contribution and/or donation, in which case such funds shall be deposited in the Board Spending Account (as defined below)).
8. Fees charged to students as permitted by law for extra services provided by TAS as approved by the Board.

The expenditure of any Revenues received from governmental entities shall be consistent with all applicable regulations and policies. The expenditure of any Revenue received from non-governmental grants, contributions and donations shall be made consistent with provisions of Article VI.

- B. Budget. TAS shall provide the Board with an annual proposed Budget prepared and maintained in accordance with the Charter and applicable law (the "Budget"). The Budget shall be submitted to the Board prior to June 1 for the next school year.
- C. Review and Approval of Budget. The Board shall be responsible for reviewing and approving the Budget in accordance with the Charter and applicable law. At the direction of either TAS or the Board, with the approval of the Board, the Budget shall be amended from time to time as necessary.
- D. Board Spending Account. Notwithstanding any other provision of this Agreement to the contrary, each school year during the Term, TAS shall allocate to an account controlled by the Board an amount equal to the lesser of (i) 2% of state per pupil aid reflected in the Budget for that respective year, or (ii) \$25,000 (the "Board Spending Account"). The aforesaid amount shall be deposited by TAS into the Board Spending Account pro-rata during the course of the School's school year as Revenues are received. All funds in the Board Spending Account are the property of the School and may be used by the School at the discretion of the Board. Funds in the Board Spending Account that are not spent by the School during the school year shall carryover annually.
- E. Fee. TAS shall receive all Revenues as its services fee (the "Fee"), from which it shall pay all operating costs of the School as detailed in the Budget. TAS and the Board acknowledge that operating costs may include an administrative fee payable to the Authorizer as set forth in the Charter. Payment of the Fee shall be made on the same frequency that the School receives its Revenues. TAS shall be entitled to

retain as compensation for the Services the difference, if any, between the Fee and the amount actually expended by TAS in operation and/or management of the School during the School's fiscal year.

- F. Other Schools. The School acknowledges that TAS may enter into similar services agreements with other schools. TAS shall maintain separate accounts for expenses incurred in the operation of the School and other schools assisted by TAS, and shall reflect in the School's financial records only those expenses incurred in the operation of the School.
- G. Financial Reporting. TAS shall provide the Board with:
1. At least annually, the Budget as required by this Agreement.
  2. Monthly financial statement. These financial statements will include a Balance Sheet, Statement of Revenues, Expenditures and Changes in Fund Balance at object level detail with a comparison of budget to actual revenue and expenditures and explanations of variances and other details as the Board may require from time to time.
  3. Quarterly, or as reasonably requested by the Board, a report on School operations and student performance.
  4. As reasonably requested, other information to enable the Board to: (i) evaluate the quality of the Services; and (ii) timely provide all reports and information that are required by the Charter and applicable law.
- H. Access to Financial Records. TAS shall keep accurate financial records pertaining to its operation of the School, together with all School financial records prepared by or in possession of TAS, and shall retain all of the afore referenced records according to the Charter and applicable law to which such books, accounts, and records relate. TAS and the Board shall maintain the proper confidentiality of personnel, students, and other records as required by law. All records shall be kept in accordance with applicable state and federal requirements.
- I. Accounting Standards: Annual Audit.
1. The School shall at all times comply with generally accepted public sector accounting principles and applicable law.
  2. The Board shall select and retain an independent auditor to conduct an annual audit of the School's financial matters in accordance with the Charter and applicable law.
  3. Subject to applicable law, all records in the possession or control of TAS that are related to the School, including but not limited to, financial records, shall be made available to the School and the School's independent auditor. The expense of the annual audit shall be included in the Budget.

## ARTICLE VIII

## PERSONNEL & TRAINING

- A. Qualified Personnel. TAS shall select and hire qualified personnel to perform the Services, TAS shall have the responsibility and authority, subject to this Article, to select, hire, evaluate, assign, discipline, transfer, and terminate personnel consistent with the Budget, the Charter and applicable law. With the exception of teachers, as set forth below, and unless otherwise agreed by the written consent of the Parties, all School personnel shall be employees or independent contractors of TAS. The compensation of all employees or contractors working at the School shall be included in the Budget. Upon Board request, TAS shall disclose to the Board the level of compensation and fringe benefits provided by TAS to TAS employees working at the School. A criminal background check and unprofessional conduct search in compliance with applicable law shall be conditions for the hiring of or services provided by any person who will or may be reasonably expected to have unsupervised access to and the care, custody or control of, any School student(s).
- B. School Administrator. The School administrator (the “**Administrator**”) shall be an employee of TAS. The duties and term of the Administrator’s employment shall be determined by TAS. The Administrator shall work with TAS in the operation and management of the School.
- C. Teachers. The Administrator shall recommend to the Board for its consideration and approval, teachers who are qualified in the grade level and subjects required by the School to operate in accordance with the terms of the Charter. All teachers shall be jointly employed by the School and TAS for such purposes as inclusion in the compensation and employee benefit plans of TAS, payroll administration and other employment policies and practices; provided however, in all circumstances, the Board shall ultimately control the hiring and discharge decisions with respect to jointly employed teachers at the School in accordance with N.C. Gen. Stat. 115C-238.29(f)(E)(1). Teachers assigned to and retained by the School may hold a valid teaching certificate issued by the State Board of Education to the extent required by N.C. Gen. Stat. 115C-238.29(f)(E)(1).
- D. Support Staff. TAS shall, consistent with this Article, provide the School with qualified support staff as needed to operate the School in an efficient manner. The support staff may, at the discretion of TAS, work at the School on a full or part time basis.
- E. Training. TAS shall provide or procure training in its methods, curriculum, program, and technology to all teaching personnel on a regular basis. Instructional personnel shall be required to obtain at least the minimum hours of professional development as required by applicable law.
- F. Background Checks and Qualifications. TAS shall comply with applicable law regarding background checks, unprofessional conduct searches and certification/licensure, as applicable, for all persons working in the School.

## ARTICLE IX INDEMINIFICATION

Indemnification of Parties. To the extent not prohibited by the Charter or applicable law, the Parties hereby agree to indemnify, defend, and hold the other (the "**Indemnified Party**"), harmless from and against any and all third-party claims, actions, damages, expenses, losses or awards which arise out of (i) the gross negligence or intentional misconduct of the indemnifying party, (ii) any action taken or not taken by the indemnifying party, or (iii) any noncompliance or breach by the indemnifying party of any of the terms, conditions, warranties, representations, or undertakings contained in or made pursuant to this Agreement. As used herein, Indemnified Party shall include the party's trustees, directors, officers, employees, agents, representatives and attorneys. The Parties may purchase general liability, property, or other insurance policies. Notwithstanding anything in this Agreement to the contrary, the Board shall not be precluded by the terms of this Agreement from asserting or declining to assert a claim of governmental immunity.

It is understood, agreed, and hereby acknowledged by Torchlight Academy Schools LLC that "no indebtedness of any kind incurred or created by the charter school shall constitute an indebtedness of the State or its political subdivisions, and no indebtedness of the charter school shall involve or be secured by the faith, credit, or taxing power of the State or its political subdivisions."

#### **ARTICLE X INSURANCE**

- A. Insurance Coverage. TAS shall maintain such policies of insurance as required by the Charter and applicable law. Each party shall, upon request, present evidence to the other that it maintains the requisite insurance in compliance with the provisions of this Article. Each party shall comply with any information or reporting requirements required by the other party's insurer(s), to the extent reasonably practicable.
- B. Workers' Compensation Insurance. TAS shall maintain workers' compensation insurance as required by law, covering their respective employees.

#### **ARTICLE XI REPRESENTATIONS & WARRANTIES**

- A. Board and School. The Board represents and warrants, for itself and on behalf of the School, that: (i) it is legally vested with all power and authority necessary to operate a charter school under the Authorizing Law; (ii) it is legally vested with all power and authority necessary to execute, deliver and perform this Agreement, including without limitation, the power and authority to contract with a private entity for the provision of educational, business administration and management services; (iii) its actions have been duly and validly authorized and it has adopted any and all resolutions or expenditure approvals required for the execution of this Agreement; and (iv) there are no pending actions, claims, suits or proceedings, or, to its knowledge, threatened or reasonably anticipated against or affecting either the Board or the School, which if adversely determined, would have a material adverse effect on its ability to perform under this Agreement.
- B. TAS. TAS represents and warrants that: (i) it is a corporation in good standing and is authorized to conduct business in the State of North Carolina; (ii) it is legally vested with all power and authority necessary to execute, deliver and perform this Agreement; (iii) there are no pending actions, claims, suites or proceedings, or, to its knowledge threatened or reasonably anticipated against or affecting TAS, which if adversely determined, would have a material adverse effect on its ability to perform its

obligations under this Agreement; and (iv) it will comply with all registration and licensing requirements relating to conducting business under this Agreement, which the Board agrees to assist TAS in applying for such licenses and permits and in obtaining such approvals and consents.

**ARTICLE XII  
MISCELLANEOUS**

- A. Entire Agreement. This Agreement and any attachments hereto shall constitute the entire agreement of the Parties on the subject matter set forth herein. This Agreement supersedes and replaces any and all prior agreements and understandings regarding the subject matter set forth herein between the School and TAS.
- B. Force Majeure. Except for payment obligations, and notwithstanding any other provisions of this Agreement, neither party shall be liable for any delay in performance or inability to perform due to acts of God, war, riot, embargo, fire, explosion, sabotage, flood, accident, labor strike, or other acts beyond its reasonable control; provided either party may terminate this Agreement in accordance with provisions contained herein if sufficient grounds exists as provided in the Article governing termination.
- C. State Governing Law: Waiver of Jury Trial. This Agreement shall be construed, interpreted, governed and enforced pursuant to the laws of the State of North Carolina, without regard to its conflict-of-laws principles. The Parties hereby waive the right to a jury trial in any action, proceeding or counterclaim brought by either TAS or the School against the other.
- D. Notices. All notices and other communications required by this Agreement shall be in writing and sent to the Parties at the facsimile number or address set forth below. Notice may be given by: (i) facsimile with written evidence of confirmed receipt by the receiving party of the entire notice; (ii) certified or registered mail, postage prepaid, return receipt requested; or (iii) personal delivery. Notice shall be deemed to have been given on the date of transmittal if given by facsimile, upon the date of postmark if sent by certified or registered mail, or upon the date of delivery if given by personal delivery. For purposes of the foregoing, "**personal delivery**" shall include delivery by nationally recognized overnight courier (such as FedEx), if signed for by the recipient or a delegate thereof. Notices to the School shall be sent to the current address of the then current Board Chair, with a copy to the then current Board attorney. The addresses of the Parties for the purposes aforesaid, including the address of the initial Board Chair, are as follows:

The School:

Northeast Raleigh Charter Academy (dba) Torchlight  
Academy  
Attn: Board of Directors  
2664 Timber Dr. Garner, NC 27529

Telephone: (919) 818 - 2731  
Facsimile:

TAS:

TORCHLIGHT ACADEMY SCHOOLS LLC  
Attn: Chief Executive Officer  
P.O. Box 19191  
Raleigh, NC 27619  
Telephone: (919) 538 - 8060  
Facsimile: (919) 850 - 9961

- E. Amendment. This Agreement shall not be altered, amended, modified or supplemented except by memorandum approved by the Board and signed by both an authorized officer of the School and TAS and in manner consistent with the Authorizer's policies.
- F. Waiver. No waiver of any provision of this Agreement shall be deemed or shall constitute a waiver of any other provision. Nor shall such waiver constitute a continuing waiver unless otherwise expressly stated.
- G. Severability. If any term or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remainder of the terms and provisions set forth herein shall remain in full force and effect and shall in no way be affected, impaired or invalidated, and the Parties shall use their best efforts to find and employ an alternative means to achieve the same or substantially the same results as that contemplated by such term or provision.
- H. Delegation of Authority. Nothing in this Agreement shall be construed as delegating to TAS powers or authority of the Board which are not subject to delegation by the Board under the Charter or applicable law.
- I. Compliance with Law. Each party will comply with the Charter and laws applicable to the performance of such party's obligations hereunder.
- J. Time of Essence. The Parties understand and agree that time is of the essence in performing their perspective responsibilities under this Agreement.

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the

Effective Date: July 1, 2015.

SCHOOL:

By: *Pamela Banks-Lee*

Print PAMELA BANKS-LEE

Its: Board Chair

TAS

Torchlight Academy Schools LLC  
a North Carolina corporation



By: Don McQueen

Print DANNIE M<sup>C</sup>QUEEN

Its: Chief Executive Officer

I certify that the following persons personally appeared before me this day each acknowledging to me that he or she voluntarily signed the foregoing document for the purpose stated therein and in the capacity indicated

Notary Signature Melodee Marshall Notary Printed  
name Melodee Marshall

My Commission Expires November 11, 2018



# Torchlight Academy Public Charter School 2019-2020 School Calendar

## LEGEND

	Professional Development week for teachers. No school for students
	No School for students Report Card Day Parent Teacher Conference from 4:30pm - 6:30pm in Gym
	School Assessment Week (K-8 students are expected to attend)
<b>S</b>	official start date
	Teacher workday/No school for students
	Track out/No School
<b>FRC</b>	Final Report Cards Mailed Home. (July 5th for Gr. 3 - 8 students)
	Mandatory Gr 3-8 end of year remediation & Teacher workdays
	EOG Test. Also Field Trips for K-2
<b>LD</b>	Last day of School
<b>H</b>	Holiday
	Testing make up and Testing review
<b>SS</b>	First Day of Gr 3-8 Summer School for selected students

\* Last day for Teachers - June 26th

AUGUST 2019				
M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	<b>S</b> 21	22	23
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SEPTEMBER 2019				
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23	24	25	26	27
30				

OCTOBER 2019				
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28	29	30	31	

NOVEMBER 2019				
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DECEMBER 2019				
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30	31			

JANUARY 2020				
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<b>H</b> 20	21	22	23	24
27	28	29	30	31

FEBRUARY 2020				
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MARCH 2020				
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23	24	25	26	27
30	31			

APRIL 2020				
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MAY 2020				
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18	19	20	21	22
<b>H</b> 25	26	27	28	29

JUNE 2020				
M	T	W	TH	F
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SS 15	16	17	18	19
22	23	24	25	* 26
<b>FRC</b> 29	30			

# Academia De Torchlight Escuela Charter Publica 2019-2020 Calendario Escolar

## LEGENDA

	Semana profesional para los profesores no escuela para los estudiante
	Dia de carta de reporte. Dia de conferencia con los profesores 4:30 p.m. a 6:30 p.m. en el Gym
	Semana de evaluaciones los estudiantes (K-8 deben estar presentes)
<b>S</b>	Comienzo oficial
	Dia de trabajo para profesores/ No escuela para los estudiantes
	Track out/No Escuela
<b>FRC</b>	Carta de reporte final sera enviada a casa. Julio 5 para Gr. 3-8
	Mandatoria Gr. 3-8 remeddacion final de año & dia de trabajo para maestros
	EOG Exámenes/excursiones para K-2
<b>LD</b>	Ultimo dia de clases
<b>H</b>	Dia Festivo
	Retomar exámenes y repaso para los examens.
<b>SS</b>	primer dia de Escuela de verano para estudiantes seleccionados

\* ultimo Dia para maestros - Junio 26th

AGOSTO 2019				
M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	S 21	22	23
26	27	28	29	30

SEPTIEMBRE 2019				
M	T	W	TH	F
H 2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

OCTUBRE 2019					
M	T	W	TH	F	
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21	22	23	24	25	
28	29	30	31		

NOVIEMBRE 2019				
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DICIEMBRE 2019				
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30	31			

ENERO 2020				
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H 20	21	22	23	24
27	28	29	30	31

FEBRERO 2020				
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MARZO 2020				
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30	31			

ABRIL 2020				
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MAYO 2020				
M	T	W	TH	F
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18	19	20	21	22
H 25	26	27	28	29

JUNIO 2020				
M	T	W	TH	F
1	2	3	4	5
8	9	10	11	LD 12
SS15	16	17	18	19
22	23	24	25	* 26
FRC29	30			

**APPENDIX – LOGIC MODEL TEMPLATE**

Objectives
<p>(1) To increase student enrollment by 15% for each of the next four years with at least a 5% increase in the total number of educationally disadvantaged students attending Torchlight Academy.</p> <p>(2) To maintain academic proficiency for economically disadvantaged students and English language learners at least 5 percentage points above the state and local school district level of performance in reading, math, and science for the next five years.</p> <p>(3) To increase academic performance of students with disabilities at least 3 percentage points above state and local school district levels for the next five years.</p>

Inputs	Outputs		Outcomes and Impact		
	<i>Activities</i>	<i>Participation</i>	Short	Medium	Long
Board and Staff Recruitment Planning	Community forums Social Media ads Newspaper ads Radio ads Television ads	Board members Staff Parents Volunteers Students	Initial Applications collected  ED Student Initial Applications collected	Lottery conducted  Weighted Lottery	Students enrolled  Increase of Ed students
Instructional Leader guidance  Teachers performance  Student Efforts	Benchmark testing Data pour-over Targeted Instruction Tutoring	All students ED students Parents Teachers Tutors	Improved benchmark scores	Prepared for EOG	Meets academic performance goals
Instructional Leadership guidance  Teacher Performance  SWD Teachers Performance  SWD Efforts	Benchmark testing Data pour-over Target Instruction Tutoring	All students SWD students Parents Teachers Tutors	Improved benchmark scores	Prepared for EOG	Meets academic performance goals

**Assumptions**

Adequate resources will be timely available.

**External Factors**

Impact of trauma, emotion disturbance, or other distraction from academic progress.

ENGLISH

ESPAÑOL

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## GLOBAL

// A community based school with global partners

### CONTACT INFORMATION

#### ADDRESS

Torchlight Academy  
3211 Bramer Drive  
Raleigh, NC 27604  
Phone : (919) 850-9960  
Fax : (919) 850-9961

### DRIVING DIRECTIONS

**TORCHLIGHT ACADEMY**  
**RANKS #1**  
**IN ACADEMIC GROWTH AMONG ALL 167 N.C. CHARTER SCHOOLS**

### INTERNATIONAL PROGRAMS



International Programs - Xiangfan, China. In 2009, Raleigh adopted Xiangfan, China as a sister city. The following year, Torchlight Academy solidified this bond by visiting XiangFan taking a small group of students and parents to visit a local school there and to experience Chinese culture. See News Observer Article



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## LANGUAGES

Torchlight Academy provides introductory instruction in four languages:

- English
- Spanish
- Mandarin
- Arabic

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## LEADERSHIP

// Torchlight Academy Leadership

### OUR GREAT TEAM

### CONTACT INFORMATION

**ADDRESS**

Torchlight Academy  
3211 Bramer Drive  
Raleigh, NC 27604  
Phone : (919) 850-9960  
Fax : (919) 850-9961

### DRIVING DIRECTIONS



## Dr. Cynthia McQueen

### Principal

Dr. Cynthia McQueen over the past 30 years has served in one of the following capacities: Superintendent, Principal, College Professor, Vice Principal, Guidance Counselor, and teacher. She has a bachelor's degree, dual master's degrees, and a Doctorate. Dr. McQueen is also a former television show host, radio talk show host, radio announcer and newspaper reporter. Dr. McQueen has been nominated for the following awards: Outstanding Young Women of America, Dynamic Women We Admire, Educator of the Year and Black Marriage Day: Couple of the year. Dr. McQueen, who is an author, has been featured in Virtue Magazine Outstanding Women Issue and Spectacular Magazine's Woman of the Year issue. In March 2015 Dr. McQueen was nominated to become a member of the North Carolina State Board of Education. Dr. McQueen is a



## Donnie McQueen

### Executive Director

Mr. Don McQueen is a successful entrepreneur, with an iconic career as a stockbroker, pharmaceutical regional sales representative, mortgage broker and educator. Mr. McQueen is truly a pioneer who invented, marketed an incredibly successful line of Gluten Free Foods in 1996, long before the gluten free craze hit the United States. Over the past 20 years, Don McQueen's gluten free products continue to be extremely popular with consumers.

Mr. McQueen has a dual bachelor's degree in Science and Psychology and has headed a plethora of community organizations in Canada and in the US over the past 30 years. He has traveled the world in order to learn how our children might play a more profound role in global development. He has visited Africa, Europe, Thailand, China, The



member of a myriad of groups, including the National Association of Elementary School Principals, The National Alliance of Black School Educators, Black Lead Schools of Choice and serves on the board of The North Carolina Public Charter Schools Association.

Caribbean, Central America, Korea, and Mexico. Mr. McQueen lived in Canada for over a decade with his wife of 40 plus years, Dr. Cynthia McQueen, and their two children.

His work with some of America's top fortune 500 companies such as General Motors and Upjohn Pharmaceuticals where he operated as a District Manager is what he brings to the Charter School movement. "You must not be afraid to do a lot of leg work in order to accomplish your objective". Known as a fair but firm Executive Director, he is most often found working at the grassroots level acting as a catalysis for massive and immediate change. This is how Torchlight Academy was built when in 2002 he and his wife were asked to take over a failing Charter school, just days away from losing its charter. It is now one of the most popular and successful charter schools serving impoverished children in Raleigh, North Carolina. Torchlight Academy now serves over 500 students Kindergarten- Grade 7. Torchlight recently ranked #1 in student academic growth in Math and Reading among all charter schools in the state of North Carolina.

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## LUNCH PROGRAM

[Wellness Policy Final Guidelines](#)

[Updated-Nondiscrimination Statement-English](#)

[Updated-Nondiscrimination Statement-Spanish](#)

### **Cost of Lunch and Breakfast**

Torchlight Academy participates in the Community Eligibility Program (CEP) which allows all students that attend TLA to be served breakfast and Lunch at no cost. This eliminates the school meal application process and improves the overall financial viability of the school nutrition program.

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# TORCHLIGHT ACADEMY

## PROFESSIONAL DEVELOPMENT PLAN (Draft)

This plan anticipated 12 teachers, and 2 school administrators, and other staff up to 10 additional individuals. The Professional Development will take place in two parts, pre-start and post service. Post-Start means after the start of school. All sessions will be conducted by professional level trainers and experts.

### Pre-Start

#### Day 1: Agenda

- 2 hrs. of Culturally Responsive Pedagogy Training
- 2 hrs. of Teach Like a Champion
- 2 hrs. of Think Literacy
- 2 hrs. of Math

#### Day 2: Agenda

- 2hrs. of Culturally Responsive Pedagogy Case Study
- 4 hrs. Teach Like a Champion
- 2 hrs. Think Literacy

#### Day 3: Agenda

- 4 hrs. working with Students with Disabilities in regular classrooms
- 4 hrs. working with Ell students in regular classrooms

#### Day 3: Agenda

- 4 hrs. of managing school discipline
- 4 hrs. of managing school climate

#### Day 4: Agenda

- 4 hrs. Student Rights and Staff Duties
- 4 hrs. Developing a School Culture

#### Day 5: Agenda

- 4 hrs. Data-Driven Instruction I
- 4 hrs. Data-Driven Instruction II

#### Day 6: Agenda

- 4 hrs. NWEA/MAP Assessment Use
- 4 hrs. Classroom Technology

Day 7: Agenda

- 4 hrs. 21<sup>st</sup> Century Classroom
- 4 hrs. Working with Educationally Disadvantaged Students

Day 8: Agenda

- 8 hrs. Implementing the Elaine Riddick Charter School

Day 9: Agenda

- 8hrs. Active Learning

Day 10: Agenda

- 8 hrs. Data Driven Instructions Planning

### **Post-Start**

There will be ten days of Professional Development with topics TBA





**TORCHLIGHT**  
**ACADEMY**

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# **Welcome Package**

## **2019 – 2020 School Year**

### **Welcome to Torchlight Academy!**

**K - 8 Public Charter School  
Established 2001**



Admissions Department: 919-538-7000

Phone: Elementary School (919) 850-9960

Middle School (919) 538-6969

Email: [Info@Tlaedu.org](mailto:Info@Tlaedu.org)

Website: [Tlaedu.org](http://Tlaedu.org)

**Elementary School Open House**  
**3211 Bramer Drive**  
**Friday, August 9, 2019**  
**12:noon to 3:00 p.m.**

**Middle School Open House**  
**4400 Old Poole Road**  
**Friday, August 9, 2019**  
**12:noon to 3:00 p.m.**

Torchlight Academy is a **FREE** public charter school with  
the feel of a private education.

**We offer: FREE REGISTRATION**

Free Transportation  
Private School Setting  
Uniforms  
Computers  
Innovative Teachers

Special Education  
Spanish Lessons  
Drill (Marching)  
Chinese Lessons  
Physical Education

Language Services  
Black History  
Hispanic History  
Character Development  
Free & Reduced Lunch

**Torchlight Academy ranked # 1 in Math and  
Reading growth among all N.C Charter Schools**

Phone: Elementary School (919) 850-9960

Middle School (919)538-6969

Email: [Info@Tlaedu.org](mailto:Info@Tlaedu.org)

Website: [Tlaedu.org](http://Tlaedu.org)

# Transportation Open House

3211 Bramer Drive, Raleigh

Thursday, August 1, 2019 from 3:00p.m. to 7:00 p.m.

and

Saturday, August 3, 2019 from 10:00 to 12:noon

Call or email transportation at (919)538-7991

Email: [transportation@tlaedu.org](mailto:transportation@tlaedu.org)

**Wednesday, August 14, 2019.**

**ALL STUDENTS RETURN TO SCHOOL**  
for assessments and orientation sessions

❖ **School hours are 8:00 a.m. to 3:30 p.m.**

- ❖ We provide free school bus rides to many before and after-school programs and there are also after-school programs that provides transportation to and from our school.

### Afterschool Programs Suggestions

Name	Address	Telephone
Rainbow Childcare Center	321 Spring Forest Road	919-870-1704
Ms. Vans Childcare	2625 Trawick Road	919-431-8337
Brentwood Childcare	4001 Green Road	919-872-6004
Go-Hard	4400 Old Poole Road	919-268-9660
Boys Club	701 N. Raleigh Blvd	919-834-6282
Girls Club	701 N. Raleigh Blvd	919-834-6282
Boys and Girls Club	2025 New Hope Church Rd	919-790-8284
Salvation Army	902 Wake Forest Road	919-832-6918
Little Hands N Feet	2906 Brentwood Road	919-981-0034
Arrow Christian Center	4400 Old Poole Road	984-222-0277
Irregular Time Enrichment	4030 Capital Blvd	919-877-4033
Nana's Fun House	4008 Mitchell Mill Rd	919-752-2815



## **Torchlight Academy Dress Code**

All children **MUST** be in FULL uniform on  
**Wednesday, August 14, 2019.**

Uniforms can be purchased from TRESMC Uniform Company (they will be at Open House August 1, 2019 and August 3, 2019). Call Angela Clemmons at (919) 701-0011

### **Girls:**

- **Grades K-5**
  - Navy jumper dress (at or below the knee). No skirts, shorts, or pants
  - White button-down shirt
  - Black or navy shoes, white socks
  - Professional hair style (only natural hair colors)
  - Modest jewelry (No large earrings allowed) – No tattoos
  - Navy blue sweater
- **Grades 6-8**
  - **Navy skirts (at or below the knee), Navy blue blazer for grades 6, 7 & 8 girls ONLY**

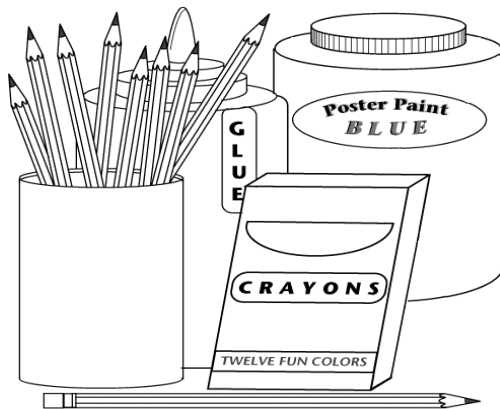
### **Boys:**

- **Grades K-5**
  - Navy dress slacks (no shorts)
  - White dress shirt (no polo shirts), Navy tie, Navy blue sweater
  - Black socks, black belt
  - Black dress shoes ONLY- (No sneakers, black or otherwise, runners or boots)
  - Pres. Obama (professional) hair cut (preferred) No Mohawk/fade type haircuts allowed
  - No jewelry – No tattoos
- **Grades 6-8**
  - **Red tie, (Navy blue blazer for grades 6, 7 & 8 boys ONLY)**

# Torchlight Academy Supply List

## Kindergarten

- Books for your child to read at home
- Book Bag
- Tri-fold plastic nap mat
- 2 pack crayons
- 2 pack # 2 pencils
- 1 Hand sanitizer
- 2 packs glue stick
- 1 pocket folder (plastic)
- 2 Tissue boxes
- 2 Composition notebooks
- 1 Pencil sharpener
- 1 Lysol Wipes Pack
- Zip-lock bags (1 sandwich & 1 gallon)
- 5 ream of copy paper
- 1 Pack dry erase markers
- 1 reusable water bottle
- Extra uniform including underwear labeled in a large Zip lock bag



## Grades 1 & 2

- Books for your child to read at home
- Book bag
- 2 large boxes of facial tissue
- 1 reusable water bottle
- 1 Lysol wipes & 1 hand sanitizer
- 1 pair of Scissors
- 1 binder (1<sup>st</sup> Grade)
- 9 composition note books
- 2 large erasers
- 1 box Crayola crayons (24)
- 4 packs # 2 pencils
- 5 reams of copy paper
- 1 pack dry erase markers
- 1 pack of wide ruled notebook paper
- 2 packs glue stick
- 1 flexible plastic ruler (inches and centimeters)
- 4 pockets plastic folders (2 red, 2 green – 2<sup>nd</sup> Grade)
- 1 navy blue sweater
- 1 pack colored pencils
- Webster's Large Print Dictionary (2<sup>nd</sup> Grade)
- 1 pack permanent Sharpie Markers
- Zip-lock bags (1 sandwich & 1 gallon)

# Torchlight Academy Supply List

## Grades 3-5

- Books for your child to read at home
- Book bag
- 2 large boxes of facial tissue
- 1 set of ear buds
- 1 container of Lysol wipes & 1 hand sanitizer
- 1 pack permanent markers
- 4 wide-ruled composition notebooks
- 1 pack erasers
- 1 package of glue sticks
- 1 pack colored pencils
- 4 packs #2 pencils
- 2 1½" binders (3 rings)
- 1 navy blue sweater
- 1 pack blue ink pen
- 1 student dictionary
- 1 reusable water bottle
- 1 pack small & 1 pack large index cards
- 1 pack wide ruled notebook paper
- 5 ream of copy paper
- 1 pack dry erase marker kit w/eraser
- 1 pack highlighters
- 6 2-pocket folders w/prongs (2 red, 2 blue, 2 green)
- 1 box sandwich size plastic bag
- 6 Single subject Spiral bound notebooks

## Grades 6-8

- Books for your child to read at home
- Book bag
- 2 large boxes of facial tissue
- 1 set of ear buds
- 1 container of Lysol wipes & 1 hand sanitizer
- 1 pack permanent markers
- 4 wide-ruled composition notebooks
- 1 pack erasers
- 1 package of glue sticks
- 1 pack colored pencils
- 4 packs #2 pencils
- 4 2" binders (3 rings)
- 1 navy blue Blazer
- 1 pack blue ink pen
- 1 student dictionary
- 1 reusable water bottle
- 1 pack small & 1 pack large index cards
- 1 pack wide ruled notebook paper
- 5 ream of copy paper
- 1 pack dry erase marker kit w/eraser
- 1 pack highlighters
- 8 2-pocket folders w/prongs (2 red, 2 blue, 2 green)
- 1 box sandwich size plastic bag
- Graphing Calculator T183 – (Grade 8 students only)**
- 1 pack graph paper
- 1 pack page protectors
- 4 - 3 subject spiral notebooks

# **Breakfast & Lunch**

**Emphasis on proper nutrition - We have a restaurant grade kitchen!**

Torchlight Academy participates in the National School breakfast and lunch program's Community Eligibility Provision (CEP). With this program each child receives breakfast and lunch **AT NO COST**. This saves each family as much as \$1,200.00 a year!! Also saves time, since no need to prepare daily lunches.

We don't allow fast food nor sugary treats to enter the building because research shows that those food items lead to poor health.

## **Accommodating Children with Special Dietary Needs**

A child with a dietary disability that must be provided food substitutions or special diet, must have a written statement or diet order signed by a licensed physician (forms can be picked up in the office).

**Torchlight Academy is an equal opportunity provider and employer**

## **Kindergarten Students**

State law (G.S 130A-152(a)) requires that each student entering Kindergarten presents the following proof:

- Copy of his/her birth certificate
- Copy of immunization or certificate of religious exemption
- Completed Health Assessment report from the child's doctor
- Must be 5 years old by August 31, 2019

## **Immunization Requirements for Grade 7 Students**

In accordance with North Carolina Immunization Law, each child entering grade 7 or by 12 years of age, whichever comes first; must submit proof of receiving one dose of Tdap (tetanus, diphtheria, pertussis) and one dose of meningococcal conjugate vaccine; or certificate of religious exemption.

Phone: Elementary School (919) 850-9960

Middle School (919)538-6969

Email: [Info@Tlaedu.org](mailto:Info@Tlaedu.org)

Website: [Tlaedu.org](http://Tlaedu.org)



**Torchlight Academy**  
**Names of Persons Authorized to Pick Up Child**

-----

Date: \_\_\_\_\_

NAME OF CHILD: \_\_\_\_\_

NAME OF CHILD: \_\_\_\_\_

NAME: \_\_\_\_\_

TELEPHONE: \_\_\_\_\_

RELATIONSHIP: \_\_\_\_\_

NAME: \_\_\_\_\_

TELEPHONE: \_\_\_\_\_

RELATIONSHIP: \_\_\_\_\_

NAME: \_\_\_\_\_

TELEPHONE: \_\_\_\_\_

RELATIONSHIP: \_\_\_\_\_

NAME: \_\_\_\_\_

TELEPHONE: \_\_\_\_\_

RELATIONSHIP: \_\_\_\_\_

Authorized person(s) will be asked to produce a copy of his/her identification

- To help better protect the safety of your child(ren), it is important that this form is updated whenever there is a change. In the event we do not have updated information, we are bound by the information listed on this form.

Name of Parent/Guardian: \_\_\_\_\_

Signature of Parent/Guardian: \_\_\_\_\_

Tel: \_\_\_\_\_



# Torchlight Academy

## Home Language Survey Form

Student Name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Grade: \_\_\_\_\_

North Carolina State law asks every school to determine what language is spoken at the house of every student.

We ask for your cooperation to help us follow this important requirement. Please answer the following questions regarding your child.

1. What is the first language the student learned to speak?

\_\_\_\_\_

2. What language does the student speak most often?

\_\_\_\_\_

3. What language is most often spoken in the home?

\_\_\_\_\_

4. What language do you most frequently use, to speak to your child?

\_\_\_\_\_

If the answer for any of the 4 questions above is any other language than English, it is possible that your child qualifies for English as a second language (ESL) services. Would you like for us to consider your child for this service?

Yes

No

**New Resident:** What date did your child first enrolled in any school in the United States? **Month:** \_\_\_\_\_ **Year:** \_\_\_\_\_

\_\_\_\_\_  
**Parent Signature**

\_\_\_\_/\_\_\_\_/\_\_\_\_\_  
**Date**

# Torchlight Academy

## Verification of Child Custody

Name of Student: \_\_\_\_\_ Date: \_\_\_\_\_

I, \_\_\_\_\_ am the

\_\_\_\_\_ Father \_\_\_\_\_ Mother

\_\_\_\_\_ Legal Custodian (you must present legal custody documents to the school for the above-named child).

Are there any custody or court issues involving this student of which the school needs to be aware of? \_\_\_ Yes \_\_\_ No

If yes, you must present custody or court documents to the school for the above-named child. \_\_\_ yes \_\_\_ No

Custody Issue: \_\_\_\_\_

Signature of Parent/Guardian: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

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## TRANSPORTATION DEPARTMENT

### TRANSPORTATION CONTACT INFO

#### BUS DRIVER INFORMATION

Bus A  
Ms. Thomasene Robertson

Bus C  
Ms. Rose Williams

Bus E  
Ms. Vicky Jones

Bus K  
Ms. Corrheta Perry

Bus B  
Ms. Samantha Goldsmith

Bus D  
Ms. Tuwanda Sanders

Bus F  
Rochelle Thomas

Please feel free to call or send us an email:

### CONTACT INFORMATION

#### ADDRESS

Torchlight Academy  
3211 Bramer Drive  
Raleigh, NC 27604  
Phone : (919) 850-9960  
Fax : (919) 850-9961

### DRIVING DIRECTIONS

Email: [transportation@tlaedu.org](mailto:transportation@tlaedu.org)  
Phone: 919-850-2476



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**ACADEMY**  
3211 BRAMER DR. RALEIGH, NC 27604 | P:919-850-9960 F:919-850-9961

# Paquete de Bienvenida

**2019-2020 Año Escolar**

**Bienvenido a La Academia de las Antorchas**

**K- 8 Escuela Publica Autónoma Establecida en 2001**



*Departamento de Admision 919-538-7000*

*Telefonos: Escuela Elemental 919-850-9960 Escuela Nivel Medio 919-538-6969*

*Email: [info@Tlaedu.org](mailto:info@Tlaedu.org) Website: [Tlaedu.org](http://Tlaedu.org)*

**Escuela Elemental Abierta**

**3211 Bramer Drive**

**Viernes, Agosto 9, 2019**

**12:00 PM a 3:00 PM**

**Escuela de Nivel Medio Abierta**

**4400 Old Poole Road**

**Viernes, 9, 2019**

**12:00 PM a 3:00 PM**

La escuela pública La Academia de las Antorchas con la calidad de escuela privada, es **Gratis**.

**Le ofrecemos: Registracion gratis**

Transportacion gratis  
Un local Privado  
Uniformes  
Computadoras  
Profesores actualizados

Educacion Especial  
Lecciones de Espanol  
Rutina de Marcha  
Lecciones de Chino  
Educacion Fisica

Espanol como segunda  
lengua  
Historia Africana  
Historia Hispana  
Dibujo

La Academia de las Antorchas fue categorizada # 1 en Matemáticas y Lectura entre todas las escuelas Autónomas de Carolina del Norte

Elemental 919-850-9960 Nivel Medio 919-538-6969

Email: [Info@Tlaedu.org](mailto:Info@Tlaedu.org)

Website: [Tlaedu.org](http://Tlaedu.org)

## Transportacion Casa abierta

**3211 Bramer Drive, Raleigh**

**Jueves, Agosto 01, 2019 de 3:00 PM a 7:00 PM**

**y**

**Sabado, Agosto 3, 2019 de 10:00 AM a 12:00 PM**

**Llamar o enviar correo electronico sobre transportacion a**

**(919)538-7991 Email: [transportation@tlaedu.org](mailto:transportation@tlaedu.org)**

## Miércoles, 14 de Agosto de 2019

**TODOS LOS ESTUDIANTES REGRESAN A LA ESCUELA**

**Para evaluación y secciones de orientacion,**

**El horario de la escuela es de 8:00 a.m. a 3:30 p.m.**

Ofrecemos transportacion gratis a diferentes programas antes y después de la escuela.

También tenemos programas que ofrecen transportacion de nuestra escuela a sus programas.

### Algunas sugerencias para después de la escuela

Nombre	Direccion	telefono
Rainbow Childcare Center	321 Spring Forest Road	919-870-1704
Ms. Vans Childcare	2625 Trawick Road	919-431-8337
Brentwood Cahildcare	4001 Green Road	919-872-6004
Go-Hard	4400 Old Poole Road	919-268-9660
Boys Club	701 N. Raleigh Blvd	919-834-6282
Girls Club	701 N. Raleigh Blvd	919-834-6282
Boys & Girls Club	2025 New Hope Church Rd	919-790-8284
Salvation Army	902 Wake Forest Road	919-832-6918
Little Hands N Feet	2906 Bentwood Road	919-981-0034
Arrow Christian Center	4400 Old Poole Road	984-222-0277
Irregular Time Enrichment	4030 Capital Blvd	919-877-4033
Nana's Fun House	4008 Mitchell Mill Rd	919-752-2815

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Website: [Tlaedu.org](http://Tlaedu.org)



## Código de Vestimenta de la Academia de las Antorchas

Todos los niños **deben** estar en uniforme completo el **Miércoles, 14 de Agosto de 2019**

Uniformes pueden adquirirse en la empresa de uniformes TRESMC. (puede ser comprado en la casa abierta Agosto 1 y 3, 2019) Llamar a Angela Clemmons al (919)701-0011

### Niñas: Grados K-5

- Vestido azul marino (debajo de la rodilla) No faldas, pantalón corto o pantalón.
- Camisa blanca (cuello y botones en el frente, no polos o camisas de cuello de tortuga)
- Calcetines blancos, zapatos negros o azul marino
- Estilo de pelo profesional (sólo colores de pelo natural)
- Joyería modesta (joyas moderadas, pero pendientes grandes no se permiten) – No tatuajes
- Suéter azul marino

### • Grados 6 -8

- **Faldas azul marino (a la rodilla o debajo de las rodillas) chaqueta azul marino para las niñas de los grados 6, 7 y 8 solamente**

### Niños: Grados K-5

- Pantalones azul marino largo (no cortos)
- Camisa blanca (no camisa polos) **corbata** azul marino y un sueter azul marino
- Calcetines negros, cinturón negro
- Zapatos negros solamente (No zapatillas, no botas, no tenis)
- Corte de pelo (profesional) como el Presidente Obama (preferido), cortes de tipo Mohawk/fade no es permitida.
- No joyas, No tatuajes
- 

### • Grados 6-8

- **Corbata roja y saco azul marino para varones de grados 6, 7 y 8 solamente**



# Lista de materiales escolares de la Academia de las Antorchas

## Grados Pre- escolar

- ✂ Libros para su hijo a leer en casa
- ✂ Bolsa de libros
- ✂ Estera de plástico siesta tres veces
- ✂ 2 lápices de colores pack
- ✂ 2 paquetes de lápices # 2
- ✂ 1 desinfectante de la mano
- ✂ 2 paquetes de pegamento tubo
- ✂ Carpeta de 1 bolsillo (plástico)
- ✂ 2 cajas de toallas
- ✂ Cuaderno de composición 2
- ✂ 1 sacapuntas
- ✂ 1 Lysol toallitas
- ✂ Bolsas Zip-lock (1 sandwich y 1 galón)
- ✂ 5 resma de papel de copia
- ✂ 1 paquete seco borra marcadores
- ✂ 1 botella de agua reutilizable
- ✂ 1 suéter azul marino
- ✂ Uniforme extra incluyendo ropa interior en una gran Bolsa zip lock

- ✂ Bolsa de libros
- ✂ 2 cajas grandes de pañuelos ✂ 1 botella de agua reutilizable
- ✂ 1 toallitas Lysol y desinfectante de la 1 mano
- ✂ 1 par de tijeras
- ✂ 1 carpeta (1<sup>st</sup> grado)
- ✂ 9 cuadernos de composición
- ✂ 2 gomas de borrar grandes
- ✂ creyones de crayola 1 caja (24)
- ✂ 4 paquetes de lápices # 2
- ✂ 5 resmas de papel de copia
- ✂ 1 paquete seco borra marcadores
- ✂ 1 paquete de papel de cuaderno ancho gobernado
- ✂ 2 paquetes de pegamento stick
- ✂ 1 regla plástico flexible (pulgadas y centímetros)
- ✂ 4 bolsillos carpetas plásticas (2 rojo, 2 verde – 2<sup>nd</sup> grado)
- ✂ 1 suéter azul marino
- ✂ 1 paquete de lápices de colores
- ✂ Gran impresión Diccionario Webster (2<sup>nd</sup> grado)
- ✂ 1 paquete de marcadores permanentes Sharpie
- ✂ Bolsas Zip-lock (1 sandwich y 1 galón)

## Grados 1 y 2

- ✂ Libros para su hijo a leer en casa

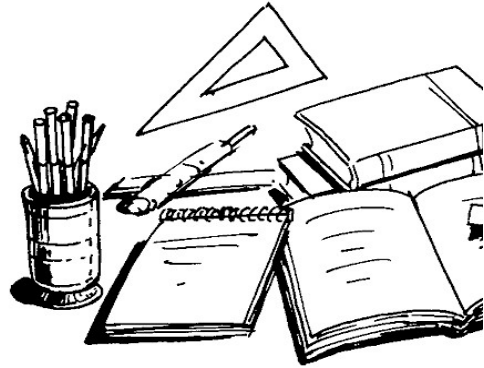
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## **Academia de las Antorchas Listas escolares**

## Grados 3- 5

- ✂ Libros para su hijo a leer en casa
- ✂ Bolsa de libros
- ✂ 2 cajas grandes de pañuelos
- ✂ 1 juego de audífonos
- ✂ 1 envase de toallitas Lysol y desinfectante de la 1 mano
- ✂ Marcadores permanentes 1 paquete
- ✂ 4 cuadernos de composición gobernada por todo el
- ✂ Gomas de borrar 1 paquete
- ✂ 1 paquete de palillos del pegamento
- ✂ 1 paquete de lápices de colores
- ✂ 4 paquetes de lápices #2
- ✂ 2 1½" ligantes (3 anillos)
- ✂ 1 suéter azul marino
- ✂ Pluma de tinta azul paquete de 1
- ✂ Diccionario del 1 estudiante
- ✂ 1 botella de agua reutilizable
- ✂ 1 paquete pequeño y 1 paquete fichas grandes
- ✂ 1 paquete de papel de cuaderno ancho gobernado
- ✂ 5 resma de papel de copia
- ✂ 1 paquete seco borra marcadores kit w/borrador
- ✂ Marcadores 1 paquete
- ✂ 6 carpetas de bolsillo de 2 w/puntas (2 rojas, 2 azules, 2 verde)
- ✂ Bolsa de plástico del tamaño de 1 caja sandwich
- ✂ 6 tema única Spiral bound notebooks



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## Academia de las Antorchas Listas Escolares



## Grados 6- 8

- ✂ Libros para su hijo a leer en casa
- ✂ Bolsa de libros
- ✂ 2 cajas grandes de pañuelos
- ✂ 1 juego de audífonos
- ✂ 1 envase de toallitas Lysol y desinfectante de la 1 mano
- ✂ Marcadores permanentes 1 paquete
- ✂ 4 cuadernos de composición gobernada por todo el
- ✂ Gomas de borrar 1 paquete
- ✂ 1 paquete de palillos del pegamento
- ✂ 1 paquete de lápices de colores
- ✂ 4 paquetes de lápices #2
- ✂ 4 2" aglutinantes (3 anillos)
- ✂ 1 suéter azul marino
- ✂ Pluma de tinta azul paquete de 1
- ✂ Diccionario del 1 estudiante
- ✂ 1 botella de agua reutilizable
- ✂ 1 paquete pequeño y 1 paquete fichas grandes
- ✂ 1 paquete de papel de cuaderno ancho gobernado
- ✂ 5 resma de papel de copia
- ✂ 1 paquete seco borra marcadores kit w/borrador
- ✂ Marcadores 1 paquete
- ✂ 8 carpetas de bolsillo de 2 w/puntas (2 rojas, 2 azules, 2 verde)
- ✂ Bolsa de plástico del tamaño de 1 caja sandwich
- ✂ **Graphing Calculator T183 – (sólo para estudiantes de grado 8)**
- ✂ 1 paquete papel de gráfico
- ✂ Protectores de página 1 paquete
- ✂ 4 - 3 cuadernos de espiral de tema

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## Desayuno & Almuerzo

¡Damos énfasis a la nutrición apropiada - tenemos una cocina de calidad de restaurante!

La Academia de las Antorchas participa en el desayuno escolar nacional y comunitarios (CEP del programa de almuerzos). Con este programa cada niño recibe desayunos y almuerzos **Gratis**. ¡Esto ahorra tanto como

\$1.200,00 al año cada familia!! También ahorra tiempo, puesto que no hay necesidad de preparar almuerzos diarios.

No se permite comida ni golosinas azucaradas para entrar en el edificio porque las estadísticas muestran que estos alimentos conducen a problemas de salud.

### **Para niños con necesidades dietéticas especiales**

Un niño con una discapacidad dietética que debe ser proporcionado sustituciones de alimentos o dieta especial debe tener una orden de declaración o dieta escrita firmada por un médico con licencia (formas pueden recogerse en la oficina).

**La Academia de las Antorchas es un proveedor de igualdad de oportunidades y empleo**

### **Estudiantes de kindergarten**

Ley estatal (G.S 130-440) requiere que cada estudiante que entre al Kindergarten debe presentar la siguiente prueba:

- Copia del certificado de exención religiosa o inmunización
- Copia de su certificado de nacimiento
- El reporte de evaluación de salud física del pediatra
- Debe ser de 5 años de edad el 31 de agosto, 2019

### **Vacunas que se necesitan para los estudiantes del grado 7**

De acuerdo con las leyes de vacunas de Carolina del Norte, cada niño/a que entre al grado 7 o tiene 12 años de edad, cualquiera que sea primero, tiene que suministrar pruebas de que ha recibido una dosis de (tétano, difteria y tosferina) y una dosis de vacuna de meningitis o un certificado religioso.

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### **Academia de las Antorchas**

**Nombres de las personas autorizadas para recoger a su niño/a** .....

.....

**Día:** \_\_\_\_\_

**NOMBRE DE NIÑA/O:** \_\_\_\_\_

**NOMBRE DE NIÑA/O:** \_\_\_\_\_

**NOMBRE:** \_\_\_\_\_

**NUMERO TELEFONICO:** \_\_\_\_\_

**RELACION:** \_\_\_\_\_

**NOMBRE:** \_\_\_\_\_

**NUMERO TELEFONICO:**  
\_\_\_\_\_

**\_RELACION:** \_\_\_\_\_

**NOMBRE:** \_\_\_\_\_

**NEMERO TELEFONICO:**  
\_\_\_\_\_

**RELATIONSHIP:** \_\_\_\_\_

**NOMBRE:** \_\_\_\_\_

**NUMERO TELEFONICO:**  
\_\_\_\_\_

**RELACION:** \_\_\_\_\_

A la persona autorizado/a (s) le pedirá presentar una copia de su identificación

• Para proteger mejor la seguridad de sus hijos, es importante que este formulario se actualice siempre que hay un cambio. En caso de que no tenemos información actualizada, estamos obligados por la información que aparece en este formulario.

Nombre del padre/guardián: \_\_\_\_\_

Firma del padre/tutor: \_\_\_\_\_ Tel: \_\_\_\_\_

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Website: Tlaedu.org

Academia de las Antorchas  
**Formulario de encuesta de idioma**

**NOMBRE DEL ESTUDIANTE:** \_\_\_\_\_

**Fecha de nacimiento:** \_\_\_\_\_

**grado** \_\_\_\_\_

Ley estatal de Carolina del Norte pide a cada escuela determinar qué idioma se habla en la casa de cada estudiante.

Pedimos su cooperación para que nos ayude a seguir este importante requisito. Por favor responda las siguientes preguntas con respecto a su hijo.

1. ¿Cuál es el primer lenguaje que el estudiante aprendió a hablar?

\_\_\_\_\_

2. Que Idioma habla el estudiante más a menudo?

\_\_\_\_\_

3. ¿Qué idioma se habla más a menudo en el hogar?

\_\_\_\_\_

4. ¿Qué lenguaje usa frecuentemente para hablar con su hijo? \_\_\_\_\_

\_\_\_\_\_

Si la respuesta a cualquiera de las 4 preguntas anteriores es otro idioma que inglés, es posible que su hijo califica para el inglés como un segundo servicio de idioma (ESL). Desea que consideremos a su hijo/a para este servicio?

\_\_\_ Si \_\_\_ No

**Nuevo residente:** ¿En qué fecha su hijo fue inscrito en cualquier escuela en los Estados Unidos? **Mes:** \_\_\_\_\_ **Año:** \_\_\_\_\_

Firma del padre \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ Firma del

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## Academia de Las Antorchas

### Verificación de la custodia de los hijos

Nombre del estudiante: \_\_\_\_\_

Fecha de nacimiento \_\_\_\_\_

Yo, \_\_\_\_\_ Soy:

\_\_\_ Padre

\_\_\_ Madre

\_\_\_ Custodia Legal (debe presentar documentos de custodia legal a la escuela con el nombre del niño).

¿Hay problemas de custodia o corte con este estudiante que la escuela tiene que estar consciente? \_\_\_ Si \_\_\_ No

En caso afirmativo, deberá presentar documentos de custodia o corte a la escuela del niño mencionado.

\_\_\_ Si No \_\_\_

El Problema De Custodia:

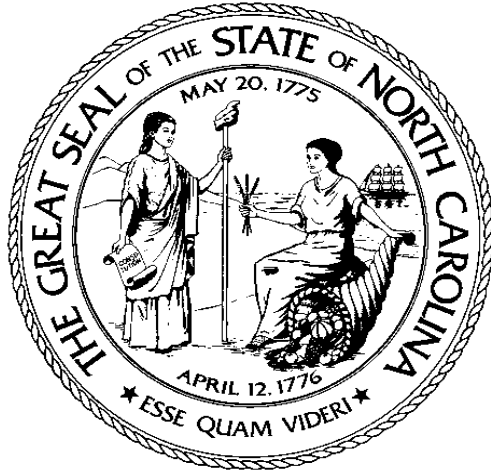
\_\_\_\_\_

Firma del padre/tutor: \_\_\_\_\_

Número de teléfono: \_\_\_\_\_

**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: **Torchlight Academy**

Reviewer Name: **Darian C. Jones, Ph. D.**

## **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:	
<ul style="list-style-type: none"> <li>All applicant contact information is complete and accurate.</li> </ul>	
<b>Status:</b>	Complete <input checked="" type="checkbox"/> Incomplete <input type="checkbox"/>
<b>Comments (if applicable)</b>	
Applicant contact information is complete and accurate.	

**Section II – Assurances**

Characteristics of a strong response:	
<ul style="list-style-type: none"> <li>Assurances are signed.</li> </ul>	
<b>Status:</b>	Complete <input checked="" type="checkbox"/> Incomplete <input type="checkbox"/>
<b>Comments (if applicable)</b>	
Assurances are signed.	

## Section III – Application Narrative

<b>A. Enrollment Projections</b>			
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"> <li>• Enrollment projections are complete, ambitious, and realistic.</li> <li>• 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.</li> </ul>			
<b>Points Possible:</b>	5	<b>Points Earned:</b>	5
<b>Strengths</b>			<b>Page</b>
The plan projects a growth model that is complete and consistent with the expectations of the grant. The ED population will grow from 50-70%.			5
<b>Weaknesses/Areas of Concern</b>			<b>Page</b>
No weaknesses noted.			N/A

A.2 Describe how the school plans to implement a weighted lottery.			
Characteristics of a strong response:			
<ul style="list-style-type: none"> <li>• Clear description of the process and mechanism for implementing a weighted lottery.</li> <li>• Clearly articulated subgroup category weights and/or enrollment percentage goals.</li> <li>• Rationale for the applied weights are reasonable and justified.</li> </ul>			
<b>Points Possible:</b>	5	<b>Points Earned:</b>	5
<b>Strengths</b>			<b>Page</b>
The plan indicates a weighted lottery by grade level where there are more applicants than seats available. There is a clear process and mechanism for why and how this is done.			6
<b>Weaknesses/Areas of Concern</b>			<b>Page</b>
No weaknesses noted.			N/A

**Section III – Application Narrative (cont.)**

<b>B. Education Plan</b>			
<b>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.</b>			
Characteristics of a strong response:			
<ul style="list-style-type: none"> <li>Statement clearly articulates the school’s desire and plan to eliminate any and all barriers to enrollment for all students, especially educationally disadvantaged students.</li> </ul>			
<b>Points Possible:</b>	2	<b>Points Earned:</b>	2
<b>Strengths</b>			<b>Page</b>
The plan indicates every staff member has an understanding and is engaged regarding the plan for the various ED subgroups that have been identified. A strategy has been developed to mitigate those barriers.			7
<b>Weaknesses/Areas of Concern</b>			<b>Page</b>
No weaknesses noted.			N/A

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

<b>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.</b>			
Characteristics of a strong response:			
<ul style="list-style-type: none"> <li>Clear and comprehensive description of the strategies being utilized to serve educationally disadvantaged students, especially intervention, differentiation, and support services.</li> <li>A robust and quality curriculum overview, supported by research, with a plan for implementation.</li> <li>Evidence the proposed academic plan will be appropriate and effective for growing all students while at the same time closing achievement gaps.</li> </ul>			
<b>Points Possible:</b>	10	<b>Points Earned:</b>	10
<b>Strengths</b>			<b>Page</b>
The plan indicates a history of success with the ED population and details the PD, services, and curriculum used to achieve these results. The plan from past success to growth is clear articulate and well designed.			7-9

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

<b>B.4 Explain how the charter school’s education plan compares to or differs from that of the local LEA(s).</b>			
Characteristics of a strong response: <ul style="list-style-type: none"> <li>• Clear articulation of the services and programs offered by the school that are similar and/or different from offerings in the local LEA.</li> </ul>			
<b>Points Possible:</b>	5	<b>Points Earned:</b>	5
<b>Strengths</b>			<b>Page</b>
There is clear articulation between the limits of the LEA and the services and programs the school provides to the identified population. The school significantly exceeds the performance of the district with the specified subgroups. The plan indicates additional professional days beyond those of the LEA.			10
<b>Weaknesses/Areas of Concern</b>			<b>Page</b>
No weaknesses noted.			N/A

<b>B.5 Describe the school’s discipline and school climate philosophy and how it supports the development of educationally disadvantaged students.</b>			
Characteristics of a strong response: <ul style="list-style-type: none"> <li>• 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.</li> <li>• Coherent plan for creating and/or sustaining the intended culture for students, teachers, administrators, and parents.</li> <li>• 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.</li> </ul>			
<b>Points Possible:</b>	5	<b>Points Earned:</b>	4
<b>Strengths</b>			<b>Page</b>
The plan indicates a clear and consequential discipline plan to ensure the desired school culture and compliance.			11
<b>Weaknesses/Areas of Concern</b>			<b>Page</b>
Providing data to support the descriptions in this item would have supported claims; for example, the claim of a diverse staff could have been supported by some numbers.			11

<b>B.6 Describe how the school’s calendar supports the development of educationally disadvantaged students.</b>			
Characteristics of a strong response: <ul style="list-style-type: none"> <li>• 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.</li> </ul>			
<b>Points Possible:</b>	5	<b>Points Earned:</b>	3
<b>Strengths</b>			<b>Page</b>



The plan indicates the calendar supports ED students.	11
<b>Weaknesses/Areas of Concern</b>	<b>Page</b>
The plan does not show how or provide evidence of the calendar supporting ED students in an intentional way.	11

**Section III – Application Narrative (cont.)**

<b>C. Operations Plan</b>			
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"> <li>• Clear delineation of roles and responsibilities between the school and CMO/EMO.</li> <li>• Articulation of budgetary and decision-making autonomy of the board or directors.</li> <li>• Evidence of contractual agreements provided in appendix A.</li> </ul>			
<b>Points Possible:</b>	2	<b>Points Earned:</b>	1
<b>Strengths</b>			<b>Page</b>
The plan delineates the roles and responsibilities of the EMO clearly. The plan discusses the partnerships that exists.			12
<b>Weaknesses/Areas of Concern</b>			<b>Page</b>
The plan makes no reference to attached contracts.			12

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"> <li>• Staffing levels for each year are robust and aligned with the educational program and conducive to the school’s success.</li> <li>• There is clear capacity to support the specialized needs of students, particularly students with disabilities and English learners.</li> <li>• Comprehensive plan to support student’s non-academic needs, including through counselors, behavior specialists, psychologists, etc.</li> <li>• Clear plan to recruit, retain, and support a diverse teaching staff.</li> </ul>			
<b>Points Possible:</b>	3	<b>Points Earned:</b>	3
<b>Strengths</b>			<b>Page</b>
The plan indicates a continuation of ratios teacher to student over the life of the grant. The plan indicates prior self-adjustments to address the staffing for students with special needs, and the candidates they plan to recruit. The plan indicates the role in the EMP with helping with recruitment, retention, and support.			13
<b>Weaknesses/Areas of Concern</b>			<b>Page</b>
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.			
Characteristics of a strong response:			
<ul style="list-style-type: none"> <li>• Compelling student outreach plan that includes community, family, and student involvement, and that is realistic and likely to foster student retention and community support.</li> </ul>			

<ul style="list-style-type: none"> <li>Emphasis on strategies that will provide equal access to educationally disadvantaged students.</li> </ul>			
<b>Points Possible:</b>	5	<b>Points Earned:</b>	5
<b>Strengths</b>			<b>Page</b>
The plan highlights a robust outreach plan to the community and families through meetings, media, and reputation serving this particular population. The plan highlights the percentage of Hispanic students and provides evidence of a website that is dual-language.			13
<b>Weaknesses/Areas of Concern</b>			<b>Page</b>
No weaknesses noted.			N/A

<b>C.4 Describe how the school currently does or will provide a transportation plan that accommodates and supports educationally disadvantaged students.</b>			
Characteristics of a strong response:			
<ul style="list-style-type: none"> <li>Clear description of transportation plan that includes anticipated routes, extracurricular activities, before- and after-school care, etc.</li> <li>Description of how the school will arrange transportation for special needs students where necessary.</li> <li>Clear articulation of how the proposed plan will eliminate transportation barriers for educationally disadvantaged students.</li> </ul>			
<b>Points Possible:</b>	5	<b>Points Earned:</b>	5
<b>Strengths</b>			<b>Page</b>
The plan provides for a very detailed transportation plan that includes all aspects of students, buses, car riders, and providing tokens for public transportation. The plan indicates provisions for special needs students. The plan also indicates provisions for homeless students.			13-14
<b>Weaknesses/Areas of Concern</b>			<b>Page</b>
No weaknesses noted.			N/A

<b>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.</b>			
Characteristics of a strong response:			
<ul style="list-style-type: none"> <li>A clear description of how the school will offer food service to all students, adhering to all nutritional guidelines.</li> <li>Specific strategies to ensure educationally disadvantaged students receive daily meals and are not identifiable as qualifying for free or reduced-price lunch.</li> <li>A plan to collect free and reduced-price lunch information, including procedures to receive reimbursement.</li> </ul>			
<b>Points Possible:</b>	5	<b>Points Earned:</b>	5
<b>Strengths</b>			<b>Page</b>
The plan indicates the school participates in the NSLP and is a School Food Authority. The plan indicates the school uses the Direct Certification method and monitors data electronically. The school provides an afternoon snack.			14
<b>Weaknesses/Areas of Concern</b>			<b>Page</b>

No weaknesses noted.	N/A
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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"> <li>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.</li> <li>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.</li> </ul>			
<b>Points Possible:</b>	5	<b>Points Earned:</b>	4
Strengths			Page
The professional development plan is inclusive of preparing for and maintaining teacher licensure to grow teachers professionally. The plan indicates extended days and hours beyond the LEA to support the vision of the school. The PD plan has one main focus in ensuring teachers and staff are best equipped to deal with the student population.			14
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"> <li>Clear plan for informing and educating parents on school policies, procedures, and programming.</li> <li>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.</li> </ul>			
<b>Points Possible:</b>	5	<b>Points Earned:</b>	5
Strengths			Page
The plan includes the development of a 12 member PAC between current parents and community members. The plan highlights their roles and responsibilities. The plan addresses what is already in place with regards to parents (student handbook).			15
Weaknesses/Areas of Concern			Page
No weaknesses noted.			N/A

<b>Application Narrative Total (70 points possible):</b>	65
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**Section III – Application Narrative (cont.)**

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

**Section IV – Budget, Budget Narrative, and Logic Model**

<b>A. Budget</b>			
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"> <li>• Outlines complete, realistic, and viable costs for the duration of the grant period.</li> <li>• All operational costs and major expenditures are accounted for and are realistic.</li> <li>• There is clear alignment between the budget, budget narrative, and the proposed plan to support educationally disadvantaged students.</li> </ul>			
<b>Points Possible:</b>	15	<b>Points Earned:</b>	15
<b>Strengths</b>			<b>Page</b>
The budget is complete, realistic, and viable for the duration of the grant. There is clear alignment between the budget, budget narrative, and proposed plan to support ED students.			Appendix
<b>Weaknesses/Areas of Concern</b>			<b>Page</b>
No weaknesses noted.			N/A

<b>B. Budget Narrative</b>			
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"> <li>• Clearly explains reasonable, well-supported cost assumptions anticipated for the duration of the grant.</li> <li>• Demonstrates financial viability beyond the expiration of the grant period.</li> <li>• There is clear alignment between the budget, budget narrative, and the proposed plan to support educationally disadvantaged students.</li> </ul>			
<b>Points Possible:</b>	10	<b>Points Earned:</b>	10
<b>Strengths</b>			<b>Page</b>
There is clear alignment between the budget, budget narrative, and the proposed plan. The plan demonstrates financial viability.			17-21
<b>Weaknesses/Areas of Concern</b>			<b>Page</b>
No weaknesses noted.			N/A

<b>C. Logic Model</b>	
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"> <li>• Clearly articulates how actions and expenditures are expected to lead to specific outcomes.</li> <li>• Aligns clearly and directly to the application narrative.</li> </ul>	
<b>Points Possible:</b>	5
<b>Points Earned:</b>	5
<b>Strengths</b>	
The inputs are aligned to the anticipated outcomes	Page Appendix
<b>Weaknesses/Areas of Concern</b>	
No weaknesses noted.	Page N/A

<b>Budget, Budget Narrative, and Logic Model Total (30 points possible):</b>	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).			
<b>Points Possible:</b>	3	<b>Points Earned:</b>	0
<b>Comments (if applicable)</b>			<b>Page</b>

Increasing the racial and ethnic diversity in their new, expanded, or replicated school.			
<b>Points Possible:</b>	3	<b>Points Earned:</b>	3
<b>Comments (if applicable)</b>			<b>Page</b>
The plan includes outreach to non-minority students			21

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

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

<b>Competitive Preference Standards Total (12 points possible):</b>			<b>3</b>
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**Section VI – Priority Consideration Status**

Currently serve a forty percent (40%) or higher economically disadvantaged population.	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
<b>Comments (if applicable)</b>	<b>Page</b>
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"/>
<b>Comments (if applicable)</b>	<b>Page</b>
As evidence of participation in applicable federal programs, have Title I status.	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
<b>Comments (if applicable)</b>	<b>Page</b>
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"/>
<b>Comments (if applicable)</b>	<b>Page</b>

<b>Priority Consideration Status Total (4 standards possible):</b>	<b>3</b>
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**Section VIII – Certification**

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

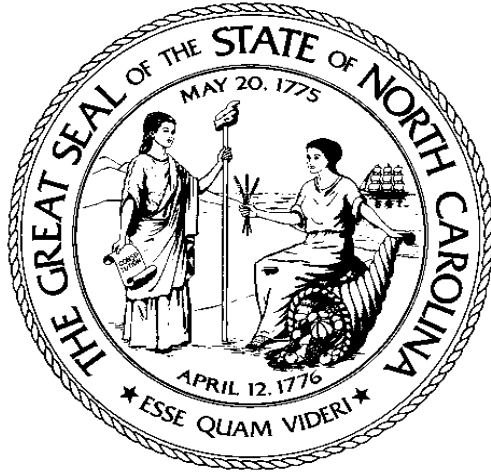
## Summary Ratings

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
<b>Total (all sections must be <i>complete</i> to pass)</b>	<input checked="" type="checkbox"/> <b>Pass</b> <input type="checkbox"/> <b>Fail</b>

Technical Standards	Points Possible	Points Earned
Section III – Application Narrative	70	65
Section III (D) – Student Transition Plan	<input 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	3
<b>Total (must receive at least <i>80 points</i> to pass)</b>	<b>100</b>	<b>98</b>

Priority Standards	Standards Possible	Standards Met
Section VI – Priority Consideration Status	4	3

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"/> <b>Pass with Priority</b>
	<input type="checkbox"/> <b>Pass</b>
	<input type="checkbox"/> <b>Fail</b>



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

Applicant: **Torchlight Academy**

Reviewer Name: **Danielle Allen**

## **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: <ul style="list-style-type: none"><li>All applicant contact information is complete and accurate.</li></ul>	
<b>Status:</b>	Complete <input checked="" type="checkbox"/> Incomplete <input type="checkbox"/>
<b>Comments (if applicable)</b>	
Applicant contact information is complete and accurate.	

**Section II – Assurances**

Characteristics of a strong response: <ul style="list-style-type: none"><li>Assurances are signed.</li></ul>	
<b>Status:</b>	Complete <input checked="" type="checkbox"/> Incomplete <input type="checkbox"/>
<b>Comments (if applicable)</b>	
Assurances are signed.	

**Section III – Application Narrative**

<b>A. Enrollment Projections</b>			
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"> <li>• Enrollment projections are complete, ambitious, and realistic.</li> <li>• 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.</li> </ul>			
<b>Points Possible:</b>	5	<b>Points Earned:</b>	5
<b>Strengths</b>			<b>Page</b>
The applicant proposes to increase ED student enrollment from 50% in year 1 of the subgrant to 70% in year 5. These projections are ambitious and realistic, given the location of the school. The proposed projections demonstrate a significant increase of ED students.			5
<b>Weaknesses/Areas of Concern</b>			<b>Page</b>
The applicant does not specify the percentage of subgroups of students they expect to increase enrollment.			

A.2 Describe how the school plans to implement a weighted lottery.			
Characteristics of a strong response:			
<ul style="list-style-type: none"> <li>• Clear description of the process and mechanism for implementing a weighted lottery.</li> <li>• Clearly articulated subgroup category weights and/or enrollment percentage goals.</li> <li>• Rationale for the applied weights are reasonable and justified.</li> </ul>			
<b>Points Possible:</b>	5	<b>Points Earned:</b>	4
<b>Strengths</b>			<b>Page</b>
The applicant proposes that ED students will receive 2x weight in a lottery for any grades that are not fully enrolled. The applicant clearly articulates the enrollment percentage goals, an increase of 5% each year.			6
<b>Weaknesses/Areas of Concern</b>			<b>Page</b>
The applicant does not state what measures will be taken to ensure that applicants are not discriminated against during the application process (i.e., putting SES or SWD information on application form). The applicant does not provide a rationale for the applied weights.			6



## Section III – Application Narrative (cont.)

<b>B. Education Plan</b>			
<b>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.</b>			
Characteristics of a strong response:			
<ul style="list-style-type: none"> <li>Statement clearly articulates the school's desire and plan to eliminate any and all barriers to enrollment for all students, especially educationally disadvantaged students.</li> </ul>			
<b>Points Possible:</b>	2	<b>Points Earned:</b>	2
<b>Strengths</b>			<b>Page</b>
The applicant provides school website with dual language feature and provides student enrollment literature in English and Spanish. The applicant proposes to coordinate with teachers and staff on recruitment messaging and seek input from SWD staff, Title 1 staff, etc. The applicant proposes to market through media outlets that target educationally disadvantaged students.			7
<b>Weaknesses/Areas of Concern</b>			<b>Page</b>
No weaknesses noted.			N/A

<b>B.2 Provide at least three (3) school-specific subgrant program goals. Subgrant goals must be SMART (specific, measurable, achievable, rigorous, and time-bound).</b>			
Characteristics of a strong response:			
<ul style="list-style-type: none"> <li>All goals are specific, measurable, achievable, rigorous, and time-bound.</li> <li>Goals are aligned to the NC ACCESS Program and activities in the subgrant application.</li> </ul>			
<b>Points Possible:</b>	3	<b>Points Earned:</b>	2
<b>Strengths</b>			<b>Page</b>
Goals are specific, measurable, and timebound. Stated goals are aligned to the program/activities in the subgrant application. SWD goal is ambitious, as current subgroup performance lags behind the district.			7
<b>Weaknesses/Areas of Concern</b>			<b>Page</b>
Economically disadvantaged students at the school are currently scoring 3+ points greater than the State and 8+ points greater than the local district, and EL students are 15+ points higher than the State and district. The goal of maintaining proficiency at least 5 percentage points above the State and local district for the next five years is not ambitious for either of these subgroups.			7

<b>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.</b>			
Characteristics of a strong response:			
<ul style="list-style-type: none"> <li>Clear and comprehensive description of the strategies being utilized to serve educationally disadvantaged students, especially intervention, differentiation, and support services.</li> <li>A robust and quality curriculum overview, supported by research, with a plan for implementation.</li> </ul>			

<ul style="list-style-type: none"> <li>Evidence the proposed academic plan will be appropriate and effective for growing all students while at the same time closing achievement gaps.</li> </ul>			
<b>Points Possible:</b>	10	<b>Points Earned:</b>	10
<b>Strengths</b>			<b>Page</b>
The applicant currently has multiple subgroups outperforming the State and/or district, evidence that the current strategies being used are successful for specific subgroups. The applicant has made progress in closing the achievement gaps for Black, Latinx, Economically Disadvantaged, and EL students. The applicant's educational plan provides substantial professional development in culturally responsive pedagogy. The applicant has multiple community partnerships to provide wraparound services for students. The applicant utilizes reading strategies from Success for All, which research has proven to be effective.			8-9
<b>Weaknesses/Areas of Concern</b>			<b>Page</b>
No weaknesses noted.			N/A

<b>B.4 Explain how the charter school's education plan compares to or differs from that of the local LEA(s).</b>			
Characteristics of a strong response:			
<ul style="list-style-type: none"> <li>Clear articulation of the services and programs offered by the school that are similar and/or different from offerings in the local LEA.</li> </ul>			
<b>Points Possible:</b>	5	<b>Points Earned:</b>	5
<b>Strengths</b>			<b>Page</b>
The applicant has outperformed the LEA in several subgroups, including Black, Latinx, economically disadvantaged and EL. The applicant provides 10 days of pre-service learning compared to 3 days in the local district.			10
<b>Weaknesses/Areas of Concern</b>			<b>Page</b>
No weaknesses noted.			N/A

<b>B.5 Describe the school's discipline and school climate philosophy and how it supports the development of educationally disadvantaged students.</b>			
Characteristics of a strong response:			
<ul style="list-style-type: none"> <li>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.</li> <li>Coherent plan for creating and/or sustaining the intended culture for students, teachers, administrators, and parents.</li> <li>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.</li> </ul>			
<b>Points Possible:</b>	5	<b>Points Earned:</b>	3
<b>Strengths</b>			<b>Page</b>
The expectations for student behavior are communicated to students and parents upon admission. The applicant states that they maintain high expectations for students, beginning in kindergarten. The applicant works to keep students motivated and to develop a global view of the world.			10-11

<b>Weaknesses/Areas of Concern</b>	<b>Page</b>
The applicant has a corporal punishment policy and procedure. The applicant does not state what research supports the use of corporal punishment for students. The applicant does not state how a corporal punishment policy contributes to a positive and supportive academic environment.	10

<b>B.6 Describe how the school’s calendar supports the development of educationally disadvantaged students.</b>			
Characteristics of a strong response:			
<ul style="list-style-type: none"> <li>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.</li> </ul>			
<b>Points Possible:</b>	5	<b>Points Earned:</b>	4
<b>Strengths</b>			<b>Page</b>
The applicant states that the calendar is designed to provide high quality education, which includes adequate teacher PD, student instructional time, and monitoring of student progress.			11
<b>Weaknesses/Areas of Concern</b>			<b>Page</b>
The applicant does not state how the calendar is specifically tailored to support the development of educationally disadvantaged students.			11

## Section III – Application Narrative (cont.)

<b>C. Operations Plan</b>			
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"> <li>• Clear delineation of roles and responsibilities between the school and CMO/EMO.</li> <li>• Articulation of budgetary and decision-making autonomy of the board or directors.</li> <li>• Evidence of contractual agreements provided in appendix A.</li> </ul>			
<b>Points Possible:</b>	2	<b>Points Earned:</b>	1
<b>Strengths</b>			<b>Page</b>
The applicant provides the contract between the school and the management company.			Appendix
<b>Weaknesses/Areas of Concern</b>			<b>Page</b>
The applicant does not provide contractual agreements between the school and the local university partners.			

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"> <li>• Staffing levels for each year are robust and aligned with the educational program and conducive to the school's success.</li> <li>• There is clear capacity to support the specialized needs of students, particularly students with disabilities and English learners.</li> <li>• Comprehensive plan to support student's non-academic needs, including through counselors, behavior specialists, psychologists, etc.</li> <li>• Clear plan to recruit, retain, and support a diverse teaching staff.</li> </ul>			
<b>Points Possible:</b>	3	<b>Points Earned:</b>	1
<b>Strengths</b>			<b>Page</b>
The applicant states that the teacher : student ratio is 1 to 22, and that the ratio will remain consistent across the life of the subgrant. The applicant states that the school will maintain their EL staffing structure, which consists of an ESL coordinator, teachers, and support personnel.			12
<b>Weaknesses/Areas of Concern</b>			<b>Page</b>
The applicant does not provide specific projections of additional staff they intend to hire in order to maintain a student/staff ratio of 1:22. The applicant does not state whether the board is prepared to hire additional EL, SWD, etc., teachers to meet the increased need. The applicant states that the school has an EC director and staffing which is more than adequate to address the needs of their SWD. Given the current performance of the school's SWD compared to the district and state, additional information is needed to determine the veracity of this statement. The applicant does not specifically state an intent to increase behavior support personnel. The applicant does not outline a clear plan for the recruitment and support of a diverse teaching staff.			12

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"> <li>• Compelling student outreach plan that includes community, family, and student involvement, and that is realistic and likely to foster student retention and community support.</li> <li>• Emphasis on strategies that will provide equal access to educationally disadvantaged students.</li> </ul>			
<b>Points Possible:</b>	5	<b>Points Earned:</b>	4
<b>Strengths</b>			<b>Page</b>
The applicant's website features both English and Spanish, and the school uses various media for community outreach. The school conducts monthly Title I meetings and participates in the 21 <sup>st</sup> Century Community Learning Center program.			13
<b>Weaknesses/Areas of Concern</b>			<b>Page</b>
The applicant states that recruitment efforts initially built a student population of over 95% ED students, but does not explain why the current student enrollment is only 52% ED (stated on p. 8 and in the enrollment projections), or whether the same recruitment efforts will yield a larger ED population.			13

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"> <li>• Clear description of transportation plan that includes anticipated routes, extracurricular activities, before- and after-school care, etc.</li> <li>• Description of how the school will arrange transportation for special needs students where necessary.</li> <li>• Clear articulation of how the proposed plan will eliminate transportation barriers for educationally disadvantaged students.</li> </ul>			
<b>Points Possible:</b>	5	<b>Points Earned:</b>	3
<b>Strengths</b>			<b>Page</b>
The applicant provides transportation for most of their students, and provides public transit tokens to support student transportation.			13
<b>Weaknesses/Areas of Concern</b>			<b>Page</b>
The applicant does not state what percentage of students they currently transport, and whether or not (or how) they intend to expand those supports for a larger ED student population. The applicant does not state how the school will provide transportation for extracurricular activities or before and after school.			13-14

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"> <li>• A clear description of how the school will offer food service to all students, adhering to all nutritional guidelines.</li> <li>• Specific strategies to ensure educationally disadvantaged students receive daily meals and are not identifiable as qualifying for free or reduced-price lunch.</li> </ul>			

<ul style="list-style-type: none"> <li>A plan to collect free and reduced-price lunch information, including procedures to receive reimbursement.</li> </ul>			
<b>Points Possible:</b>	5	<b>Points Earned:</b>	5
<b>Strengths</b>			<b>Page</b>
The applicant participates in the NSLP and qualifies under CEP so all students receive free breakfast and lunch – no students are identifiable as qualifying for FRPL.cx. The applicant provides an afternoon snack through NSLP for all students participating in the afterschool programs. Meals are monitored and comply with USDA nutritional guidelines. The school uses direct cert method to collect FRPL eligibility data.			14
<b>Weaknesses/Areas of Concern</b>			<b>Page</b>
No weaknesses noted.			N/A

<b>C.6 Describe how the school’s professional development plan supports and is tailored to the development of educationally disadvantaged students.</b>			
Characteristics of a strong response: <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>			
<b>Points Possible:</b>	5	<b>Points Earned:</b>	3
<b>Strengths</b>			<b>Page</b>
The school participates in the BT Licensure program and its PD plan is designed to assure all teachers maintain NC licenses or are working toward obtaining one. The school provides PD in culturally responsive pedagogy and classroom management.			14
<b>Weaknesses/Areas of Concern</b>			<b>Page</b>
The applicant states that they provide 5-10 PD days on p. 14 but stated that they provide 10 days on p. 10. It is unclear exactly how much PD the school provides during preplanning. The applicant does not outline a plan for PD specifically related to English learners.			10-14

<b>C.7 Describe the school’s plan to engage families and implement a parent/community advisory council.</b>			
Characteristics of a strong response: <ul style="list-style-type: none"> <li>Clear plan for informing and educating parents on school policies, procedures, and programming.</li> <li>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.</li> </ul>			
<b>Points Possible:</b>	5	<b>Points Earned:</b>	5
<b>Strengths</b>			<b>Page</b>
The applicant engages parents and communities through Title 1 meetings, 21 <sup>st</sup> Century Community Learning meetings, and school and community events. Parents are provided a handbook that outlines school policies. The applicant proposes to appoint a 12-member parent/community advisory council. The council will provide feedback on aspects of the			15

school, including recruitment strategies, duties, and authority, school policies, procedures, and programming.	
<b>Weaknesses/Areas of Concern</b>	<b>Page</b>
No weaknesses noted.	N/A

<b>Application Narrative Total (70 points possible):</b>	<b>57</b>
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**Section III – Application Narrative (cont.)**

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



## Section IV – Budget, Budget Narrative, and Logic Model

<b>A. Budget</b>			
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"> <li>• Outlines complete, realistic, and viable costs for the duration of the grant period.</li> <li>• All operational costs and major expenditures are accounted for and are realistic.</li> <li>• There is clear alignment between the budget, budget narrative, and the proposed plan to support educationally disadvantaged students.</li> </ul>			
<b>Points Possible:</b>	15	<b>Points Earned:</b>	15
<b>Strengths</b>			<b>Page</b>
The budget outlines complete costs for the duration of the grant period. The proposed budget is aligned with the narrative and plan to support educationally disadvantaged students.			
<b>Weaknesses/Areas of Concern</b>			<b>Page</b>
No weaknesses noted.			N/A

<b>B. Budget Narrative</b>			
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"> <li>• Clearly explains reasonable, well-supported cost assumptions anticipated for the duration of the grant.</li> <li>• Demonstrates financial viability beyond the expiration of the grant period.</li> <li>• There is clear alignment between the budget, budget narrative, and the proposed plan to support educationally disadvantaged students.</li> </ul>			
<b>Points Possible:</b>	10	<b>Points Earned:</b>	7
<b>Strengths</b>			<b>Page</b>
The applicant intends to use funds for books, materials, and resources for a media center.			18
<b>Weaknesses/Areas of Concern</b>			<b>Page</b>
The applicant does not state who will provide professional development for the school at a cost of \$200,000. The applicant does not state who will provide “professional curriculum services” for \$60,000. The applicant states that they will budget \$30K in years 1 and 2 for consumables. The applicant does not state why this figure does not increase, even though there will be more students in year 2 than in year 1.			

<b>C. Logic Model</b>			
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"> <li>• Clearly articulates how actions and expenditures are expected to lead to specific outcomes.</li> <li>• Aligns clearly and directly to the application narrative.</li> </ul>			
<b>Points Possible:</b>	5	<b>Points Earned:</b>	4

Strengths	Page
The logic model aligns with application narrative.	
Weaknesses/Areas of Concern	Page
Aspects of the logic model are not fully explained or elaborated upon.	

<b>Budget, Budget Narrative, and Logic Model Total (30 points possible):</b>	<b>26</b>
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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).			
<b>Points Possible:</b>	3	<b>Points Earned:</b>	0
<b>Comments (if applicable)</b>			<b>Page</b>

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

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

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

<b>Competitive Preference Standards Total (12 points possible):</b>			<b>3</b>
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**Section VI – Priority Consideration Status**

Currently serve a forty percent (40%) or higher economically disadvantaged population.	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
<b>Comments (if applicable)</b>	<b>Page</b>
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"/>
<b>Comments (if applicable)</b>	<b>Page</b>
As evidence of participation in applicable federal programs, have Title I status.	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
<b>Comments (if applicable)</b>	<b>Page</b>
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"/>
<b>Comments (if applicable)</b>	<b>Page</b>

<b>Priority Consideration Status Total (4 standards possible):</b>	<b>3</b>
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**Section VIII – Certification**

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

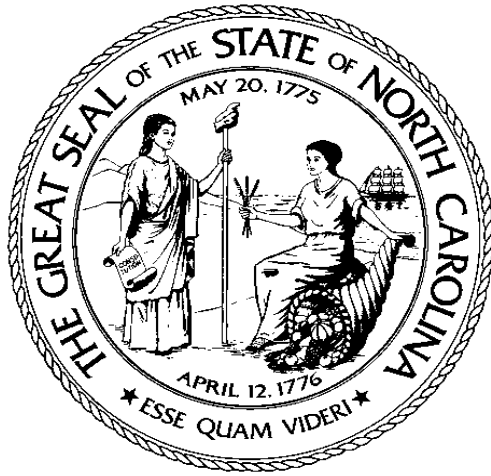
## Summary Ratings

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
<b>Total</b> ( <i>all sections must be <b>complete</b> to pass</i> )	<input checked="" type="checkbox"/> <b>Pass</b> <input type="checkbox"/> <b>Fail</b>

Technical Standards	Points Possible	Points Earned
Section III – Application Narrative	70	<b>57</b>
Section III (D) – Student Transition Plan	<input type="checkbox"/> Complete <input type="checkbox"/> Incomplete	
Section IV – Budget, Budget Narrative, and Logic Model	30	<b>26</b>
Section V – Competitive Preference Standards	Up to 12	<b>3</b>
<b>Total</b> ( <i>must receive at least <b>80 points</b> to pass</i> )	<b>100</b>	<b>86</b>

Priority Standards	Standards Possible	Standards Met
Section VI – Priority Consideration Status	<b>4</b>	<b>3</b>

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"/> <b>Pass with Priority</b>
	<input type="checkbox"/> <b>Pass</b>
	<input type="checkbox"/> <b>Fail</b>



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

Applicant: **Torchlight Academy**

Reviewer Name: **Polly Drew**

## **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:	
<ul style="list-style-type: none"> <li>All applicant contact information is complete and accurate.</li> </ul>	
<b>Status:</b>	Complete <input checked="" type="checkbox"/> Incomplete <input type="checkbox"/>
<b>Comments (if applicable)</b>	
Applicant contact information is complete and accurate.	

**Section II – Assurances**

Characteristics of a strong response:	
<ul style="list-style-type: none"> <li>Assurances are signed.</li> </ul>	
<b>Status:</b>	Complete <input checked="" type="checkbox"/> Incomplete <input type="checkbox"/>
<b>Comments (if applicable)</b>	
Assurances are signed.	

**Section III – Application Narrative**

<b>A. Enrollment Projections</b>	
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"> <li>• Enrollment projections are complete, ambitious, and realistic.</li> <li>• 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.</li> </ul>	
<b>Points Possible:</b>	5
<b>Points Earned:</b>	4
<b>Strengths</b>	
The goal is realistic and complete. The percentage of ED students will increase based on the plan.	5
<b>Weaknesses/Areas of Concern</b>	
Based on the table there is some funny math where the number of ED students being added between years is higher than the number of seats open. There needs to be clarity around this.	5

A.2 Describe how the school plans to implement a weighted lottery.	
Characteristics of a strong response: <ul style="list-style-type: none"> <li>• Clear description of the process and mechanism for implementing a weighted lottery.</li> <li>• Clearly articulated subgroup category weights and/or enrollment percentage goals.</li> <li>• Rationale for the applied weights are reasonable and justified.</li> </ul>	
<b>Points Possible:</b>	5
<b>Points Earned:</b>	4
<b>Strengths</b>	
Lottery doubles the chance of ED students.	6
<b>Weaknesses/Areas of Concern</b>	
There is no contingency if the lottery does not work.	6

**Section III – Application Narrative (cont.)**

<b>B. Education Plan</b>			
<b>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.</b>			
Characteristics of a strong response:			
<ul style="list-style-type: none"> <li>Statement clearly articulates the school’s desire and plan to eliminate any and all barriers to enrollment for all students, especially educationally disadvantaged students.</li> </ul>			
<b>Points Possible:</b>	2	<b>Points Earned:</b>	2
<b>Strengths</b>			<b>Page</b>
The school already has many efforts and activities in place.			7
<b>Weaknesses/Areas of Concern</b>			<b>Page</b>
No weaknesses noted.			N/A

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

<b>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.</b>			
Characteristics of a strong response:			
<ul style="list-style-type: none"> <li>Clear and comprehensive description of the strategies being utilized to serve educationally disadvantaged students, especially intervention, differentiation, and support services.</li> <li>A robust and quality curriculum overview, supported by research, with a plan for implementation.</li> <li>Evidence the proposed academic plan will be appropriate and effective for growing all students while at the same time closing achievement gaps.</li> </ul>			
<b>Points Possible:</b>	10	<b>Points Earned:</b>	9
<b>Strengths</b>			<b>Page</b>
There is reported focus on NCSCOS, data, with some support from curricular resources- Reading Mastery, Success for All, etc. Active learning strategies are a core principle.			7-9
<b>Weaknesses/Areas of Concern</b>			<b>Page</b>

As percentage of ED students would increase with this grant, it is unclear what the focus is related to educational programs.	7-9
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<b>B.4 Explain how the charter school's education plan compares to or differs from that of the local LEA(s).</b>	
Characteristics of a strong response:	
<ul style="list-style-type: none"> <li>• Clear articulation of the services and programs offered by the school that are similar and/or different from offerings in the local LEA.</li> </ul>	
<b>Points Possible:</b>	5
<b>Points Earned:</b>	5
<b>Strengths</b>	
Narrative mentions more days of teacher PD. Narrative mentions enhanced program focused on active-learning, TLAC, and the informal approach to RTI/MTSS	10
<b>Weaknesses/Areas of Concern</b>	
No weaknesses noted.	N/A

<b>B.5 Describe the school's discipline and school climate philosophy and how it supports the development of educationally disadvantaged students.</b>	
Characteristics of a strong response:	
<ul style="list-style-type: none"> <li>• 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.</li> <li>• Coherent plan for creating and/or sustaining the intended culture for students, teachers, administrators, and parents.</li> <li>• 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.</li> </ul>	
<b>Points Possible:</b>	5
<b>Points Earned:</b>	4
<b>Strengths</b>	
There is a clear vision for culture, structure, and an inclusive environment. A coherent plan is described. Processes, policies, and procedure are eluded to.	10-11
<b>Weaknesses/Areas of Concern</b>	
As the number of ED students increases, what will the focus in this area need to be?	10-11

<b>B.6 Describe how the school's calendar supports the development of educationally disadvantaged students.</b>	
Characteristics of a strong response:	
<ul style="list-style-type: none"> <li>• 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.</li> </ul>	
<b>Points Possible:</b>	5
<b>Points Earned:</b>	3
<b>Strengths</b>	
There does not seem to be any specific calendar innovation to support ED students.	11
<b>Weaknesses/Areas of Concern</b>	
Focus on testing and formal assessment involved with the calendar.	11

**Section III – Application Narrative (cont.)**

<b>C. Operations Plan</b>			
<b>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.</b>			
Characteristics of a strong response:			
<ul style="list-style-type: none"> <li>• Clear delineation of roles and responsibilities between the school and CMO/EMO.</li> <li>• Articulation of budgetary and decision-making autonomy of the board or directors.</li> <li>• Evidence of contractual agreements provided in appendix A.</li> </ul>			
<b>Points Possible:</b>	2	<b>Points Earned:</b>	1
<b>Strengths</b>			<b>Page</b>
Partnership with 2 universities in the area.			12
<b>Weaknesses/Areas of Concern</b>			<b>Page</b>
Limited community partnerships.			12

<b>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.</b>			
Characteristics of a strong response:			
<ul style="list-style-type: none"> <li>• Staffing levels for each year are robust and aligned with the educational program and conducive to the school’s success.</li> <li>• There is clear capacity to support the specialized needs of students, particularly students with disabilities and English learners.</li> <li>• Comprehensive plan to support student’s non-academic needs, including through counselors, behavior specialists, psychologists, etc.</li> <li>• Clear plan to recruit, retain, and support a diverse teaching staff.</li> </ul>			
<b>Points Possible:</b>	3	<b>Points Earned:</b>	2
<b>Strengths</b>			<b>Page</b>
Details have been provided around professional development and hiring emphasis given to teachers related to EC and English Learners.			12-13
<b>Weaknesses/Areas of Concern</b>			<b>Page</b>
Diversity of staff is not discussed in detail.			12-13

<b>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.</b>			
Characteristics of a strong response:			
<ul style="list-style-type: none"> <li>• Compelling student outreach plan that includes community, family, and student involvement, and that is realistic and likely to foster student retention and community support.</li> <li>• Emphasis on strategies that will provide equal access to educationally disadvantaged students.</li> </ul>			
<b>Points Possible:</b>	5	<b>Points Earned:</b>	5

<b>Strengths</b>	<b>Page</b>
There is very convincing evidence related to the successful marketing and recruitment of ED students.	13
<b>Weaknesses/Areas of Concern</b>	<b>Page</b>
No weaknesses noted.	N/A

<b>C.4 Describe how the school currently does or will provide a transportation plan that accommodates and supports educationally disadvantaged students.</b>			
Characteristics of a strong response: <ul style="list-style-type: none"> <li>• Clear description of transportation plan that includes anticipated routes, extracurricular activities, before- and after-school care, etc.</li> <li>• Description of how the school will arrange transportation for special needs students where necessary.</li> <li>• Clear articulation of how the proposed plan will eliminate transportation barriers for educationally disadvantaged students.</li> </ul>			
<b>Points Possible:</b>	5	<b>Points Earned:</b>	5
<b>Strengths</b>			<b>Page</b>
There is evidence of this already being done.			13-14
<b>Weaknesses/Areas of Concern</b>			<b>Page</b>
No weaknesses noted.			N/A

<b>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.</b>			
Characteristics of a strong response: <ul style="list-style-type: none"> <li>• A clear description of how the school will offer food service to all students, adhering to all nutritional guidelines.</li> <li>• Specific strategies to ensure educationally disadvantaged students receive daily meals and are not identifiable as qualifying for free or reduced-price lunch.</li> <li>• A plan to collect free and reduced-price lunch information, including procedures to receive reimbursement.</li> </ul>			
<b>Points Possible:</b>	5	<b>Points Earned:</b>	5
<b>Strengths</b>			<b>Page</b>
There is evidence of this already in place.			14
<b>Weaknesses/Areas of Concern</b>			<b>Page</b>
No weaknesses noted.			N/A

<b>C.6 Describe how the school’s professional development plan supports and is tailored to the development of educationally disadvantaged students.</b>	
Characteristics of a strong response:	

<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>			
<b>Points Possible:</b>	5	<b>Points Earned:</b>	4
<b>Strengths</b>			<b>Page</b>
A PD plan has been established that includes diversity, culturally responsive teaching, and TLAC.			14
<b>Weaknesses/Areas of Concern</b>			<b>Page</b>
A need is EC – consider EC and/or more EL as topics for PD in the future.			14

<b>C.7 Describe the school's plan to engage families and implement a parent/community advisory council.</b>			
Characteristics of a strong response:			
<ul style="list-style-type: none"> <li>Clear plan for informing and educating parents on school policies, procedures, and programming.</li> <li>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.</li> </ul>			
<b>Points Possible:</b>	5	<b>Points Earned:</b>	4
<b>Strengths</b>			<b>Page</b>
There is a plan for a proposed Parent Advisory Council; details are provided.			15
<b>Weaknesses/Areas of Concern</b>			<b>Page</b>
This should be in place already or should happen regardless of funding.			15

<b>Application Narrative Total (70 points possible):</b>			<b>60</b>
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**Section III – Application Narrative (cont.)**

<b>D. Student Transition Planning</b>	
<b>Outline the proposed Student Transition Committee and Student Transition Plan.</b>	
Characteristics of a strong response: <ul style="list-style-type: none"> <li>• Clear and specific plan to recruit, develop, and retain a Student Transition Committee.</li> <li>• Comprehensive Student Transition Plan that outlines timelines, communication strategies, clear transition and closure plans, and strategies for informing families of their options.</li> </ul>	
<b>Status:</b>	Complete <input type="checkbox"/> Incomplete <input type="checkbox"/>
<b>Strengths</b>	
<b>Weaknesses/Areas of Concern</b>	

## Section IV – Budget, Budget Narrative, and Logic Model

<b>A. Budget</b>			
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"> <li>• Outlines complete, realistic, and viable costs for the duration of the grant period.</li> <li>• All operational costs and major expenditures are accounted for and are realistic.</li> <li>• There is clear alignment between the budget, budget narrative, and the proposed plan to support educationally disadvantaged students.</li> </ul>			
<b>Points Possible:</b>	15	<b>Points Earned:</b>	11
<b>Strengths</b>			<b>Page</b>
Funds have some alignment with project goals and project.			17-20
<b>Weaknesses/Areas of Concern</b>			<b>Page</b>
Costs are a bit fuzzy on how/why funds are being spent on Chromebooks, PD without specific details .			17-20

<b>B. Budget Narrative</b>			
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"> <li>• Clearly explains reasonable, well-supported cost assumptions anticipated for the duration of the grant.</li> <li>• Demonstrates financial viability beyond the expiration of the grant period.</li> <li>• There is clear alignment between the budget, budget narrative, and the proposed plan to support educationally disadvantaged students.</li> </ul>			
<b>Points Possible:</b>	10	<b>Points Earned:</b>	8
<b>Strengths</b>			<b>Page</b>
Funds have some alignment with project goals and project.			17-20
<b>Weaknesses/Areas of Concern</b>			<b>Page</b>
Costs are a bit fuzzy on how/why funds are being spent on Chromebooks, PD without specific details.			17-20

<b>C. Logic Model</b>			
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"> <li>• Clearly articulates how actions and expenditures are expected to lead to specific outcomes.</li> <li>• Aligns clearly and directly to the application narrative.</li> </ul>			
<b>Points Possible:</b>	5	<b>Points Earned:</b>	3
<b>Strengths</b>			<b>Page</b>
Includes multiple aligned components.			

Weaknesses/Areas of Concern	Page
Phrases and words are very general and lack specificity.	

<b>Budget, Budget Narrative, and Logic Model Total (30 points possible):</b>	<b>22</b>
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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).			
<b>Points Possible:</b>	3	<b>Points Earned:</b>	0
<b>Comments (if applicable)</b>			<b>Page</b>

Increasing the racial and ethnic diversity in their new, expanded, or replicated school.			
<b>Points Possible:</b>	3	<b>Points Earned:</b>	2
<b>Comments (if applicable)</b>			<b>Page</b>
The school is currently 99% African American. They propose recruiting and adding White students to increase diversity.			21

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

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

<b>Competitive Preference Standards Total (12 points possible):</b>			2
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**Section VI – Priority Consideration Status**

Currently serve a forty percent (40%) or higher economically disadvantaged population.	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
<b>Comments (if applicable)</b>	<b>Page</b>
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"/>
<b>Comments (if applicable)</b>	<b>Page</b>
As evidence of participation in applicable federal programs, have Title I status.	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
<b>Comments (if applicable)</b>	<b>Page</b>
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"/>
<b>Comments (if applicable)</b>	<b>Page</b>

<b>Priority Consideration Status Total (4 standards possible):</b>	<b>3</b>
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**Section VIII – Certification**

Characteristics of a strong response:	
<ul style="list-style-type: none"> <li>Application is signed and certified.</li> </ul>	
<b>Status:</b>	Complete <input checked="" type="checkbox"/> Incomplete <input type="checkbox"/>
<b>Comments (if applicable)</b>	
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
<b>Total (all sections must be <i>complete</i> to pass)</b>	<input checked="" type="checkbox"/> <b>Pass</b> <input type="checkbox"/> <b>Fail</b>

Technical Standards	Points Possible	Points Earned
Section III – Application Narrative	70	60
Section III (D) – Student Transition Plan	<input type="checkbox"/> Complete <input type="checkbox"/> Incomplete	
Section IV – Budget, Budget Narrative, and Logic Model	30	22
Section V – Competitive Preference Standards	Up to 12	2
<b>Total (must receive at least <i>80 points</i> to pass)</b>	<b>100</b>	<b>84</b>

Priority Standards	Standards Possible	Standards Met
Section VI – Priority Consideration Status	4	3

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"/> <b>Pass with Priority</b>
	<input checked="" type="checkbox"/> <b>Pass</b>
	<input type="checkbox"/> <b>Fail</b>