

**Sarasota County Public Schools
2017 – 2018 Charter School Application Process
Charter Review Committee (CRC) Analysis and Initial Findings – April 10, 2018
Dreamers Academy Charter Application**

This document provides the Charter Review Committee’s (CRC) initial findings based on their review and analysis of the application submitted to the district on February 1, 2018. The CRC feedback is divided into three categories: 1) Strengths, 2) Deficiencies/Concerns/Weaknesses, and 3) Areas in Need of Additional Information and/or Clarification. The CRC is offering the applicant an opportunity to respond to the “Areas in Need of Additional Information/Clarification.”

A summary of the CRC’s initial ratings by program area is provided below.

Charter Review Committee Preliminary Ratings Summary for Dreamers Academy

I. Educational Plan Standards 1 – 9	II. Organizational Plan Standards 10 – 15	III. Business Plan Standards 16 – 22	Addenda Addenda A, A1 & B	Preliminary Total
22% Meets 22% Partially Meets 56% Does Not Meet	50% Meets 33% Partially Meets 17% Does Not Meet	57% Meets 43% Partially Meets 0% Does Not Meet	Not Applicable	41% Meets 32% Partially Meets 27% Does Not Meet

Note: Due to rounding, percentages may not add to 100%.

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Dear Charter Applicant:

This document provides the Charter Review Committee’s (CRC) initial findings based on their review and analysis of the application submitted to the district on February 1, 2018. The CRC feedback is divided into three categories: 1) Strengths, 2) Deficiencies/Concerns/Weaknesses, and 3) Areas in Need of Additional Information and/or Clarification. The CRC is offering each applicant an opportunity to respond to the “Areas in Need of Additional Information/Clarification.” This clarification process may not be used to submit new information (not requested) or make substantive changes to the submitted application.

Please use this document to submit your responses to the items under “Areas in Need of Additional Information and/or Clarification” and adhere to the following guidelines:

- Use the column labeled “Charter Applicant’s Response” to address the questions and requests for clarification listed.
- Please respond briefly and succinctly to the specific information requested in each section of the application.
- Do not submit information that is not requested.

Do **not** respond to the remarks under “Deficiencies/Concerns/Weaknesses.” Based on the CRC’s evaluation, the weaknesses, deficiencies or missing information identified in the application are considered sufficiently significant that corrections and revisions would constitute a material or substantial amendment to the original application. Therefore, please do not enter information in this box.

The completed document must be submitted electronically to the Office of School Choice and Charter Schools no later than 12:00 noon on Wednesday, April 18, 2018. Also provide 6 hard copies of the document. Please follow the directions provided on the cover letter regarding format, number of copies, etc. when you submit your revisions. If you have questions, call (941) 927-9000, ext. 32262.

Florida Charter School Application Evaluation Instrument

The following definitions guided the CRC’s ratings:

Meets the Standard	The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.
Partially Meets the Standard	The response addresses most of the criteria, but the responses lack meaningful detail and require important additional information.
Does Not Meet the Standard	The response lacks meaningful detail; demonstrates lack of preparation; or otherwise raises substantial concerns about the applicant’s understanding of the issue in concept and/or ability to meet the requirement in practice.

I. Educational Plan

The education plan should define what students will achieve, how they will achieve it, and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience in terms of educational climate, structure, assessment and outcomes.

1. Mission, Guiding Principles and Purpose

The Mission, Guiding Principles and Purpose section should indicate what the school intends to do, for whom and to what degree.

Statutory References:

s. 1002.33(2)

Evaluation Criteria:

A response that meets the standard will present:

- A clear and compelling mission and vision statement that defines the guiding principles and values of the school.
- Adequate references to evidence that the application fulfills the statutory guiding principles and purposes for charter schools. (Note: the substance of each addressed principle and purpose will be evaluated within appropriate application sections.)

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths (reference page numbers)

The mission and vision of the Dreamers Academy is to offer a Dual Language Two-Way Immersion educational program so that K-5 students will be bilingual and biliterate in English and Spanish, learn cross-cultural skills, and attain high levels of academic success in order to enter high school a grade level ahead of their peers. (P. 7)

The Dual Language Two-Way Immersion (DL-TWI) model is research-based, shown to be effective and, if implemented with fidelity, would offer parents a school choice currently not available in Sarasota.

Information/Comment Only: In Years 1-5, the school will implement a hybrid DL-TWI model. The entering Kindergarten cohort will receive the DL-TWI program and they progress through the grade levels. However, Year 1 enrolling grades 1-5 will receive a traditional program.

Deficiencies/Concerns/Weaknesses: (reference page numbers)

Deficiencies

Conceptually, the intent and fundamental purpose for the school’s focus and design is understood as described in this section, however, throughout the application key areas lack essential details so that it is not clear to the evaluators how the curriculum, programs and services, and school operations will align and support the school’s mission.

Concerns/Weaknesses

As proposed, the school will not be fully DL-TWI until Year 6 of operation, when the 2019-20 entering Kindergarten cohort completes 5th grade. In this “hybrid” model, students who are not in one of the K cohorts will receive a “traditional curriculum program.” That is, in Year 1 students in grades 1-5 will receive a “traditional curriculum program,” in Year 2, students in grades 2-5 will received the traditional program, and so on. This is not consistent with the school’s mission of DL-TWI.

The application template requires the applicant to indicate the page number(s) of the material within the application that describes how the proposed school will utilize the guiding principles found in section 1002.33(2)(a), F.S. Although the narrative and verbiage on the referenced pages correspond to the topic, the responses for each addressed principle and purpose lack substance, are broadly stated and lack essential information. Furthermore, information presented in other sections of the application are not in line with or lend little support that Dreamers Academy, as presented in this application, fully adheres to the charter school’s stated guiding principles or the purpose for charter schools specified in state statute. (P. 8) The CRC’s findings reported for each section support this conclusion.

In accordance with the law, charter schools shall be guided by the following principles:

Weak Evidence that the school will - Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state’s public school system.

Weak Evidence that the school will - Promote enhanced academic success and financial efficiency by aligning responsibility and accountability.

Weak Evidence that the school will - Provide parents with sufficient information on whether their child is reading at grade level and whether the child gains at least a year’s worth of learning for every year spent in the charter school.

In accordance with the law, charter schools shall fulfill the following purposes as per 1002.33(2)(b), F.S.:

Acceptable Evidence that the school will - Improve student learning and academic achievement.

Acceptable that the school will - Increase learning opportunities for all students, with a special emphasis on low-performing students and reading.

Weak Evidence that the school will - Encourage the use of innovative learning methods.

Weak Evidence that the school will - Require the measurement of learning outcomes.

In accordance with the law, charter schools may fulfill the following purposes:

Weak Evidence that the school will - Create innovative measurement tools.

Weak Evidence that the school will - Provide rigorous competition within the public school district to stimulate continual improvement in all public schools.

Acceptable Evidence that the school will - Expand the capacity of the public school system.

N/A - Mitigate the educational impact created by the development of new residential dwelling units.

Weak Evidence that the school will - *Create new professional opportunities for teachers, including ownership of the learning program at the school site.*

Areas in Need of Additional Information and/or Clarification (reference page numbers)	Charter Applicant's Response
Hispanic students come from various and different cultures (e.g., Mexican, Colombian, Ecuadorian, Nicaraguan). How would the various dialects be addressed as students are instructed in Spanish?	

2. Target Population and Student Body

The Target Population and Student Body section should describe the anticipated target population of the school and explain how the school will be organized by grade structure, class size and total student enrollment over the term of the school’s charter.

Statutory Reference(s):

s. 1002.33(10)

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of the students the charter school intends to serve including any target populations in accordance with Florida law.
- Alignment of the targeted student body with the overall mission of the school.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths (reference page numbers)
<p>Information/Comment Only: In order to implement the Dual Language Two-Way Immersion program, the school’s plan is to have a K-5 student population that consists of 70% English Language Learners (ELL) with Spanish as the home language and 30% non-ELL with English as the home language. The Kindergarteners in Year 1 will be the first cohort to go through the DL-TWI program as they progress from grade K to grade 5. At other grade levels, students will be in a “traditional” program and taking Spanish as a required subject.</p> <p>Information/Comment Only: The application states that the geographic area intended to serve is Sarasota County. (P. 9) In other parts of the application it states North and/or Central Sarasota. In another section it states that the school may likely be a feeder school to McIntosh Middle School.</p> <p>The applicant made a good effort to examine and become knowledgeable of the population of students attending the Sarasota County schools, especially ELL and Hispanic populations. (P. 11)</p> <p>The enrollment growth plan is based on cohorts of entering Kindergarten students as they progress through the grade levels. (P. 12)</p>

Deficiencies/Concerns/Weaknesses: (*reference page numbers*)**Deficiencies**

The applicant does not appear to understand or was not able to clearly describe the allowable enrollment preferences and/or provisions for targeting enrollment as per s.1002.33(10)(d) and (e), F.S. The applicant proposes to give priority to students who do not meet eligibility criteria for enrollment preference. (P. 9) Please refer to Section 14: Student Recruitment of this report, for additional evaluation findings.

Concerns/Weaknesses

The intent is to achieve the 70% (minimum of 50) to 30% (maximum of 50) ratio, however, information as to the student's native language, ELL status or immigrant status cannot be requested on an application form and would not be discerned for K students until after enrollment and screening for ELL status.

The explanation and rationale for the projection methods used to develop the enrollment counts is limited to Sarasota's size of the Hispanic population. No mention of student enrollment in schools. Although the applicant is not required to have identified the school's location, it must be assumed that the school will be located in a predominantly Hispanic community. The projected enrollment number of 108 for Year 1 Kindergarten may not be realistic. (P. 10)

The rationale for the number of students in the non-DL-TWI cohorts (i.e., grades 1-5 in Year 1) is not clear. The applicant states that these students may be siblings of the K-cohorts and students who may be attracted to a bilingual educational environment because they struggle in schools where teachers and administrators don't speak Spanish. (Pp. 12-13)

If the school is unable to achieve the student population of 70% ELL this will, of course, impact the ration of ESOL to Basic FTE funding. This may negatively impact the school's ability to cover expenses. (See additional comments in budget section of this report.)

The CRC expressed concern that the school may not be inclusive of Students with Disabilities (non-gifted ESE students).

Areas in Need of Additional Information and/or Clarification <i>(reference page numbers)</i>	Charter Applicant’s Response
<p>How will Kindergarten students be identified as ELL during the open-enrollment application process? (P. 9)</p>	
<p>How would the school identify and give priority via the open-enrollment <u>application</u> process to students who are newly arrived Spanish speaking immigrants? To ELL students who are struggling compared to their monolingual peers? To Monolingual English speakers?</p>	
<p>On what basis was the projected enrollment of 180 students in grades 1-5 determined? (P. 10)</p>	
<p>Please explain the statement that over 5,000 Hispanic students are enrolled in elementary and middle school in the targeted geographic area. Is this the target area for the proposed Dreamers Academy? If so, what is the geographic area referenced? (P. 11)</p>	
<p>On page 11 of the application it states that “As of February 2017, Sarasota District schools had 425 kindergarteners in their ELL program. We realize these are not all Spanish-speaking, and also warn that these numbers may not capture all children for whom English is a second language.” Please clarify: Are you serving ALL students identified as ELL or only Spanish speaking ELL? (P. 11)</p>	
<p>The application states that there will be an attempt to retain a 70/30 ratio of ELL/non-ELL and that adjustments to the ratio can be make depending on demand for the first-year cohort of grades 1-5 students. Please explain what this adjustment may look like. (P. 12)</p>	

3. Educational Program Design

The Educational Program Design section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

Statutory Reference(s):

s. 1002.33(7)(a)2.

Evaluation Criteria:

A response that meets the standard will present an educational program design that:

- An educational program design that:
 - Is clear and coherent;
 - Is based on effective, experience or research-based educational practices and teaching methods, and high standards for student learning;
 - Aligns with the school’s mission and responds to the needs of the school’s target population, and
 - Is likely lead to improved student performance for the school’s target population.
- A proposed daily school schedule and annual calendar that complies with statutory requirements for annual number of instructional minutes/days and aligns with priorities and practices described in the educational program design.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths (reference page numbers)
 The Dual Language Two-Way Immersion program (DL-TWI model) is research-based and well established. The program uses Spanish and English for literacy and content development. Students classified as English Language Learners (ELL) and native English speakers become proficient in their native language and learn to master a second language and thus become bilingual and biliterate.

Deficiencies/Concerns/Weaknesses: (reference page numbers)
Deficiencies
 The learning environment, structure and how the learning environment supports DL-TWI is not fully addressed. The response in general addresses the approach to the model but lacks specificity as it pertains for the implementation in the actual learning environment. (Item B, P. 15)

The educational program for students who are NOT in the DL-TWI program is not addressed. The applicant states that it will have a hybrid program because in Years 1-5 of the school students who do not start in one of the DL-TWI Kindergarten cohorts will experience a “traditional program.” There is no explanation or description of the educational program for the hybrid kids, which will comprise approximately 63% of the student body in Year 1.

The application does not provide an explanation of HOW the services provided will support the attainment of state-adopted standards.

Concerns/Weaknesses

Rather than provide the reader with a comprehensive narrative summary of the research (e.g., literature review) to support the DL-TWI model (as required), the application included 4 pages listing over 50 citations of research articles. (Pp. 17-21)

The sample daily schedule does not reflect all of the academic program areas described throughout the application. (Attachment B)

Areas in Need of Additional Information and/or Clarification (reference page numbers)	Charter Applicant’s Response
Why have you chosen to implement the TWI concept with one grade at a time and keep the others “traditional” and how does this decision meet the mission of the school? (P. 12)	
These cohorts will not be TWI classes, but instead offer a traditional curriculum with the addition of Spanish as a required subject. Please clarify what this looks like.	
Please clarify how it will be possible to implement the iReady program with fidelity (45 minutes per week in reading and math) within the proposed schedule (Attachment B) and as outlined in the Sarasota K-5 Decision Tree (Attachment D).	
Where in the sample daily schedule (Attachment B) is social studies? What is PE Recess? What is I-E time? Where is Project Lead the Way?	

4. Curriculum Plan

The Curriculum Plan section should explain not only *what* the school will teach but also *how* and *why*.

Statutory Reference(s):

s. 1002.33(6)(a)2.; s. 1002.33(6)(a)4.; s. 1002.33(7)(a)2.; s.1002.33(7)(a)4.

A response that meets the standard will present a curriculum plan that:

- Provides a clear and coherent framework for teaching and learning;
- Is research-based;
- Is well-aligned with the school’s mission and educational philosophy;
- Provides an emphasis on reading;
- Will enable students to attain Florida standards and receive a year’s worth of learning for each year enrolled; and
- Will be appropriate for students below, at, and above grade level.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths (reference page numbers)
 The Dual Language Two-Way Immersion model is research-based.

Deficiencies/Concerns/Weaknesses: (reference page numbers)

Deficiencies
 Other than stating that the school will follow the district’s curriculum maps and pacing guides, there is no description of the school’s curriculum. Insufficient evidence is provided that students will be prepared to achieve the Florida standards. (Pp. 24-26)

Other than references to the FLDOE and Sarasota MTSS process, the application does not fully address how students who are below grade level will be engaged in the curriculum. This omission is especially disconcerting given that in the DL-TWI model students will learn academic content delivered in Spanish and will learn to acquire proficiency in both Spanish and English.

The application states that the TWI curriculum is not yet fully developed. The application fails to describe any curricular choices made to date or any proposed curricular choices for the TWI curriculum; the application does not provide the plan for how the curriculum will be completed between approval of the application and the opening of the school. There is no timeline or milestones for completion of tasks.

The application does not provide a description of the focus of the TWI curriculum plan nor is there an explanation of how the curriculum will be implemented. Little information is provided regarding what core subject areas will be offered. It is not evident how the curriculum will be aligned to Florida standards. (P. 26)

There is no evidence of a “set of strategies” for students reading at various levels other than the copying of the charts from the District Reading Plan. (P. 26, Attachment under Education Documents)

The application does not provide sufficient essential information to determine if the school will have a sound reading plan. There is no explanation provided as to how the DL-TWI program will align with Sarasota’s reading plan. (P. 26)

There is no clear indication if the school will adopt or develop additional academic standards beyond those mandated by the state. One assumes that standards for Spanish and English Language Proficiency (reading, writing, speaking) will exist, given that the expected outcomes are that students will leave 5th grade as bilingual and biliterate student. The narrative for this question deals with assessments, not the types of standards (e.g., content areas, grade levels) or the adoption/development process. There is no example given as to how these additional standards exceed required standards and contribute to meeting the mission of the school, which is to provide a dual language immersion program. (P. 27)

The application states that there will be a DL-TWI curriculum for the Kindergarten cohorts, but provides little or no information about the proposed curriculum. (P. 28)

Concerns/Weaknesses

The applicant states that “for its inception” the school will follow Sarasota’s curriculum maps, instructional guides, textbooks. It is not clear if this will be for the non-TWI students (i.e., grades 1-5 in Year 1) or for all students until the TWI curriculum is developed and implemented. (P. 25)

The school will use the materials, *Continuo de adquisición de la lectoescritura: guía para la enseñanza, grados PreK-2*, Pinnell and Fountas, that are available in Spanish and English for both ELL and native English speakers. The school will also use the Reading Recovery program. However, no detail is provided as to the system and structures the school will implement for students not meeting standards and those at risk of dropping out. (P. 28)

There is no description or explanation of the bridges, if any, between the “traditional curriculum” grades and the TWI curriculum model?

No information is provided relative to the “structures for ELL and non-ELL students” proposed for the reading curriculum. (P. 26)

Areas in Need of Additional Information and/or Clarification <i>(reference page numbers)</i>	Charter Applicant’s Response
What will be done with the textbooks to meet the goals of TWI students and traditional students beyond following the teacher’s guides? (Pp. 25-26)	
What evidence does the school have that Dr. José Medina from the Center of Applied Linguistics has made a commitment to assist in the curriculum development? (P. 26)	
Regarding the Reading Plan and the integration of Science and Social Studies content, will all standards be covered within the reading block? (P. 27)	
It appears that the school plans to implement a Reading Recovery program. If so, how will bilingual proficiency be addressed? What does Reading Recovery look like for DL-TWI students versus students in the “traditional” program? (P. 28)	

5. Student Performance, Assessment and Evaluation

The Student Performance, Assessment and Evaluation section should define what students attending the school should know and be able to do and reflect how the academic progress of individual students, cohorts over time, and the school as a whole will be measured.

Statutory Reference(s):

s. 1002.33(6)(a)3.; s.1002.33(7)(a)3.; s.1002.33(7)(a)4.; s.1002.33(7)(a)5.

Evaluation Criteria:

A response that meets the standard will present:

- An understanding of academic accountability provisions and goals mandated by the state.
- An indication that the applicant will hold high expectations for student academic performance.
- Measurable goals for student academic growth and improvement.
- Promotion standards that are based on high expectations and provide clear criteria for promotion from one level to the next, and for graduation (if applicable).
- Evidence that a range of valid and reliable assessments will be used to measure student performance.
- A proposed assessment plan that is sufficient to determine whether students are making adequate progress.
- Evidence of a comprehensive and effective plan to use student achievement data to inform decisions about and adjustments to the educational program.
- Plans for sharing student performance information that will keep students and parents well informed of academic progress.
- Acknowledgement of and general plan to meet FERPA requirements.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths (reference page numbers)
 The applicant acknowledges FERPA requirements. (P. 34)

 The school will use the Fountas-Pinnell BAS test.

Deficiencies/Concerns/Weaknesses: (reference page numbers)
Performance Goals:
Deficiencies
 The entire section pertaining to the school’s performance goals is unclear, lacks essential details, and is very confusing. (Pp. 29-30)

There is no clear description of the school's goals for academic growth and improvement that students are expected to show each year and the rationale for those goals. Although the school mission is to strive for high academic student outcomes, without clear goals, the committee cannot be determined if the school will hold high expectations for student academic performance. (Pp. 29-30)

No measurable goals are provided for K-2 student academic growth and improvement. (P. 29)

The distinction between goals for the DL-TWI cohorts of students and the “traditional program” students is muddled and confusing.

The baseline for the grades 3-5 students in the “traditional program” is 50% proficiency in reading and 55% proficiency in math based on “similar elementary schools with traditional models.” Which schools? Is this for the ELL or non-ELL or combined population of students? It is not clear (because of the references to the cohorts vs. traditional), but the intent may be that the performance goal for “traditional program” students is to increase the proficiency rate by 5% each year.

There is discussion about the performance goals for the Dreamers cohort (entering K students in 2019-20) reaching 70% and 75% proficiency in reading and math, respectively, by 3rd grade. So, it appears that there will be no evidence of achievement for these students until they are 4 years into the program. (P. 29)

The school projects that DL-TWI non-native English speakers (ELL??) reading proficiency scores in grade 3 (in 2021-22) will be 42%, or 5 percentage points above the district's percent proficient for the ELL population. It is unclear if the district comparison is for Hispanic ELL or all ELL regardless of race/ethnicity. The district's 2017 percent proficient for grade 3 Hispanic ELL students is 40%. (P. 29)

The application states that the school will use in-house Spanish literacy assessments but there are no measurable goals or targets stated. Another goal proposed is the reading success for ELL students. However, there is no mention of the assessment or goal or target by which to measure success. (P. 29)

The school's mission-specific educational goals and targets relate to dual language literacy (speaking, reading and writing) in both English and Spanish. The proposed assessment is reliable and valid, however, no measurable goals or targets are specified. (P. 30)

Concerns/Weaknesses

No goals are stated for science or other content areas.

Goals for student gains or growth are not stated.

Placement and Progression Section:

Deficiencies

The school plans to follow Sarasota's Student Progression Plan. However, the school's proposed Dual Language Two-Way Immersion program does not align to the district's course offerings or sequence. The school's mission of English and Spanish biliteracy cannot be fulfilled by only following the district Student Progression Plan. (P. 31)

The application states that students will be one year ahead of their peers, yet there is no evidence of acceleration options in the program or course offerings.

No information is provided relative to how the school will determine students' mono-lingual English language speaker or a "native" English speaker status. Will students be administered a language proficiency test upon enrollment? How then, can the school be assured it will attain the 70/30 ratio of ELL to non-ELL English speakers?

Concerns/Weaknesses

Rather than addressing placement criteria, the application describes public school requirements for enrollment into Kindergarten and first grade (e.g., age requirements, immunizations) and procedures for out-of-county transfers. Irrelevant information. (P. 30-31)

No mention is made of students who may meet Grade 1 placement criteria through ACCEL. (P. 30)

The application contains excerpts of standard language from Sarasota's Student Progression Plan (SPP). No evidence is provided that the applicant is familiar with or understands the information contained in the district's SPP as many of the procedures described in the application do not align. (P. 30-31)

No information is provided relative to course placement procedures. (P. 30-31)

Assessment and Evaluation Section:

Deficiencies

Insufficient evidence is provided that the school will have a comprehensive and effective plan to use student achievement data to inform decisions about and adjustments to the educational program. The response in the application relates to the statutory requirements and process for schools who are rated D or F to submit a corrective action plan. The question pertains to what strategies and approaches the school would implement if it fell short of its achievement goals. (P. 33)

Concerns/Weaknesses

There appear to be several assessments that provide similar if not redundant information, such as iReady 4 times a year and SAT at grade 2. Perhaps too much testing for students?

The application does not fully address the training and support teachers will receive in interpreting and using data to identify student needs and target instruction. (P. 33)

Areas in Need of Additional Information and/or Clarification <i>(reference page numbers)</i>	Charter Applicant's Response
None.	

6. Exceptional Students

The Exceptional Students section should demonstrate an understanding of the requirements of the school to serve all students and provide a concrete plan for meeting the broad spectrum of educational needs and providing all students with a quality education.

Statutory Reference(s):

s. 1002.33(16)(a)3.

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of the programs, strategies and supports the school will provide to students with disabilities that will ensure appropriate access for students with disabilities and that the school will not discriminate based on disability.
- A clear description of how the school will ensure students with disabilities will have an equal opportunity of being selected for enrollment.
- A comprehensive and compelling plan for appropriate identification of students with special needs to ensure they are served in the least restrictive environment possible, have appropriate access to the general education curriculum and schoolwide educational, extra-curricular, and culture-building activities in the same manner as non-disabled students, receive required and appropriate support services as outlined in their Individual Education Plans and 504 plans, and participate in standardized testing.
- An understanding and commitment to collaborating with the sponsor to ensure that placement decisions for students with disabilities will be made based on each student’s unique needs through the IEP process.
- An appropriate plan for evaluating the school’s effectiveness in serving exceptional students, including gifted.
- A realistic enrollment projection (SWD) and a staffing plan that aligns with the projections.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths (reference page numbers)

Information/Comment Only: The school anticipates serving an ESE population of approximately 10% or less.

Deficiencies/Concerns/Weaknesses: (reference page numbers)

Deficiencies

The application does not provide a meaningful or complete response on how the school will identify students with disabilities that have not yet been identified. Other than a discussion of the benefits of a bilingual administration in forging relationships with families that may lead to identification and testing struggling students, there is no response to this question. (P. 37)

The application does not fully address the strategies and supports the school will provide, including supplemental supports and services and modifications and accommodations to ensure the academic success of students with disabilities. The response is inappropriate and limited to

statements that the school will use Sarasota’s MTSS, participate in the district’s PD, work with district staff, and use the district’s data-tracking system. (Pp. 37-38)

The application does not provide a description of appropriate services for gifted students. The applicant is incorrectly assuming that enrichment is the same as gifted. (P. 39)

Concerns/Weaknesses

The applicant appears to rely heavily on district support (e.g., School assumes district participation in school-level IEP meetings – p. 36, LATS – p. 37, Executive Director input – p. 37, related services support – p. 38). Therefore, the school may not have the knowledge and understanding of the requirements for ESE services.

The applicant states that the DL-TWI model may represent an added level of difficulty for the ESE student population. The CRC expressed concern that ESE students may not have equal access if there is a perception that the program is not appropriate for ESE students. (P. 35)

The Charter Revenue Worksheet lists 20 FTE in the ESE riders. This FTE represents approximately \$27,000 in revenue. Most charters schools do not have this type of FTE in transportation in Sarasota because this FTE is for students in need of assistance. The revenue expected may be overestimated and unrealistic. (Charter Revenue Worksheet attachment)

Areas in Need of Additional Information and/or Clarification (reference page numbers)	Charter Applicant’s Response
How will the school, independent from the district, provide the required services for ESE students? Does the proposed budget cover the school’s cost for providing services?	
In the event that the district’s MTSS electronic data system is not fully implemented in the district, how will you collect data and monitor the progress of students? (P. 37)	
If the liaison and IEP team develop enrichment opportunities, what specific teaching certification would you require? (P. 39)	

7. English Language Learners

The English Language Learners section should demonstrate an understanding of the requirements of the school to serve English Language Learner students and provide a concrete plan for meeting the broad spectrum of educational needs and providing all students with a quality education.

Statutory Reference(s):

s. 1002.33(10)(f)

Evaluation Criteria:

A response that meets the standard will present:

- Demonstrated understanding of legal obligations regarding the education of English Language Learners.
- A comprehensive and compelling plan for educating English Language Learner students that reflect the full range of programs and services required to provide all students with a high-quality education.
- A clear plan for monitoring and evaluating the progress of ELL students, including exiting students from ELL services.
- Demonstrated capacity to meet the school’s obligations under state and federal law regarding the education of English Language Learners.
- A realistic enrollment projection (ELL) and a staffing plan that aligns with the projections.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths (reference page numbers)

The Dual Language Two-Way Immersion (DL-TWI) program is a researched based program that demonstrates a connection with academic student success when appropriately implemented in schools. (Pp. 40-42)

The school plans to hire and retain a fully bilingual staff. (P. 42)

Deficiencies/Concerns/Weaknesses: (reference page numbers)**Deficiencies**

In general, the information presented in this section is vague and lacks essential details. Also, the responses pertain more to the delivery of the DL-TWI model rather than the delivery of instruction and services for ELL. They are not one and the same.

Although DL-TWI is a bilingual program and the applicant states that the school will follow the META Consent Decree, the application does not address how the school will meet state law and statutes regarding the education of ELLs. (P. 40)

A concrete plan based on the META/LULAC Consent Decree for meeting the needs of ELLs in the ESOL program is not developed in the application. (Pp. 40-41)

No specific instructional programs, practices, and strategies the school will employ to ensure academic success for students are described. The applicant states that specific strategies *will be* designed for ELL students who are above, at or below grade level but no detail is provided as to what is planned. (P.40)

The application states that “the TWI model is not a remedial program.” The applicant incorrectly assumes that students will not struggle with academic content merely because they are taught the content (math, science) in their native language (Spanish). (P. 40)

According to the application, the TWI Kindergarten cohort will receive 90% of the instruction in Spanish and 10% in English. Over the course of the next four years (by grade 3), the percentages will move to 50%-50% Spanish and English. It appears that the applicant is under the assumption that ELL students have equitable access and appropriate services just because they are receiving instruction in Spanish. Does the applicant mistakenly believe ELL services and accommodations are not required if the students are receiving instruction in their home language? (P. 40)

An understanding of the ESOL program and state requirements are not evident in the application. The application does not fully address the procedures that will be utilized for identifying ELL students. The response lacks essential details. (P. 40-41)

The application offers a procedure for exiting ELLs and monitoring ELLs that is not consistent with state rule. (P. 41)

Concerns/Weaknesses

It may be challenging to recruit and hire administrators and teachers who are bilingual (Spanish and English) in order to attain a fully bilingual staff. (P. 42)

It doesn't appear that students will exit the ESOL program. As ESOL funding is weighted, this would impact future years' revenue. (P. 41)

Areas in Need of Additional Information and/or Clarification <i>(reference page numbers)</i>	Charter Applicant's Response
None.	

8. School Culture and Discipline

The School Climate and Discipline section should describe the learning environment of the school and provide evidence that the school will ensure a safe environment conducive to learning.

Statutory Reference(s):

s. 1002.33(7)(a)7.; s. 1002.33(7)(a)11.

Evaluation Criteria:

A response that meets the standard will present:

- A planned school culture that is consistent with the school’s mission and congruent with the student discipline policy.
- An approach to classroom management and student discipline that is consistent with the overall school culture and philosophy.
- Recognition of legal obligations and children’s rights related to enforcing student discipline, suspension, and recommended expulsion, including the school’s code of conduct, if available.
- Consideration of how the code of conduct will apply to students with special needs.
- Appropriate and clear roles of school administrators, teachers, staff, and the governing board regarding discipline policy implementation.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths (reference page numbers)
Dreamers Academy will be a Servant Leader institution. (P. 43)
One of the pillars of dual language education is cross-cultural competency, which enables students to understand and respect cultural diversity in a variety of social contexts. (P. 7 – Guiding Principles)
The school will follow the District’s Code of Conduct. (P. 43) They will also establish a PBIS Team to develop a school-wide positive behavior support plan.

Deficiencies/Concerns/Weaknesses: (reference page numbers)
None.

Areas in Need of Additional Information and/or Clarification <i>(reference page numbers)</i>	Charter Applicant's Response
Briefly describe the school's dismissal procedures.	

9. Supplemental Programming

The Supplemental Programming section should describe extra and co-curricular activities offered by the school. This section is optional.

Statutory Reference(s):

NA

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of extra- and co-curricular activities that support, and do not detract from, the educational program.
- Evidence of an adequate funding source for extra- and co-curricular activities.
- Lack of supplemental programming may not be a basis for denial.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths <i>(reference page numbers)</i>

Deficiencies/Concerns/Weaknesses: <i>(reference page numbers)</i>
<p><u>Deficiencies</u> None.</p> <p><u>Concerns/Weaknesses</u> Project Lead the Way (PLTW) is a very expensive program. The budget may not support its implementation. (P. 46)</p> <p>The school plans to seek funding from Perkins grants and CTE funds. As an elementary school, the school would not be eligible for this funding. (P. 46)</p>

Areas in Need of Additional Information and/or Clarification <i>(reference page numbers)</i>	Charter Applicant’s Response
None.	

II. Organizational Plan

The Organizational Plan should provide an understanding of how the school will be governed and managed. It should present a clear picture of the school’s governance and management priorities, what responsibilities various groups and people will have, and how those groups will relate to one another.

10. Governance

The Governance section should describe how the policy-making and oversight function of the school will be structured and operate.

Statutory Reference(s):

s. 1002.33(7)(a)15.; s. 1002.33(9)

Evaluation Criteria:

A response that meets the standard will present:

- A governing board that is legally structured, or has a plan to organize in conformity with the laws of Florida.
- A clear description of the governing board’s roles, powers, and duties that are consistent with overseeing the academic, organizational, and financial success of the school.
- Appropriate delineation between governance and school management roles.
- At least the core of the Governing Board is identified that has a wide range of knowledge and skills needed to oversee a charter school.
- A board structure (e.g. bylaws and policies concerning member selection, committees, meeting frequency) that supports sustainable and effective school governance.
- Evidence that applicant understands and intends to implement open meeting and records laws.
- Clear policy and plan for dealing with conflicts of interest.
- Appropriate and clear role for any advisory bodies or councils if included.
- An outline of a grievance process (or policy) that will simultaneously address parent or student concerns and preserve appropriate governance and management roles.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths *(reference page numbers)*

The Bylaws, Conflict of Interest Policy, as well as Roles, Duties, and Powers are clearly written, delineated, and within legislative recommendations. (Attachments H, I, J and K)

The board intends to hold 11 meetings; which aligns with monthly financial review, as well as SAC requirements. This allows the board to serve in both capacities. (P. 48)

It is evident that the applicant understands the structure of meetings and requirements of Sunshine Law. (P. 48)

The school’s governing board is a diverse, knowledgeable group. The majority of the board members are Sarasota community residents. (P. 49)

Deficiencies/Concerns/Weaknesses: (reference page numbers)

Deficiencies

None.

Concerns/Weaknesses

The Grievance Policy is addressed but not developed. There is no mention of a Parent Involvement Representative (PIR).

Areas in Need of Additional Information and/or Clarification (reference page numbers)	Charter Applicant’s Response
Is the SAB the School Advisory Committee? If so, it appears to be created as a separate board rather than a subcommittee. (P. 51) Please clarify.	
What are the key steps the school will follow when a parent has objection or grievance? (P. 51)	
Who (what position) will serve as the Parent Representative for the school? Is it the “Family Liaison?”	

11. Management and Staffing

The Management and Staffing section should describe how the day-to-day administration of the school’s operations will be structured and fulfilled.

Statutory Reference(s):

s. 1002.33(7)(a)9.; s. 1002.33(7)(a)14.

Evaluation Criteria:

A response that meets the standard will present:

- An organizational chart or charts that clearly and appropriately delineate lines of authority and reporting.
- A management structure that includes clear delineation of roles and responsibilities for administering the day-to-day activities of the school.
- Identification of a highly-qualified school leader or a sound plan for the recruitment and selection of the school leader.
- A viable and adequate staffing plan.
- A sound plan for recruiting and retaining highly-qualified and appropriately-certified instructional staff.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths (reference page numbers)

Organizational charts delineate lines of authority with school responsibility being clearly defined as belonging to the principal. Roles and responsibilities for daily activities of the school are clearly separate from the board and given to the principal and other school support.

Recruitment for the school leader will be done by the board. They are proposing qualifications that include bilingual as part of the search criteria. A questionnaire will be developed for potential interviewees and screening. The recruitment plan seems solid and adequate while recognizing belief in the school mission of a TWI model is essential. (P. 53-54)

<p>Deficiencies/Concerns/Weaknesses: <i>(reference page numbers)</i></p> <p><u>Deficiencies</u> None.</p> <p><u>Concerns/Weaknesses</u> Although the applicant does not state that all bilingual employees will be certified in Spanish, given the demographics of Sarasota County as well as the demographics of Sarasota County Schools employees, concerns do exist in how the school will recruit and meet their expectations that all instructional personnel for all subjects (to include math, science, language arts and social science) will be bilingual.</p> <p>Current demographics of Sarasota County Schools show that approximately, only 72 out of 2600 instructional personnel hold a certification in Spanish K-12 and, out of that only approximately 28 hold an additional certification to allow for them to teach something other than Spanish at the elementary level. Secondly, many of them hold the additional certification as ESOL rather than elementary education.</p> <p>The applicant is projecting the following: Year 1 - 16 instructional staff; Year 2 - 20 instructional staff; Year 3 - 24 instructional staff; Year 4 - 28 instructional staff; Year 5 - 32 instructional staff. Based on their daily schedule no courses are only Spanish or ESOL which would require an elementary education certification for all instructional staff. (P. 55)</p>

Areas in Need of Additional Information and/or Clarification <i>(reference page numbers)</i>	Charter Applicant’s Response
The budget is based on some .5 positions instead of 1.0 (full unit). There is concern over the realistic ability to find candidates to perform these functions at .5. If full-time positions are needed, the budget would need to be increased. (P. 55) Please comment.	
Who do the “floating” entities in the organizational chart, specifically, the community liaison and family liaison report to? (Attachment M)	
The Preliminary Staffing Allocation budget worksheet does not include a custodian, however, the Proposed Five-Year Staffing Plan on page 55 includes this position. Please explain this discrepancy. (P. 55 and Budget Appendix)	

12. Human Resources and Employment

The Human Resources and Employment section should define the policies and procedures that frame the school’s relationship with its staff.

Statutory Reference(s):

s. 1002.33(7)(a)14.; s. 1002.33(12)

Evaluation Criteria:

A response that meets the standard will present:

- A clear explanation of the relationship between employees and the school.
- Description of the school leader and teacher evaluation plans, or outline of such plans, which align with the Student Success Act as defined by state law.
- A compensation and benefits plan or outline of such a plan that is aligned with Florida’s Student Success Act, and will attract and retain quality staff.
- Procedures that are likely to result in the hiring of highly-effective personnel.
- Policies and procedures that hold staff to high professional standards or a plan to develop such policies and procedures.
- An effective plan to address any leadership or staff turnover.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths (reference page numbers)

The school plans to be a participant of the Florida Retirement System and be an at-will employer. However, it is not clear if all employees will have the option to participate in FRS. (P. 57)

The relationship between employees and the school is clearly outlined with the principal being responsible for the employees of the school and daily operations. (Pp. 57-58)

The principal and assistant principal (Year 3) will be responsible for evaluating staff and they will utilize the Sarasota Teacher Evaluation system. (P. 59)

<p>Deficiencies/Concerns/Weaknesses: <i>(reference page numbers)</i></p> <p><u>Deficiencies</u> None.</p> <p><u>Concerns/Weaknesses</u> The applicant proposes to offer the Florida Retirement System (FRS) to its employees. However, the proposed budget does not support this potential expense. The Budget Worksheet states only a half staff participation rate. The District’s rate of participation is much higher. The applicant will be given the opportunity to explain under the Budget Section. (P. 57 and Budget Worksheet attachment)</p> <p>Some concern does exist related to teacher/principal evaluation as some of the proposed courses do not have alignment to current offerings through Sarasota, therefore, a mechanism for the student growth component of the teacher evaluation system will need to be addressed and may be the sole responsibility of the school. (P. 59)</p> <p>The compensation and benefits plan or an outline of such a plan was not included in the application, therefore, we were unable to assess if the plan was aligned with the Florida’s Student Success Act or whether it will attract and retain quality teachers. (P. 60)</p> <p>Recruitment efforts are addressed in the application and strategies are appropriate, however, the same concerns exist (as noted in Section 11) regarding the ability and likelihood of the school to recruit and hire bilingual teachers in all classrooms and all subject areas.</p>	
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<p>Areas in Need of Additional Information and/or Clarification <i>(reference page numbers)</i></p>	<p>Charter Applicant’s Response</p>
<p>What strategies have other successful bilingual schools in Florida used to attract and hire bilingual staff? What methods will Dreamers Academy use?</p>	

13. Professional Development

The Professional Development section should clearly describe the proposed expectations and opportunities for administrators, teachers, and other relevant personnel.

Statutory Reference(s):

NA

Evaluation Criteria:

A response that meets the standard will present:

- Professional development activities for administrators and instructional staff that align with the educational program and support continual professional growth as well as growth in responsibilities related to specific job descriptions.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths (reference page numbers)

The school will provide a 3 to 5-day retreat regarding the school’s vision, behavior, high expectations. (P. 65)

Deficiencies/Concerns/Weaknesses: (reference page numbers)

Deficiencies

Concerns/Weaknesses

It is difficult for the CRC to evaluate this section because the majority of the narrative is general in nature or does not fully address the questions or requested information. (Pp. 62-63)

Other than to reference FLDOE protocol standards, the application does not provide a discussion of the school’s core components of professional development (PD) and how these components will support effective implementation of the Dual Language Two-Way Immersion educational program. (Pp. 62-63)

No funding for Year 1 PD activities is evident in the budget. Page 63 references professional development will be conducted externally, however, the PD line item in the budget is listed as zero (Budget Worksheet attachment).

Given that the school plans to hire bilingual teachers to deliver the bilingual program, it is discouraging that no information is given for PD activities aligned to the educational model. Efforts to support teachers in the delivery of core academic content in Spanish or to support teachers’ professional growth in second-language proficiency is not evident in the application. (Pp. 62-64)

Areas in Need of Additional Information and/or Clarification (reference page numbers)	Charter Applicant’s Response
What type of professional development is offered by other successful DL-TWI programs in other districts/states to support teachers in improving their practice specific to the bilingual program?	

14. Student Recruitment and Enrollment

The Student Recruitment and Enrollment section should describe how the school will attract and enroll its student body.

Statutory Reference(s):

s. 1002.33(7)(a)7.; s. 1002.33.(7)(a)8.; s. 1002.33(10)

Evaluation Criteria:

A response that meets the standard will present:

- A student recruitment plan that will enable the school to attract its targeted population.
- An enrollment and admissions process that is open, fair, and in accordance with applicable law.
- A plan and process that will likely result in the school meeting its enrollment projections.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths (reference page numbers)

The proposed marketing and recruitment plan is comprehensive and will use a variety of strategies, including digital and traditional methods, social media, reach-out efforts through community agencies. These strategies should be effective in reaching low-income families as well as Hispanic families. (Pp. 67-68)

Comment Only – The applicant is considering a school location in north or central Sarasota, and (as per the applicant) may be a feeder school to McIntosh Middle School. (P. 76)

Deficiencies/Concerns/Weaknesses: (reference page numbers)

Deficiencies

Section 2: Target Population and this Section 14 must be aligned. Due to the deficiencies in Section 2, this section has similar weaknesses because of lack of alignment.

The enrollment, admissions and whether or not target/preference criteria will be used for non-TWI students (i.e., “traditional program”) in grades 1-5 in Year 1 (and grades 2-5 in Year 2, etc.) is not addressed. Will the same 70/30 ratio apply? This is not consistent with the school’s mission of DL-TWI.

The application does not clearly or fully address the school’s proposed enrollment policies and procedures, as required in Section 14, Item C. (P. 70)

The lottery process is not described in a manner that assures an open and fair enrollment and admissions process. (Pp. 70-71)

The applicant appears to confuse F.S. 1002.33(10) allowable preferences with the provisions for limiting enrollment for targeted students. For example, preference for siblings is permissible. Preference for Spanish-speaking recent arrivals from Spanish speaking countries is not an allowable preference. A school may limit enrollment to a specific group (or target) of students, but it is not clear in the application who the group is and how limiting enrollment to a specific target will be accomplished.

The open enrollment application process, the registration and admissions process is not clear and raises substantial questions. At what point is the students' ELL status, home language and language proficiency determined. Upon acceptance and admission (registration)? Upon the results of a language proficiency test? (P. 71)

It is not clear how the school will know in advance (for application) if the student is a Spanish speaker or an English speaker or bilingual. Therefore, it appears that the lottery cannot be conducted in order to achieve the desired 50-70% ELL native Spanish speakers and 30-50% native English speakers proportion of students.

Concerns/Weaknesses

The application does not address how students will be admitted and enrolled in subsequent years if they are new to the school and have not been in the DL-TWI program. Will prior participation and immersion in the school's program be an eligibility criteria for enrollment? For example, would a new 2nd grade student be admitted in Year 3, when all of his/her classmates have experienced DL-TWI since Kindergarten but he/she has not? And, if enrolled, would they go into DL-TWI or into the traditional program?

On what basis does the applicant claim that their “superior educational option” for K-5 program will have a “sizeable impact on assuring” that traditionally underrepresented students will enroll in advanced course work in middle and high school and the IB program at RHS. (P. 68)

Areas in Need of Additional Information and/or Clarification <i>(reference page numbers)</i>	Charter Applicant's Response
<p>On page 67, it states that “Dreamers Academy will most likely experience high levels of demand similar to the experiences of other districts in which the Dual Language Two-Way Immersion model has been successfully implemented.” In 250 words or less, please summarize the data/findings to support this statement.</p>	

<p>Rather than providing links to articles, please provide a brief (250 words) and succinct narrative to support the statement in the application that there is great demand and public pressure for bilingual education. (Pp. 68-69)</p>	
<p>Please confirm if the school will or will not limit the enrollment process to target students <u>as defined in section 1002.33(10)(e), F.S.</u>, specifically provision number 5.</p>	
<p>What is the “case-by-case basis” for enrolling non-Spanish, non-native English-speaking students, referred to in the application as “third language speakers”? (P. 69)</p>	
<p>What is the enrollment criteria for students who enroll “outside the pipeline”?</p>	
<p>How will this percentage of students (ESOL vs. Basic) be attained during the enrollment process? Is this allowable? Revenue is contingent on following this example. ESOL FTE Revenue is weighted. (P. 69)</p>	

15. Parent and Community Involvement

The Parent and Community Involvement section should provide a broad overview of the school’s plans to encourage and support parental and community involvement.

Statutory Reference(s):

NA

Evaluation Criteria:

A response that meets the standard will present:

- A general conception of how parents will be involved with the school that aligns with the school’s mission and provisions of the educational program. A detailed plan may be developed following approval.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>Strengths (reference page numbers)</p> <p>The school plans to establish a Parent Involvement Committee charged with facilitating parent/family involvement. The school also plans to create a Parent Resource Center and involve parents in planning and participating in curriculum-based workshops. (P. 74)</p> <p>The application provides a clear and comprehensive plan on how parents and the community will be reached and engaged in school activities. (P. 73)</p> <p>The applicant provides numerous and varied letters from local community agencies, organizations, parents and education institutions as evidence of support for the Dreamers Academy charter school. (Attachment T)</p>

<p>Deficiencies/Concerns/Weaknesses: (reference page numbers)</p> <p>None.</p>

<p>Areas in Need of Additional Information and/or Clarification (reference page numbers)</p> <p>None.</p>	<p>Charter Applicant’s Response</p>
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III. Business Plan

The Business Plan should provide an understanding of how the charter operators intend to manage the school’s finances. It should present a clear picture of the school’s financial viability including the soundness of revenue projections; expenditure requirements; and how well the school’s budget aligns with and supports effective implementation of the educational program.

16. Facilities

The Facilities section should provide an understanding of the school’s anticipated facilities needs and how the school plans to meet those needs.

Statutory Reference(s):

s. 1002.33(7)(a)13.; s. 1002.33(18)

Evaluation Criteria:

If a facility is acquired, reviewers will look for:

- Evidence that the proposed facility complies with all applicable laws, regulations, and policies and can be ready for the school’s opening OR a timeline to ensure the facility will be in compliance and ready by school’s opening.
- A facility that is appropriate and adequate for the school’s program and targeted population.
- Evidence that the school has the necessary resources to fund the facilities plan.
- A reasonable back-up plan should the proposed facility plan fall through.

If a facility is not yet acquired, reviewers will look for:

- A realistic sense of facility needs.
- A plan and timeline for securing a facility that is appropriate and adequate for the school’s program and targeted population.
- Reasonable projections of facility requirements.
- Evidence that the school has the necessary resources to fund the facilities plan.
- Adequate facilities budget based on demonstrated understanding of fair market costs.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths (reference page numbers)

Information/Comment Only: The applicant states that a site is not yet acquired. The governing board is considering a location in the north or central Sarasota area. There is a possibility that Dreamers Academy will be a feeder school to McIntosh Middle School. (P. 76)

The estimated costs for a lease are realistic and are reflected in the budget. (P. 76) The applicant provided a letter of assurance from Building Hope as evidence of funding that will be available for the facilities. (Attachment not labeled but assumed that it is intended as Attachment U)

Deficiencies/Concerns/Weaknesses: (reference page numbers)	
<u>Deficiencies</u> None.	
<u>Concerns/Weaknesses</u> The explanation of the school’s facility is vague. The description of the size and layout of space is not provided. (P. 76) The application does not provide an adequate explanation of the strategy and schedule that will be employed to secure an adequate facility. (P. 77) Applicants who do not yet have a site acquired are required to describe the back-up facilities plan. The applicant’s response to this question is that “there is no back-up facilities plan.” (P. 77)	

Areas in Need of Additional Information and/or Clarification (reference page numbers)	Charter Applicant’s Response
None.	

17. Transportation

The Transportation section should describe how the school will address these services for its student body.

Statutory Reference(s):

s. 1002.33(20)

Evaluation Criteria:

A response that meets the standard will present:

- An outline of a reasonable transportation plan that serves all eligible students and will not be a barrier to access for students residing within a reasonable distance of the school.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths (<i>reference page numbers</i>)
The school plans to contract with Sarasota County District for transportation services. (P. 78)

Deficiencies/Concerns/Weaknesses: (<i>reference page numbers</i>)
Deficiencies
Concerns/Weaknesses
The expectation that 70% of students will be transported seems high based on District percentage of 47%. There is concern over the number of Transportation FTE used in the Revenue Worksheet (overall and ESE FTE). This will impact budget projections for both revenue and expenses. (P. 78 and Budget Worksheet attachment)

Areas in Need of Additional Information and/or Clarification (<i>reference page numbers</i>)	Charter Applicant’s Response
On what basis does the applicant expect that 222 of 288 students will need/use and be eligible for transportation?	
Why is ESE FTE used in the Transportation Revenue as the application states this curriculum/focus may be difficult for the ESE population requiring these services? (P. 35)	

18. Food Service

The Food Service section should describe how the school will address these services for its student body.

Statutory Reference(s):

s. 1002.33(20)(a)1.

Evaluation Criteria:

A response that meets the standard will present:

- A food service plan that will serve all students and makes particular provisions for those students who may qualify for free or reduced price lunch.
- A food service plan that places an emphasis on quality, healthy foods.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths (<i>reference page numbers</i>)
Dreamers Academy will utilize the services of the school district’s Food and Nutrition Services for provision of the National School Lunch Program. (P. 78)

Deficiencies/Concerns/Weaknesses: (<i>reference page numbers</i>)
<u>Deficiencies</u>
<u>Concerns/Weaknesses</u>
The description for the school’s Food Service Plan consists of 3 sentences. However, given that the school plans to contract with the district, the committee accepted the response.

Areas in Need of Additional Information and/or Clarification (<i>reference page numbers</i>)	Charter Applicant’s Response
None.	

19. School Safety and Security

The School Safety and Security section should provide a description of the school’s plan to ensure the safety and security of its students and faculty.

Statutory Reference(s):

s. 1002.33(7)(a)11.

Evaluation Criteria:

A response that meets the standard will present:

- A plan that will reasonably ensure the safety of students and staff and the protection of the school facility and property. Note that a fully-developed plan will be completed upon approval of the application.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths <i>(reference page numbers)</i>

Deficiencies/Concerns/Weaknesses: <i>(reference page numbers)</i>
None.

Areas in Need of Additional Information and/or Clarification <i>(reference page numbers)</i>	Charter Applicant’s Response
Page 80 indicates that the Registrar will be responsible for maintaining accurate records during school hours; however, the budget only shows a .5 unit allocated for this position.	

20. Budget

The Budget section should provide financial projections for the school over the term of its charter.

Statutory Reference(s):

s. 1002.33(6)(a)5.; s. 1002.33(6)(b)2.

Evaluation Criteria:

A response that meets the standard will present:

- Budgetary projections that are consistent with and support all key aspects of the application, including the school’s mission, educational program, staffing plan, and facility.
- A realistic assessment of projected sources of revenue and expenses that ensure the financial viability of the school.
- A sound plan to adjust the budget should revenues not materialize as planned.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths (*reference page numbers*)

Deficiencies/Concerns/Weaknesses: (*reference page numbers*)

Deficiencies
 The Charter Revenue Estimate Worksheet contains the incorrect number of FTE in the ESE Guaranteed (Matrix level 251, grades 4-8) as pertains to the Basic FTE indicated. This changes the anticipated revenue. (Revenue Estimate Worksheet Attachment)

There is no discussion of the school’s contingency approach and plan to meet financial needs if anticipated revenues are not received or are lower than estimated, as required in the application template. The plan, as stated in the application, is that they *will* be creating plans. (P. 83) Educational plan presented. (P. 83)

The application does not explain in detail the Year 1 cash flow contingency plan, in the event that revenue projections are not met (or not met on time). (P. 83)

Concerns/Weaknesses
 References to other sources of funding (donations, foundations) are mentioned in the application. However, there is no evidence of support (e.g., MOUs, letters) provided. Attachment Z is missing.

The only evidence of other support for funding is the letter from Building Hope that shows \$500k secured line of credit for a startup budget of \$1m. (P. 87)

The anticipated revenue contains a large Transportation FTE as compared to other schools. This results in a larger revenue. It also contains a large ESE Rider FTE as compared to the data/information in the rest of the application. A concern is that this FTE Revenue is too high.

The school will strive for student population of 70% ELL (ESOL). That represents 201 FTE out of 288 FTE on the Charter Revenue Worksheet. As ESOL FTE is weighted there is a concern about the school actually enrolling this high percentage of ESOL students because it will certainly impact FTE funding. Then will that ratio of ESOL to Basic FTE be enough to cover anticipated expenses?

There is no budget listed on the Professional Development line item. Professional Development is listed for both the Board and school staff. Budget is listed for the governing board but not staff.

The budget does not appear to address the continuing cost of iReady after the initial startup in Year 1. The use of iReady is referenced as a continuing tool in the curriculum section on page 24.

Areas in Need of Additional Information and/or Clarification (reference page numbers)	Charter Applicant's Response
Please explain the half participation rate for both FRS and Group Insurance. There does not appear to be enough expenditure budgeted for half of the FRS participation rate. (2018-19 rate is 8.26%)	
What is the plan should the ELL enrollment fall below 70% (or 50%)? Will the ratio of ESOL to Basic FTE be enough to cover anticipated expenses?	
If applicable, please submit any existing MOUs or letters to provide evidence of funding as Attachment Z. (P. 82)	

21. Financial Management and Oversight

The Financial Management and Oversight section should describe how the school’s finances will be managed and who will be responsible for the protection of student and financial records.

Statutory Reference(s):

s. 1002.33(6)(a)5.; s. 1002.33(7)(a)9.; s. 1002.33(7)(a)11.

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of how the school’s finances will be managed, including who (or what contracted entity) will manage the finances. Such plan should contain strong internal controls to ensure appropriate fiscal management and ability to comply with all financial reporting requirements.
- A plan for the governing board to regularly exercise oversight over and take accountability for all financial operations of the school.
- Provisions for an annual financial audit.
- Appropriate public transparency of school financial health.
- Appropriate plan to securely store financial records.
- A plan to obtain appropriate and reasonable insurance coverage.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>Strengths (reference page numbers)</p> <p>The governing board for Dreamers Academy will contract with Pellegrino, Honick, McFarland and Miller Accountants of Sarasota to provide payroll and accounting services. (P. 84)</p> <p>Former Deputy Chief Financial Officer of Sarasota Schools will serve on the school’s governing board and head the finance committee. (P. 84)</p>
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<p>Deficiencies/Concerns/Weaknesses: (reference page numbers)</p> <p>Deficiencies</p> <p>The description of how the school’s finances will be managed lacks essential details. Plans for strong internal controls to ensure appropriate fiscal management are not evident. (P. 84)</p> <p>The application does not address how the school will ensure financial transparency to the public. There is no description of the governing board’s public adoption of its budget and/or the dissemination of its annual reports to the public. (P. 85)</p>
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Concerns/Weaknesses

The applicant references compliance with the Red Book in response to the question pertaining to the methods by which accounting records will be maintained. (P. 84)

Areas in Need of Additional Information and/or Clarification (reference page numbers)	Charter Applicant's Response
Briefly describe the internal controls that will be in place. (P. 84)	
Please acknowledge that a copy of the audit report must be submitted to the Sponsor (district) by October 1 st (rather than as stated in Item E on page 85).	
What are the school governing board's plans for the public adoption of its budget and the dissemination of its annual audit and financial reports to the public? (P. 85)	

22. Start-Up Plan

The Start-Up Plan should provide a clear roadmap of the steps and strategies that will be employed to prepare the school to be ready to serve its students well on the first day of operation.

Statutory Reference(s):

s. 1002.33(7)(a)16.

Evaluation Criteria:

A response that meets the standard will present an action plan that:

- Provides a thoughtful and realistic implementation plan that covers major operational items and provides flexibility for addressing unanticipated events.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths <i>(reference page numbers)</i>

Deficiencies/Concerns/Weaknesses: <i>(reference page numbers)</i>
<u>Deficiencies</u>
<u>Concerns/Weaknesses</u>
The application provides a simple outline of key events rather than a “thoughtful and realistic” plan. (P. 86) However, if approved, a formal timeline will be negotiated in the charter. Therefore, the standard is rated as “meets.”

Areas in Need of Additional Information and/or Clarification <i>(reference page numbers)</i>	Charter Applicant’s Response
None.	

Addendum

Addendum A: Replications [THIS SECTION NOT APPLICABLE]

The Replications section should identify the school to be replicated and provide evidence that the model has been successful in raising student achievement, while also describing the capacity of the organization to operate an additional school.

Statutory Reference(s):

s. 1002.33(6)

Evaluation Criteria:

A response that meets the standard will present an action plan that:

- Evidence that school or model to be replicated demonstrates academic, organizational, and financial success.
- A clear, compelling vision for what is being replicated in terms of essential components of the educational program.
- A convincing rationale for how the school or model to be replicated will successfully serve the proposed target student population.
- A strong justification for changing key components of the original school or model in the proposed school. Such justification should include why the changes will better suit the targeted student population and whether the model is still similar enough to the existing model that comparable successful outcomes are likely.
- Evidence that the applicant group has a sound plan for developing the capacity to replicate an existing school including adequate financial and human resources.
- If applicable, evidence of successful past replications or lessons learned from unsuccessful attempts at replication that will increase the probability that this replication will be successful.

CRC Rating	Not Applicable	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths (<i>reference page numbers</i>)
N/A

Deficiencies/Concerns/Weaknesses: (<i>reference page numbers</i>)
N/A

Areas in Need of Additional Information and/or Clarification (<i>reference page numbers</i>)	Charter Applicant’s Response
N/A	

Addendum A1: High-Performing Replications [THIS SECTION NOT APPLICABLE]

The High-Performing Replications section should identify the school to be replicated and provide evidence that the proposed school meets the statutory requirements of being a substantially similar model of a school that has been designated as a High-Performing Charter School and is being established and operated by an organization or individuals that were significantly involved in the operation of the school being replicated.

Statutory Reference(s):

s. 1002.331

Evaluation Criteria:

A response that meets the standard will present an action plan that:

- Evidence that the applicant’s school and the school to be replicated (if different) are designated by the Commissioner of Education as a High-Performing Charter School.
- Evidence that the proposed school will be substantially similar to the high-performing school that is being replicated. Reviewers should base this determination on the response to this question as well applicant’s proposed educational, organization, and business plans as described throughout the application.
- Evidence that the organization or individuals involved in the establishment and operation of the proposed school are significantly involved in the operation of the high-performing school that is being replicated.

CRC Rating	Not Applicable	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths (<i>reference page numbers</i>)
N/A

Deficiencies/Concerns/Weaknesses: (<i>reference page numbers</i>)
N/A

Areas in Need of Additional Information and/or Clarification (<i>reference page numbers</i>)	Charter Applicant’s Response
N/A	

Addendum B: Education Service Providers [THIS SECTION NOT APPLICABLE]

The ESP section should provide a rationale for contracting with the ESP, evidence of ESP success in operating high-quality charter schools, the capacity of the ESP to successfully operate this school, and evidence that the governing board and ESP are able to operate free from conflicts of interest.

Statutory Reference(s):

s. 1002.33(6)(a)

Evaluation Criteria:

A response that meets the standard will present an action plan that:

- A clear explanation of the reasons for contracting with an education service provider and how and why the ESP was selected and a description of the due diligence employed to assess the capacity of the ESP.
- Sufficient evidence of the ESP’s previous academic, organizational, and financial success and capacity for future success that make it more likely than not that it will be successful with the proposed school.
- Evidence of the ESP’s organizational capacity to manage an additional school or schools as determined by its growth plan.
- A comprehensive list (Form IEPC-MIA) of all schools affiliated with the ESP and ensuing performance data used to support the selection of the ESP (past and current).
- Evidence of success working with similar populations to the target population. If there are deficiencies or lack of experience working with the target populations, then reviewers will look for a sufficient explanation of programmatic adjustments that will be made to ensure success with any new school(s).
- A clear delineation of the roles and responsibilities and decision-making authority of the school’s governing board and the ESP, structured to ensure a clearly defined arm’s-length, performance-based relationship that is free from conflicts of interest. This includes evidence that the school’s governing board has a clear plan for holding the ESP accountable for negotiated performance.
- A clear delineation of the term of the management agreement, the conditions, grounds and procedures by which the agreement may be renewed and terminated, and a plan for continued operation of the school in the event of termination.
- A draft of the proposed contract with all key terms included.

CRC Rating	Not Applicable	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths <i>(reference page numbers)</i>
N/A

Deficiencies/Concerns/Weaknesses: <i>(reference page numbers)</i>
N/A

Areas in Need of Additional Information and/or Clarification <i>(reference page numbers)</i>	Charter Applicant's Response
N/A	

Applicant History Worksheets (Form IEPC-M1A) [THIS SECTION NOT APPLICABLE]

The Applicant History Worksheets should provide information regarding the track record of the applicant, the applicant’s governing board, and if applicable, the applicant’s ESP with regard to the operation of other charter schools. The sponsor should review the entire portfolio of charter schools of the foregoing entities when evaluating performance. The academic and financial performance of the portfolio should be considered in the decision to approve or deny the application.

Statutory Reference(s):

s. 1002.33(6)(a)

Evaluation Criteria:

A sponsor should review the portfolio of schools operated by the applicant group, governing board, or ESP to determine if the academic and financial performance demonstrates the capacity to operate a high-quality charter school.

Strengths <i>(reference page numbers)</i>	
N/A	
Deficiencies/Concerns/Weaknesses: <i>(reference page numbers)</i>	
N/A	
Areas in Need of Additional Information and/or Clarification <i>(reference page numbers)</i>	Charter Applicant’s Response
N/A	