

**Sarasota County Public Schools
2013-2014 Charter School Application Process**

Horizons Unlimited Creative Learning Academy Charter Application

Charter Review Committee (CRC) Evaluation Findings and Final Ratings

The evaluation findings are based on the extent to which the charter school application addressed the criteria required to meet each of the nineteen standards, as specified in the Florida Charter School Application Evaluation Instrument. Initial ratings are based on the CRC’s review and analysis of each charter school’s original application submitted on August 1, 2013. Applicants were provided an opportunity to review the CRC September 11, 2013 Initial Findings and respond to the CRC’s questions and requests for clarification. Applicants were not permitted to amend the application or correct significant deficiencies identified in the original application. However, HUCLA did submit additional information for Section 17 Budget which was reviewed and evaluated by the CRC. Considering all information presented in the original application, in the written responses to the CRC’s questions, and the oral responses provided by each applicant during the September 26, 2013 Clarification/Capacity Interview Session, the CRC arrived at the final ratings for each standard through unanimous consensus.

Charter Review Committee Final Ratings Summary

| | I. Educational Plan Standards 1 – 8 | II. Organizational Plan Standards 9 – 13 | III. Business Plan Standards 14 – 19 | |
|--|---|--|---|---|
| Charter School Applicant | Mission & Purpose, Target Population Educational Program Design Curriculum Plan, Assessment & Evaluation ESE, ELL, School Climate & Discipline | Governance, Management, ESP, Employment, Student Recruitment & Enrollment | Facilities, Transportation, Food Service, Budget Financial Management & Oversight Action Plan | Overall Total |
| Horizons Unlimited Creative Learning Academy | 0% Meets 50% Partially Meets 50% Does Not Meet | 75% Meets 25% Partially Meets 0% Does Not Meet | 33% Meets 50% Partially Meets 17% Does Not Meet | 28% Meets 44% Partially Meets 28% Does Not Meet |

Florida Charter School Application Evaluation Instrument

Each section presents criteria for a response that meets the standard, and these criteria should guide the overall rating for the section. The Strengths and Weaknesses boxes provide space to identify data and other evidence that supports the rating. The rationale for each rating is important, especially if some of the data or evidence does not fit neatly into the criteria provided.

The following definitions should guide the 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)(a); s. 1002.33(2)(b); s. 1002.33(2)(c); s. 1002.33(6)(a)(1); s. 1002.33(7)(a)(1)

Evaluation Criteria:

A response that meets the standard will present:

- A compelling mission statement that defines the purpose and values of the school.
- A set of priorities that are meaningful, manageable and measurable, and focused on improving student outcomes.

| 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 checked="" type="checkbox"/> | <input type="checkbox"/> |

Please note that the final rating remains “Partially Meets” because the deficiencies found in the initial application were deemed significant and pertained to the most essential criteria for this standard. Although the applicant was permitted to clarify information and answer specific questions posed by the CRC in writing and/or during the interview, the applicant was not permitted to submit new information, add new sections or make other substantive changes to the original application. During the interview process, the applicant was not able to demonstrate an understanding of the requirements or was not able to describe a plan to meet the standard, thereby confirming the CRC’s rating.

Strengths
 HUCLA has strong emphasis on parent education and support. (Page 6)

 K-5 Focus building over time focused on a commitment of parent involvement within and outside the school day and the importance of communication between home and school.

Concerns/Weaknesses:
 The application does not fully address how parents will be provided 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. (Pages 5-6)

The applicant’s responses to this section do not provide sufficient information for this evaluator to determine if the standard is met. (Pages 6-7)

The application does not fully describe how the proposed integrated instruction an innovative learning method will meet the requirements of NGSS/CCSS implementation and the diverse needs of students? (Pages 5, 7)

Social studies, including history, civics, economics and geography is but there are no NGSSS or CCSS references to the teaching of social studies in any part of the education plan. (Page 7)

The application does not fully describe the learning outcomes of the educational program design. Reference is made to learning outcomes but measures are not fully described. (Page 7)

| Areas in Need of Additional Information and/or Clarification | Charter Applicant’s Response | CRC Review/Comments |
|--|--|-------------------------|
| How will parents be provided information on whether their child is reading on grade level and making at least a year’s learning gain? (Page 5) | After SRI, PARCC, FLKRS and FAIR testing, reports will be sent home to parents. (See testing schedule on pages 39-40.) Daily personalized oral, written, and electronic communication folders that monitor the child’s progress and how parents can help will inform parents. The child’s level and progress will be explained. Current year’s final standardized score will be compared to last year’s score to determine growth made. | Response is acceptable. |
| How will the on-going PD for teachers be provided and how will you determine its effectiveness? (Page 6) | An annual professional development plan will be implemented based on a quarterly needs assessment of staff. An action plan that delineates goals objectives, activities, and timelines with documented evidence of completion will be implemented and monitored for adjustments and adaptations as needed. HUCLA will participate in District workshops, webinars, web-based, and CD Rom professional development activities, study groups as well as contract with proven effective expert service facilitators to provide training that meets the needs of staff, students, and parents. Evaluation of effectiveness will be based on achievement of the implemented action plan, teaching improvement and student performance gains. Disaggregation of assessment data and analysis of results will determine content for change to meet continued needs. | Response is acceptable. |

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| <p>How will you ensure student safety and security with student names and photos on the internet? (Page 6)</p> | <p>HUCLA will employ the use of a media release form for all pictures and name releases. Posting of achievements will not occur on the internet; but in the Parent Center. Furthermore, in those instances where student pictures will be used on the internet no identifying names will be used.</p> | <p>Response is acceptable.</p> |
| <p>What methods will you be using when creating and integrating curriculum? (Page 7)</p> | <p>Students will write in strategies, explanations, and solutions as part of lessons. They will be required to inquire, think, predict, analyze and apply. All lessons will include the use of skills learned in other areas of the curriculum (Multidisciplinary Approach).</p> | <p>Response is vague and does not fully address the question.</p> |
| <p>How does literacy development play into the focus of science, technology, math and the arts? (Page 7)</p> | <p>Literacy will be integrated into all content areas. Literacy development plays into the focus of science, technology, math and the arts through discussions, writing, reporting, and through creativity.</p> | <p>Not acceptable. The applicant did not provide sufficient detail in the response.</p> |
| <p>What are the learning outcomes for students in Grades K-2? (Page 7)</p> | <p>Students will be able to demonstrate a positive learning attitude, display a sense of curiosity, practice personal responsibility for learning, demonstrate persistence in completing tasks, apply prior knowledge and processes to construct new knowledge, voluntarily use a variety of resources to investigate topics of interest, develop social skills and ethical responsibility, demonstrate responsible emotional and cognitive behaviors, develop physical skills and personal hygiene, understand and use basic concepts and skills, and communicate clearly in oral, artistic, written and non-verbal forms.</p> | <p>Not acceptable. The response does not provide sufficient detail as to the measurement of learning outcomes.</p> <p>The CRC requested clarification during questioning at the 9/26 interview.</p> <p><u>Interview Findings:</u> The applicant was not able to separate behavior and academic learning outcomes or provide information on how each would be measured.</p> |
| <p>Assessments are referenced but there is no information about the assessments, what are they, who takes them, why. What are the tests referenced on page 7? “Standardized Testing Achievement,” “Reading aptitude,” “common examinations”? (Page 7)</p> | <p>See Assessments pages 39-40 Section E.</p> | |

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)(e); s. 1002.33(6)(b)(2); s. 1002.33(7)(a)(1); s. 1003.03

Evaluation Criteria:

A response that meets the standard will present:

- An understanding of the students the charter school intends to serve.
- If the applicant proposes to target certain populations, the projected student body should align 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 checked="" type="checkbox"/> | <input type="checkbox"/> |
| Final | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Please note that the final rating remains “Partially Meets” because the deficiencies found in the initial application were deemed significant and pertained to the most essential criteria for this standard. Although the applicant was permitted to clarify information and answer specific questions posed by the CRC in writing and/or during the interview, the applicant was not permitted to submit new information, add new sections or make other substantive changes to the original application. During the interview process, the applicant was not able to demonstrate an understanding of the requirements or was not able to describe a plan to meet the standard thereby confirming the CRC’s rating.

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| Strengths |
| HUCLA proposes to target families of K – 5 students in the 34234 zip code area. (Page 10) |
| The proposal is for a small school setting of 180 students which is appealing to many parents. (Page 10) |

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| Concerns/Weaknesses: |
| The plan is to only serve grades K- 3 in the first 3 years. Is it not clear where rising 4 th graders (promoted from prior years) will be enrolled in years 2 and 3. (Page 10) |
| The application does not clearly address how the student population projections were developed. (Page 11) |

| Areas in Need of Additional Information and/or Clarification | Charter Applicant’s Response | CRC Review/Comments |
|--|---|---|
| Is the 4.5% population of age 5-9 children mentioned in the application the percent expected for the 34234 zip code area? (Page 10) | No, 4.5% represents the 5-9 age range of children in all of Sarasota county. | The percentages for enrollment are based on all of Sarasota County. The demographic composition of the zip code area (Attachment 2.A in the application) is not limited to K-5 and does not include Emma E. Booker. Therefore, the demographic composition of the HUCLA student body remains unclear. |
| In a subsequent section the application (page 71) the applicant states that the school will target the 34234 zip code area and the specific minority population. In addition to the residential area, please clarify if the school will target a certain population as defined in section 1002.33(10)(e), F.S. | Yes, HUCLA will target the 34234 zip code pursuant to F.S. 1002.33(10)(e)4, but will not discriminate. Please note per a MOVOTO demographic survey of the 34234 zip code only 53% of the population are High School graduates | <p>The applicant may be unclear as to FS 1002.33(10)(e) which allows charters to limit the enrollment to target specific populations. The applicant references (e)4, for students living within a reasonable distance, but also implies that they may target at risk students which is (e)2.</p> <p>CRC requested clarification during questioning at the 9/26 interview.</p> <p><u>Interview Findings:</u> The explanation provided only included information about those living within the targeted zip code. The CRC was seeking confirmation that the applicant intends to target at risk students and for the applicant to elaborate on the K-5 “at risk” population they plan to serve.</p> |
| Can the CRC assume that the marketing strategies for the pre-school programs described on page 10 will also be used for K-5 students? (Page 10) | Yes | Response is acceptable. |

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| <p>The application states that HUCLA will serve grades K-3 in the first 3 years of the school. Where do you anticipate the 3rd grade students going to schools upon promotion to 4th grade during your first three years of operation? Do rising 4 and 5 grades go back to their district school? (Page 10)</p> | <p>HUCLA will work with parents to find an appropriate program for their 4th grade students. Furthermore, HUCLA is working to acquire the needed property to ensure that there will be adequate space for additional modular classrooms to incorporate other grades while constructing a permanent structure.</p> | <p>The CRC is concerned that the applicant’s plan may be modified in year 2 or 3 to accommodate rising grade levels. However, this new proposal was not addressed in the original application and the viability of this plan cannot be evaluated by the CRC.</p> |
| <p>The narrative for Section 2.B does not address the question posed in Section 2.C? Section 2.B provides the projected numbers, not the “how.” (Page 11) Please describe how the projections were derived.</p> | <p>The numbers were derived based on the central question of how to best serve our target population with a focus on how budget, space, and feasibility concerns could effectively and efficiently be addressed.</p> | <p>The applicant’s response does not answer the CRC’s question as to how the counts and percentages were determined.</p> |
| <p>Is the teacher to student ratio 1:15 or 1:20?</p> | <p>Ideally the teacher to student ratio is 1:15, however, the modular space allows us the ability to serve additional children within District guidelines.</p> | <p>Response is acceptable.</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:

- Is clear and coherent;
- Is based on effective, research-based educational practices, 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
- Presents evidence that the proposed approach will lead to improved student performance for the school’s target population.

| 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 checked="" type="checkbox"/> |

Please note that the final rating remains “Does Not Meet” because the deficiencies found in the initial application were deemed significant and pertained to the most essential criteria for this standard. Although the applicant was permitted to clarify information and answer specific questions posed by the CRC in writing and/or during the interview, the applicant was not permitted to submit new information, add new sections, or make other substantive changes to the original application. During the interview process, the applicant was not able to demonstrate an understanding of the requirements or was not able to describe a plan to meet the standard thereby confirming the CRC’s rating.

Strengths
 The education program design is tied to interdisciplinary concepts and real world application to increase motivation and learning.
 HUCLA will offer regular school hours and an extended day. (Page 12)

Concerns/Weaknesses :
 The information in the application does not present a clear description of the teaching and learning methods and strategies that will be used. (Pages 12-18)
 It is unclear as to how literacy will be integrated with other content areas. (Page 15)
 The definition of emergent literacy attributed to Marie Clay is incorrect. (Page15)

The application does not provide a clear explanation of how the services will help students attain the Next Generation Sunshine State-Common Core Standards. (Section E, Page 19)

| Areas in Need of Additional Information and/or Clarification | Charter Applicant’s Response | CRC Review/Comments | | | | | | |
|--|--|--------------------------------|--|--|---|---|--|---|
| <p>What will the student’s daily time schedule include and what courses will be taught? (Page 12) Please provide a sample daily schedule.</p> | <p>8:30 – 8:45 am Opening Activities 8:45 – 10:15 am Reading/Language Arts- SRA(below level) or Journeys (on or above level) students 10:15 – 11:15 am Go Math- lessons, hands on activities and centers 11:15 – 12:00 pm Lunch 12:00 – 12:40 pm Movement Education 12:40 – 1:30 pm Computer Lab 1:30 – 2:30 pm Social Studies or <u>Science Fusion</u> – science lessons with applications in other areas of the curriculum 2:30 – 3:00 pm Extra Reading Block, distribute daily reports for parents. After School Tutorial and Enrichment Program</p> | <p>Response is acceptable.</p> | | | | | | |
| <p>Please clarify how “system thinking skills” and “system thinking process” align with standards based instruction and will lead to improved student performance. (Pages 12,13, 16)</p> | <p>Standards Based Instruction Aligned with System thinking skills ENGLISH, LANGUAGE ARTS, AND LITERACY ACROSS THE CURRICULUM</p> <table border="1" data-bbox="1069 873 1919 1443"> <tbody> <tr> <td data-bbox="1069 873 1464 1036">COMMON CORE STANDARDS</td> <td data-bbox="1464 873 1919 1036">SYSTEM DYNAMICS (SD)/SYSTEMS THINKING (ST)</td> </tr> <tr> <td data-bbox="1069 1036 1464 1300">READING – develop staircase of increasing complexity to build comprehension in a diverse array of content.</td> <td data-bbox="1464 1036 1919 1300">DEALING WITH COMPLEXITY – SD helps students understand behavior systemically, seeing the big picture, with graphic tools for representing behavior.</td> </tr> <tr> <td data-bbox="1069 1300 1464 1443">WRITING – express logical arguments and opinions, using research skills</td> <td data-bbox="1464 1300 1919 1443">CLARITY – SD diagrams and models create visual examples that can be easily understood by</td> </tr> </tbody> </table> | COMMON CORE STANDARDS | SYSTEM DYNAMICS (SD)/SYSTEMS THINKING (ST) | READING – develop staircase of increasing complexity to build comprehension in a diverse array of content. | DEALING WITH COMPLEXITY – SD helps students understand behavior systemically, seeing the big picture, with graphic tools for representing behavior. | WRITING – express logical arguments and opinions, using research skills | CLARITY – SD diagrams and models create visual examples that can be easily understood by | <p>Response is acceptable. However, the charts are taken verbatim from the Creative Learning Exchange website.</p> <p>CRC requested clarification during questioning at the 9/26 interview.</p> <p><u>Interview Findings:</u> The applicant was only able to articulate this particular resource had been created by educators. However, there was no indication that specific criteria had been established in the vetting process.</p> |
| COMMON CORE STANDARDS | SYSTEM DYNAMICS (SD)/SYSTEMS THINKING (ST) | | | | | | | |
| READING – develop staircase of increasing complexity to build comprehension in a diverse array of content. | DEALING WITH COMPLEXITY – SD helps students understand behavior systemically, seeing the big picture, with graphic tools for representing behavior. | | | | | | | |
| WRITING – express logical arguments and opinions, using research skills | CLARITY – SD diagrams and models create visual examples that can be easily understood by | | | | | | | |

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| | <p>frequently.</p> | <p>readers.</p> | |
| <p>SPEAKING AND LISTENING – employ a mix of one-on-one, small group, and whole class structures, emphasizing collaboration and problem solving.</p> | <p>LEARNER-CENTERED LEARNING – students using SD tools effectively work in teams to solve problems that arise from their studies.</p> | | |
| <p>LANGUAGE – build a precise and varied repertoire of vocabulary.</p> | <p>PRECISION OF LANGUAGE – describing systems requires concise and accurate wording. The use of SD visual tools helps students clarify and communicate their thinking.</p> | | |
| <p>SCIENCE, HISTORY AND SOCIAL STUDIES – apply English, language arts skills across the curriculum to promote content area literacy.</p> | <p>INTERDISCIPLINARY LEARNING – students learn to recognize generic structures that occur across their curriculum.</p> | | |
| <p>MEDIA AND TECHNOLOGY – integrate 21st Century skills throughout the curriculum, and use modern applications for varying assumptions, exploring consequences, and comparing predictions with data.</p> | <p>COMPUTER MODELING – students can use software to build simulations of situations in many content areas. SD tools and models give students the ability to change assumptions, compare predictions and explore consequences in powerful ways.</p> | | |

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| | <p>K-5 MATH – build a solid foundation in whole numbers, computation, fractions and decimals, negative numbers, and geometry. Emphasize hands-on learning and continue through upper grades.</p> <p>REPRESENTING DATA – graphing data over time requires students to use a wide array of math skills. Simulations, experiments, and other activities where data are analyzed reinforce quantitative thinking.</p> <p>Systems Dynamics and Systems Thinking: Tools for meeting Common Core State Standards (2013 Creative Learning Exchange)</p> <p>Students improve as result of gains in deeper understanding of the concept/subject, transfer and apply the knowledge and understanding to other subjects, topics and content areas. Investigations that answer who what, when, why, and how things are changing to promote retention and achievement of instructional goals.</p> | |
| <p>How will the use of computers be incorporated into the educational program in grades K – 3? (Pages 13-14)</p> | <p>All teachers will integrate computer use in their lesson plans as a tool to reinforce, remediate, and build skills, foster proficiency, practice concepts learned, problem solve, discover new ideas, interactive learning, instructional resources write, and develop research skills. Technology lesson plans will also be implemented to train students in the appropriate use of computers.</p> | <p>Response is acceptable.</p> |
| <p>What specific technology based tutorials will be used for reading and math as indicated in the plan? (Page 17-18)</p> | <p>Digital SRA Personalized Reading Laboratory, <u>Go Math</u> activities and assessments, and <u>Study Island</u>, <u>Journeys</u> technology component will be available school-wide.</p> | <p>Response is acceptable.</p> |

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| <p>Explain how the services the school will provide to the target population will help them attain the Next Generation Sunshine State-Common Core Standards. (Page 19)</p> | <p>Please see page 18 section D Highly qualified Staff will deliver an excellent, evidence-based personalized instruction and support services to students with community and parent involvement. Comprehensive assessments informing a Personalized Learning Plan (that includes learning styles, needs and interests) for each student, will be combined with differentiated and varied Instruction and groupings to determine goals, objectives & timelines. Furthermore, a rigorous Reading and Math curriculum alignment, with quality materials and technology, will enable students to achieve the NGSS CCS.</p> | <p>The information provided by the applicant does not address the question posed.</p> |
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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 consistent with the school’s mission, educational philosophy and instructional approach;
- Will enable students to attain Sunshine State-Common Core Standards and receive a year’s worth of learning for each year enrolled; and
- Will be appropriate for all students at all levels.

| 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 checked="" type="checkbox"/> |

Please note that the final rating remains “Does Not Meet” because the deficiencies found in the initial application were deemed significant and pertained to the most essential criteria for this standard. Although the applicant was permitted to clarify information and answer specific questions posed by the CRC in writing and/or during the interview, the applicant was not permitted to submit new information, add new sections, or make other substantive changes to the original application. During the interview process, the applicant was not able to demonstrate an understanding of the requirements or was not able to describe a plan to meet the standard thereby confirming the CRC’s rating.

Strengths
 HUCLA’s program design is tied to interdisciplinary concepts and real world application to increase motivation and learning.

Concerns/Weaknesses:
 Based on the information presented in the application, it is not evident that the proposed framework for teaching and learning will enable students to attain Sunshine State-Common Core Standards and receive a year’s worth of learning for each year enrolled. (Pages 20-35)

 The K-5 Reading and Language Arts Program description lacks a comprehensive approach in aligning with the Common Core State Standards (CCSS). (Page 21)

 Teaching the NGSS Social Studies standards has been omitted from the application.

The application does not describe how the rigor of instruction for the Common Core State Standards will be addressed. (Page 21)

CCSS in mathematics is not addressed. There is no description of the methodologies and materials/resources that will be used to teach mathematics. (Page 22)

Bloom’s taxonomy reference is outdated and does not include all levels. (Page 24)

The reading plan does not provide sufficient evidence that the curriculum and reading teaching strategies will meet the needs of students reading below and above grade level. (Page 30)
 The identification of reading programs to be used is inconsistent across the application. (Pages 20, 25, 30-31)

| Areas in Need of Additional Information and/or Clarification | Charter Applicant’s Response | CRC Review/Comments |
|--|---|---|
| <p>How does SRA align with your concept of integrated curriculum and alignment to NGSS and CCSS? (Page 20)</p> | <p><u>SRA Reading Mastery</u> K-5 has a common core connection component which will be used during the 90 minute reading/language arts block. The use of SRA is intended to enable the below level student to reach their appropriate reading level. The on-level reader will then be able to participate more effectively in the integrated curriculum e.g. Math, Science, and Social Studies.</p> | <p>The applicant did not provide an answer to the question posed about alignment to NGSSS and CCSS. Their program was published in 2006, significantly before the CCSS were written.</p> <p>CRC requested clarification during questioning at the 9/26 interview.</p> <p><u>Interview Findings:</u> The applicant clearly articulated their intent to use SRA Reading Mastery with their below level students. While this resource will support the Foundational Skills aligned with Common Core State Standards (CCSS), it cannot meet the mandate of all CCSS needed for all students. Journeys as a comprehensive core program for on level readers will need to be aligned to all CCSS and additional options must be available for those students above level in ELA.</p> |

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| <p>What evidence do you have supporting the concept that cultural entrepreneurial, artistic, philanthropic exposure is not found in the public school system? (Page 21)</p> | <p>HUCLA will enhance its program with assistance from entrepreneurs, artists etc. which make Sarasota a very unique Florida community. Even though these things are evident to an extent in District schools, HUCLA will make these a central program feature.</p> | <p>Response is acceptable.</p> |
| <p>The identification of reading programs to be used is inconsistent across the application. Will it be SRA Reading Mastery or Harcourt Journeys? (Pages 20, 25, 30-31)</p> | <p><u>SRA Reading Mastery</u> will be used only for below level students. Once students are on level or above they will be reading from Journeys. We will be using a combination of both reading programs because some students need remediation, while others need enrichment.</p> | <p>Students who are below level still need to achieve mastery on the CCSS. This is not provided in SRA Reading Mastery.</p> <p>CRC requested clarification during questioning at the 9/26 interview.</p> <p><u>Interview Findings:</u> See prior comment regarding Reading Plan and CRC analysis.</p> |
| <p>How does Journeys align with your plan to use SRA and what strategies are you using to or those students reading below, on, and above level? (Page 30)</p> | <p>SRA students (below level) benefit from the direct instruction teaching method. On and above level students will be reading <u>Journeys</u>, which includes an enrichment component. Both groups of students will have supplemental reading materials based on Lexile Levels received after SRI testing.</p> | <p>Students who are below level still need to achieve mastery on the CCSS. This is not provided in SRA Reading Mastery.</p> |
| <p>In a previous section it states that SRA will be used for students who are reading below grade level however, in Section D there is no mention of SRA or any other specific text remediation, etc. Please clarify. (Page 31)</p> | <p>SRA will be used for below level students. Re-teaching is part of the program.</p> | <p>Providing only SRA Reading Mastery for below level students will not provide appropriate levels of text to meet the CCSS.</p> |

Additional CRC Observations Based on Outcome of the 9/26 Interview:

During the interview the applicant’s responses did not provide evidence that the curriculum and reading strategies will meet the needs of either students below grade level or those above grade level.

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:

- Measurable educational goals and objectives that set high standards for student performance.
- 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.
- Assessment activities that are sufficiently frequent and a detailed plan to determine whether students are making adequate progress.
- Evidence that data will inform decisions about adjustments to the educational program.
- Plans for sharing student performance information that will keep students and parents well informed of academic progress.

| 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 checked="" type="checkbox"/> |

Please note that the final rating remains “Does Not Meet” because the deficiencies found in the initial application were deemed significant and pertained to the most essential criteria for this standard. Although the applicant was permitted to clarify information and answer specific questions posed by the CRC in writing and/or during the interview, the applicant was not permitted to submit new information, add new sections, or make other substantive changes to the original application. During the interview process, the applicant was not able to demonstrate an understanding of the requirements or was not able to describe a plan to meet the standard thereby confirming the CRC’s rating.

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| Strengths |
| The plan to have a “Personalized Learning Plan” for each student will promote student motivation and accountability for learning. |

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| Concerns/Weaknesses: |
| The narrative provided for Section 5- A does not address the question. Specifically, the application does not provide a description of HUCLA’s educational goals and objectives for improving student achievement. There is no indication as to how much academic improvement students are expected to show each year, how student progress and performance will be evaluated, and the specific results to be attained. (Page 37) |

The application references grade level entry age requirements and records reviews as placement procedures. Based on the responses, it is not evident to the CRC that the applicant has a deep understanding of student placement and promotion requirements. There are no details on the “school’s progression plan” that is to be aligned with the district Student Progression Plan. Standards for promotion from grade level to grade level are not included. There is no information pertaining to 3rd grade Good Cause Exemptions for eligible students or guidelines for student retention. (Page 37-38)

The application does not provide an assessment plan that is sufficiently frequent and detailed to determine whether students are making adequate progress. (Page 38-40)

The only math tool for progress monitoring is the Scholastic Math Inventory for grades 2-5. There is no mention of science. The lack of data in these areas may not support HUCLA’s “primary focus on science, math and technology.” (Page 38)

The information in Section 5. F is insufficient and does not fully address how student assessment and performance data will be used to evaluate and inform instruction. Most of the narrative focuses on reading and on data at the individual student level. No mention of science or writing. No mention of how FCAT/PARCC data will be used. No reference to the evaluation of instruction. (Page 40)

| Areas in Need of Additional Information and/or Clarification | Charter Applicant’s Response | CRC Review/Comments |
|--|--|--------------------------------|
| <p>The SRI reading and FAIR provide similar and redundant data and administering both tests may pose an unnecessary burden on teachers and students. (Page 39) Please comment.</p> | <p>SRI is a computer adaptive individualized test which can be administered in about 20-40 minutes. As students answer questions, the level of difficulty changes, which lowers the frustration level of students. The next round of testing begins at a level where the student ended on the previous test. Lexile Reading levels from this test can be used to select supplemental reading materials for each student. Growth and parent reports can be run to inform of student levels. FAIR gives the students the same passages to read, which get progressively more difficult with each round of testing. It can also be used to predict the probability of a student passing standardized tests. It sometimes takes longer to administer. It can be used as an assessment of student strengths and weaknesses. So FAIR and SRI both have advantages, but SRI can be less intimidating to a reluctant reader.</p> | <p>Response is acceptable.</p> |
| <p>What is baseline data that will be used for Kindergarten and grade 1 students? (Page 38)</p> | <p>FLKRS and FAIR results</p> | <p>Response is acceptable.</p> |

| | | |
|--|--|---|
| In Section 5-G, the proposed plan for sharing student performance information with parents/students is not fully developed. The narrative about student progression procedures is not relevant to the question posed in this section. (Page 41-42) Please clarify. | The student progression procedures should have been in Section 5B. Reports including information on student classroom tests/ quizzes etc. as well as data reports after student testing will be shared with parents and students. | Plans for sharing student performance information is very vague and does not fully address the requirement. |
| Specifically, how will students' strengths and areas of need be identified using SRI and SMI? (Page 38) | With SRI, Student Action reports can be generated. Lexile scores can be determined and improvement in scores can be seen from one testing session to another. On or below level students can be identified and placed in a reading series. SMI tests Numbers and Operations, Geometry, Algebraic Thinking, Data & Measurement. Results can be used to determine student strengths, and areas of need. | Response is acceptable. |
| Where does the application address the assessment used to evaluate and inform instruction regarding learning preferences and styles? | Per page 41 the Teacher will use multiple assessment tools (e.g. K – 3 Parent On-line student learning style survey by Scholastic; grades 2 – 5 Learning Styles Quiz by Andrew D. Cohen, Rebecca L. Oxford, and Maureen McKay; for all students Student Intelligence Watch by David Lazear) to determine the most effective educational delivery methods for each student. | Response is acceptable. |
| Personalized Reports will be given to students and parents to share progress. How often will the reports be distributed and what specific data will be shared? (Page 41) | Growth and progress reports to parents will be provided to parents after FAIR and SRI, SMI testing. Student folders indicating classroom tests, quizzes, homework etc will be sent home daily. | Response is acceptable. |
| How will you address the science FCAT that will be given even with PARCC? (Page 40) | <u>Fusion Science</u> will be used by all grades. There is an assessment component with the text. <u>FCAT Explorer</u> | Response is acceptable. |

Additional CRC Observations Based on Outcome of the 9/26 Interview:

The CRC raised the concern that the initial application did not provide HUCLA's educational goals for each of the five years of the charter, as required in Section 5.A of the model charter school application. The CRC asked the applicant to provide an example of a school-wide performance outcome for the first year of the charter that would indicate the academic improvement students are expected to demonstrate, how performance would be evaluated, and the specific results to be attained. The applicant stated that the goal is for students to show a year's academic growth (or make learning gains) by comparing performance in the beginning of the year to performance at the end of the year. A more concrete example would have included the specific measurable objective to be attained in quantifiable terms, the measurement or measurement instrument, and the outcome (in data terms) – this was not articulated by the applicant.

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:

- Clear description of the levels of service the school will provide to students with disabilities.
- A clear description of how the school will ensure that students with disabilities (SWD) will have an equal opportunity of being selected for enrollment.
- 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.
- 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 projection.

| 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 checked="" type="checkbox"/> | <input type="checkbox"/> |

Please note that the final rating remains “Partially Meets” because the deficiencies found in the initial application were deemed significant and pertained to the most essential criteria for this standard. Although the applicant was permitted to clarify information and answer specific questions posed by the CRC in writing and/or during the interview, the applicant was not permitted to submit new information, add new sections or make other substantive changes to the original application. During the interview process, the applicant was not able to demonstrate an understanding of the requirements or was not able to describe a plan to meet the standard thereby confirming the CRC’s rating.

Strengths
 The ESE staffing plan for the school’s education program appears adequate. (Page 47)

Concerns/Weaknesses:
 It appears that the applicant does not fully understand the differences between IEP and 504 legal requirements. (Page 45)

 The application does not fully address how the school will utilize the regular school facilities and adapt them to the needs of exceptional students to the maximum extent appropriate,

including the use of supplementary aids and services. (Page 45)

The application does not provide a comprehensive plan for evaluating the school's effectiveness in serving exceptional students. (Page 46)

It appears that the applicant does not have a clear understanding of gifted eligibility requirements, guidelines and the process for services. (Page 48)

| Areas in Need of Additional Information and/or Clarification | Charter Applicant's Response | CRC Review/Comments |
|---|---|----------------------------|
| It appears that the applicant has confusion between IEP and 504 legal requirements. Please clarify and distinguish understanding between educational services of each. (Section C, Page 44) | Both IEP and 504 students have disabilities. An IEP is a plan or program developed to ensure that a child receives specialized instruction and related services. A 504 student will receive the appropriate accommodations as for their disabilities as outlined in the 504 plan. For our program, the services for both IEP and 504 students will be coordinated by the ESE Liaison. | Response is acceptable. |
| What is the basis for the projection of 20% ESE enrollment for HUCLA? Rounding up from 14.7 to 20% seems unrealistic. (Page 47) | Based on information received from other Charter programs, Charter schools serving similar populations appeal to parents/students that have had difficulty in the traditional school setting. For that reason we determined that there would likely be a higher percentage of ESE students applying in the initial years of our program. | Response is acceptable. |
| Please clarify certification requirements for ESE teachers, ESE and Core Content. (Page 47) | ESE Liaison and ESE Teacher requirements which will be employed in our program were taken from the District Certification Requirements delineated in Job Descriptions Numbers 63 and 354; School Board approved 2/2012 and 4/2011. | Response is acceptable. |

Additional CRC Observations Based on Outcome of the 9/26 Interview:

The CRC has concerns that the applicant is not clear on "how" direct instruction would be delivered to ESE students; the applicant was unable to articulate how instruction would be delivered and monitored and how learning outcomes would be measured. The applicant was not able to articulate how an IEP, EP and 504 would be implemented. The budget was not aligned to the staffing projections for ESE. The school's plan for providing ESE services and staffing was unclear.

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)

Evaluation Criteria:

A response that meets the standard will present:

- Demonstrated understanding of state and federal requirements regarding the education of English language learner students.
- Sound plans 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.
- Demonstrated capacity to meet the school’s obligations under state and federal law regarding the education of English language learner students.

| 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 checked="" type="checkbox"/> |

During the interview process, the applicant was not able to demonstrate an understanding of the requirements or was not able to describe a plan to meet the standard thereby resulting in a lower rating.

Strengths
 The information presented supports an understanding of initial identification procedures for English Language Learners (ELLs). (Page 51)

Concerns/Weaknesses:
 The information presented in the application does not fully demonstrate the school’s capacity to meet obligations under state and federal law regarding the education of English language learner students. (Pages 51-52)

The staffing plan does not demonstrate capacity to meet the school’s obligations under state and federal law regarding the education of English language learner students. (Page 51)

The application states that the ESOL teacher will provide English language instruction from 1-2 hours weekly and that at least one staff member will hold an ESOL certification. This will not be sufficient to meet the instructional needs of the ELL population since ELLs need to receive instruction in all subject areas from teachers who are ESOL Certified, ESOL endorsed, or in-compliance with ESOL requirements. (Page 51)

| Areas in Need of Additional Information and/or Clarification | Charter Applicant’s Response | CRC Review/Comments |
|--|--|---|
| <p>Which assessments will be used for initial identification and for exit from the ESOL program?</p> | <p>The assessment that will be used for initial identification and for exit from the ESOL program is CELLA (Comprehensive English Language Learning Assessment).</p> | <p>The CELLA cannot be used as a placement instrument.</p> <p>The CRC requested clarification during questioning at the 9/26 interview.</p> <p><u>Interview Findings:</u> The applicant restated that the CELLA could be used for identification for ESOL services, which is incorrect. It was suggested that they review the District ELL Plan to become thoroughly familiar with identification, placement and exit requirements.</p> |

Additional CRC Observations Based on Outcome of the 9/26 Interview:

A significant concern in the initial application was the lack of evidence that the applicant thoroughly understands the instructional services that must be provided to ELL students. In reference to the statement in the application that the ESOL teacher will provide English language instruction from 1-2 hours weekly, the applicant was asked during the interview to explain how they planned to address the language needs of ELLs through all subject areas during the rest of the instructional week. The applicant was unable to answer the question. Based on the oral responses, it appears the applicants believed that 1-2 hours per week would be sufficient. When it was brought to their attention that ESOL services need to be provided throughout all content areas and instructional time, they stated that they would seek the District’s help to solve this problem while their teachers prepared courses. HUCLA did not demonstrate an understanding of the school’s requirements to serve the needs of ELL students.

8. School Climate 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); s. 1002.33(9)

Evaluation Criteria:

A response that meets the standard will present:

- A sound approach to classroom management and student discipline.
- Legally sound policies for student discipline, suspension, and dismissal.

| 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 checked="" type="checkbox"/> | <input type="checkbox"/> |

Please note that the final rating remains “Partially Meets” because the deficiencies found in the initial application were deemed significant and pertained to the most essential criteria for this standard. Although the applicant was permitted to clarify information and answer specific questions posed by the CRC in writing and/or during the interview, the applicant was not permitted to submit new information, add new sections or make other substantive changes to the original application. During the interview process, the applicant was not able to demonstrate an understanding of the requirements or was not able to describe a plan to meet the standard thereby confirming the CRC’s rating.

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| <p>Strengths</p> <p>Students will be taught positive decision making skills to support them with being responsible for making good choices. (Page 53)</p> <p>A diverse group of stakeholders will serve as the PBS Team.</p> <p>Plans to provide parenting classes to increase parental involvement and to strengthen parents’ capacity to support their child’s learning.</p> |
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| <p>Concerns/Weaknesses:</p> <p>The applicant did not explain its approach regarding a research based-strategies and systems for the future Positive Behavior Support (PBS) Model that will be implemented to create effective school wide and classroom environments. (Page 53)</p> <p>The application does not provide any connection or information showing how a multi-tiered system of support (MTSS) will be used to support the school’s PBS model.</p> |
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HUCLA states “students’ are expected to follow the district’s code of conduct with the only exception being how the school chooses to handle discipline actions.” (Page 55) The *HUCLA Student Code of Conduct* did not address several critical areas pertaining to student discipline. For example:

1. The applicant did not include a description of the administrative disciplinary actions that will be taken when students violate expectations. (Attachment 8-B p. 1-3)
2. The applicant did not include a description of the procedures/guidelines that will be used in situations such as Removal from Class, In-School Restriction, Suspended Off Campus.
3. The applicant did not provide an explanation regarding the procedures/guidelines of “Due Process for Suspension/ Expulsion” of a student, including identifying whether the student is receiving services for special programs such as ESE, 504 and ELL (Attachment 8-B).
4. The HUCLA Code of Conduct does not provide a clear understanding of the responsibilities of the school, student and parent (Attachment 8-B).

Procedures and guidelines on communicating school wide or individual PBS findings to key stakeholders are not comprehensive. (Page 55)

| Areas in Need of Additional Information and/or Clarification | Charter Applicant’s Response | CRC Review/Comments |
|---|---|---|
| <p>Much reference is made to developing a plan, to having a plan, to implementing a plan; however, more specific information is needed as to what “the planned approach” or strategy entails. (Page 53)</p> | <p>The planned approach will be as follows: -To form a PBS committee with representatives from each grade level, other school members, parents, and community stakeholders -To provide training by PBS trainer -To present PBS plan to SAC -To present PBS plan to staff and provide training for staff -To present PBS to students (at assembly, taught as lessons, by way of posters, flyers, etc.) -To present PBS to parents (at every function, by way of newsletters, etc.)</p> | <p>Response is acceptable. The described approach will address the needs of students with behavior concerns.</p> |
| <p>In addition to a PBS plan, how will the school implement the Multiple-tiered System of Support (MTSS) requirements? (Page 53-54)</p> | <p>To implement the MTSS, teachers and guidance counselor/administration will engage in small group sessions, behavior contracts/plans and functional behavior assessments as interventions. The system will be developed in much more depth as staff is in place and HUCLA has a viable Parent Advisory Group.</p> | <p>The applicant failed to provide details on the types of academic supports, progress monitoring, tiers of intensity of service they would provide, or how they would identify academically at risk students.</p> <p>CRC requested clarification during questioning at the 9/26 interview.</p> <p><u>Interview Findings:</u> The applicant did not demonstrate a sound understanding of PBS/MTSS.</p> |

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| <p>HUCLA cites its Code of Conduct to answer a request to describe the school’s policies for discipline, suspension, and dismissal. However, the Student Code of Conduct (Attachment 8.B.) contains no such descriptions. It is noted in the previous paragraph that HUCLA’s students will follow the district’s Code of Conduct. How does HUCLA plan on integrating the use of both documents? (Page 55)</p> | <p>HUCLA will follow the District’s Code of Conduct for discipline, suspension, dismissal, and recommendation for expulsion. Our school will work with the district on severe disciplinary matters. However, HUCLA will have its own Code of Conduct to deal with minor infractions and major infractions. Some minor infractions may include: disruptions, lying, cheating, teasing, horse playing, insubordination/defiance, failure to follow directions, etc. Some examples of major infractions may include: physical aggression, weapons, stealing, vandalism, sexual behavior, and repeated minor offenses.</p> <p>Copies of both of these documents will be sent home to parents at the beginning of the school year.</p> | <p>The sponsor does not dismiss students from traditional schools.</p> <p>CRC requested clarification during questioning at the 9/26 interview.</p> <p><u>Interview Findings:</u> The applicant’s response did not explain how the two documents will differ when taking disciplinary actions on major and minor behavior infractions which are categorized as Behaviors Levels 1-4 in the District’s Student Code of Conduct with a range of possible consequences.</p> |
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Additional CRC Observations Based on Outcome of the 9/26 Interview:

The Committee requested clarification regarding how MTSS will be used school-wide to identify academically and behaviorally struggling students, provide them with interventions and monitor their progress to ensure that they are all receiving the necessary support at the intensity, duration and frequency necessary for them to be successful at each tier.

The CRC members remain very concerned that the applicant did not demonstrate an understanding of the MTSS process or of the academic and/or behavioral support/services that should be provided to struggling students within the three distinct intervention tiers of MTSS with regards to intensity, duration and frequency. The CRC believes that a lack of school-wide policies and individual classroom practices mean struggling students may remain unidentified and without the necessary support and services they require.

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.

9. 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:

- Documentation of proper legal structure of the governing board, or a plan to organize in conformity with the laws of Florida.
- A clear understanding and description of the governing board’s responsibilities.
- Evidence that the proposed governing board will contribute to the wide range of knowledge and skill needed to oversee a charter school.
- A clear, sensible delineation of roles and responsibilities in relation to governance and school management.
- A sensible method for resolving disputes between parents and the school.

| 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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Strengths
 The HUCLA governing board members have a strong educational background and years of experience.

Concerns/Weaknesses:
 The relationship of the partner/parent organization, Bethlehem Bible Church, the non-profit corporation, Exodus CDC Board, and the HUCLA Governing Board is unclear. (Pages 56-58)

 It appears that the school’s board of directors is selected by the parent corporation. Compliance with FS 112.313 is uncertain based on the information provided in the application. (Appendix 9-G)

The board of directors should not address parental concerns excluding the three minutes that the public may speak at the end of a board meeting.

| Areas in Need of Additional Information and/or Clarification | Charter Applicant’s Response | CRC Review/Comments |
|---|---|--------------------------------|
| <p>The relationship of Exodus CDC Board and the HUCLA Governing Board is unclear. The application states that the Exodus CDC Board of Directors will appoint the School’s Governing Board (p. 56). Yet the application lists a School Governing Board (Appendix 9.G). Are the Exodus Board members the School’s Founding Board or are they the School’s Governing Board? Please clarify the information in Sections E, F, and G of the application. (Page 58)</p> | <p>We began the application preparation process under the legal entity of the Exodus Project which is a 501(c)3 organization. Articles of Incorporation for Horizon Unlimited Creative Learning Academy, Incorporated were filed on June 3, 2013 and assigned document number, N13000005160 was given to HUCLA, Incorporated. Only 3 members of HUCLA, Inc. Board of Directors served as Founding Board Members.</p> | <p>Response is acceptable.</p> |
| <p>Please explain the relationship of Exodus CDC and Horizon Unlimited Creative Learning Academy.</p> | <p>The Exodus Project Community Development Corporation (TEPCDC) is a non-profit organization incubated out of Bethlehem Bible Church for the purpose of developing community related projects. One of its proposed functions is the creation of a charter school to operate as an incorporated division of TEPCDC. This was clearly set forth in TEPCDC’s application for tax-exempt status with the Internal Revenue Service. This exemption status was granted.</p> <p>As such, TEPCDC will operate as the parent organization but will not participate in the actual operations of HUCLA. The HUCLA governing board will have full and independent operational authority of the charter school including financial operations (bank accounts and CPA), but will be subject to a yearly review by TEPCDC.</p> <p>This review will include the fulfillment of its core mission, fiduciary responsibilities, etc.</p> <p>In no way, will the Bethlehem Bible Church participate in this process.</p> | <p>Response is acceptable.</p> |

10. Management

The Management 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:

- A management structure that includes clear delineation of the roles and responsibilities for administering the day-to-day activities of the school.
- A sound plan for the recruitment and selection of the school leader.
- A viable and adequate staffing plan aligned with the projected student enrollment.
- A sound plan for recruiting and retaining qualified and capable 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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| Strengths |
| HUCLA’s HR plan is adequate. |
| The plan and timeline for producing a Procedural Manual is acceptable. |

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|-----------------------------|
| Concerns/Weaknesses: |
| None. |

| Areas in Need of Additional Information and/or Clarification | Charter Applicant’s Response | CRC Review/Comments |
|--|---|-------------------------|
| The staffing plan describes more about physical space and classrooms than clearly defining staffing for each year of the charter term. (Page 63) Please clarify. | The staffing needs will remain stable over the first 3 years as HUCLA will only operate K-3 for those years unless it is able to expand earlier without compromising our educational priorities for the students. | Response is acceptable. |

11. Education Service Providers

The term “education service provider” (ESP) refers to any number of organizations that contract with the governing board of a school to provide comprehensive services. The three major types of ESPs that serve charter schools are education management organizations, comprehensive school design providers, and virtual school management organizations. The Education Service Provider section should describe, if applicable, the contractual arrangement between the school’s governing board and such a provider.

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

- A persuasive explanation of the reasons for contracting with an education service provider.
- A persuasive explanation of how the proposed relationship with the ESP will further the school’s mission.
- A clear description of the services to be provided by the ESP.
- A clear delineation of the roles and responsibilities between the school’s governing board and the ESP.
- A clearly defined performance-based relationship between the school’s governing board and the ESP.

| 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"/> |

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|------------------|
| Strengths |
| n/a |

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|-----------------------------|
| Concerns/Weaknesses: |
| n/a |

| Areas in Need of Additional Information and/or Clarification | Charter Applicant’s Response | CRC Review/Comments |
|--|------------------------------|---------------------|
| n/a | | |

12. Employment

The 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 compensation plan that will attract and retain quality staff.
- Policies and procedures that hold staff to high professional standards or a sound plan for development of policies and procedures.

| 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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Strengths

Concerns/Weaknesses:
None.

| Areas in Need of Additional Information and/or Clarification | Charter Applicant’s Response | CRC Review/Comments |
|---|---|-------------------------|
| Please note that school personnel policies need to be in place prior to the start of school rather than presented to the HUCLA Board for adoption on September 1, 2014. (Page 70) Please confirm understanding. | April 1, 2014>Outline presented to HUCLA School Board. April 30, 2014>Revision completed May 1, 2014 >Final Plan presented to Sarasota County School Board for information. | Response is acceptable. |

13. 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.

| 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 checked="" type="checkbox"/> | <input type="checkbox"/> |

Please note that the final rating remains “Partially Meets” because the deficiencies found in the initial application were deemed significant and pertained to the most essential criteria for this standard. Although the applicant was permitted to clarify information and answer specific questions posed by the CRC in writing and/or during the interview, the applicant was not permitted to submit new information, add new sections or make other substantive changes to the original application. During the interview process, the applicant was not able to demonstrate an understanding of the requirements or was not able to describe a plan to meet the standard thereby confirming the CRC’s rating.

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| Strengths |
| The school’s marketing strategies are varied and sufficient. (Page 71) |
| Planned strategies to encourage parent and community involvement are comprehensive and should result in good outcomes. (Page 73 and Appendix 13) |

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| Concerns/Weaknesses: |
| The information provided is not sufficient to determine if the school’s admissions procedures will be fair and in compliance with Florida Statutes. (Pages 71-73) |
| The lottery process as required by law is not addressed. (Page 72) |

| Areas in Need of Additional Information and/or Clarification | Charter Applicant’s Response | CRC Review/Comments |
|---|---|---|
| <p>The application states that the goal is to “attain a student body closely mirroring the racial/ethnic population of Sarasota County.” The student body for the district is not similar to the target area proposed for the school. What is the anticipated demographic composition of the 34234 zip code area, which is the target area? (Page 71)</p> | <p>Attachment 2.A > HUCLA Area Demographics verifies that the 34234 zip code is very diverse. HUCLA will be open to all students who reside in the 34234 zip code within the grade levels being served. The recruitment and advertising efforts will not be restricted to the 34234 zip code area.</p> | <p>Response is acceptable.</p> |
| <p>The applicant states that they will enroll students according to racial/ethnic balance provisions in F.S. 1002.33(7)(a)(8). Will this be achieved via enrollment criteria or will the balance be achieved because it is assumed student enrollment will be similar to that of the area the school will serve? (Page 72) Please clarify.</p> | <p>It is our belief that the target area represents a greater sense of diversity than most of the zip codes in the District. This will allow HUCLA to potentially serve a student population that represents the highest ideals of balance.</p> | <p>Response is acceptable.</p> |
| <p>Does the school intend to use the 34234 zip code area as one of the enrollment preference criteria? Please explain. (Page 72)</p> | <p>Yes, per Attachment 2.A and F.S. 1002.33 (10) we believe that this will enable us to achieve an ethically balanced student population. We also understand that pursuant to State statutes a lottery process will need to be in place.</p> | <p>It is not certain if the applicant understands the difference between the target (students to be served) stated in F.S. 1002.33(10)e versus the criteria for “preference” as per F.S. 1002.33(10)d and how preferences are taken into account for enrollment and lottery.</p> <p>CRC requested clarification during questioning at the 9/26 interview.</p> <p><u>Interview Findings:</u> The applicant stated that they plan to use zip code as an enrollment preference criteria.</p> <p>A charter may limit the enrollment process to target students, but residential area is not one of the enrollment preference options.</p> |

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.

14. 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:

A response that meets the standard will present:

- A realistic plan for acquiring a facility that is appropriate and adequate for the school’s program and targeted population.
- Evidence that the school has access to the necessary resources to fund the facilities plan.

| 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 checked="" type="checkbox"/> | <input type="checkbox"/> |

Please note that the final rating remains “Partially Meets” because the deficiencies found in the initial application were deemed significant and pertained to the most essential criteria for this standard. Although the applicant was permitted to clarify information and answer specific questions posed by the CRC in writing and/or during the interview, the applicant was not permitted to submit new information, add new sections or make other substantive changes to the original application. During the interview process, the applicant was not able to demonstrate an understanding of the requirements or was not able to describe a plan to meet the standard thereby confirming the CRC’s rating.

Strengths
 The applicant has a site selected and is planning on starting with 6 portables with 2 classrooms each.

Concerns/Weaknesses:
 The site chosen by the applicant is a small 2-acre site Zoned RMF1. There was no mention of rezoning. Applicant should verify that a charter school may be placed on this site as it may be in violation of state statute 1013.36 which prohibits schools from being placed adjacent to railroad right away and airport flight paths. The applicant did not provide any information regarding space for administrative/office support staff or where students would be served meals.

Section 14 E requires an alternate plan if the proposed facility is not ready for the opening of school. HUCLA has not prepared a back-up plan. (Page 74)

The application does not fully address how the facility will meet the space needed for operating a school. (Page 74)

| Areas in Need of Additional Information and/or Clarification | Charter Applicant’s Response | CRC Review/Comments |
|---|--|--|
| Where will office space for school administration and for the support staff be provided? Where will students receive food services? | <p>A modular building will be set aside for Administration and support staff.</p> <p>Students will receive food in a common area and eat in their respective classrooms.</p> | The applicant acknowledges the need for office space and a place for students to eat their meals. However, the response does not provide details about how these plans have taken shape. |
| What is the back-up plan should the facilities project be delayed and not ready in time for the start of school? (Page 75) | Please note that the modular buildings are the backup plan to the construction of a permanent building. | An alternate plan is not presented. If the HUCLA Board experiences delays establishing the modular buildings, the facility may not be ready for the start of school. |

15. 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:

- A transportation plan that will serve all eligible students.

| 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 checked="" type="checkbox"/> | <input type="checkbox"/> |

Please note that the final rating remains “Partially Meets” because the deficiencies found in the initial application were deemed significant and pertained to the most essential criteria for this standard. Although the applicant was permitted to clarify information and answer specific questions posed by the CRC in writing and/or during the interview, the applicant was not permitted to submit new information, add new sections or make other substantive changes to the original application. During the interview process, the applicant was not able to demonstrate an understanding of the requirements or was not able to describe a plan to meet the standard thereby confirming the CRC’s rating.

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| Strengths |
| HUCLA plans to contract with the district for transportation services. (Page 77) |

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| Concerns/Weaknesses: |
| There is not a plan being submitted should the charter decide to not use the Sarasota County School Board services or any indication they understand the laws governing transportation. (Page 77) |
| Although the school plans to contract with the district, the applicant must demonstrate an understanding of services to be provided to ensure transportation is not a barrier to students. (Page 77) |

| Areas in Need of Additional Information and/or Clarification | Charter Applicant’s Response | CRC Review/Comments |
|--|--|-------------------------|
| 40% is average for the district. What is the anticipated percentage for the zip code area? (Page 77) | Given the population density within 1 square mile of the school, we believe that no more than 10% of the zip code area students would be bus riders. | Response is acceptable. |

16. 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.

| 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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| Strengths |
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| Concerns/Weaknesses: No plan is presented regarding meal service. Only the potential funds available for meal service are presented, and this information is not accurate. The current reimbursement level for free meals is incorrect. (Page 78) |
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| Areas in Need of Additional Information and/or Clarification | Charter Applicant's Response | CRC Review/Comments |
|---|--|-------------------------|
| Does HUCLA intend to provide meals themselves, and become their own National School Lunch Program sponsor? Or, does HUCLA intend to contract with the school district's FNS program, or another contract provider? Please describe the school's plan for food service. | HUCLA has contacted the Nutritional Services of Sarasota County and will contract with those services. | Response is acceptable. |

17. 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 which are consistent with all parts of the application, including the school’s mission, educational program, staffing plan and facility.
- A realistic assessment of the projected sources of revenue and expenses that ensure the financial viability of the school.
- A sound plan to monitor the budget and make adjustments as necessary.

| 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 checked="" type="checkbox"/> |

Please note that the final rating remains “Does Not Meet” because the deficiencies found in the initial application were deemed significant and pertained to the most essential criteria for this standard. Although the applicant was permitted to clarify information and answer specific questions posed by the CRC in writing and/or during the interview, the applicant was not permitted to submit new information, add new sections, or make other substantive changes to the original application. During the interview process, the applicant was not able to demonstrate an understanding of the requirements or was not able to describe a plan to meet the standard thereby confirming the CRC’s rating.

Strengths

Concerns/Weaknesses:
 A start up budget is provided with no revenues to fund the \$271,600 budget. (Attachment 17A)

 The application does not provide an operating budget covering each year of the requested charter term that contains revenue projections, expenses and anticipated fund balances. The budget presented is for 2 years only, not the required five year budget.

 The expenditures are not recorded in compliance with the state board required functions and objects.

 The budget projections are not consistent with the staffing plan. The budget has no detail to the number of staff that are funded.

The application does not provide monthly cash flow projections for the school’s start-up period (i.e. from the date on which the application is approved to the beginning of the first fiscal year of operation) through the first year of operation. The required monthly cash flow has not been provided.

The application does not provide a realistic assessment of the projected sources of revenue and expenses that ensure the financial viability of the school.

In summary the reviewer cannot ascertain that the budget provides for the proper expenditures required to operate a school of 120 students for the first 3 years and 180 students after the three years.

| Areas in Need of Additional Information and/or Clarification | Charter Applicant’s Response | CRC Review/Comments |
|--|------------------------------|---|
| None. | | <p>Review of HUCLA resubmission of section 17 Budget. The resubmission of the budget now contains a 5 year budget that clearly identifies each budget year. The budget shows a deficit in the end of year cash balance for years 1, 2, 4, and 5. Applicant did not include the voter referendum or other fund raising, but verbally indicated how they hope to balance the budget.</p> <p>The CRC asked additional questions at the 9/26 interview session.</p> |

Additional CRC Observations Based on Outcome of the 9/26 Interview:

The provided budget showed several years of deficits and did not include an allocation for the principal’s salary, meaning actual deficits would likely be even larger. The CRC believes the applicant does not understand the school can’t have an operating budget with deficits. The applicants believe that if they can get a share of referendum dollars, their budget will balance. This is not a realistic or viable revenue stream.

18. 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. The description must include assurances that the governing board retains ultimate control over the school’s finances.
- A clear description of strong internal controls. The system of internal controls must be sufficient to safeguard finances.

| 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 checked="" type="checkbox"/> | <input type="checkbox"/> |

Please note that the final rating remains “Partially Meets” because the deficiencies found in the initial application were deemed significant and pertained to the most essential criteria for this standard. Although the applicant was permitted to clarify information and answer specific questions posed by the CRC in writing and/or during the interview, the applicant was not permitted to submit new information, add new sections or make other substantive changes to the original application. During the interview process, the applicant was not able to demonstrate an understanding of the requirements or was not able to describe a plan to meet the standard thereby confirming the CRC’s rating.

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| Strengths |
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| Concerns/Weaknesses: |
| The application does not fully address the standard. It does not provide a clear picture of how the school’s finances will be managed. Strong internal controls to safeguard finances are not evident. The following required information has been omitted: Bank reconciliation procedures, selection of an auditing firm, provides for reconciliation of fixed assets every two years instead of annually, and bank deposit procedures. (Attachment 18 HUCLA Financial Controls and procedures, page 175) |
| The application does not address the insurance coverage the school will obtain. (Page 82) |

| Areas in Need of Additional Information and/or Clarification | Charter Applicant's Response | CRC Review/Comments |
|--|------------------------------|---------------------|
| None. | | |

19. Action Plan

The Action 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 type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Final | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| Strengths |
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| Concerns/Weaknesses: |
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| Areas in Need of Additional Information and/or Clarification | Charter Applicant's Response | CRC Review/Comments |
|--|--|-------------------------|
| The timeline does not include specific projected months/dates for the key activities listed. Please resubmit the 1-page Action Plan. (Page 83) | October 15, 2013 Charter Approval October 16, 2013 Zoning Application October 16, 2013 Application for Charter School Startup funds November 1, 2013 Advertise for Charter School Principal Beginning Board Training Period January 2, 2014 Selection of Charter School Principal | Response is acceptable. |

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| | <p>February 1 - 28, 2014 Application process for school staff</p> <p>Initial open enrollment for Charter School January 3 – June 30</p> <p>February 1 site preparation</p> <p>April 1, 2014</p> <p>June 1 staff training</p> <p>June 1 installation of modular buildings</p> <p>July 1 installation of classroom equipment</p> <p>July 15 implement lottery if necessary</p> | |
| <p>The action plan states “Lottery if necessary. Not applicable under FS 1022.33 (10) d.” This statement is in conflict with statutory requirements. Please clarify.</p> | <p>HUCLA will comply with all State Statutes as it relates to the need for and use of a Lottery in the selection of students, if the number of applicants exceeds the capacity of the school.</p> | <p>Response is acceptable.</p> |