

Sarasota County Public Schools
2011-2012 Charter School Application Process

Global Outreach Charter Academy of Sarasota

**Charter Review Committee Review and Analysis of the Charter School Application and Addenda
October 14, 2011**

General Comments:

Although the Global Outreach Charter Academy of Sarasota has many good ideas, the Charter Review Committee has ongoing concern regarding many details of the proposal; most notably, deficiencies in the curriculum design and proposed budget.

The applicant lists numerous programs and strategies to enhance student achievement, but the committee had great difficulty determining how the list presented by the applicant could be forged into a cohesive educational program. The applicant's proposal does not address how the curriculum will be integrated to include necessary professional development and budget support for the program. The committee is concerned that the applicant may not clearly understand the requirements for the K-5 core curriculum or appropriate testing and qualifying procedures for the placement of ESOL students. Additionally, the committee feels the applicant has only partially addressed the concern of appropriate methods and materials for students who are above or below grade level reading.

The proposed budget does not support many areas which are included in the application. Most notably, the staffing for the ESE program is insufficient, the proposed teacher pay and benefits package is too low to attract highly qualified and multi-certified teachers, and the levels of service for ELL students is inadequate. Although the applicant did submit portions of a revised budget, many areas are unclear including a revised cash flow plan as requested by the committee.

Although the Global Outreach Charter Academy of Sarasota's stated emphasis is multi-cultural, multi-lingual, the committee feels there is not consistent emphasis placed on the approach throughout the program. Furthermore, the school's intent is to attract ELL students, but the committee has concern the program is not equipped to adequately provide for the unique needs of the target population.

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"/>
Second	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths
The applicant clearly identifies the mission of the proposed charter school to provide a first class academic program that offers a unique bilingual, bi-literate, and bi-cultural curriculum, preparing students to have an edge in global competition. (Page 1-2)
The student Success plan, if focused correctly, can be very beneficial to all stakeholders. (Page 3)

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response	CRC Review/Comments
<p>The committee requests additional clarification in order to fully meet the Standards for this area of application:</p> <p>1. Please provide more details of who is responsible for the updates to the student success plan and how will it be managed. (Page 3)</p>	<p>1. As per page 9, Student Success Teams are comprised of a team of teachers, parents and students. Each team will have a teacher team leader who oversees the process for his/her teams' students. In addition, as per page 9, there</p>	<p>1. Clarification appropriate.</p>

<p>2. Please specify the criteria to be used to develop the Student Success Plan. (Page 3)</p> <p>3. The general school goals identified are meaningful, however, please specify how they will they be measured. (Page 4)</p> <p>4. The committee is concerned that The Fluent Reader may not be comprehensive enough to meet the needs for an alternative reading program. Please justify the appropriateness of this material. (Page 5)</p>	<p>will be a technology based personalized skill tracking system.</p> <p>2. Criteria used to develop Student Success Plans are baseline and ongoing data collected and utilized as per page 9, paragraph 2, lines 6-17.</p> <p>3. Please refer to the following pages for specifics dealing with how goals will be measured: pages 6-8 with items such FCAT2.0, DIBELS, SIP, AYP..., Additionally 100-106 (Section 5: Student Performance, Assessment and Evaluation). From page 102 lines 6-8. “Quantitative data will be provided from assessments and other data collected at school and home. Qualitative data will be collected by the advisor and guidance counselor, community partners serving the children and their parents.”</p> <p>4. The Fluent Reader computer program was chosen because of its success with ELL readers: it is computer driven and self-paced and it fits nicely into students selecting goals for their own fluency and part of their own success plan. FR designed to address fluency. It is based on many methods of instruction that have proven to be effective in developing fluency. The program incorporates repeated oral reading (Samuels, 1979) and modeled oral reading (Chomsky, 1978) in order to develop automaticity. FR is designed to enhance reading fluency by supporting the development of simultaneous decoding and comprehension.</p>	<p>3. The committee has a continuing concern regarding the criteria that will be used to measure the school goals.</p> <p>4. The Fluent Reader Program addresses student fluency needs, however, other areas of needs remain unaddressed.</p>
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	<p>The most common methods for increasing the competency with which any component skill is executed involves practice or overlearning (LaBerge and Samuels, 1974). The FR program provides the opportunities for children to easily obtain many passages to practice that are appropriate to their reading levels and unique to their interests. Torgeson (1986) states that computers have the capacity to deliver motivated, carefully monitored, individualized and speed-oriented practice.</p> <p>FR is not a quick fix. Reading quickly with poor comprehension is not a good indicator of reading fluency. Repeated reading is an intervention designed to support fluency development. FR increases fluency by having children re-read a short meaningful passage several times until satisfactory levels of word recognition accuracy, speed and comprehension are achieved. This is methods works well with ELL learners as well as dis-fluent readers.</p> <p>All Fluent reading is made up of at least three key elements: <i>accurate</i> reading of connected text at a conversational <i>rate</i> with appropriate expression. A fluent reader can maintain this performance for long periods of time, retains the skill after long periods of no practice, and can generalize across texts (Hudson, Lane, & Pullen, 2006)</p> <p>The FR program has the following components: modeled reading where the students listen to a fluent reader read the practice passage with good expression,</p>	
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<p>5. Additional assistance in reading for students with FCAT performance at level 1 or 2 in reading warrants reading instruction within the class day, which does not appear to be in the plan. (Page 5)</p> <p>6. It is a state requirement that kindergarten students take FLKRS at the beginning of the school year. The plan does not account for this requirement. (Page 8)</p>	<p>repeated oral reading, self-monitoring in which students listen to their own reading and assess these recordings noting where their reading needs improvement, monitor their own daily progress, and they establish their own goal for oral reading rate for the passage they are practicing. The computer software program is designed to assist teachers to track and improve student's reading fluency. We selected FR because of the successes well documented between Fluent Reader and Accelerated Reader, which is widely used and successfully tested for building motivation to read.</p> <p>5. Please see Sample Middle and Elementary schedules on p. 16-17. All middle school students who score a 1 or 2 in reading will take Intensive Reading instead of Russian during the school day. (There will be a voluntary <i>after school</i> Russian program for these students because they will be unable to take Russian during the regular school day). Elementary students will have an uninterrupted, 90-minute reading block (period 2 or 5 in the sample daily schedule), which will be supplemented by reading pull-outs during the World Languages block.</p> <p>6. Please see p.8, bottom of first paragraph. The FLKRS will be given at the beginning of the year. GOCAS will adhere to all state testing requirements.</p>	<p>5. Response regarding FCAT reading remediation is appropriate for students scoring a level 1 or 2 on this state assessment.</p> <p>6. Clarification is appropriate.</p>
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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"/>
Second	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths
The Global Outreach Charter Academy of Sarasota (GOCAS) will be open to all Sarasota County students at the grade levels to be served by the charter (K-8). (Page 14)
The proposed school plan attempts to offer its program to a wide array of students.

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
<p>The committee requests additional clarification in order to fully meet the Standards for this area of application:</p> <p>1. Based on the mission statement of the school, an emphasis on ELL students should be expected. However, there seems to be little emphasis in that area. (Page 14)</p> <p>2. The applicant proposes to start with over 360 students in K-8 on the first year. There is concern that this number may be unrealistically high. (Page 14)</p>	<p>1. We sought to emphasize that all students are welcome at GOCAS. While the academics are certainly aimed for ELL students and the school will target ELLs in advertising, we seek to be Global, as our name implies, and not limit the school to the ELL population.</p> <p>2. As per attachment 21, we collected perspective student signatures of 380 students. While the number of 360 may seem</p>	<p>2. The enrollment response is unclear- a list of names does not constitute a commitment to attend the school.</p>

<p>3. The committee has concerns that the school enrollment projections chart on Page 15 identifies the school’s ELL enrollment at 20%, the ESE enrollment at 7% and the free and reduced lunch enrollment at 80%. The projections have implications for the school budget and staffing. How were these percentages arrived at? (Page 15)</p> <p>4. The enrollment chart looks like it places a limit on the number of ELL, ESE and low socioeconomic students as it says “maximum enrollment.” Please verify this statement. (Page 15)</p>	<p>unrealistically high, we have demonstrated an extreme interest in the area of students wanting to attend GOCAS. However, irrespective to whatever enrollment is reached, staffing will be based on said student enrollment, and not over tax the budget.</p> <p>3. These percentages are taken from our experience at the school in Duval County. The school's budget and staff numbers will be adjusted according to actual enrollment.</p> <p>4. “Maximum Enrollment” is merely a statement referring to the maximum number of students the school intends to, or will be prepared to, open with. The percentages of ELL, ESE and LSS are not limits but rather what we “might” expect. Those percentages might be higher or lower.</p>	<p>3. The committee is concerned that the applicant should not use Duval County data as documentation when Sarasota County data is readily available.</p>
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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 checked="" type="checkbox"/>	<input type="checkbox"/>
Second	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths
<p>Class schedule appears coherent, offering classes for high school credit. (Page 17)</p> <p>The school will follow the school district’s calendar and the applicant documents required hours of instruction at each grade level. (Page 16, Attachment 1)</p> <p>Sample schedules for elementary and middle school students are provided in the application and courses available for high school credit for middle school students are identified in the application. (Page 17 – 18)</p> <p>Strategies for integrating technology across the curriculum are identified in the application. (Page 18 – 19)</p> <p>The teaching strategies and methods proposed by the applicant (such as Marzano) are research-based and appropriately described and applied to the school’s program. (Page 21 – 27)</p> <p>The school’s RTI procedures for students in need of additional academic and/or behavior interventions are described. (Page 28 – 29)</p> <p>The School’s professional plan includes activities to be offered at the beginning of the school year and during the school year. A projected timeline, including activities to be covered is provided. (Page 32)</p> <p>Having an experienced Charter School Principal will be an asset. (Page 33)</p>

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
<p>The committee requests additional clarification in order to fully meet the Standards for this area of application:</p> <p>1. The sample elementary schedule does not reflect the State requirement for a 90 minute uninterrupted block of time for reading. Language Arts should be taught at a separate time. Please address. (Page 17)</p>	<p>1. As per page 83: under Sarasota County Reading Plan at all levels, it stipulates that GOCAS will conduct at the Elementary level the same 90 minute reading block for scheduling all Elementary Classes as called for in all Sarasota County area schools. The schedule in the final form will reflect this.</p>	<p>1. The CRC continues to feel that the school schedule does not support a 90-minute reading block.</p>

<p>5. The committee has concerns that for a school that size, the mentor teachers and Teacher Induction team for all new employees which includes giving up lunch and after school hours to implement seems to be unrealistic. (Page 30 – 31)</p>	<p>referred to as applies to technology across the curriculum.</p> <p>5. While page 31 begins addressing the teacher induction program there are no references on these pages to after school hours, or giving up lunches.</p>	<p>Reading Plan, the CRC has concerns that GOCAS did not identify reading resources and materials for its own school, but that of Sarasota County’s entire school district.</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 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"/>
Second	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>Strengths</p> <p>Each student will have a Student Success Plan (SSP) and an advisor to monitor academic performance throughout the school year. (Page 35)</p> <p>Use of the Sarasota instructional focus calendars in the core content areas will provide a guide to meeting the NGSSS. (Page 38 – 67)</p> <p>The application indicates that the school will implement the Sarasota School District Comprehensive Reading Plan. (Page 83 – 87)</p>
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The curriculum in non-core subjects is described in the application. (Page 94 – 99)

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
<p>The committee requests additional clarification in order to fully meet the Standards for this area of application:</p> <p>1. The bilingual, bi-literate, and bi-culture theme emphasized in the school’s mission statement, do not appear to be addressed in the school’s curriculum plan beyond the offering of foreign language classes (Russian, Ukrainian, Chinese and Spanish). (Page 34 – 90)</p> <p>2. The applicant provides an extensive list of instructional strategies to be implemented but does not provide a clear description of how all of the identified strategies will be coordinated into a clear and coherent instructional program, supported by the school’s professional development plan, and funded in the budget. (Page 36 – 38)</p>	<p>1. Besides teaching foreign languages you will note the plan discusses classes in World Cultures, and an emphasis on the Global Citizen. (Pages 35,38, and 98). Additionally, the bi-lingual, bi-literate, and bi-culture theme will be deliberately emphasized in that it will be infused within the school at all levels in all areas.</p> <p>2. Page 30 presents the clear description of the instructional program, in that GOCAS utilizes the Holistic Approach To The Total Child with a Constructivist Foundation. These methods and ideals put the child first and at the center of the academic focus, addressing real life and real situations with project based learning where the students themselves develop their own learning with the guidance of the teacher who leads them through their projects in such a way as to help draw out the learning being accomplished. On page 31 and 32 is the projected timeline for professional development. Not all professional development requires a budgeted item, but can be taught by seasoned administrators and teachers who do not require extra remuneration. Pages 36-38 identify those strategies that will be the foundation of the instructional program, i.e. the constructivist approach which aligns itself with the overall instructional program of the Holistic Approach</p>	<p>1. The response partially addresses this concern.</p> <p>2. The applicant’s response does not address the concern regarding the curriculum integration to include necessary professional development and budget support for the program. The CRC remains unclear on how all NGSSS benchmarks will be taught in a “Holistic Approach to the Total Child with a Constructivist Foundation.”</p>

<p>3. The application states that “Students who are ELL with another language will be given similar options when numbers of students will support said options.” It is expected that the requirement would be to meet their need and it may be discriminatory to offer specialized classes only to certain cultures/backgrounds. (Page 38)</p> <p>4. Describe the specific reading strategies and instructional materials to be used with K-5 students who are above level and below level in reading. (Page 38 – 88)</p> <p>5. The committee is concerned that the school is not accounting for Grade K – Common Core standards in 2011-2012. (Page 40)</p>	<p>To The Total Child.</p> <p>3. All ELL students will receive full ELL services. What the document is referring to is that we will hire teachers of particular languages when there are sufficient numbers of students with a particular language to support a teacher of that language, or provide continued support of said language via online coursework within the ELL Department, in addition to the acquisition of the English Language through same said department (i.e. if there is only one student with a particular native language it would be unreasonable to hire a teacher for that student only. That student would, however, be supported through online, or electronic class work.) All global cultures will be addressed in the world culture classes. Additionally, when there are sufficient numbers of students who want to take a foreign language not offered at GOCAS, that language will be offered either by a qualified and certified teacher, or through online classes in the requested language.</p> <p>4. The area of concern for specific strategies and instructional materials for those students K-5 reading above or below level is more fully developed in the section pertaining to the comprehensive reading program appearing on pages 83-93. Please see these pages.</p> <p>5. As standards and curriculum/curriculum materials are adopted, changed, or altered in any way, by the State of Florida, or Sarasota</p>	<p>4. The committee feels the applicant has only partially addressed the concern of appropriate methods and materials for students who are above or below grade level reading.</p> <p>5. The response to question 5 does not address the committee’s concern regarding the applicant’s intent to meet the K-5 common core</p>
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	<p>necessitate special training for anyone that has ever taught or taken a class on teaching reading. Professional training in said strategies will be offered to all teachers who are not reading teachers by the reading specialist.</p>	
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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"/>
Second	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>Strengths</p>
<p>The applicant will utilize the school district progression plan. (Page 101)</p> <p>A student success plan (SSP) will be utilized to monitor progress throughout the school year. The SSP will be updated quarterly. (Page 100, 103)</p>

The Fluent Reader Program assessments will be used to monitor student progression in reading throughout the year. (Page 103 – 104)

Bi-weekly communication with parents about student achievement is a positive action. (Page 106)

A variety of formative and summative assessments will be used. The use of qualitative and quantitative measures is a good practice. However, more detail regarding the specific of the instruments and how they fit into the overall assessment plan is needed.

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
<p>The committee requests additional clarification in order to fully meet the Standards for this area of application:</p> <p>1. GOCA’s goals do not reflect high standards (e.g., a goal of “C” in year one). (Page 100)</p> <p>2. The goal of decreasing by 20% (reading) and 25% (math) the number of students scoring below grade is unclear. Are these percentages annually or over the term of the charter? (Page 100-101)</p> <p>3. FCAT proficiency goals appear low (55% at level or above in reading and 50% at or above grade level in math) and are not broken out by grade level or for each year of the charter. (Page 101)</p>	<p>1. We were trying to be conservative in our estimates of a first year school’s grade. We hope for higher, and will aim for higher.</p> <p>2. The goal of decreasing scores by 20 and 25% for reading and math respectively are annual goals set. This translates, as each year reducing the numbers of students scoring below grade will be reduced an additional 20% each year. We must keep in mind, however, that the number will most likely never reach the point of 100% above or at level due to numerous extenuating variables.</p> <p>3. We stated a goal on the conservative side not wanting to set our first year up as a failure. Our goals, as shown in point 2 above states that we aim to decrease the numbers scoring below grade level by a minimum of 20% each year, which will raise the numbers at or above grade level concurrently. We realize and aim actually to meet the goal of reaching proficiency goals for all student groups and subgroups as per county goals for the first and succeeding years of our operation, as per the Sarasota County School Improvement Plans.</p>	<p>1. The CRC appreciates the need to set realistic goals, however, the criteria specifies that the application have “Measurable educational goals and objectives that set high standards for student performance.”</p> <p>2. Acceptable response.</p> <p>3. Again, the goals do not reflect high expectations and the school’s goals of meeting AYP, as stated on page 100, will not be achievable given that the AYP proficiency rate requirements currently exceed those stated here.</p>

<p>4. The subject/content goals and targets are not specified by year. Are they the same for each grade level? (Page 100 – 101)</p>	<p>4. Subject/content goals and targets are the same for each grade level. We did not specify for each succeeding year specifically. Please refer to answers to questions 2 and 3 above for further clarifications.</p>	<p>4. Acceptable response.</p>
<p>5. There are no goals set for science. (Page 101)</p>	<p>5. Science Goals were inadvertently cut, apparently, during the last edit of our document. GOCAS will maintain the goals as stated in the Sarasota County School Improvement Plans for Elementary and Middle Schools. We will meet or exceed county goals.</p>	<p>5. Science goals are acceptable.</p>
<p>6. Writing goals are not broken out by grade level or by year of the charter. (Page 101)</p>	<p>6. Subject/content goals and targets are the same for each grade level. We did not specify for each succeeding year specifically. Please refer to answers to questions 2 and 3 above for further clarifications.</p>	<p>6. Acceptable response.</p>
<p>7. The applicant’s “field tested, experienced-based, qualitative assessment and accountability system” is referenced several times but is not clearly defined in the application. (Page 102)</p>	<p>7. The “field tested, experience-based, qualitative assessment and accountability system” is clearly defined in succeeding paragraphs and question from pages 102-106, as well as referenced in other parts of this application. This system has been field tested in the primary model for the schools bi-lingual program in what will be our sister school, in Duval County, Global Outreach Charter Academy a successful bi-lingual charter school which was founded in 2009.</p>	<p>7. Upon second review, the CRC’s opinion is that the “system” is not well defined. Although numerous and varied types of assessments and qualitative methods are described, the reader does not get a clear sense of the structure or organization of the system.</p>
<p>8. General areas of monitoring of student progress (academic, behavior, wellness, and service) are identified, but specific and measurable goals are not included. (Page 102)</p>	<p>8. In the area of monitoring student progress, specific measurable goals were not specifically included due to the following reasons.</p>	<p>8. Acceptable response.</p>

<p>9. The plan will need to specifically reference End of Course Exams for high school credit.</p> <p>10. The committee is concerned that the progress monitoring plan for the state is missing.</p>	<p>a. Our goals will be consistent as a whole school and grade levels with the SIP goals and will be monitored for reaching those goals. b. GOCAS will, as noted, have Student Success Plans for each student. These plans are formulated, monitored and evaluated on a regular basis: daily, weekly, quarterly and yearly. In that each individual student has their own individualized goals to meet in each of the areas mentioned. Those goals will vary. Hence, documentation of said individualized goals per student would not be practical to try to demonstrate without a student body already in place. c. Please also refer to page 98, paragraph 1 under Foreign Languages.</p> <p>9. As per pages 58-59: “Proficiency in reading, mathematics, and science is measured by the Florida Comprehensive Assessment Test (FCAT2.0), end of course exams and district assessments. All 8th grade students will take end of course exams to be eligible to earn high school credit.”</p> <p>10. As per state statute 1008.25(4): A progress monitoring plan is intended to provide the school district and the school flexibility in meeting the academic needs of the student and to reduce paperwork. A student who is not meeting the school district or state requirements for proficiency in reading and math shall be covered by one of the following plans to target instruction and identify ways to improve his or her academic achievement: o A federally required student plan such as</p>	<p>9. Accepted. The CRC acknowledges this oversight.</p> <p>10. Response addresses the CRC’s concerns.</p>
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<p>11. The applicant does not clearly identify the valid and reliable assessments that will be used to collect formative assessment data on a periodic basis during the year. A list of potential assessments is provided, but their reliability and validity relating to NGSSS is unclear. (Page 103)</p>	<p>an individual education plan (IEP); o A school wide system of progress monitoring for all students; or o An individualized progress monitoring plan.</p> <p>We feel that our Student Success Teams and Student Success Plans are based on monitoring all areas of student progress in detailed areas that exceed those required by state mandate. Not only does GOCAS have a monitoring plan (PMP) for those not proficient in reading and/or math, or enrolled in ESE or 504 programs, with IEPs and 504s, but all students have plans based on these documents and monitoring devices.</p> <p>11. All teacher/school/text-based tests are based on and support the NGSSSs. As per our SSPs, student data is constantly collected and evaluated. These tests are in addition to the county assessments, which we plan to take part in and utilize the data obtained from those tests to advise the learning goals of students as the year progresses. The FCAT2.0 is used as the basis of the SSP of each student as a new year begins. FCAT2.0 data, and county testing data showing student achievement and weaknesses will be noted, per standard and benchmark on each student’s SSP. Furthermore, all teacher/text- based bi-weekly tests, which are NGSSS based, will be noted for standard and benchmark mastery, or lack there of in each student’s SSP. Students, Parents, and Teachers have daily access to the said plans. Teachers will, in addition, have</p>	<p>11. The response is appropriate and acceptable.</p>
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<p>12. It is also unclear how formative assessment data will be shared with teachers and used to guide instruction. (Page 103)</p> <p>13. Please describe the “bi-weekly classroom assessments.” Is this the progress monitoring tool referenced or additional information? (Page 103)</p> <p>14. GOCA may wish to consider reducing the number of tests to avoid over-testing students and the challenges of managing so many tests. Listed tests include: PALS, ALL, WIAT, DIBELS, OWLS, ERDA, etc. Students would take all of these tests in addition to the district, state, and federally required tests, which may be deemed excessive. (Page 104)</p> <p>General observations:</p> <p>15. In light of the school’s purpose, it is disappointing to not see any goals or outcomes related to foreign language acquisition, respect for other cultures, and other outcomes directly related to the school’s guiding principles and focus.</p> <p>16. Given that the school will serve a large number of English Language Learners (ELL), the state CELLA assessment should be referenced and should be considered as an appropriate measure.</p>	<p>data that shows where each class as a whole stands proficiency wise. This data will drive instruction and the goals set for each student weekly. Parents, Teachers and Students meet quarterly to discuss the goals of individual students to choose new goals and formulate plans for the achievement of goals yet met, and goals that need to be maintained. See also pages 98-99 dealing with evaluations.</p> <p>12. See above. Also, page 105, Section G, paragraphs 3-6.</p> <p>13. Bi-Weekly Classroom Assessments are one part of the progress-monitoring tool, as discussed in paragraph 3, page 103.</p> <p>14. This has been field tested in Duval County, and has not seemed to over tax the students. However, the suggestion will be taken under advisement for the Sarasota County school.</p> <p>15. As per pages 98-99 all curriculum areas will have assessments and evaluations, and be evaluated via an array of assessments. Please refer to these pages.</p> <p>16. Please refer to page 87 & 140 in the application in regards to CELLA.</p>	<p>12. Acceptable response.</p> <p>13. Acceptable response.</p> <p>14. This was a suggestion for consideration.</p> <p>15. Please be reminded of the areas addressed in Section 5 of the application. The CRC’s observations stated in item 15 pertained to school-level educational goals and objectives, not to the use of data to monitor instructional programs or monitor student progress.</p> <p>16. The appropriate use of CELLA for <u>placement</u> decisions was noted on page 140 of Section 7 of the application. CELLA should also be referenced in Section 5, for</p>
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		<p>which the criteria deals with setting educational goals, evaluation of the effectiveness of programs, progress monitoring, etc. The application would be stronger if annual school performance goals/targets for language acquisition (measured by CELLA) are established.</p> <p>While the applicant addresses the issue of psychological service in its supplemental information submission, some concerns and issues remain. Information regarding the percentage of ESE students in Sarasota County is readily available and should have been included in the original application. The supplemental information submitted by the applicant does not provide specific modifications to the projected percentage, but simply indicates that “adjustments to the program will be made should our figures be too low”. Based on projected enrollment and an accurate projection of ESE students, the identified staffing plan (one ESE specialist) continues to be inadequate.</p>
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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"/>
Second	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths
<p>The applicant identifies the range of service to be offered students with disabilities at the school, including regular classroom, and regular classroom with resource services (40% - 60%) of instruction occurring in class with non-disabled peers. (Page 107)</p> <p>The applicant indicates an understanding of the school's legal obligation to admit and enroll students with disabilities in a non-discriminatory manner and to provide specially designed instruction and related services consistent with each student's IEP. (Page 107)</p> <p>Procedures for evaluation of students potentially in need of special education are identified including procedures for developing and implementing IEPs. (Page 112 – 117)</p> <p>A detail list of the school's ESE specialist responsibilities is provided. (Page 116)</p>

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response	CRC Review/Comments
<p>The committee requests additional clarification in order to fully meet the Standards for this area of application:</p> <p>1. The committee has expressed concerns regarding reference to a school psychologist. In tab 16 the budget does not specify funding for a school psychologist. (Page 115)</p> <p>2. As stated earlier in the evaluation, the school's ESE projection appears low (7%). How was this projection on page 15 determined?</p>	<p>1. A school Psychologist would not be hired in house, but would be contracted out on an as need basis.</p> <p>2. Please refer to page 127 for the explanation as to how the figure of 7% was formulated. As per</p>	<p>1. Clarification is appropriate.</p>

<p>3. It appears that the ESE specialist is the only staff member assigned to serve ESE students. It is unclear as to how that staffing level will be sufficient given the instructional (resource services) and the compliance responsibilities of this staff member. (Page 127)</p>	<p>this page adjustments to the program will be made should our figures be too low.</p> <p>3. Additional ESE staff will be maintained as the need is established. As per our application, GOCAS will maintain an inclusion program and a resource room. At this juncture the ESE Specialist will maintain both roles plus the role of the Liaison. As per this page adjustments to the program will be made should our figures be too low.</p>	<p>3. The committee is concerned that one person cannot meet the needs of the school. Additionally, teacher certification will preclude the standard of “Highly Qualified” as required. The staffing allocation as proposed will not meet the ESE educational requirements.</p>
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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(16) (a) (3)

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.
- Demonstrated a commitment to serving the full range of needs 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 type="checkbox"/>	<input checked="" type="checkbox"/>
Second	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths
<p>Language skills are a very important part of the curriculum at school.</p> <p>The applicant demonstrates an understanding of the school’s obligation to admit and enroll ELL students in a non-discriminatory manner. (Page 138 – 140)</p>

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
<p>The committee requests additional clarification in order to fully meet the Standards for this area of application:</p> <p>1. Does “providing all instruction in the targeted language (Russian)”, limit the student entrants to the school? Please explain. (Page 138)</p> <p>2. This section should be carefully for compliance with federal and state requirements. GOCA has not demonstrated that they have a clear understanding of the ELL requirements. (Page 138 – 153)</p>	<p>1. "Providing all instruction in the target language, whenever possible" (138) is a specific reference to instruction in the foreign language classroom. All core subjects and resources other than Russian will be taught in English. We do not believe offering Russian as a language, or targeting Russian speaking students will in any way limit the entrants in the school. Our market survey established a need/want in the area for students who were from Russian speaking families, but also students who would be interested in learning Russian. It would not be a requirement, or limit the admission of students with a native language other than Russian, nor would it limit students who wish to learn another language other than Russian. We seek to offer a variety of languages either with an instructor (when numbers are sufficient to support a teacher) or via electronic and/or online access to languages to be taught. GOCAS will always maintain a Global aspect within its school.</p> <p>2a. The ESOL Program Model is Mainstream Inclusion with an emphasis on early foreign language acquisition. See page 140.</p>	<p>2. The applicant has not demonstrated a clear understanding of appropriate testing and qualifying procedures for the placement of ESOL students.</p>

<p>Specifically, the committee has concerns regarding the following:</p> <p>a. ESOL program model to be used needs to be clarified.</p> <p>b. Several assessments are listed as part of the language proficiency assessments to be used. However, most of these are not approved language proficiency assessments. Refer to District ELL Plan. (Page 140)</p> <p>c. Language proficiency assessment instruments for ESOL program entry and/or exit do not reflect Districts approved procedures. Refer to District ELL Plan for information on which area(s) is assessed, based on grade level, for program entry and/or exit.</p> <p>d. Information on exit procedures does not reflect District approved procedures.</p> <p>e. The plan states that students will be assessed in English within 20 days of registration. The Sarasota County District ELL Plan establishes a 10-day period for the language proficiency assessment of new students. (Page 141)</p> <p>f. IPT Oral administered upon entry to students in grades K-6 and 7-8. There are additional areas assessed for students in grades 3-12. Refer to District ELL Plan. (Page 142)</p>	<p>2b. According to the District Plan the only test that we cannot find that we have listed as administering to our students are the Metropolitan Achievement Test (MAT), and the OLPS-R; the others are listed on the plan. Those tests listed on the Sarasota County District Plan are also listed in our application.</p> <p>2c. Except for the addition of an extra test listed in GOCAS application for entry to the ESOL program, the tests, data collected and levels generated line up with the tests and levels of Sarasota County.</p> <p>2d. This statement reflects the last statement. Please see response to last statement.</p> <p>2e. According to the District Plan the state requests a response to 6b) to show how the school will administer the test within 20 days. The county responded with a ten-day response. In our application page 141 reflects the 20-day response. However, on page 140 the application specifies in two places that the test will be administered within the first two weeks, 10 days. The FCAT and CELLA were congruent in both documents. We will add the IPT to our plan and remove FAIR.</p> <p>There is no IPT mention on page 142. There is mention on 140 and 141. However we are not sure what the question or statement is referring to. Please see our pages 140 and 141, which address the IPT for different areas, but all are IPTs.</p>	<p>The timeline presented on page 142 of the original application is outdated.</p>
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<p>g. ELL endorsement timeline presented is out dated. (Page 143)</p> <p>h. Parents complete a survey as part of the registration process. The survey presented seems to be two different surveys combined as one. Refer to District Home Language Survey. Home Language Survey (first three questions) should be a separate survey from the other questions listed. (Page 144)</p> <p>i. The flow chart for the English Language Learner identification, placement, and assessment is a concern. Refer to District ELL Plan for approved program entry assessments, qualification criteria, and procedures.</p> <p>Section on staffing plan does not contain the information requested. Unrelated information is provided throughout the section.</p>	<p>We are not sure what you are referring to as a time line. We are not clear on the reference to a time line on page 143, as there is no time line on that page. There is also no mention of endorsements on that page. There is mention of endorsement on page 141. But, again, we are unclear of what the statement/question is referring to.</p> <p>2h. The first 3 questions go to all families. The second set of questions, as indicated are answered only if parents/guardians responded in such a way as to have them continue with the additional questions. It represents the two questionnaires made into one to save time and paper. If this is unacceptable, we can easily separate the two.</p> <p>2i. We will remove the visual flow chart referenced.</p>	<p>The section does not present a staffing plan to address the levels of service that are potentially required by the targeted ELL population.</p>
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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) (n)

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, dismissal and recommendation for expulsion.

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"/>
Second	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths
<p>The foundations of a safe and orderly school are apparent. (Page 154)</p> <p>School discipline appears appropriate. (Page 155)</p> <p>The application identifies the school’s philosophy for behavior and good citizenship. (Page 154)</p> <p>The school will utilize the school district code of conduct. (Page 135, Attachment 2)</p>

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
<p>The committee requests additional clarification in order to confirm the preliminary rating that the information fully meets the Standards for this area of application:</p> <p>1. Please outline the procedures by which the school will promote citizenship and positive behavior expectations throughout the campus. (Page 154 – 156)</p>	<p>1. As stated on page 154, GOCAS will post the philosophy throughout the school campus, distributed via handbooks, newsletters, and web site as well as agreed to by all parties in writing. Meetings will reinforce the specific tenets of our core philosophy. Pride will be installed via a clean and beautified campus. Having all meetings show respect and reverent sharing. Teaching responsibility, mentoring, and the concepts regarding how we impact all around us.</p>	

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(16) (5) (b)

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Second	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths
<p>The application clearly identifies respective roles and responsibilities of the governing board and the school administration. (Attachment 4 & 5). Governing board members appear to be individually and collectively well qualified. (Page 159)</p> <p>The board includes business people as well as practicing educators. (Page 164 – 165)</p> <p>Parent dispute procedures are clearly identified. (Page 163 – 165)</p> <p>Detailed descriptions of officers are provided. (Page 165 – 166)</p> <p>The involvement of parents as volunteers, school committee members and outreach through ESOL course offerings promotes a positive, involved culture. (Page 166)</p>

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
<p>The committee requests additional clarification in order to fully meet the Standards for this area of application:</p> <p>1. The application states that upon receipt of approval from the sponsor the founding board will dissolve after electing the first governing board. Will the original board members be eligible for election to the new board? (Page 157)</p> <p>2. The Chief Executive Officer and the Chief Financial Officer positions seem excessive for the size of the school. These positions cause the reserve to be just above the 2% required level. (Page 161 & 162)</p> <p>In addition, the school organization seems “top heavy” with management with a CEO, CFO, principal and a VP in year 2.</p> <p>3. Please clarify the roles of parents as assistant teachers? What are the necessary certifications to use parents in these roles? (Page 166)</p>	<p>1. The founding board will be eligible for election to the governing board.</p> <p>2. We believe the positions of part-time CEO and CFO are necessary because the school will need qualified, experienced personnel to oversee its operations, especially during the crucial first years. The salaries for the positions of CEO and CFO have been reduced according to recommendations from the Sarasota Schools Finance department, creating a larger reserve (see revised budget and cash flows).</p> <p>3. Parents will be encouraged to sponsor and assist with extracurricular clubs and activities, as well as to volunteer as classroom assistants on a periodic basis (after being fingerprinted and passing a thorough background check).</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, selection and evaluation 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Second	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths
The school already has an experienced principal.
Staff recruitment strategies are described on Page 169 – 170.

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
<p>The committee requests additional clarification in order to fully meet the Standards for this area of application:</p> <p>1. The organizational chart shows a CEO and a CFO position in line authority positions between the board and the principal but those positions are not referenced in the narrative explanation of the school’s management structure nor on the staffing chart. What are those positions and how do they fit in the management structure of the school? (Page 168 – 170)</p> <p>2. Procedures for recruitment and selection of the critical position of school leader are not included. (Page 168 – 171)</p>	<p>1. The positions of CEO and CFO are described in detail on p. 161-162. The governing board will have the option of hiring these non-voting officers in order to oversee the implementation of board policy. If hired, a CFO will work to oversee the school's financial operations and implement the board's strategic financial goals. The CEO, if hired, will act as an executor of board policy and oversee the school's implementation of those policies. Both officers will be limited to a non-voting, advisory capacity to the board.</p> <p>2. As per p. 33 and Attachment 17, the Founding Principal of the school is Dr. Pepar Anspaugh, a highly experienced educator and principal who has worked in Sarasota County for a large portion of his professional career. Dr. Anspaugh has agreed</p>	<p>1. Response appropriate.</p> <p>2. Response appropriate.</p>

<p>3. The staffing chart shows two to three Russian language teachers but no teachers of other foreign languages. That seems to be inconsistent with the educational program and curriculum sections of the application. (Page 169)</p> <p>4. The plan does not address the need for a reading certified or endorsed teacher to teach intensive reading courses for FCAT level 1 and 2 students in reading. (Page 169)</p> <p>5. The ESE staffing levels of 1-2 positions does not appear to be adequate especially since the ESE specialist(s) are also responsible for ESE compliance as well as instruction. (Page 169)</p>	<p>to act as an interim school leader for at least one year, and to help locate (in conjunction with recommendations from Sarasota County Schools) the most qualified and experienced candidate for this position.</p> <p>3. As mentioned above, Russian will be taught to all students in grades K-8. Russian will be a once-a-week resource in the elementary classroom and a daily elective in middle school. Middle school students who score a 1 or 2 in reading will take Intensive Reading instead of Russian during the day, with the opportunity to take Russian in an after school program. Mandarin Chinese, Spanish and other languages will be taught after school, but may be expanded as alternatives to the Russian elective if there is enough student interest.</p> <p>When sufficient numbers of students request a particular language, a teacher of that language will be hired. When student numbers are below supporting a teacher for that particular language, electronic and/or online course work will be offered.</p> <p>4. At least one reading-endorsed or reading certified middle school teacher will be hired to teach intensive reading.</p> <p>5. Additional ESE staff will be maintained as the need is established. As per our application, GOCAS will maintain an inclusion program and a resource room. At this juncture the ESE Specialist will maintain both roles plus the role of the Liaison. As per this page adjustments to the</p>	<p>3. Response appropriate.</p> <p>4. Response appropriate.</p> <p>5. Please see the committee comments related to ESE staffing in section 6.</p>
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<p>6. Job descriptions and roles and responsibilities of staff members are not provided. (Page 168 – 171)</p> <p>Overall this section of the application is very brief and lacks important details regarding roles and responsibilities for day-to-day operation of the school.</p>	<p>program will be made should our figures be too low.</p> <p>6. Please see sample Job Descriptions for instructional and support roles. All other job descriptions will be developed by the Board and Principal prior to the start of school.</p>	
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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"/>
Second	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths
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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Second	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths
Benefits appear competitive. Although, the applicant stipulates that staff of the school will not participate in the Florida Retirement System (FRS). (Page 173)
High ethical levels are expected. (Page 174)
All staff members will have a Professional Performance Plan. (Page 176)

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
<p>The committee requests additional clarification in order to fully meet the Standards for this area of application:</p> <ol style="list-style-type: none"> 1. The applicant references a “competitive” salary and benefit package but does not provide any details to support that statement. (Page 173) 2. The applicant’s FRISK program for progressive discipline for staff is not defined. (Page 174) 3. Again, a certified or endorsed reading teacher is not budgeted to serve level 1 and 2 reading students. (Page 175) 4. Since the applicant is already operating at least one other charter school in Florida, it is unclear why at least a draft of personnel procedures is not available. (Page 175) 5. The committee is concerned that Professional Development appears to be extensive without clear resources. 6. The committee has concern regarding the applicant’s ability to recruit educators who are fluent and have expertise in a bilingual environment. 7. The application does not specify if employees are publicly or privately 	<ol style="list-style-type: none"> 1. Please see staff salaries and benefits packages in Attachment 19 (Budget). 2. Please see attached FRISK manual. 3. As stated above, at least one reading-endorsed or reading certified middle school teacher will be hired to teach intensive reading. 4. Please see attached GOCA faculty handbook. 5. As mentioned above, professional development will be taught primarily by seasoned administrators and teachers who do not require extra remuneration. 6. We currently enjoy a close working relationship with the ACTR (American Council of Teachers of Russian), as well as private and public Russian language programs across the country. We also have extensive contacts within the Russian émigré community in Florida, and know many experienced current or former educators of Russian/English in a bilingual environment. 7. Please see attached GOCA faculty handbook. 	

employed and there is no employee handbook.		
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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"/>
Second	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths
Procedures for conducting a lottery and developing a waiting list, if applications exceed capacity, are described.(Page 177)
The recruitment plan is varied and has a wide outreach. The timeline for recruitment appears to be practical. (Page 178)
Allowable enrollment preferences are identified. (Page 179)

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
<p>The committee requests additional clarification in order to fully meet the Standards for this area of application:</p> <p>1. The anticipated rate of students eligible for free or reduced lunch differs from the rate provided in the application executive summary. Which is correct? (Page 178)</p>	<p>1. We anticipate an FRL rate of 60-80% (the 80% is used primarily for budget projection purposes, based on the FRL rate in Duval).</p>	

<p>2. In what languages will the applicant make recruiting materials and information available? (Page 178)</p>	<p>2. Although we would like to advertise in as many languages as possible, the only two languages our staff can advertise in at this point are English and Russian (we will try to include Spanish on this list).</p>	<p>2. The committee recommends that, given the school's emphasis and location in the county, recruitment materials should include Spanish and Creole.</p>
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III. Business Plan

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

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"/>
Second	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>Strengths</p> <p>The applicant demonstrates an awareness of class size requirements.</p> <p>The applicant has not identified a specific facility but does present a plan for securing one including identification of square footage requirements, estimated cost per square foot and an estimated facility lease cost of approximately \$270,000. (Attachment 14)</p>
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Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response	CRC Review/Comments
<p>The committee requests additional clarification in order to fully meet the Standards for this area of application:</p> <p>1. Do the potential school sites accommodate the needs of the school for the term of the charter? (Attachment 14)</p> <p>2. Mr. Budnik has committed a personal loan of \$100,000. How will other funds be raised? (Attachment 15)</p> <p>3. The applicant's projection for the facility needs and costs appear to include only year one of the charter. Please specify the facility needs and costs for year two and beyond. (Page 185)</p> <p>4. How was the amount of \$12 per square foot for facility cost arrived at? This amount seems low for the required space. (Page 185)</p>		<p>No additional information was submitted as requested.</p>

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)(a)(1)

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"/>
Second	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths
The applicant will contract with District for transportation services.

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
<p>The committee requests additional clarification in order to fully meet the Standards for this area of application:</p> <p>Please describe the transportation area to be serviced. (Page 187)</p> <p>This section does mention compliance with F.S. 1002.33; however, numerous other laws and regulations are not addressed. (Page 187)</p> <p>The student transportation budget appears to be inadequate for the need.</p>		<p>The applicant will need to meet the opening and closing school times that are available in the county. They will also be required to submit a student discipline plan.</p>

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 checked="" type="checkbox"/>	<input type="checkbox"/>
Second	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths
The applicant intends to contract with the school district for food and nutrition services. (Page 188)

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
<p>The committee requests additional clarification in order to fully meet the Standards for this area of application:</p> <p>The language in the statement “A lunch eligibility survey will be part of the enrollment packet” needs to be corrected. Parents must complete a confidential online or paper Free and Reduced price meal application. A lunch eligibility survey does not exist. (Page 188)</p>		<p>No additional information was submitted as requested.</p>

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.

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"/>
Second	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths

The school has obtained a pledge to donate \$100,000 to start up the school and has budgeted for repayment of that loan. (Appendix 15, 19)

The school has 361 student names listed in Attachment 21.

A staffing chart and enrollment projection for each year of the charter is provided. (Page 196)

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response	CRC Review/Comments
<p>The committee requests additional clarification in order to fully meet the Standards for this area of application:</p> <p>The start-up cost projections include salaries. The Choice Office in Tallahassee beginning this year has indicated no longer can salaries be a part of the Federal Start-Up grant. The committee has noted that the applicant proposes costs will be paid from a \$100,000 loan and \$50,000 through fundraisers. There is nothing prohibiting what is being proposed. It just seems financially risky in this economic time. (Page 197 – 198)</p> <p>In Section 20 the monthly cash flow statement has not been properly prepared. (Section 20)</p> <p>The administrative structure of the school includes a CEO and CFO, in addition to the school principal for a small school of 364 students in year 1. What is the rationale for having a CEO and CFO position sharing time between Global Outreach Schools in Sarasota and Duval Counties? (Page 190)</p> <p>The application includes a budget narrative for each year of the charter but does not appear to include the required five-year operating budget specifying projected revenues and expenditures. (Page 189 – 202, Attachment 19)</p> <p>Startup costs of approximately \$150,000 will be covered by pledged loans (\$100,000) and fundraising (\$50,000). The budget, however, does not clarify how the \$100,000 will be repaid or how startup cost will be covered if projected fundraising dollars are not realized. This section should be reviewed by district budget and finance staff, with regard to compliance with state and local requirements, and the fiscal viability of the school. (Page 199, Attachment 19)</p>		<p>Please see resubmitted budget addendum.</p> <p>The applicant did not submit a revised cash flow plan as requested.</p>

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Second	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths
Fiscal management procedures are identified in the application and seem generally reasonable and appropriate. (Page 203 – 215)
The required insurance coverage for the school is identified in the application. (Page 217, Attachment 19)

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
<p>The committee requests additional clarification in order to fully meet the Standards for this area of application:</p> <p>This section should be reviewed to ensure compliance with statutory requirements and generally accepted accounting principles. (Page 203 – 217)</p>		

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Second	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths
A detailed action plan is provided identifying the key tasks to be performed for opening the school including: 1) identification of key tasks, 2) dates for completion, and 3) person(s) responsible. (Page 218 – 219)

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
<p>The committee requests additional clarification in order to confirm the preliminary rating that the information fully meets the Standards for this area of application:</p> <p>A significant number of the action plan tasks are to be performed by school staff during the startup period prior to the initial district disbursement of funds. How will these tasks be accomplished if projected startup funds are not available? (Page 218 – 219)</p>		