Sarasota County Public Schools
2011-2012 Charter School Application Process

Sarasota School for Social Justice

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

General Comments:

Although the Sarasota School for Social Justice has many good ideas, the Charter Review Committee has ongoing concern regarding many details of the proposal; most notably, deficiencies in the curriculum design, services for at-risk students and the proposed budget.

The committee is not confident that the applicant has a sufficient understanding of the required benchmarks associated with state courses and the appropriate instructional materials necessary to meet the benchmarks. A list of courses and course descriptions is not presented in the application and it is unclear as to the specific math courses that will be offered, especially at the high school level, to meet state standards and requirements.

The applicant's proposal regarding ESE services does not detail who will deliver ESE instructional services. The applicant proposes to use a single contracted liaison for this purpose, but the committee feels the manpower is not adequate to meet the school's ESE needs. Although the applicant mentions hiring ESOL endorsed teachers, they do not specify an adequate staffing plan to meet the needs of ELL students at the school. The process to identify and place ELL students has not been addressed to the committee's satisfaction. Additionally, the committee feels the RTI process to be used at the school is not clearly delineated.

The Review Committee has ongoing concern regarding the applicant's proposed budget. The school budget relies on federal startup dollars. The startup grants are competitive and not guaranteed to schools. The committee is concerned that the school will not be able to meet the goals of the technology plan, transportation and staffing if startup grant funds are not available. It is the opinion of the committee that the applicant has not presented a clear salary schedule and benefit package that is adequate to recruit and retain a highly qualified staff. Furthermore, the applicant has not submitted a total budget to include salary, benefits, materials and supplies. Therefore, a workable budget with the required reserve cannot be verified. Given the budgetary concerns throughout the application, the committee highly recommends the applicant include a board member with financial expertise and the entire budget proposal be reevaluated.

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	☒	☐	☐
Second	☒	☐	☐
Final	☐	☐	☐

Strengths
The School for Social Justice's set of values are unique and clearly define the school's mission to provide an innovative program and educational experience. (Page 4)

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response	CRC Review/Comments
The committee requests additional clarification in order to fully meet the Standards for this area of application: 1. Please answer the following: What are the school's specific priorities? How will they be measured? How do they relate to improving student outcomes? (Page 4 – 17)	1. SSSJ's priorities are to provide a unique secondary school experience emphasizing civic responsibility, democratic participation, community service, conflict resolution anti-bias training and leadership. Success will be measured throughout the curriculum in course-imbedded assessments of portfolios, tests, presentations and other graded course	

	work. We recognize that leadership requires academic success and that measurement of such on state and local assessment instruments including the FCAT 2.0 provide important data on which to base ongoing improvement of both individual achievement and the curriculum.	

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.
- A manageable plan tied to enrollment projections that will allow the school to meet its constitutional class size obligations.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	☒	☐	☐
Second	☒	☐	☐
Final	☐	☐	☐

Strengths
The applicant has clearly stated geographic and demographic population. (Page 16, 17)   **The school will be open to all students at the appropriate grade levels for each year of the charter with special efforts to recruit a diverse population of students reflective of the demographics of the community. (Page 17)**   **The school's plan for recruiting and enrolling students is thorough and meets statutory requirements. The applicant has a clear vision of the students who will most benefit from the school's program. (Page 17, 18)**

The areas of emphasis for the school program including civic responsibility, democratic participation, community service, conflict resolution and leadership, will be clearly articulated to potential students and families during the recruitment process. (Page 18)

Area in Need of Additional Information and/or Clarification	Charter Applicant's Response	CRC Review/Comments
n/a		

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	☐	☒	☐
Second	☐	☒	☐
Final	☐	☐	☐

Strengths
The school program emphasizes reading, writing, mathematics, the sciences and leadership. (Page 20)
Emphasis on civic responsibility, democratic participation, community service, conflict resolution anti-bias training and leadership.
The school calendar will mirror the Sarasota School District Calendar. (Page 19 – 20)

A school-wide reading initiative and calendar is provided. (Page 23)

The research base for the proposed reading program is described in the application. (Page 24)

Strategies for promoting effective instruction including descriptions and activities are included in the plan. (Page 25)

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response	CRC Review/Comments
The committee requests additional clarification in order to fully meet the Standards for this area of application: 1 .Please confirm the appropriate title for the "Billy Collins" project. (Page 12) 2. Please provide a sample of the daily schedule outlining a teacher's day. Perhaps displaying a *student* schedule would make the day clearer. (Page 19) 3. The proposed school-wide reading focus references the old FCAT reading content clusters and it is not aligned to the standards that will be tested on FCAT 2.0. 4. The plan is unclear as to offering Algebra II to 9th grade students. 5. The plan should include the CHOICES and ePEP programs. 6. The schedule needs additional clarification regarding: What do the blacked out time blocks represent? 7. Will teachers hold appropriate certification for middle school and high school classes? 8. If remediation will occur after regular school hours and on	1. Billy Collins' *Poetry 180*: *A Poem a Day for American High Schools*. Is the basis for the Principal's Poetry and Vocabulary Project at SSSJ. 2. To understand a teacher's and a student's schedule, please refer to the chart on page 19 of the charter application, which we have revised and included in the Addenda on p.3.The chart reflects that we are adding three positions in response to the review committee's feedback commensurate with approximately a 27% increase in our enrollment projections to ensure adequacy of staffing and revenues. First of all, please note that SSSJ will employ a block scheduling format with four 95-minute instructional blocks per day. Blocks 5 and 6 are twenty minutes longer to include a staggered lunch. Even-numbered classes depicted in the lighter shade of grey (blocks 1, 3, 5 and 7) will meet on Monday, Wednesday, and alternate Fridays. Odd-numbered classes depicted in the darker shade of grey (blocks 2, 4, 6, and 8) will meet on Tuesday, Thursday and alternate Fridays.	1. Clarification is appropriate. 2. The response provides detailed information pertaining to a regular scheduled school day. However, the committee remains concerned about SSSJ's ability to attain and retain highly qualified/dually certified teachers.

Saturday, how will all students be guaranteed access to those services? (Page 19 – 20)

9. The committee would like clarification regarding how the school will integrate technology into the educational program. Describe the referenced New Century Education software and how it will be used to support instruction. How and by whom will interdisciplinary units of instruction be developed and how does the schedule and the professional development plan support that. (Page 20 – 21)

10. The application lacks any description regarding use of RTI strategies to provide systematic academic and behavioral interventions to students. (Page 29)

The teacher's day is from 8 until 4:05 each day. The teaching load is six class blocks (three per day) plus two planning blocks (one per day).

Each teacher's schedule aligns vertically down the chart under the heading describing that teacher's position. For example, on odd-numbered days, the 6th grade classroom instructor listed as the first teacher on the left hand side of the chart will (after the Professional Development & Collaborative Teams hour provided daily from 8 until 9 AM) teach Reading during Block 1, have a planning period during Block 3, will teach Language Arts Block 5 (which includes a 20-minute staggered student lunch period), and will teach Social Studies Block 7. On even-numbered days, the same teacher will teach Reading Block 2, have planning Block 4, teach Math Block 6, and will teach Science Block 8. Please note that this position is for a self-contained sixth-grade classroom. During this teacher's planning periods (Blocks 3 and 4), his or her students will have electives, which are listed under the appropriate teacher's schedule—in this case PE Block 3 and Career Planning Block 4.

To follow the schedule of a teacher who is not teaching in a self-contained sixth-grade classroom, we might look at the Language Arts & Social studies teacher whose schedule appears as the third column from the right hand side of the chart. (Please note that we

will be recruiting teachers with multiple certifications while also being very much aware that the particular combination of certifications and endorsements that a given recruit has may vary, and of course we will take that into consideration when scheduling and contracting with that person). That teacher will participate in Professional Development or Team Collaboration from 8 until 9 AM. Then on odd days she or he will teach 8th grade Gifted/Honors Language Arts during Block 1; will teach 7th Gifted/Honors Language Arts Block 3; have planning & lunch Block 5; and teach Journalism/Creative Writing Block 7. On even days, this teacher will teach 9th grade Gifted/Honors Language Arts Block 2; will teach Journalism/Creative Writing Block 4; will teach 8th-9th grade Gifted/Honors World History Block 6; and will have planning block 8.To follow a typical 6th-grade student's schedule, then, this student will have, on odd-numbered days:

Block 1 Reading (Advanced readers: Art)
Block 2 Reading
Block 3 PE
Block 4 Career Planning
Block 5 Language Arts and lunch
Block 6 Math and lunch
Block 7 Social Studies.
Block 8 Science

To follow a typical 9th-grade student's schedule:

| | Block 1 Art
Block 2 PE
Block 3 Earth Space Science
Block 4 Math
Block 5 Reading
Block 6 Career Planning
Block 7 World History
Block 8 Language Arts

3. All academic content clusters at SSSJ will align to NGSSS in accordance with standards to be tested on FCAT 2.0.

4. SSSJ will offer Algebra I to 9th grade students who have not yet taken it in middle school. Those who have taken Algebra I in middle school will take Geometry in the 9th grade. Only in cases where advanced students who have the prerequisites for Algebra II will arrangements be made to offer the next course in the sequence.

5. SSSJ will implement CHOICES and EPEP programs within required career planning courses (See Revised Master Bell Schedule).

6. The Blacked out periods represented times when the class room was not in use. The revised Master Bell Schedule no longer includes them.

7. All teachers will hold appropriate certification for middle school and high school classes. | 3. Although SSSJ acknowledges that they will align content clusters to NGSSS, the CRC has reservation that there is complete understanding of the full scope of implementation of the new 2.0 FCAT Standards.

4. The CRC would like to know the specific arrangements for meeting the needs of a 9th grader requiring Algebra II or higher level mathematics.

5. Appropriate clarification.

6. Appropriate clarification.

7. The CRC continues to remain concerned about SSSJ attaining and retaining highly qualified/dually certified teachers. |

	8. We will work with the parents (as well as with District Transportation Services) to accommodate students' needs in order to ensure that students are able to participate in before and after school tutoring. School leadership will not allow transportation to prevent any student from participating. If necessary, services may be provided in the students' home.	8. The committee feels that the transportation for before/after school services will be cost prohibitive and should be addressed in the proposed budget.
	9. Computers with instructional and supplementary software as well as internet connections will be provided in a lab as well as through technology stations in each classroom. These will be budgeted the though first and second implementation grants. NCE is described in detail on page 40 of the original charter application. NCE will be integrated into our reading and math programs on a rotational basis in the lab as well as in individual classrooms. Interdisciplinary units will be developed collaboratively among school leaders and teacher on an ongoing basis throughout the school year. The revised Master Bell Schedule shows that professional development and collaboration will take place daily between 8 am – 9 am. In addition, half day PD workshops will take place according to the Sarasota County School District. Calendar.	9. The startup grants are competitive and not guaranteed to schools. The committee is concerned that the school will not be able to meet the goals of the technology plan if startup grant funds are not available. The NCE program is expensive to implement-how will the budget be adjusted to accommodate the need for this program?
	10. SSSJ will employ RTI strategies to provide systematic academic and behavioral interventions to students. SSSJ is committed	10. The applicant's response does not address the concerns by the committee regarding the RTI process.

	to implanting all aspects of the RTI Model as adopted by the Sarasota County School District.	

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	☐	☐	☒
Second	☐	☐	☒
Final	☐	☐	☐

Strengths
Civics is integrated into the middle school curriculum.
Course syllabi and lesson plans will be aligned with NGSSS including benchmarks for student mastery of standards by class. (Page 30)
The school intends to utilize the FLDOE Continuous Improvement Model to monitor and evaluate the school's instructional program. (Page 44 – 45)

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response	CRC Review/Comments
The committee requests additional clarification in order to fully meet the Standards for this area of application: 1. It remains unclear how the school's core values of civic responsibility, democratic participation, community service, conflict resolution, anti bias training and leadership will be "embedded" in courses and/or taught separately. How will this occur? (Page 30) 2. The proposed curriculum in core content areas should be reviewed for compliance with state and local requirements. (Page 31 – 36) 3. The school-wide reading focus should include the NGSSS adopted in 2011. (Page 32) 4. Viewing the table on page 32, please clarify which strategies will be differentiated for students who are at grade level, on grade level, and above grade level in reading. (Page 32 and 37 also) 5. The New Century math program is aligned to NCTM standards, not the NGSSS FCAT 2.0. (Page 33) 6. The reading calendar does not align to FCAT 2.0 reading tested areas. (Page 40) 7. Some of the research to support the school's reading program appears dated and there is much repetition of data. (Page 36 – 38) 8. More clarification is needed relating to the key characteristics of the school program. What will this look like in terms of	1. SSSJ's core values of civic responsibility will be imbedded in courses through collaboratively designed lesson plans supporting each areas NGSSS. These standards and core values will be integrated within their classroom academics, in order to heighten students' understanding of the relationships between what they are learning and the real world as well as their developing roles as productive citizens. 2. SSSJ's proposed curriculum in core content areas has been reviewed for compliance with state and local requirements. SSSJ will be in compliance with these requirements at all times. As described in the charter Anti-bias training, conflict resolution, and leadership in basic interpersonal school relationships will be infused throughout the culture of each school day. SSSJ will comply with all legislative approved district and state standards, including NGSSS and all content clusters to be measured by the FCAT 2.0 3. All aspects of SSSJ's operations including our reading focus plan (See Addenda p.6) will be aligned with current standards, including the NGSSS and FCAT 2.0 clusters and will be regularly reviewed and updated in accordance with all state, local, and federal regulations and policy changes.	1. The CRC is unclear of what the core values of civic responsibility are and how they will be embedded in instruction and the curriculum. 2. The committee is not confident that the applicant has a sufficient understanding of the required benchmarks associated with the state courses and the appropriate instructional materials necessary to meet the benchmarks. 3. The CRC wants further clarification if SSSJ will be writing its own comprehensive K-12 reading plan or adopting the district's comprehensive K-12 Reading Plan. If the school will be writing its own, the state will need to approve it. If using the district's plan, it will need to align and the district will need to see the alignment.

the day-to-day life of the school and what specific activities for students will support the implementation of these characteristics? (Page 38 – 39)

9. What non-core or elective classes will be offered at each grade level? The schedule appears to include only two part-time elective teachers? (Page 42, 19 – 20)

4. The strategies on the SAIL chart in our application represent a list of choices that a teacher may make when deciding which strategies to use in each lesson plan. It is not intended to be an exhaustive list but rather a suggested compilation from which a teacher might draw. "Thinking Aloud," for instance, is appropriate for students at all reading levels, as shown by the checkmarks across the row under "At," "Above," and "Below." Other strategies that are appropriate for all levels, as shown by the chart, are using "Constructive Images," "Questioning," "Clarifying," "Identifying Themes", and "Relating to Personal Experience." When a teacher is looking for a strategy to use with students at and below level and a separate strategy to use within a differentiated instructional model for advanced readers, she can choose "Summarizing" for the first group (since the chart shows this strategy as appropriate for those reading at or below grade level) and she can choose to develop an assignment using "Text Structure Analysis" for the students who are reading above grade level. The chart represents the choices and provides an indication of which instructional options the teacher may drawn upon to plan his or her lessons.	4. and 6. The committee does not feel this strategy chart appropriately reflects differentiation for students who are at, above or below grade level reading standards.
5. SSSJ is committed to having our math program will meet the NGSSS Sunshine Standards as measured by FCAT 2.0 standards (see page 33 of app.)	5. The committee acknowledges SSSJ's commitment to meeting NGSSS, however a list of courses and course descriptions are not presented. It is still unclear as to the specific math courses that will be offered; especially at the high school level, to meet state standards and requirements.

	6. See answer #4 above.	
	7. We apologize for any undue repetition in the application as it was intended only to ensure that separate readers on the review committee would be sure to see each segment (we understood from the meeting that was held that not all members would review the entire application and had been advised by other former applicants here and elsewhere that it may be better to err on the side of repetitiousness than to leave something out. The repetition of information was not meant as filler, and we would be happy to clarify anything that might have been confusing because of it).	
	8. SSSJ will employ a single school culture of respect, participatory decision making at all levels including (page 38 and 39). The way this will play out in the day-to-day life of the school is that these core values will be imbedded in all classes as well as in common areas where students, teachers, and administrators will work together in the spirit of collaboration and positive interactions. The specific activities students will have from service learning to interactive research projects will be designed collaboratively by the teachers.	8. The CRC is unclear on how the core values will be embedded in the curriculum.
	9. In response to the feedback we have received by the review committee, we have revised our projected enrollments and	9. The committee has concerns about the ability to fund these positions and the financial resources available to meet the needs.

| | projected revenues. Because we agree with the points about additional needed instructional positions. We have added two our proposed Master Bell Schedule (See Addenda, pp. 2 & 3) Three teachers including, an ESE Teacher and Two Gifted-Endorsed Teachers who can offer advanced and elective courses. At each grade level students may take PE, Art, Career Planning, Journalism/Creative Writing, and/or Service Learning. The number of electives each student will be able to take will depend on his or her academic needs, and reading will the first priority for all students no reading on 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 and graduation standards that are based on high expectations and provide clear criteria for promotion from one level to the next, and for graduation.
- 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	☐	☒	☐
Second	☐	☒	☐
Final	☐	☐	☐

Strengths

The goals for achievement are evident. (Page 46 – 47)

Measureable goals and criteria for assessing school performance are stated in the application. (Page 47)

The assessments and methods for monitoring individual student progress are varied and appropriate. (Page 49)

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response	CRC Review/Comments
The committee requests additional clarification in order to fully meet the Standards for this area of application: 1. Clarification is needed regarding the 3rd paragraph on page 46, 5.A. The applicant states that the school will request to be classified as an alternative school if their incoming students have a history of low performance (score Level 1 or 2 on the FCAT). Otherwise they wish to be identified as a traditional (non-alternative) school. The applicant is unaware that the identification and classification of a school as an alternative or traditional school is based on specific criteria set forth by the FLDOE and not based on the achievement levels of the students enrolled in the school. (Page 46) 2. Achievement goals must be stated for each year of the charter. Science performance goals are not addressed (Pages 46-47) 3. There are no goals (with performance targets) established for students who do not take FCAT. (Page 47)	1. After discussing this issue with our board, we have decided to request we be classified as a traditional school. 2. Please see page 46 paragraphs 3, goals 1-5. Please note that the term *Science* was inadvertently deleted from this list and should be included. 3. Goals for students who do not take FCAT can be found on their IEP or Personal Education Plans (see Student and Family Handbook at www.SarasotaCountySchools.net under academic alternative assessment) 4. All graduation and college readiness performance goals will be adhered to in strict accordance with the Sarasota Student and Family Handbook.	1. The response is appropriate and shows that the applicant is aware of the state criteria for school classification. 2. Achievement goals must be stated for each year of the charter . It is not clear if the goals referenced on pages 46 and 47 are for year 1 or will be those for years 2 – 5 as well. 3. The CRC's comment was in reference to the school's educational goals and objectives(not to individual student's goals). The school proposes to serve students in grades 6 – 12, therefore what are the school-wide performance targets for those students/areas not measured by the FCAT. 4. The applicant's response does not address the CRC's concern. The

4. Graduation and college readiness performance goals are part of the state's school accountability criteria and should be addressed. (Page 47)

5. Some supplemental goals are not stated in measureable terms (i.e. unique learning experience, Bright Futures scholarships, etc.) (Page 47)

6. High school graduation requirements should be reviewed for compliance with state and local requirements. (Page 47 – 48)

7. The application states that formative evaluation tools are to be developed. How, when and by whom will this be done? (Page 49, 55)

8. How will formative evaluation data be collected, analyzed and used to inform instruction during the school year? (Page 49 – 51)

9. Please describe the "comprehensive assessment program" referenced on Page 50.

10. Please explain the difference between a PEP Plan and a PMP Plan. Which students will have which plans? (Page 51)

11. The plan references use of disaggregated data applied to summative data guide changes for next school year. What about assessment during the year? (Page 54)

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5. Pre- and post- surveys of students' prior experiences and the changes they report as a result of their unique learning experiences at SSSJ will be given to measure attainments of supplemental goals. Rates of participation in scholarship programs will be tracked as well.

6. All graduation and college readiness performance goals will be adhered to in strict accordance with the Sarasota Student and Family Handbook.

7. As described in our charter (especially in pages 50-51), formative evaluation tools will be developed collaboratively among administrators, teachers, and student representatives.

8. As described in detail in our application (pages 50-51), assessment will serve as a feedback system on an ongoing basis throughout the school year to guide teachers in lesson planning, and individualizing instruction. Assessments from all instruments will provide data to support this initiative.

9. As described on the bottom of page 51 through the top of page 56 and following: SSSJ will utilize a data driven instructional model based upon a significant number and types of assessment instruments and surveys. The data gleaned from these instruments will inform all decisions about instruction throughout the school year and between

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Student Handbook does not address school accountability requirements.

5. Acceptable.

6. The response does not address the CRC's concern. The applicant has not demonstrated a clear understanding of the state requirements for students to graduate and earn a standard high school diploma.

7. The applicant's response directs the CRC to review the information on the same pages which raised the questions. Items 7 – 9 and 11 all relate to the development and use of assessments to monitor progress and drive instruction. An extensive list of assessments and assessment processes are described, but how the assessments form a cohesive system is somewhat vague. However, the CRC will accept the responses provided.

8. See 7

9. See 7

10. Acceptable response.

11. See 7

While the applicant addressed some concerns in the supplemental information submission,

	school years.	additional questions remain. The addition of 50 students (assuming that those students materialize) does not ensure the funding needed to provide two additional ESE teachers (one gifted). Additionally, simply stating that the school "is committed to following all district, state and federal requirements" is not adequate to document the adequacy of the school's procedures for referral, evaluation, IEP development, and placement for ESE students.
	10. SSSJ's Progress Monitor Plan provides a "snap shot" of each student's linear progress. This information is then used to write the students Personal Education Plan (PEP), which is also supported by ePEP that we will be utilizing.	
	11. SSSJ will utilize a data driven instructional model based upon a significant number and types of assessment instruments and surveys. The data gleaned from these instruments will inform all decisions about instruction throughout the school year and between school years.	

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:

- Demonstrated understanding of state and federal requirements regarding the education of exceptional students.
- Demonstrated a commitment to serving the full range of needs of exceptional students.
- Sound plans for educating exceptional 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 exceptional students.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	☐	☐	☒
Second	☐	☒	☐
Final	☐	☐	☐

Strengths
The application demonstrates a commitment to serving the full range of students in the targeted area. (Page 57)

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response	CRC Review/Comments
The committee requests additional clarification in order to fully meet the Standards for this area of application: 1. Although inclusive environments are what we all strive for with students with disabilities (SWD), they do have IEPs that indicate the need for specially designed instruction (SDI) in order to develop the necessary skills to be successful in the least restrictive environment (LRE). How is SDI going to be delivered to meet the specific needs of those students? If the students did not need something different, they would not have an identification educational label. 2. Where and how are direct ESE services provided according to the services designated on the IEP? (Tutoring is not an ESE service.) 3. ESE certification also requires a core area of certification. Where is the position of the ESE teacher? Where is the position of ESE Liaison? Will that be a staff member or contracted services? Where is the position(s) of the gifted endorsed teacher? (Page 58) 4. The applicant does not indicate how, or if, push-in or pull-out resource services or required related services will be provided SWD.	1. SSSJ will support the education of students with special learning needs within the regular classroom setting as the first choice of placement. However, when the regular classroom placement does not meet the needs of the students, alternative settings on a part-time or full-time basis will be implemented in accordance with the IEP or 504 plans. In all cases, SSSJ is committed to ensuring that students with disabilities be provided with state and federally mandated services. 2. SSSJ will deliver ESE students the instruction they need in accordance with their IEPs and 504 plans, in accordance with federal, state, and local policies and procedures. We fully recognize that we are obligated to provide a full continuum of services to disabled students to the same extent as other schools in the district, and will require our teachers and administrators to attend the district's special education training programs to the same extent required of other schools as appropriate.	The applicant's response regarding ESE services does not answer the question with regard to who will deliver ESE instructional services. A single contracted liaison is not adequate to meet the school's ESE needs.

5. The projection of the numbers of ESE students appears to be low at 4%. (Page 58)

6. ESE staff appears to be limited to a part-time contracted ESE specialist who would be responsible for all compliance activities as well as any direct instruction required. The committee feels this is inadequate for the need. (Page 58)

7. Please describe the identification process for gifted students. How will their gifted education plans (EPs) be developed? How will gifted services by a gifted endorsed teacher be provided? (Page 59)

8. The application is silent with regard to procedures for referral, evaluation, IEP development and placement except to say that the school will follow the district's procedures. (Page 59)

Overall, the proposed services do not meet standards. The staffing plan is not acceptable. The enrollment projections are questionable. Overall, it is not evident that the applicant clearly understands the statutory requirements for providing services to students with disabilities.

3. We are revising our proposed budget and projected percentage of ESE students in accordance with the feedback received. Please see Addenda B called *Addenda for Revised Revenue Worksheet*. We will aim to recruit 50 additional students each year in order to ensure adequate revenue resources, and we have adjusted our projected percentage of ESE students to 10%. This will allow for the addition of a full-time ESE-certified teacher and a full-time gifted-endorsed teacher.

4. Along with classroom teachers, the student, his or her parents or guardians, and others on the child's learning team, the ESE staff member will work with an independent contractor ESE liaison who will oversee the collaborative process by which ESE services are determined to be needed, including push-in or pull-out services as deemed appropriate.

5. We have revised this to 10% to align more closely with district rates.

6. We have revised accordingly as stated in #3 above.

7. Gifted students will be identified in accordance with district criteria as described under section 400.6 in the Handbook cited immediately above. SSSJ is committed to ensuring that underrepresented populations are included in the identification process. As mentioned in #3 above, a gifted-endorsed

| | teacher will be hired. | |
| | 8. In response to the application being silent with regard to procedures for referral, evaluation, IEP development and placement, we are committed to following all district, state and federal requirements and to working closely with the district to ensure that appropriate referrals are made, IEPs developed, services provided, and evaluations performed regularly. We are knowledgeable about and committed to complying all aspects outlined in The Sarasota County School District Student and Family Handbook, sections 400.6 — Exceptional Student Education (ESE), 400.7 — Classroom Accommodations/Modifications, 400.8 — 504 Plan Under the Americans with Disabilities Act, 400.9 — FCAT and End-of-Course Accommodations. | |

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	☐	☐	☒
Second	☐	☐	☒
Final	☐	☐	☐

Strengths
The applicant is knowledgeable of the Consent Decree. (Page 59)
ESOL staff qualifications (i.e., ESOL certification, ESOL Endorsement) are identified. (Page 60)
Staffing includes the hiring of an ESOL Coordinator for administrative and testing eligibility purposes. (Page 61)

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response	CRC Review/Comments
The committee requests additional clarification in order to fully meet the Standards for this area of application: 1. Please provide a description of how the school will comply with state and federal requirements. (Page 59) 2. Some ESOL program elements are mentioned; however, a description of how they will be implemented is either missing or not well-developed. (Page 60) 3. The staffing plan is not clear. (Page 60 – 62)	1. SSSJ founders are knowledgeable about and committed to complying with all state and federal requirements. We will provide equal instruction for the development of listening, speaking, reading, and writing skills of non-English speaking students through the NGSSS-based curriculum. The curriculum used for ELL students will be equal in scope, sequence, and quality to the regular core curriculum offered to all students. Services for LEP eligible students will be provided in a timely and appropriate manner. LEP plans will be established and maintained with an inclusion model as the preferred mode, but at times self-contained programs may be provided where needed to meet students' learning needs. Teachers will receive in-services in ELL curriculum and instruction,	1. The process for identifying ELL students has not been addressed to the committee's satisfaction.

	ELL testing and evaluation, ELL methods, and applied linguistics.	
	2. At SSSJ, the NGSSS-based academic content will taught in ways designed to make the content and performance expectations comprehensible to ELL students. ELL instruction will include cooperative teaching and learning, multi-sensory activities, dramatizations, recorded language experiences, visual aids, text simplification, questioning and forecasting activities, guided reading, and student partnering. Additional strategies are listed in the chart found in the Addenda p. 4. The effectiveness of the ELL program will be assessed regularly through the analysis of data for ELL students. This data will be evaluated to ensure that students are making the appropriate progress. Parents/guardians and teachers are also asked to evaluate the ELL program each year and are asked for suggestions on how to improve its effectiveness.	2. The process for placement of ELL students has not been addressed to the committee's satisfaction.
	3. To ensure that classroom teachers are able to provide the appropriate individualization needed, all classroom teachers hired will be either ESOL-endorsed or working towards ESOL endorsement through participation in Staff Professional Development. All teachers will fall within the time line required for obtaining the ESOL endorsement.	3. Although the applicant mentions hiring endorsed ESOL teachers, it does not delineate an adequate staffing plan.

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 school calendar and schedule that meets the minimum statutory requirements.
- An approach to student discipline that creates and sustains a safe and orderly learning environment.
- 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	☒	☐	☐
Second	☒	☐	☐
Final	☐	☐	☐

Strengths
The discipline policy appears to meet the standards. (Page 19)   **The calendar and schedule appear to meet the requirements. (Page 62)**   **The school will use district code of conduct.**

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

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.
- Adequate policies and procedures for board operation.
- 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 plan for the meaningful involvement of parents and the community in the governance of the school.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	☐	☒	☐
Second	☐	☒	☐
Final	☐	☐	☐

Strengths
The plan clearly describes the Board members, their roles and responsibilities.   **An organizational chart is included in the application**   **Board operating procedures are provided in the application.**

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response	CRC Review/Comments
The committee requests additional clarification in order to fully meet the Standards for this area of application: 1. While board members appear to be individually well qualified, all	1. SSSJ is currently actively recruiting board members from the community, including those with expertise in business, law, finance, real estate, and development. We have	1. When the applicant determines the final board composition resumes must be submitted to the district for approval. Given budgetary concerns throughout the application, a board member with financial

appear to be from the fields of education and social services. Please clarify how the board, as currently constructed, will provide the knowledge and expertise in the areas of business, law, and/or finance to support the school. (Page 74 – 76)	obtained the names of several interested parties and will be considering them at one of our upcoming board meetings.	expertise is highly recommended.

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.
- 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	☐	☒	☐
Second	☒	☐	☐
Final	☐	☐	☐

Strengths

The plan has detailed job descriptions for school staff, including required qualifications, are included in the application. (Page 77 – 84)

Data to be considered in the principal's evaluation is clearly identified. (Page 85)

Recruitment activities for attracting qualified teacher applicants are clearly identified. (Page 85)

The management plan is well defined. The proposed system for hiring and retaining staff is appropriate.

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response	CRC Review/Comments
The committee requests additional clarification in order to fully meet the Standards for this area of application: 1. Who is the Director of Education? (Page 84) 2. The committee has concerns regarding the school's ability to hire teachers with the multiple certifications outlined. (Page 85) 3. Reading endorsement or certification is a multi-year process and cannot be gained through passing a certification exam. (Page 86) 4. There is no indication in the plan that the school will have a teacher on staff that is either reading certified or reading endorsed. 5. The application does not identify recruitment strategies for attracting qualified applicants for the critical position of school leader. (Page 84) 6. The professional development plan referenced in the application is vague and does not clearly identify specific professional development activities or tie them into the school's educational program and curriculum plan. (Page 87) 7. No teacher evaluation process is detailed in the plan.	1. While we originally planned for a director of education, we no longer do and would like to delete this reference. The board of directors will be responsible for the evaluation of the principal. 2. We realize that teachers with multiple certifications may be difficult to recruit and have revised our staffing plan to reflect that while we hope for at least one multiply certified person with a gifted endorsement, there is enough flexibility in the plan to adjust to the likelihood that available applicants will not be multiply certified. The revised budget allows for changes to the staffing plan that nonetheless fall within the parameters established, and in accordance with the available pool of applicants. We believe that this is reasonable, especially in light of how leaders of traditional public schools must make similar adjustments within and around the pool of available professionals. (See revised Master Bell Schedule reflecting these staffing changes.) 3. Every effort will be made to hire teachers who have the reading endorsement. Language Arts teachers who do not yet have the endorsement, will have as part of their contract a requirement to pursue it. SSSJ will provide financial assistance with this endeavor. 4. SSSJ will employ a reading endorsed teacher	1. Clarification is appropriate. 2. It is the opinion of the committee that the applicant has not presented a clear salary schedule and benefit package that is adequate to recruit and retain a highly qualified staff. 3. Clarification is appropriate.

	as reflected in the revised Master Bell Schedule and revised Staffing Plan. 5. The school leader will be recruited and selected by the SSSJ founding board from a list of prospective applicants responding to a call for applications that we will publish in a number of professional journals and online sites including the *Chronicle of Higher Education,* the Center for Education Reform, TeacherTeacher.com, etc. District Referrals if available will also be sought. The procedure for selecting and hiring The board of directors will use a points system to evaluate each candidate and to narrow the field to the top five applicants, who will be interviewed. Candidates will be given the opportunity to describe how she or he will meet the school's needs. An offer for employment for school leadership position will be made based upon the highest scoring evaluation. Additionally requirements will include compliance with School Board and School policies, reference checks, and fingerprint/background checks. The school leader's evaluation is a yearly process which begins with a mutually agreed upon template which is written as part of the contract and updated regularly to include school improvement data and qualitative measures, including assessments of how well the school leader is implementing the mission and vision of the school.	5. Recruitment and evaluation strategies for the school leader is clarified.

	6. Professional development/in-service will be an integral component of SSSJ. Teachers will receive pre-planning in-service prior to the start of the school year, with a focus on the delivery of the NGSSS-based curriculum. Ongoing in-service and support will be provided throughout the school year in response to needs assessments completed by teachers as well as needs identified by SSSJ's leaders. Professional development will focus on the acquisition of diverse strategies ranging from whole class instruction, guided inquiry, small group work, discussions, independent work, projects, experiments, book and internet research, constructions of models and products, use of technology and the arts for accessing and expressing ideas, explicating teaching of academic skills, scaffolding and how to build a culture of progressive skill mastery based on a reflective culture revision and redemption. Specific days will be dedicated to professional development and collaboration around the structures of a professional learning community. On-Site Professional Development opportunities for teachers and school leaders will be offered on an ongoing basis. To the extent possible, SSSF will participate in the district's PD models, and all teachers will complete Individual Professional Development plans each year. PD opportunities will be offered in the mornings from 8 until 9 AM as well as on days scheduled be the district as PD days. When appropriate, substitute teachers will provide coverage for teachers to attend	6. Clarification regarding profession development is identified and appropriate.

workshops and conferences. At the end of the school year, SSSJ's board and school-based leadership will review all applicable data in the past year in order to determine the needs for and structure of professional development in the following year. More importantly this process is ongoing and ideally will result in regular improvements to the instructional delivery model.

7. SSSJ will be implementing the Marzano Model for teacher instruction and evaluation. The model includes various *Domains* which guide the evaluation and implementation process. They include: Classroom strategies and behaviors, Planning and Preparation, and Reflection of Teaching. The Marzano system is *based on the premise that ALL instructional personnel are capable of improving their practice regardless of their level of performance.* All personnel will be trained in the model and will have the opportunity to provide input and to participate fully in the process by which they will be evaluated. The principal will meet with each teacher before, during and after the evaluative surveys are filled out, and all steps will be taken with great sensitivity to the teachers' needs as well as to the requirement that all teacher evaluation be conducted with respect toward the goal of improving student achievement through fulfillment of SSSJ's mission.	7. Teacher evaluation procedures are provided and based on the Marzano model.

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 that the proposed relationship with the ESP will further the school's mission and program.
- 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	☒	☐	☐	☐
Second	☒	☐	☐	☐
Final	☐	☐	☐	☐

Strengths
This section is not applicable.

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response	CRC Review/Comments

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.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	☐	☒	☐
Second	☐	☒	☐
Final	☐	☐	☐

Strengths
A proposed faculty handbook is included in Addendum 5 of the application. (Page 88, Addendum 5)

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response	CRC Review/Comments
The committee requests additional clarification in order to fully meet the Standards for this area of application: 1. The applicant provides a base salary figure of $35,000 but does not provide a comprehensive description of the school's salary schedule and benefits package that would allow an informed opinion of the adequacy of the total compensation plan. (Page 87 – 88) 2. The committee is concerned that the base salary of $35,000 may not attract effective or veteran teachers. (Page 88)	1. SSSJ has revised its staffing plan based on the comments provided within this evaluation tool. SSSJ has revised its budget to reflect a base salary of $37,500 for teachers. This amount is reflected in the staffing plan (See Addenda pp. 8 & 9). In addition, SSSJ's budget reflects for each employee under line item 5000 Instructional, Retirement (5000-210), Social Security (5000-220), Health Insurance (5000-230), Workers Compensation (5000-240), and Unemployment Compensation (5000-250).	It is the opinion of the committee that the applicant has not presented a clear salary schedule and benefit package that is adequate to recruit and retain a highly qualified staff.

	2. As stated above this has been addressed by revising the base salary to $37,500 in order to attract effective and/or veteran teachers.	The CRC remains concerned about SSSJ attaining and retaining highly qualified certified teachers at the stipulated pay rate.

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	☐	☒	☐
Second	☐	☒	☐
Final	☐	☐	☐

Strengths
The applicant identifies a variety of recruitment strategies to attract a student population that reflect the racial/ethnic balance reflective of the community. (Page 88 – 89)
A student enrollment packet is included in Addendum 4 of the application and includes descriptions of program expectations and a parent contract. (Page 92, Addendum 4)

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response	CRC Review/Comments
The committee requests additional clarification in order to fully meet the Standards for this area of application:	1. SSSJ's admission criteria are that of the following: The student must be age appropriate for the	

1. Please elaborate further on the SSSJ "admission criteria" referenced on Page 88.

2. The "first come, first served" reference on Page 89 is misleading. Statute requires that all students applying within an identified enrollment period be treated equally with regard to their opportunity to be enrolled with a lottery being conducted if applicants exceed capacity at any grade level. (Page 89 – 90)

3. Allowable enrollment preferences are not specified. (Page 89 – 90)

4. The applicant does not clearly identify the school's code of conduct including dismissal procedures. (Page 90)

grade levels being offered each year (for example in the first year when we will have grades 6-9 students may be from 11 to 15 years as long as they have the schools records or other basis for being placed in these grades and live in Sarasota County.

2. As per Florida Statute l002.33, a lottery will be conducted at each grade level that has more pre-enrollments than seats available for that grade. If a lottery is required after any registration or enrollment period, that lottery will be held in an open forum at the time and place listed in the registration materials and/or flyers and website. All lotteries will be conducted in a manner that ensures each eligible student receives an equal chance of being selected. Pre-enrolled students' names will be drawn until the available seats for that grade level are filled. The remaining students' names will be drawn and placed on an ordered waiting list in which their name was selected. Once all grades are filled, any additional students who register shall be placed at the end of the waiting list on a first come, first served basis. If a student from the lottery results list does not register (within the time allowed) or chooses not to attend the School, the first person on the ordered waiting list will be given the opportunity to register. This procedure will continue throughout the school year. The waiting list will only be in effect for one school year; students on a waiting list must reapply each year for open space in the School.

	3. Preference will be given to siblings of students already enrolled in the Charter School, a Governing Board member's child and to a son or daughter of an employee of the School.	
	4. The current Sarasota County School District's Code of Conduct will serve as the primary model for the Charter School's policies, including those for suspension and dismissal procedures. In the event that a student with a disability should engage in behavior that violates the discipline policies and results in dismissal or change of placement for more than ten (10) days, SSSJ will immediately notify the student's parents of the rendered decision. The student's RTI team will conduct a review in accordance with the requirements of IDEA to determine the relationship between the student's disability and the behavior subject to the disciplinary action. If the result of the review is a determination that the behavior was not a manifestation of the student's disability, the disciplinary procedures applicable to students without disabilities will be applied. Otherwise, the RTI Team will review the student's plan and modify it, as necessary, to address the behavior.	4. The Student Code of Conduct does not give criteria for revocation of student assignment to charter schools. The committee does not feel the applicant has adequately addressed the procedures for dismissal.

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. <u>Facilities</u>
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 securing 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	☐	☐	☒
Second	☐	☐	☒
Final	☐	☐	☐

Strengths
The applicant has determined the geographical area of the school.
The applicant is currently looking for a facility in a defined area of Sarasota. (Page 95)
Alternatives are detailed within the plan.

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response	CRC Review/Comments
The committee requests additional clarification in order to fully meet the Standards for this area of application: The application does not provide a realistic plan for acquiring a facility including: 1) the square footage required to adequately house the school, 2) the estimated cost based on current market rates, and 3) the process for identifying and evaluating potential sites. (Page 94)	SSSJ has determined that we will need a facility of 23,200 square feet the first year with potential to expand to approximately 32,000 after the first three years. The estimated costs for this based on current local market rates ($13/square foot) would be $27,000 per month. We realize that additional fundraising will be needed to supplement the $10,000 per	The committee is concerned that $13 per square foot of commercial property is not realistic for the Sarasota County area. The budget funds for facilities are significantly below what is required.

The applicant identifies $10,000 per month budgeted for lease/rental of a facility. That figure is meaningless, however, without the above referenced data on square footage requirements and market rental/lease rates. (Page 95)	month we have initially allocated. However, we believe that with the amount of local support we are seeing for our school, our goal is reasonable to develop community partnerships for identifying a building that could be shared, that could generate revenues through subleasing to a suitable sub tenant such as a community social service provider, and/or to be subsidized by a major donor. Our process for identifying and evaluating potential sites has already begun with the founding board members reaching out to the community and to learn of possible buildings that may be available. We plan to work with a real estate agent and to attract to our board additional members with expertise in this area. If we have not identified and secured or come close to securing a site by February 2012, we will approach the district for permission to either open on a small basis in a church while we work out arrangements for a permanent campus, or to delay opening until August 2013 in order that we might open at our permanent campus once and for all. In either case, our board is working and will work diligently with professionals in the real estate and financial fields to secure a stable, long-term campus for SSSJ.	

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	☐	☒	☐
Second	☐	☒	☐
Final	☐	☐	☐

Strengths
The applicant intends to contract with the school district for transportation services. (Page 95 – 96)
The budget looks adequate to meet the needs of the school.

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response	CRC Review/Comments
The committee requests additional clarification in order to fully meet the Standards for this area of application: 1. The applicant does not clearly identify the reasonable distance beyond which transportation services will not be provided. That information will be required to determine the transportation needs and costs for the school. 2. The application proposes using transportation by district or private, etc. providing services. That will require: 3. Language pertaining to training, bus maintenance, etc.; none of these things are addressed. 4. The school's need to address disability transportation as it currently does not meet state and federal requirements.	1. The school's plan is to offer transportation to students residing within Sarasota County School District within a 10 miles radius of the location of the school. 2. SSSJ's plan is to contract for transportation services with the School District of Sarasota. With regard to this SSSJ will remain in compliance with. 3. Training, Maintenance, and any other Statutory or District Regulated Requirements in order to remain in compliance. 4. SSSJ will ensure that students with disabilities needs are met by federal and state requirements. 5. SSSJ will work with the District (since it will be contracting with the District for	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. The applicant will need to resubmit a budget once the list of student membership is complete.

5. Overcrowding and stop locations are not adequately addressed.	Transportation Services) to address overcrowding and stop locations.	
6. Required records and document management.	6. SSSJ will remain in compliance with all required records and maintain documentation as the District prescribes in compliance with all Statutory and District regulations.	
7. Transportation demographics.	7. All bus stops and bus routes will be mutually agreed upon prior to the start of the school year. The School will designate a transportation liaison that will be responsible for the communication between the School and the School Board. Parents of the School will communicate with the School regarding transportation information and requests for change in service. All requests for service, discipline concerns, and other transportation requests and concerns will be communicated to the Board's Transportation Department via the School's liaison. We will work in conjunction with the School Board to meet the needs of students whose IEPs include provisions for transportation.	
8. Federal and state DOE/DOT mandates.	8. SSSJ will comply with all Federal and State DOE /DOT mandates. The Sarasota County School District plans and establishes bus routes and ensures cost-effective operations without compromising safety by using a computerized system to annually route and schedule its school buses. These efforts are effective as reflected in the fact that the district maintains a reasonable average bus occupancy rate (74 as compared to an average of 69 for the state as a whole). To ensure the safety of students, a two-mile safety survey is reviewed and updated each year. Areas with	

	potentially hazardous conditions are identified and documented in the annual Safety Survey, Hazardous Walking Conditions. To address any hazards that are identified in this report, a "Community Traffic Safety Team" or "Sidewalk Committee", consisting of representatives of the local cities, the County Public Works Department, the Metro Planning Organization, the state DOT, the sheriff's office, police, and citizens, evaluates the situations identified and works to develop recommendations and identify funding for the construction of new sidewalks. SSSJ will work with the Sarasota County School District to remain in compliance with the above.	

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			☒
Second	☒		
Final			

Strengths

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response	CRC Review/Comments
The committee requests additional clarification in order to fully meet the Standards for this area of application: **The committee has concerns regarding numerous errors and misconceptions regarding food services, including:** 1. Lack of understanding about the costs associated with contracting for services through the district. This is incorrectly stated in the application. 2. Lack of understanding that equipment must be purchased by the school. 3. Lack of understanding that the district does not provide warming and cooling equipment as stated in the proposal. (Page 96)	1. SSSJ will comply with all requirements and costs of contracting with the school district for food service. 2. We have revised our budget to reflect the purchase of all equipment necessary to provide food services. 3. As stated above we will correct any misunderstanding, we appreciate the feedback and we will comply with all safety, procedural, and budgetary requirements.	1. – 3. SSSJ will contract with the district's Food and Nutrition Services Department.

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	☐	☐	☒
Second	☐	☐	☒
Final	☐	☐	☐

Strengths
Required budget documents for the proposed charter school are provided in Addenda 1 and 3 of the application. (Page 101, Addenda 1 & 3)

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response	CRC Review/Comments
The committee requests additional clarification in order to fully meet the Standards for this area of application: 1. The salaries are very low for the competency of the staff that this application requires. Most of the salaries appear low compared to what is being paid by both the Sarasota County School Board and our existing charter schools. Especially concerning are the salary of the Principal - $45,000 as compared to the custodian at $20,000 and data entry clerk at $25,000. The guidance counselor salary of $25,000 appears to be low compared to the $30,000 that will be paid to the office manager/test coordinator. 2. An additional area of concern is that the total reserve of $26,277.98 for the first year is not 3% of the total revenues. The 3% of revenues is $31,533.57. 3. There does not appear to be ample budget to purchase software described in curriculum section. (Page 104)	1. The teachers' salaries have been revised to $37,500 which is an average. The principal's salary has been revised to $58,000, and the Office Manager's salary has been revised to $28,000. The guidance counselors during the first year (when we will have only the 9th grade at the high school level) has been reduced to a 1/2 time position at $20,000. 2. We have revised the budget and the new reserve reflects a 3% fund balance of $40,147.80. 3. The software described in the curriculum section appears on the first and second implantation grants. (See Addenda p.7 – First Implementation Grant)	1. – 2. The applicant has not submitted a total budget to include salary, benefits, materials and supplies. Therefore a workable budget with the required reserve cannot be verified. 3. The CRC continues to have concerns. Relying on the implementation grant is risky as it is now considered a competitive grant; even if approved to receive funding, the dollars can be expected approximately 6 months after school opens in the first year.

4. We do not require that charter schools provide the District a copy of a reconciliation of accounts or a bank statement. We do require that financial statements are submitted monthly until a charter becomes high performing. Quarterly statements are not acceptable for a new charter.	4. SSSJ will comply with all requirements including the submission of monthly financial statements.
5. The reading allocation is the District allocation. The charter school would get a portion of that. However, the Read 180 budget is substantial and is not listed in Addendum 1. (Addenda 1 & 3)	5. The purchase of the Read180 software program will be made out of the First Implementation Grant. (See Addenda p.7 – First Implementation Grant.)
6. This section should be reviewed to determine accuracy, fiscal viability, compliance with state and local requirements, and the capacity of the proposed budget to support the educational program, staffing, and facilities needs of the school.	6. SSSJ has reviewed this section as recommended and has made changes to its budget and enrollment projections accordingly.

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 fiscal management system that is appropriate, follows generally accepted accounting principles and properly safeguards assets.
- Evidence of proper insurance coverage.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	☐	☒	☐
Second	☐	☒	☐
Final	☐	☐	☐

Strengths
A plan to obtain required insurance coverage is included in the application. (Page 106)

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response	CRC Review/Comments
The committee requests additional clarification in order to fully meet the Standards for this area of application: 1. Quarterly financial reports are inadequate. The district requires monthly reports. 2. The school's procedures for fiscal oversight and management should be reviewed to determine compliance with state and local requirements and generally accepted accounting principles. (Page 103 – 106)	1. SSSJ will comply with all reporting deadlines of the District, including submission of monthly financial reports. 2. SSSJ will comply with all state and local requirements and generally accepted accounting principles. In accordance with the financial oversight and management principles cited in the charter application and every highest standard of financial management, SSSJ will maintain a strict and dedicated system of financial controls to safeguard finances throughout multiple layers of review and monitoring from the school site to the contracted CPA to the district, as well as to the auditor and the General Auditor. Financial operations will be conducted in accordance with the processes and procedures defined by the district and will comply with federal monitoring requirements for any federal funds. See Appendix for the Table of contents of SSSJ's Financial Policies and Controls Manual.	The committee could not locate a Financial Policies and Controls Manual as indicated in the applicant's response.

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	☐	☐	☒
Second	☐	☒	☐
Final	☐	☐	☐

Strengths

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response	CRC Review/Comments
The committee requests additional clarification in order to fully meet the Standards for this area of application: The action plan indicates that marketing and recruiting of students and teachers will not take place until July through August. The timeline is insufficient to be able to open the school in the fall. The action plan provided in the application is vague and lacks the level of detail required to ensure that all key activities necessary to open and operate the school will be completed in a timely and effective manner. At a minimum, the action plan should include a list of required activities by month, specifying the tasks to be accomplished, the deadline for completion of each task, and the person(s) responsible. (Page 107 – 108)	Please see Addenda p.10 for Revised Action Plan.	The revised action plan lacks adequate detail to properly evaluate the school's preparedness to open on time.