Sarasota County Public Schools
2011-2012 Charter School Application Process

The Learning Place Academy Charter School, K-8

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

General Comments:

Although The Learning Place Academy Charter School has many good ideas, the Charter Review Committee has ongoing concern regarding the school's plan to teach reading, the proposed curricular program, adequate staffing to meet the needs of ESE and ESOL students, the applicant's understanding of state requirements for student evaluation and promotion, and the applicant's budget proposal.

Although the applicant has listed multiple learning theories and strategies, the curriculum plan does not present a clear and coherent framework for teaching and learning. In addition, the professional development plan is not adequate to reasonably prepare instructional staff for the scope of programs listed as part of the applicant's curriculum plan. The reading plan, as submitted by the applicant, does not meet minimum statutory requirements and the proposed schedule does not address the state-required 90 minute reading block. Although the applicant indicates intent to use the Sarasota County Pupil Progression Plan, the applicant's response regarding middle school course recovery is out of compliance with the state requirements.

The committee is concerned regarding the applicant's process to ascertain how a child is identified as possibly needing special education or ESOL services. Some of the tests listed in the plan do not reflect a clear understanding of assessment issues and some of the tests listed have been discontinued. The committee members are unclear if the applicant will be providing additional ESE and ESOL staff members in addition to two coordinator positions. An ESE coordinator, as described, does not meet the instructional needs of ESE students at the school. The applicant has not demonstrated sound plans for educating English language learner students that reflect the full range of programs and services required.

The committee has concern regarding the board capacity to advise and guide the proposed school. Resumes have not been provided for the original three board members and the resumes submitted recently reflect one member with a high school diploma and another who lives in Fort Myers.

The transportation and food services plans, as submitted, are difficult to evaluate and do not include sufficient information for proper evaluation. Although the applicant indicates an understanding of the requirements for a transportation plan, a realistic plan has not been provided for review. Although the applicant indicates an understanding of the requirements for a food service plan, a realistic plan has not been provided. While the applicant demonstrates some knowledge of the requirements of National School Lunch Program, the applicant seems to believe the school can choose not to participate in the program. The committee emphasizes that the federal Free and Reduced Lunch program is not optional for public schools. The applicant must make the program available for students at the school.

The applicant has not demonstrated sufficient knowledge of proper financial internal controls and other accounting best practices. Additionally, the Charter Review Committee is concerned that the members of the proposed Board do not have the knowledge and requisite skills necessary to properly implement the school program and budget.

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's mission includes an interactive, multiage learning environment utilizing positive, innovative, and research based strategies throughout the school day and extended into the community. (Page 6, 10)

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: **Comment only: this section is lengthy and hard to follow.**	The school day for the K-5 is 375 minutes per day not counting lunch or breakfast. Throughout the school day, the children will have the prescribed 90 minutes of language arts, as well as the prescribed time for math, science, social studies, arts, and P.E. There is time available for extended L.A., individualized instruction and the workforce element that will be incorporated twice a week within the Social	The mission statement is lengthy and difficult to translate into a clear picture of what the school program will look like. The goals specified in this section are difficult to measure. The CRC needs clarification: Is the 90-minute block for reading? LA is different than reading.

The mission statement is lengthy and difficult to translate into a clear picture of what the school program will look like. It will be interesting to note how this mission statement will be infused in all elements of the school program. (Page 5) **The goals specified in this section of the application, while laudable, are difficult to measure. (Page 5 – 6)** **There is no structure to the day, therefore mandatory seat time for instruction is not meeting standards set by the state. (Page 9)**	Science segment. (see attached schedules) In addition, those students who require additional assistance due to low reading levels or difficulties in the content areas, will have further tutoring after school and if necessary on Saturday mornings. Structured time periods and scheduled classes are structured and meet with the guidelines set by the State. It is the manner in which the students are exposed to different learning scenarios that is different. While in one classroom a teacher is doing traditional lectures, in another classroom it will be common to see children working in small groups, or using technology.	

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	☐	☒	☐
Second	☐	☒	☐
Final	☐	☐	☐

Strengths
The applicant references use of the Micro society program model. (Page 10)

The school plan demonstrates an awareness of class size restrictions. (Page 12)

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 plan does not include a description of the targeted area to be served by the school. (Page 11)** **If the "trend of people seeking housing and work" doesn't improve, how will the school meet projections? (Page 12)** **The applicant indicates that the school will target "economically and culturally diverse students" from the area to be served by the school but does not specify how "economically and culturally diverse" will be defined. (Page 11 – 12)** **The plan will require more detail regarding individual grade levels. (Page 12 – 13)**	Targeted Population The targeted population of the school will be children, throughout the county, who are ELL and who are considered "at risk". These two distinct groups of children share a commonality; they traditionally have a much more difficult time staying in school, graduating H.S. and going on to higher learning. To be able to serve this culturally diverse population each child's needs must be addressed individually and as a whole. The ELLs encompass many cultures, so each culture has to be valued and issues relating to education have to be addressed, an example in some cultures is the lack of interest in girls bring educated while the mobility of that group is greater than most while they seek employment and affordable housing. This view of seeing their efforts may impress the student in a negative manner and "making every day count" is their reality. The Academy will make transportation available to children within the county who wish to come to our school. Those who live in the zone that is 2 – 4 miles will have free transportation. Those that live from 0 – 2 or beyond the 4 mile donut will have transportation available at a nominal cost. Trend The school has worked projections at 50% and 75% of full enrollment and feel confident that it can operate a smaller school with reduced costs. Plan We can only estimate at this time what overall numbers of students we will be serving per grade. Our projected numbers are that the Kindergarten and first grade will probably have more students than the firth grade since that is the largest mobile group to enter schools	Unless the applicant has obtained cost data from school district transportation staff or a private vendor, how can they make any assumptions regarding the cost of transportation?

	or change schools. The sixth through 8th grade may be more even since these are transition years between elementary and high school. We can however predict that the classes will average 20 students or less per class.	

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 plan indicates an alignment to SSS.
The applicant indicates that the school will follow the school district calendar. (Page 13)
A thematic and collaborative approach is described in the plan. (Page 16)

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: **What methods/criteria are used to determine each IEP? (Page 14)** **The applicant has not detailed the strategies to be used to integrate technology into the plan. (Page 16)** **More specifics are needed regarding parental involvement. (Page 16)** **Who will write and monitor the individual plans written for each student? (PIP) (Page 16)** **Where is the reading plan reference and how does it meet mandatory guidelines for reading instruction?** **There is no reference to meeting the ePEP guidelines for middle school students.** **There is no reference to middle school Civics EOC.** **Which structures will be put into place to have weekly or monthly conferences with parents about PIP? (Page 22)**	Each IEP is determined based on the recommendations of the IEP team once a child is deemed eligible, through testing and evaluations, that they meet these criteria. The steps are condensed below: **1. Child is identified as possibly needing special education and related services** **2. child is evaluated** **3. Eligibility is decided** **4. Child is found eligible for services** **5. IEP meeting is scheduled** **6. IEP meeting is held and the IEP is written** **7. Services are provided** **8. Progress is measured and reported to parents** **9. IEP is reviewed** **10. child is reevaluated** **The focus of this process is that the IEP team gathers to talk about the child's needs and write the student IEP so that the child can begin to receive services as soon as possible after the meeting.** Technology The integration of technology is the most important element in having a green school since the use of paper will be reduced to the limit. Textbooks will be e-books; 1/3 of the individualized program utilizes the computer; workbooks will be interactive wherever possible and children who have not had access to technology at home will be able to borrow laptops and other electronic devices to do homework. Parental Involvement Parental involvement will go beyond the volunteer hours. Parents will be involved in monitoring the prescriptive plan the child has from home through each child's Passport to Success (sample in appendix B) and checking that the student is keeping up with expected gains. Attending meetings about the child's growth, learning how to help the child at home even if just through providing support and encouragement. Assisting the children who have selected a career similar to theirs as their career choice in learning about that career, is another way to help the	Applicant has not sufficiently explained process the school will utilize to ascertain how a child is identified as possibly needing special education services. Reading Plan as submitted does not meet minimum statutory requirements. Response raises more questions than it answers. Will all students have e-book readers? Is this in the budget? Will all texts be available in e-book format? How will computers and "other electronic devices" be made available for students to take home?

While the applicant indicates that the school's calendar and daily schedule will ensure compliance with instructional time requirements, it does not provide a detailed daily schedule by grade level. **The school will incorporate several methodologies into the school's instructional program including interactive and hands-on learning, community partnerships, applied and inquiry based learning, interage learning, the team approach, interdisciplinary curriculum, infusion of technology, small group instruction, vertical and shared teacher planning. It is unclear how all of these strategies and methodologies will be incorporated into a clear, coherent, and manageable instructional program.** **If school letter grades will not be used (page 16), how will the students and parents know how well they are doing and how will this be managed if the student changes schools?**	students. Example a medical assistant can help students who have selected that career, to participate in "show and tell" for that specialty. PIP Updating PIPs is a simple process that requires using assessment outcomes to update plan into the next step in the prescription process adopted for that child. It will take just a few moments every week and can be handled by a paraprofessional. Reading plan Reading is identified as the focus of the curriculum. Starting on page 24 specifics about the plan are identified. Below are a few of those components as follows: - Just Read Florida approaches 45 minutes whole group/45 - small group direct instruction and intervention/20 minutes of intense if required - Computer assisted instruction to practice reading skills - Volunteer/reading buddies - Tutoring within and outside the school day - Gifted student strategies 20/20/20/20/10 - Using researched based materials - Silent reading time - Using reading strategies - Print rich classroom The individualized program as one of the primary segments of the Academy, also targets Language Arts; reading, phonemic awareness, phonics, comprehension, and writing. Tutoring will be made available to assist in further in reading after school and if necessary on Saturday mornings. M.S. ePEP Middle school students will begin preparing their H.S.. educational plans through an ePEP. The ePEP will create an awareness of what is available in H.S choices and beyond. In the absence of another format, Facts.org	The committee would like references to meeting the NGSSS benchmarks.

has a sample format to use. It will direct the student to the preferred H.S., College Prep, Career Prep, or College and Career Prep; graduation plan, academic electives, foreign language, and career tech electives. Civics EOC According to the mandates from the FLDOE, students will be receiving Civics in the 7th grade. A Civics EOC exam will determine if the child has achieved a high enough standard to be able to handle 8th grade and H.S. work so passing the test is essential in being able to pass to the 8th grade. Monthly Conferences Time will be set aside to accommodate Parents' schedule to meet monthly with school personnel mainly to discuss the progress made to date on the PIP (each child's prescriptive plan) they will include assessment outcomes, completed work prescribed, levels attained in prescription, receiving certificates of work completed and other tutoring segment processes. Parents not able to set time aside and meet with the administration will have progress notes sent to them via computer or with the child for them to view. Daily Schedules Proposed schedules will be included as an appendix. Several Methodologies Not every aspect of learning is going to meet the interactive, hands on learning, team approach etc. Sufficient mixture of these processes should be in place so that children who learn with hands on are able to receive from the teachers and staff sufficient hands-on learning experiences by the use of manipulatives, projects or workshops. The class work is meant to be flexible allowing for groups of students of same or different ages to work on teams or projects whenever possible. This type of flexibility stems from teachers meeting weekly or bimonthly and interacting to make these special projects possible. Such projects that lend themselves to multiage groupings are depicting historical happenings (Plays, Readings to groups, science projects etc.) Each project will have clear,	 Although a schedule has been submitted, the committee is concerned that it does not address the state required 90 minute reading block. It shows language arts as the reading block.

	learning objective, time element, with sufficient coherent directives for the students to follow and expected outcomes. Letter Grades Abstaining from using letter grades is making reference to the individualized plan (PIP) that makes regular assessments built into the program to measure competency in the material presented and one progresses to the following chapters or next level if competency is reached but assigns no letter grades to such assessments. Specific Skills Series is one example of materials that are easily adapted to the child's PIP.	What assessments will be used and how will student progress be measured and recorded?

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
The applicant indicates attention to individual student needs. (Page 28)
The application includes the requirements for the 90 minute reading block. (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: Page 12 indicates an overall average class size of 20. On page 22 it indicates that the overall classroom size will vary from 7 to 22. It would be impossible to have classes at 7 and achieve an overall ratio of 20 students. (Page 12, 22) The FCAT 2.0 requires higher thinking skills, more than "basic skills in reading and math." To meet the needs of gifted students or those reading above grade level, it should be a K-5 initiative immediately, not a phase in by grade model. (Page 21, 25) Many of the identified components of the school's educational program (i.e. community partnerships, applied and inquiry based learning, interage learning, the team approach, interdisciplinary curriculum, infusion of technology, small group instruction) are not included in the curriculum plan. (Page 21 – 30) The applicant does not provide a clear curriculum plan specifying course offerings for students, in core and noncore subjects or at each grade level. The curriculum plan included in Appendix C appears to be little more than a list of state standards in some (but not all) content areas. (Page 21 – 30)	Classroom Size The classroom size averages 20 students or less. The tutoring segment of 1/7 is the classical number for individualized instruction. Individualized instruction can take place during the tutoring segment during school hours experienced by all students (unless scheduling changes occurs as requested by parents)or it can take place in extensive tutoring after school (again, following the prescribed plan and allowing for content area modifications). The 1/7 refers to one teacher per 7 children working on their own program. It allows for more direct attention and involves one on one attention for each of the 7 students working in that 15 minutes (average) segment. The other children in the class will be working in technology (again in their own prescribed plan) and or working on individual specific skills (in their prescription). These two other groups will be overseen by a paraprofessional that will be able to keep them on track with their work and formulate instructional questions for the teacher when they are with the teacher on a 1/7 ratio. FCAT 2.0 According to FLDOE Students will begin to be tested in 2011 with the new standards. As such, the Academy will begin using the mandated testing and NGSSS as the school opens in 2012. The Core curriculum is identified in page 22 of the application and the tutoring model and workforce element are identified in page 29. In the workforce element, utilized in K-8th grade, will have community partnerships come into play by helping create a simulation of the real world setting with children selecting careers in real world situations such as banks, stores, service oriented careers. It is with community assistance that this segment comes to life as children develop banks that mimic real ones, health	Applicant has not provided a clear and coherent framework for teaching and learning. The professional development plan is not adequate to reasonably prepare instructional staff for the scope of programs listed as part of the applicant's curriculum plan.

The applicant identifies several reading programs (Success for All, Specific Skills Series, Houghton Mifflin Readers, Phonics, McGraw Hill to be utilized at the school. However, it does not specify which programs will be used at which grade levels and which will be used for on and above level students and which will be used with students reading below grade level. (Page 22)	centers to provide health care, accounting firms to manage books, etc. technology will be used in this segment as well as the tutoring segment identified before. The tutoring segment will bring into play small group instruction at a ration of 1/7 and the use of technology approximately 1/3 of the time.	• The committee does not believe The Learning Place Academy has indicated acceptance of the district's K-12 Comprehensive Reading Plan or identified one of its own.
The applicant is not clear regarding comprehensive core materials vs. supplemental resources and how those decisions are to be made to enhance the instructional program. (Page 23)	Reading Programs The programs listed such as SFA, SSS, HM etc. are just a few that will be made available to help the students get the assistance they need to attain the SSS and NGSS. While some of these programs are geared for the younger student, others assist the older student with more age appropriate reading topics. Therefore, the individualized plan that each student follows daily will fine tune the materials that are successful for that child. These materials can be included in the tutoring segment of the day, after school assistance, as well as being utilized for homework assignments.	• The K-5 Programs identified (SFA, McGraw-Hill) are not used in the district.
The master plan does not allow for the expense of PLATO. (Page 24)		• LPACS did not identify the intensive reading course requirement for middle school.
The application does not include the intensive reading course requirement for middle school students reading below grade level. (Page 25 – 26)	SSS is for students from 1-12 unassisted and younger grades with reading assistance. They are for the purposes of learning skills at the comfortable level of reading and spirals to grade level. Not to be used beyond the student's present comfort level. Phonics in the tutoring segment is to be able to fill in gaps and get practice and gain self assurance. The HM encompass a whole reading system with assistance for different categories of deficiencies but is used mainly as an additional reader. What every ___ grader needs to know is used for home reading since it is very portable, age appropriate and includes reading in many subject areas.	• The committee feels that LPACS did not address all areas of concerns.
What is the school's position on the acceptance of the District's Comprehensive Reading Plan? (Page 26)		
Accelerated Reader is not designed as a supplemental reading program. (Page 26)	Comprehensive Reading Core The comprehensive core materials that will be used are those as selected at the digression of the District for classroom use based on their preferences. Those that are used as supplemental materials, that while they are also approved by the district are not normally used in the classroom as core materials as well as materials and that are normally used by successful tutoring centers in elevating reading levels.	
The application should include a student schedule to demonstrate how the tutoring model and the workforce element will be included in the school day and also meet other		

daily time requirements. (Page 29) **The Micro society Program referenced in Section 2 does not appear to be included in the school's educational program or curriculum plan. (Section 3, 4)** **The committee is concerned that the applicant does not identify a professional development plan incorporating the various components of the school's educational program and curriculum. (Section 3, 4)**	While PLATO is expensive, we can be selective in the types of assistance we are searching for the students. Depending on how effective it can be in matters such as Civics for 7th graders, perhaps through their fundraising initiatives it can be introduced to the classroom. Materials available that provide extra reading for the children that takes into consideration the grade level interest areas, age appropriate and permitted by the District may be used to enhance reading specifically in tutoring segments or for homework. Schedules in appendix MicroSociety The MicroSociety program, provides the theory of incorporating an innovative, hands-on approach to learning about Civics and lends itself to adaptation within the Workforce curriculum provided by the FLDOE. This Academy adaptation that is integrated into the SS class, is very successful in tying in materials studied in class to the real world. Professional Development Professional development is required for all Academy staff and teachers especially in relationship to what is being taught in the classroom. It begins two week prior to the opening date in order for the teachers and paraprofessionals understand and be able to follow the three components of the school, i.e. that it is a green school – and what that entails, the tutoring segment, assessments, and following the PIP, and the Workforce element activities and the shape it takes once it is introduced. Continuous professional development is done weekly at the school for new program, effective use of programs established and as support sessions on managing the concerns with this special targeted population	The response does not address the concern that the MicroSociety program is not addressed in either the educational program or the curriculum plan. The response provides some general information but doesn't provide a detailed PD Plan and schedule describing when, and by whom, staff will be trained on each component of the school's program. How will the weekly training be accommodated in the school's schedule.

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	☐	☐	☒
Second	☐	☐	☒
Final	☐	☐	☐

Strengths

The applicant identifies specific FCAT proficiency goals for the initial year of the charter (2012-2013). (Page 31)

The Learning Place Academy will follow the district's Pupil Progression Plan. (Page 32)

The school proposes to use a variety of formative assessments, including portfolios, pre-post tests, and peer assessments. (Page 37)

The school will implement the school district progression policy for the grade levels served by the school. (Page 32)

The applicant identifies annual improvement targets for FCAT proficiency for each year of the charter. (Page 35)

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 stated goals are for 2012-13, but the outcome data is 2012 (which is this year's data). Please clarify- Are the stated goals per grade level or across grade levels? (Page 31)**	2013 1. The outcome data should be 2013, we apologize for that oversight. These are school wide numbers to show outcome from testing for our first year's expectations and from where we will built future years' growth.	1. Correction noted. However, the committee's question regarding the grade level goals was not fully addressed.
2. The description of how parents will be informed of and received assessment results is inadequate. (Page 31)	2. Parents being informed It is our intention to meet with parents once a month with an agenda to talk about assessment results, formal testing results, progress attained in the individualized program, student activities in the Workforce element, as well as other pertinent information of interest to the parent regarding their children. We are open to suggestions, input, advice and directives as to how you wish us to handle this or any other portion of our activities.	2. Response is acceptable.
3. What is the plan for mandatory third grade retention outside of ELL students? (Page 32 – 33)	3. Third grade The plan for mandatory third grade retention outside of ELL students is to provide increased assistance in meeting the goal of passing to fourth grade. This increased assistance would seek to incorporate the parent in the plan of how this can be achieved. Classes will be available for parents and interested family members to learn how they can assist in helping the student achieve the passing standards. Children will work with these adults one on one during these sessions and continue to work at home on specific targeted goals to achieve the results intended. After school intensive tutoring will be available for these students on a 1/1 – 1/3 ratio, and summer sessions to provide further intensive assistance, with the same goal – to pass on to fourth grade will continue.	3. Applicant's response is in direct conflict with both state and district level student progression and promotion criteria.

4. The writing goal is incorrect – it should be 4.0 (Page 33)	4. Goals The Academy will align all targets, goals and expectations to those of the District allowing for each child to meet AYP as well as meeting the District's goal for the grades and the school. Every effort will be made to improve on those targets, goals and expectations. One such effort will include the extended school day, after school tutoring, and Saturday morning additional help sessions.	4. Not clear as to what this response is in reference to? Perhaps the intent is to address items 4, 6, 7, & 8?
5. What is the plan for middle school course recovery? (Page 34 – 35) **6. The science performance target does not reflect high expectations given that most of the district/state grades 5 and 8 science proficiency rates exceeded 50% in 2011. Please state goals for years 2 – 5 of the charter.** **7. Proficiency on the FCAT writing test is not 3.5 – please correct. (Page 31 & 35)** **8. Please explain the following contradictions in the stated goals: the specific targets stated on page 31 for 2012-13 (72% proficient in reading, 74% proficient in math) are below the 2011 AYP criteria. On page 35 it states that the goals are to increase the percent scoring level 3 or higher annually until 80%. It also states that all students will make AYP. (Page 34)** **Please note that the district does not administer the SAT-10. If the school wishes to use this test they will need to purchase and coordinate testing. (Page 35 & 38)**	5. Middle School Course Recovery Middle School students failing a course must either retake the course in the summer or show competency within the first 9 weeks of at the beginning of the school year and pass the test to be officially passed to the next grade level. Since the SAT-10 is not officially administered by the District, the Academy will use it as a pre and/or post test to measure growth in the tutoring segment. Besides end of course testing, children will encounter authentic assessment where they will be given the opportunity to show what they have learned through performance based projects, application demonstrations, exhibits and other activity based projects. Students not meeting growth goals will be at a minimum be placed in tutoring sessions after school in order to achieve the standards stated for that course and will receive content area reading materials to help with the course content. The Academy will follow the District's plan in selecting the assessment to measure official student progress. In the absence of official mandate by the District, the Academy will use the FCAT tests or other standardized tests allowed by the District.	5. The applicant's response concerning middle school course recovery is out of compliance with the state requirements and does not align with the Sarasota County Pupil Progression Plan which the applicant proposes to adopt. Note: Beyond this point, the applicant responses to student performance, assessment and evaluation questions are poorly organized and do not clearly indicate which response relates to which issue, concern or question. The lack of organization makes it difficult to match responses to questions and to determine the adequacy of responses.

Please clarify: There are two sets of performance goals mentioned. How do the performance goals listed on page 34 relate to those on page 31? For the outcomes on page 38, what is the expected annual increase? (Page 39 – 40) **This section describes assessments and the applicant states the tests to be given but does not fully address the standard. How will the data inform instruction? (Page 40)** **What is the plan for those students that do not meet the growth goals?** **With which assessments will students' progress be monitored? (Page 31, 33)** **Is the 72% FCAT reading proficiency goal specified in the application applicable at all grade levels? (Page 31)** **Is the 74% FCAT math proficiency goal specified in the application applicable to all grade levels? (Page 31)** **Is the 95% FCAT writing proficiency level specified in the application applicable to all grade levels assessed? (Page 31)** **Is the 50% FCAT science proficiency level specified in the application applicable at all grade levels assessed? (Page 31)** **The school's formative evaluation procedures include portfolio assessments, performance assessments, journals, conferences, peer**	In order to make first year transition easier, the Academy will adopt similar standards already set by the District in proficiency levels. The goal always, is to exceed those expectations and not fall short of the District's goals. Other than official testing required by the district, other assessments and/or tests are not only used to measure proficiency but to measure what in effect has not been learned. This information is gathered and put into the prescriptive PIP and used by staff and teachers to instruct within these gaps. Portfolios journals and other assessments, are also tools to prepare and adjust the student's prescribed plan.	

assessments and running records. Such assessments provide useful information, but do not constitute the required description of the valid and reliable assessments to be used, the frequency of those assessments, how and by whom, assessment results will be interpreted, and how assessments results will be shared with staff and use to improve instruction.	

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	☐	☒	☐
Second	☐	☒	☐
Final	☐	☐	☐

Strengths
The applicant clearly identifies the continuum of ESE placements to be provided at the school, including required related services. (Page 40)

The applicant indicates an understanding of the school's legal obligation to serve students with disabilities, 504 students, and ELL students, in a non-discriminatory manner. (Page 42)	
Preferred, referral, evaluation, IEP development, and placement procedures for ESE students are clearly identified. (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: **The level of ESE staffing (i.e. one ESE staffing specialist/coordinator) appears to be inadequate to serve the instructional needs of ESE students in addition to monitoring all ESE/504 compliance procedures. (Page 40 – 42)**	One ESOL and one ESE coordinator will be in charge of the program to guide the other teachers and staff who may already have their endorsements or be working towards attaining them be able to provide the most help to the students with IEP and ELL plans.	The committee members are unclear if the applicant will be providing additional ESE and ESOL staff members in addition to the two coordinator positions. An ESE coordinator, as described, does not meet the instructional needs of ESE students at the school.

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

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

The committee requests additional clarification in order to fully meet the Standards for this area of application:
 	
Given the school's stated emphasis on serving culturally diverse students, this section should be carefully reviewed for compliance with federal and state requirements. (Page 53 – 58)
 	
    1. Procedures used for identification are not clear. (Page 53 – 54)
        a. How will students be identified?
        b. Which language proficiency assessment will be used?
        c. What criteria will be used?
 	
    2. PIP procedures are mentioned in this section. We do not develop a PIP, please refer to District ELL Plan for information on Student ELL Plan procedures. (Page 55)
 	
    3. The evaluation section needs to be clarified. Section should contain information about the development of Student ELL Plans along with procedures for exited students. Evaluation procedures are not specified. (Page 55)
 	
    4. Program placement procedures are not clear. (Page 55)
	a. Students for the ELL program will be identified as done by the district through the use of the ELL survey and followed by testing.
	
	b. Depending of the grade level and District requirements, the Academy may use the following to assess English language proficiency either initially or for monitoring progress:
	  • CELLA
	  • FAIR
	  • FCAT
	  • IPT
	  • Mark (K-1),
	  • Harcourt Assessments (K-5)
	  • Oral Fluency Probes (1-5)
	  • SRI (2-12)
	  • FORF (6-8)
	c. In order to ensure comprehensible instruction an instructional model(s) or approach(es) will be implemented.
	
	2. The ELL students will have an ELL plan to follow as established by the District. The PIP plan referred to in the application is the individualized tutoring segment plan developed for every student in the Academy with very specific goals for each student to fill in gaps in each student's education.
	
	The ESOL coordinator will be responsible to ensure the
		The tests listed in response to the committee's question do not reflect a clear understanding of the assessment issues. Some of the tests listed have been discontinued.
		
		Applicant has not demonstrated sound plans for educating English language learner students that reflect the full range of programs and services required.
		
		Some of the assessments listed by applicant in this section are no longer actively used.

| B. The section regarding the staffing plan does not provide specific information on the topic. This section speaks to hiring an ESOL Coordinator and lists duties associated to the position. Staffing numbers and qualifications are not addressed in this section; although the need for ESOL endorsed teachers is mentioned in Section A. (Page 54, 57)

There is no explanation as to why it is believed by the applicant that half the student population will be ESOL students. | testing, planning, placement and carrying out of the ELL plans of each student. In addition, the Exit process of each student is to be completed and monitored for the specified time so that children will be followed-up for to years after they exit the program to see if they are meeting specified goals without ESOL assistance.

All teachers are grouped in the instruction section. It is in the best interest of the Academy that as many ESOL teachers are hired and in lieu of that immediately implement a professional development pan to attain this endorsement.

The Learning Place Academy will actively seek to recruit ELL and at risk students. While every student will have an equal chance to attend the academy, it is believed that the efforts to reach this multicultural and multilingual community will be attractive to those children that will benefit from ESOL classes and be identified as ESOL students. | |

8. School Climate and Discipline

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

Statutory Reference(s):
s. 1002.33(7)(a)(7); s. 1002.33(7)(a)(11); s. 1002.33(9)(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	☐	☒	☐
Second	☐	☒	☐
Final	☐	☐	☐

Strengths
The applicant intends to utilize the district code of conduct to ensure compliance with legal requirements relating to suspension and expulsion. (Page 58)

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: Please specify the criteria for student mentors. (Page 58)	Student mentors will be volunteers who wish to work with children in order to provide support to the student. Support could be in the form of meeting with students under school or parental supervision and offer advice or a friendly ear to the student's concerns. As required all volunteers must go through a background check as required by the District.	Applicant has not provided clear procedures or criteria for dismissal from the charter school/revocation of reassignment from the student's zoned school to the charter school. These procedures are not included in the district Code of Student Conduct.
The application does not contain clear procedures for dismissal from the school including: offenses warranting dismissal, due process procedures, and parent notification. (Page 59 – 60)	The Academy will adopt the Code of Student Conduct and will not sway from the directives of the District regarding children who need to be dismissed, due processed and parental notification requirements.	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.

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	☐	☐	☒
Second	☐	☐	☒
Final	☐	☐	☐

Strengths

The applicant group has attained 501 C 3 status as a non-profit. (Page 60, Appendix C)

The By-Laws for the applicant group are included in Section C of the application. (Appendix C)

The responsibilities of the Governing Board are clearly identified. (Page 61 – 62)

The applicant will develop a school advisory committee to serve in an advisory capacity to the Governing Board and the school administration. (Page 63 – 64)

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 identified governing board is only three members, and does not appear to include the required range of knowledge and expertise needed to operate a charter school. (Appendix C)** **Profiles of board members are very brief and lacking in detail regarding the qualifications of the governing board and its capacity to govern the school. A more complete and detailed resume for each board member is needed. (Appendix C)**	Two new local board members have been added to the governing board. Their resumes are attached. Both have extensive experience working with at risk youths and community services. The original three board members were selected based on their participation as founding fathers and the dedication and commitment to opening a school that meets the needs of the ELL and at risk children they wish to serve.	The committee continues to have concern regarding the board capacity to advise and guide the proposed school. Resumes have not been provided for the original three board members and the resumes submitted recently reflect one member with a high school diploma and another who lives in Fort Myers.
It appears that the application was written by a consultant with minimum participation by board members. This raises concerns regarding the capacity of the board to fulfill its statutory responsibility to implement and oversee the	Together the five board members provide a wide range of business, education, marketing, and community involvement experience. Three	Requested resumes for original board members have not been provided.

program described in the application. (Appendix C) **Given the school's stated emphasis on community involvement, why does the school's governing board not include local or community representation? (Appendix C)** **The by-laws allow for the board to have as few as three voting members, raising issues of board capacity, knowledge and skills needed to operate a charter school. Additionally, since the identified board members appear to be non-local, the by-laws do not address how the board will comply with Sunshine Law requirements to have meetings accessible to parents and the local community. (Appendix C, Bylaws)** **The profiles of the Board members are vague and do not allow for adequate evaluation of their qualifications.**	original three members are already trained in Board rules and procedures and have experience in the field. The application was written by a team of consultants. Each person responsible for their area of expertise. These individuals for the most part are educators and not experienced in providing the details required in this application. Every effort was made by these individuals to provide what they believed was asked in the application. All were willing to add to further clarifications of the required details of this application.	The applicant's response does not address the issue of Florida Sunshine Law and requirements for open meeting accessibility for the local community.

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	☐	☒	☐
Second	☐	☒	☐
Final	☐	☐	☐

Strengths
The applicant clearly defines the principal as the responsible person for day-to-day school operations with the board in a policy making and oversight capacity. (Page 68 – 69)
The applicant intends to develop an Advisory Committee of parents and community representatives to serve in an advisory capacity to the board and the school administration. (Page 68)
A detailed screening and hiring process for teachers is outlined in the application. (Page 70 – 74)
The applicant has provided detail of the application and screening and selection process. (Page 72 – 73)

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: There is no detail regarding the hiring of teachers with gifted and reading endorsements as required in program description. (Page 69) Please be more specific about the criteria for selecting the school's leader. The committee is unsure about the relevance of p. 49 to this question. (Page 69) The application does not include a viable and adequate staffing plan for each year of the charter. (Page 70) Please specify how the management company will interact in the daily role of the operations.	The Academy is aware of the need to hire a gifted teacher with gifted program and reading endorsement. The detail of isolating this teacher from the others in the budget was overlooked. But it is a top priority for the school to have a teacher who meets these qualifications. Until a leader is selected, one of the founding fathers who is semi retired will be providing leadership for the Academy. Dr. Camacho holds a PhD degree in Education and has experience in heading many projects locally and abroad. The school's leader will have a minimum of an M.S. in Education and experience as an administrator of an educational institution. The Academy will advertise for the position and select a hiring committee (that will include the board members). The committee will interview the candidates and make a recommendation to the Board who they believe is the best candidate. The Board then selects the leader based on the resumes, interviews and recommendations made by the hiring committee.	Need a resume for Dr. Camacho.

	A staffing plan includes one teacher for every 20 students. Since it is expected that there will be a large population of ELL students, those teachers who do not have ESOL endorsement when hired will begin towards working on their professional development to get endorsed.	The application does not include a viable and adequate staffing plan for each year of the charter. (Page 70)
	There will be no management company to work with the school at this time. Consultants and professionals will be hired as the need for their advise is deemed necessary by the principal and Board.	

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	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 applicant references a "consulting team that has supplied most of the expertise to continue to provide guidance to the Academy". Is this consulting team primarily responsible for development of the application? (Page 74)** **The contract for consulting services provided in Appendix is lacking in required details regarding how the consultant was selected, the rationale for utilizing the consultant, a clear description of the services to be provided by the consultant and the fee(s) related to each service, and how consultant services will be evaluated. (Appendix C, Consultant Contract, Section 9 & 10)** **The application lacks detail regarding the management company role with the Board and how having the ESP will further the mission of the school.**	The consulting team has been responsible for using their expertise in writing this application and providing guidance as to programs that would enhance the vision and mission that was formulated by the founding fathers of this organization. Early on in the formative plans developed by the founding board, several individuals who have worked with the community and at risk children became involved in planning, developing and structuring the mission and vision of the founding board. This has been a project that has been developing for several years and it has been on a volunteer basis. Only a small stipend was paid whenever experts in the fields that were consulted provided assistance in their areas of expertise. To date, no management company has been contacted to participate in any portion of managing the school.	The contract for consulting services provided in Appendix is lacking in required details regarding how the consultant was selected, the rationale for utilizing the consultant, a clear description of the services to be provided by the consultant and the fee(s) related to each service, and how consultant services will be evaluated. (Appendix C, Consultant Contract, Section 9 & 10)

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	☐	☐	☒
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 applicant references paying teachers according to the district salary schedule but does not provide a draft salary schedule that allows for a reasonable assessment of competitiveness, or comparison to the budget to ensure fiscal viability. (Page 74 – 75)** **The application does not contain detailed personnel policies and procedures or a sound plan for development of a plan. "We are working it" (Pg. 76) does not constitute a sound plan. When, and by whom, will the school's personnel procedures be developed? (Page 76)**	The budget reflects an average salary of individuals who have experience and for new applicants. They will know they are working with private employers and not for the District. Those who remain with the Academy after the first year, will be eligible to receive substantial pay raises. All teachers will receive year end bonuses based on their performances. Dr. Camacho, an experienced writer and one of the founding members, has taken on the task of developing the personnel policies and procedures.	The response does not address the issue. In the absence of at least a draft salary schedule and a detailed staffing plan it is impossible to match the school's staffing needs to the budget and determine the fiscal viability of the school or determine whether the proposed staffing is adequate to provide the program described in the application. A partial response (the who). When will the policies be completed?

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 several recruitment strategies including mass media, flyers in several languages for distribution within the community, "addressing people where they meet, work, pray, and play" to inform the community of the school program, contacts with social service agencies, etc. (Page 77 – 78) **The admissions and enrollment procedures identified in the application, including enrollment periods, lottery and waiting list procedures, and allowable preferences for siblings and children of board members and staff, appear to be appropriate and consistent with statutory requirement. (Page 79)**

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 indicates that the founding group has "attempted to penetrate the community" and that "support from other members of the community has been established that includes Puerto Ricans, Cubans, Caribbean Islands, Central and South Americans, Indians and other immigrants". Please identify where and when those outreach activities have occurred in the Sarasota community and what local community organizations or individuals have expressed support for the proposed charter school. (Page 77)** **Since all identified board members are from the east coast of Florida and the school currently appears to have no presence or support in the local community, how, when, and by whom, will the marketing and recruiting strategies referenced above be implemented? (Page 77 – 78)**	Penetration of the Sarasota community began over 10 years ago with visits to Hispanic churches, organizations and private individuals who welcomed the project to start a school that would meet the needs of their community. Many changes in the demographics of the area have taken place in these years, but one thing remains constant, the desire of the residents to have their children attend a school that would individualize their educational program, would welcome their cultural diversity and deal with the special problems they faced at being ELLs and experiencing being "at risk" children themselves. Each opportunity to talk to the community by founding members	The Student Code of Conduct does not give criteria for revocation of student assignment

| A sample parent contract is included in Appendix B of the application and it indicates that students may lose their placement at the school for non-compliance. The application does not, however, include clear dismissal procedures that specify what would constitute reasonable grounds for dismissal, appropriate due process procedures, and reasonable parent (and sponsor) notification in the event of a dismissal. (Appendix B, Parent Contract) | carried with it one important agenda, to seek a site that would be adequate for the school. This year alone, the site committee has visited over a dozen locations within the county to house the school. They believe one of them will best suit the school. Selection for the site is still several months away while zoning issues are still being addressed. | 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. 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	☐	☐	☒
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 enrollment projections (650 maximum enrollment) cited in the facilities section is inconsistent with the enrollment projections (1,000 maximum enrollment) on the application cover sheet. Which is correct, and does that change the facilities plan? (Page 82) The application does not include a realistic plan for acquiring a facility that would meet the needs of the proposed school. There are no square footage estimates for the facility and there is no projected (based on market rates) cost per square foot estimates that would allow for a reasonable estimate of potential facility costs. What are these estimated costs and how were they calculated? (Page 82 – 83) The applicant indicates that "three sites are responding to the needs of the school and wish to enter into a contract". Where are these three sites and does the school have a letter of intent or other documentation supporting their availability? (Page 82 – 83) The applicant indicates that the school will comply with the State Uniform Building Code for Educational Facilities. Please document the ability and resources to do so. (Page 83) Since the application does not provide estimated cost data, it is impossible to offer an informed opinion as to whether or not the school has the necessary resources to fund the proposed facility. (Page 82 – 83) This section should be reviewed for compliance with state and local requirements. (Page 82 – 83)	The correct number for extended lease should be 1000 students in order to house the school for the life of the Academy. The facilities plan has been to lease initially for at least 3 years with option to begin to select a site and start building by year four keeping enrollment to the level allowed for in the facility until new ones are built or a larger suitable site is located. To date locations with over 40,000 square feet of space for leasing with intent to purchase have turned up sites that are reasonable in the long run. Real estate projections show a market that is slow to recover and has more than the average opportunities to rent space that has been empty for longer than expected periods of time. The Academy has not entered into contract with any of the facilities available for their use. The site committee is still in the process of evaluating all options that would make the site selected the one that would cost the least to share space and provide the most adequate space for the school. While two of the sites visited are in areas close to LEPs, other sites are not discarded since transportation is still a option to factor into the decision. Site selection is still several months away.	Since the application does not provide estimated cost data, it is impossible to offer an informed opinion as to whether or not the school has the necessary resources to fund the proposed facility. The committee continues to remain unclear on the following: • The response doesn't provide all of the requested information: (e.g. How was the 40,000 square feet figure arrived at, what is the estimated cost per square foot and what are the overall projected facilities costs? • The question related to the State Uniform Code was not answered.

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 recognizes the school's legal obligation to ensure that transportation is not an obstacle to students' ability to attend the school and defines the proposed transportation area as two to four miles distance from the school. (Page 84)
The school will provide transportation per 223.056 FS (Page 89)

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 applicant has not yet decided whether to use school board transportation services or contract with private providers. It should be noted that using private providers places additional compliance and monitoring responsibilities on the school. (Page 84 – 85)** **This section should be reviewed for**	In the past few years many districts who once offered transportation to charter schools have opted to discontinue this service. The Academy wanted to make known that while they prefer these services to be provided by the district, it is a possibility that the Academy will have to provide this service. We are aware that private providers will need to comply with all the requirements that the District transportation has to adhere to. The school will have additional responsibilities for compliance and monitoring of this service which includes but not limited to: ● Implementing the safest and most direct route the bus(es) will take ● The parents and children being informed of the route and	Although the applicant indicates an understanding of the requirements for a transportation plan, a realistic plan has not been provided to the committee for review. Should the charter application be approved and the applicant choose to contract with the school district for transportation service, the school must adhere to school start and finish times as set by the district.

| compliance with state and local requirements. | bus stop to and from school
• The parents needing to know their responsibility to provide a safe environment for their child while they wait for the school bus in the morning and once they are dropped off in the afternoon.
• The parents and children needing to know that there is a plan in place for conduct expected while being transported to and from school
• Providing Emergency plans for pick-up or drop-offs should an emergency situation is declared
• Planning for alternate methods of transportation should the children be required to take extra tutoring after school and not be able to use the regular bus. | |

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

Area 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: How will students be given the opportunity to determine if they qualify for free/reduced lunch? (Page 85) The applicant intends to provide food services via private provider. While this decision is the applicant's to make, it needs to be understood that provision of the school's own food services, via private provider, places significant additional compliance and regulatory responsibilities, as well as additional costs, on the school. (Page 85) It is unclear whether The Learning Place Academy acknowledges that they, not the vendor, must administer the National School Lunch Program if they do not choose to contract with the established school district National School Lunch Program. Much information is provided regarding the process to contract with a provider, but little information is provided about the responsibilities the school must assume as the LEA of the NSLP. (Page 85) This section should be reviewed for compliance with Federal, state, and local requirements. (Page 85 – 86)	Students eligible for free and reduced lunch must meet the same standard used by the District in determining qualification for that service. In the past many districts provide food services to charter schools in the area. Changes in the last few years reduced the possibility of receiving hot lunches for charter schools limiting the possibilities of providing a healthy hot meal every day to the students. The Academy has therefore opted to provide through vendors, the types of quality meals to the students that parents want and expect for their children. If the parents wish to provide this option for their children, the Academy is prepared to administer the National School lunch Program. These responsibilities include but are not limited to: - Apply for the NSLP. - Comply with the requirements of training and administration of the program - Provide suitable facilities to serve the lunch - Comply with space and equipment guidelines - Comply with adequate food storage and health department compliance about temperature settings - Comply with menu and food selection for nutritional meals - Provide for free and reduced meals - Collect fees for meals as applicable - Maintain accounting records of the meals requested and distributed - Provide correct disposal facilities for discards	Although the applicant indicates an understanding of the requirements for a food service plan, a realistic plan has not been provided to the committee for review. NSLP is a federal and state mandated program and is required for all public schools. While the applicant demonstrates some knowledge of the requirements of NSLP, the school may not opt out of this program or its requirements. The committee emphasizes that the federal Free and Reduced Lunch program is not optional for public schools. The applicant must make the program available for students at the school.

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

Areas in Need of Additional Information and/or Clarification	Charter Application Response	CRC Review/Comments
The committee requests additional clarification in order to fully meet the Standards for this area of application: **The committee is concerned that the administrative salaries are low and it may be difficult for the school to attract quality candidates. (Appendix Page 3)** **The applicant appears to have included Federal Startup Grant funds and fund raisers (total of**	First year salaries are low due to budgetary constrains. However, we have already contracted the services of two individuals who will be providing the leadership needed to open the school. The principal who has a PhD in Education and her husband, both founding board members who are semi retired and have extensive experience in starting, operating, and maintaining schools. Although the acquisition of $270,000.00 would provide much needed funds to operate a school in year one, there are viable other possibilities to be able to obtain needed equipment,	The applicant did not submit a revised budget as requested by the Charter Review Committee.

$270,000) as part of the school's operating revenues in year one. Neither of these fund sources is guaranteed and if they do not materialize, the school would be in a deficit financial position in year one. **In the absence of the earlier referenced staffing plan, it is impossible to determine the adequacy of school's staffing budget. (Page 87 – 88)** **The applicant references credit or loans to cover the difference between startup costs and revenues but offers no documentation of lines of credit or loans available for this purpose.** **The applicant's budget assumptions appear to be at least partially based on a very improbable "wish list" (e.g. free or low cost textbooks, donated furniture, equipment and computers, available loans and lines of credit) that may or may not exist. (Page 87 – 89)** **The applicant indicates that the school will reduce facilities costs by negotiating to share a facility, not pay rent until August, and not pay utilities costs until August. Does the applicant have any commitments or memoranda of understanding with any entity documenting that these cost saving measures will be available?** **The entire budget section should be reviewed for compliance with federal, state and local requirements.** **In reading through the application it indicates in the ESE section (page 28) that there will be**	supplies and materials that first year without compromising quality of education. A readjusted budget has been provided indicating these corrective actions. While credit or loans is a possibility that we could look into, there are other avenues of assistance that can be explored to be able to acquire needed equipment, supplies and materials. In the past, contributions have been received from the State which totaled, over 250 computers, office furniture, library and classroom shelving units and file cabinets to furnish the whole school, discarded usable chairs and desks from schools who are replacing their furniture – enough to provide a place for each student, library books and textbooks that sell from $.10 to $1.00 (supplies still available this year). A lot of the possibilities, that have been mentioned, to acquire equipment, materials and supplies began with commitments made and kept from several years ago with organizations and individuals. This dream to open up schools to implement plans for ELL and at risk children has been in collaboration with community groups and churches that have similar service oriented goals. This collaboration began years ago and has been maintained through mutual respect and assistance, but it has provided a focus on what could be possible with collaboration between entities. Charter schools have been given the opportunity to provide new and innovative ways to open school doors, provide education to meet State and District requirements. Founding members of the Learning Place Academy have done the legwork to provide such opportunities to make them into reality. Many hours of meetings, volunteer work and commitments have been made with individuals and organizations that now, in turn, believe in, and support the Academy.	The issue of the school's staffing costs has not been addressed adequately The applicant continues to rely on undocumented sources of equipment, furniture, technology, and instructional materials to operate the school. If the applicant has documentation (e.g letters of commitment, memoranda of understanding, etc.) from individuals or organizations willing to supply these resources to the school, it should have been submitted with this addenda The applicant has provided no documentation of the referenced options to share facilities, and defer rent and utilities costs.

significant services available for ESE students and the budget has a large ESOL population of 150 FTE. On page 2 of the budget appendix it indicates there will be one ESE teacher and one ESOL teacher. This does not seem sufficient to meet the services the school is hoping to provide. The state revenue page calculation does not agree with appendix 1 revenue dollar amounts. The page 1 narrative indicates revenues for grades 4-8 and grades 9-12 when the state revenue page does not have grades 9-12. In some cases the state revenue figures agree and in some they do not. The budget appendix "A" revenue section needs to be recomputed. There are no dollars included in the media section of the budget, but in the narrative it indicates a media center will be available. **In summary the Appendix "A" budget needs to redone with the correct revenue amounts and detail of adequate staffing for the school. Also, the start up grant is now competitive and should not be included in the revenue section.**	Although the School admits students regardless of race, religion, sex, sexual orientation, national origin, income level, disabling conditions, or proficiency in the English language we expect that through recruiting efforts of LEP and at risk children there will be a great increase the ESOL population specifically because of the individualized program and emphasis on English proficiency. Recruiting will also be done by a multi-language staff with multi-language recruiting materials. The budget indicates a separate category for ESE and ESOL coordinators. The teachers who will meet the requirements of ESOL endorsement and those with ESE training are included together in the instructors category under Classroom Instruction We expect that the media center will be not be available to students during the first year of operation due to monetary constraints. During that period, only the computers in the classroom and the books purchased for children's use will provide some of the services that will be in effect until the media center is realized. Teachers and staff will be able to use the materials in the media center for their professional growth and to augment classroom teaching. The budget has been adjusted to reflect the absence of the start-up grant. Other corrections include the correct label for funding to be K-3 and 4-8.	

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	☐	☐	☒
Second	☐	☐	☒
Final	☐	☐	☐

Strengths
Procedures for financial management are clearly defined including compliance with "red book" accounting procedures. (Page 90 – 91)

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: **It is unclear who will be responsible (contracted or school based staff) for implementing the fiscal management procedures specified in the plan. Where are the funds for contracting fiscal management services identified in the budget? (Page 90 – 91)** **The application does not appear to identify an on-site staff member (such as a bookkeeper) to manage the day-to-day finances of the school.**	During the first year of operation, the administrators and staff will be wearing many hats and performing many different duties. Without the moneys available to hire both a principal and an administrator the first year, both tasks will be performed by one individual. The principal will be in charge of overseeing allowed spending and purchasing the items that need to be purchased in order to operate the school. All expenditures and payment of bills and purchases will be approved by two members of three members of the board authorized to sign checks. On page 4 of the budget, money has been budgeted to hire the services of an accountant will be responsible for matching expenditures with budgetary allowances and for all financial reporting cone on a monthly basis as required by the District. Beginning on page 90 of the application these off-site services are identified. No on site	Applicant has not demonstrated sufficient knowledge of proper financial internal controls and other accounting best practices.

Does such a position exist and, if so, where is it identified in the application? (Page 90 – 93) **Procedures and timelines for the board to conduct periodic reviews of the school's finances are missing. (Page 90 – 92)** **The applicant identifies the types of insurance required but does not identify the amounts of coverage or the projected costs. (Page 93)**	accountant will be hired due to budget constraints. The Board will (see application beginning with page 89: - receive monthly statements from the accountant for their review once a month - verify the expenditures they have approved with their signature - comment on the budgetary expenditures at their regularly scheduled meetings that will occur every four to six weeks - address priorities in spending for the next four weeks - approve the payments of regular monthly bills necessary to run the school Insurance quotes vary from year to year. Minimum coverage, as required by the district, to be provided is expected to amount to 10k – 20k. The budget has an allocation of 25K for first year expenditures in this category.	This response does not answer the questions. What is the minimum coverage required?

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 contained in the application is very brief and lacking in detail with regard to the significant number of tasks necessary to open and operate the school. (Page 93 – 94)** **How does the small (three member) governing board, all residing a significant distance from Sarasota, intend to complete the many startup tasks assigned to the board? (Page 93 – 94)** **A significant number of startup tasks, many of which occur from January, 2012 to July, 2012, are assigned to the school principal. How will these tasks be implemented in the absence of startup funding to support the principal's salary during this period? (Page 93 – 94)**	The Academy is cognizant of the large number of tasks that need to be completed in order to open the school and has already begun the preparation in anticipation of the application being approved. Below are some of these tasks listed that provide relief to the responsibilities to open the school: • Dr. Camacho has a PhD in Education and as one of the founding fathers will be working with her husband to oversee many of the responsibilities that need to be addressed. Since they reside locally, distance is not a problem. They are aware of the possibility of waiting until funds are available, either through start-up monies or fundraising in order to hire a principal that will take over the appropriate responsibilities. • The board has meet on September 3, 2011 and has voted in two new board members that live in the Sarasota area. Both have experience in Education and community service and will be attending the next Board meeting as full fledged voting members. Resumes are attached. • Fundraising activities have been planned and will begin in the latter part of November. Included in these activities will be children's book fairs, car washes and family fun activities to provide the theme of family support and togetherness.	The applicant has not detailed an action plan to open the school to the review committee's satisfaction.