

Florida Charter School Application Evaluation Instrument

Sarasota Preparatory and Fitness Academy

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

The following definitions should guide the ratings:

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

OVERALL ASSESSMENT – COMPLETE THIS SECTION LAST

General comments:

This application contains a response to all areas. It has references throughout the document to practices in Ohio. There appears to be a lack of knowledge of Florida requirements in many areas. The committee notes that a preponderance of the application is a copy of Florida's Sunshine State Standards. The proposed financial arrangements with the management company need to be explored more fully. There is currently no definitive site for the school. The applicant is recommending a calendar that is different than that of the school district. Of the 19 criteria evaluated, the review committee determined that the applicant partially met 9 criteria and did not meet 10.

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.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>

Strengths	Reference
This is a clear and well written section.	
Concerns and Additional Questions	Reference
Proposed calendar that is significantly different than the district calendar.	
Extended days 8 AM-4 PM with homework each day except weekends.	
With 4 ½ hours of per day of reading, math and fitness, there does not seem to be much time for science, social studies, art or any other curricular issues.	
Stated lack of emphasis on the arts	
With limited curriculum options, will students be ready for high school?	

The School needs to be sure it meets class-size amendment requirements—the application does not indicate compliance as it is currently written.

Sarasota Preparatory and Fitness Academy (SPFA) in their educational plan describe:

“...a model of excellence that links public education as deeply and broadly as possible with the resources and activities of the larger community...”

“Core Knowledge by E.D. Hirsch, benchmarks will also be used as a guide for instruction.” Examples of Core Knowledge Sequences included in the application include visual art for Kindergarten and music for 7th grade.

No budget or description of certified qualified arts teachers was evident in the application. When asked, Mr. Satow said the arts are “not a priority”. In the first years of the school there is no plan for arts education. Later, as the school matures, they may include some art, “...physical education teachers may teach dance.” In general SPFA advises families of children who want to pursue the arts as a career that SPFA is not a good fit for them.

In short, they have no interest, experience or plan to include the arts in their curriculum.

By contrast, it could be assumed that SPFA’s intensive physical education curriculum has the intension of producing professional athletes. I question whether this is a worthy or appropriate goal for a publicly funded school.

Additionally, SPFA’s adherence to Hirsch’s Core Knowledge curriculum does not extend to the arts. While they claim Hirsch’s work in whole, are there other areas that are not a priority and are not included in their curriculum?

SPFA’s stated aim of linking public education to the community is missing one of the most prominent defining characteristics of this community. The response also shows a lack of understanding of the goal of arts education – every student should have quality arts education not just those who intend to pursue the arts as a career.

The application refers several times to the five core curriculum areas in conjunction with invoking No Child Left Behind and lists the core curriculum areas as:

- reading writing mathematics, science and social studies

<p>or</p> <p style="padding-left: 40px;">- reading, writing, mathematics, science, and citizenship</p> <p>A July 2004 letter to public school superintendents from Secretary of Education Rod Paige began:</p> <p style="padding-left: 40px;">“As I am sure you know, the arts are a core academic subject under the No Child Left Behind Act (NCLB).”</p> <p>Secretary Paige went on to extol the benefits of arts education and to chide superintendents not to displace arts education with other subject matter.</p> <p>Of the 551 pages submitted in the application, 272 are copies of pages from the Sunshine State Standards. Over half the application.</p>	
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Final Committee response: The applicant states that it will use the district calendar. Two student schedules were submitted and reviewed. From the documentation submitted, it is not clear how the school intends to incorporate special subject areas or mandatory reading blocks. Standard remains unmet.

2. Target Population and Student Body

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

Statutory Reference(s):

s. 1002.33(10)(e); s. 1002.33(6)(b)(2); s. 1002.33(7)(a)(1); s. 1003.03

Evaluation Criteria:

A response that meets the standard will present:

- An understanding of the students the charter school intends to serve.
- A manageable plan tied to enrollment projections that will allow the school to meet its constitutional class size obligations.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>

Strengths	Reference
Uses a K-8 model Stated intention to be all-inclusive	

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Concerns and Additional Questions	Reference
<p>With emphasis on fitness, how would the school be able to meet intention of “all inclusive” with significantly disabled students?</p> <p>Current application does not meet class size obligations in K-3.</p> <p>Application states that the school will fulfill an “optional purpose” of helping with class size reduction needs of the district. However, the school is currently planning on locating in north county where class size is typically not a problem.</p>	

Final Committee response: No further documentation received—standard remains unmet.

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.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference
Open Court and Saxon Math, while “research-based,” have been shown to be more effective with a low-SES population with few early language development experiences. This does not match the	Section 3, page 3

<p>proposed target population. Open Court Reading does not extend beyond grade 6; there is no description of curriculum in language arts, science or social studies in the middle grades.</p> <p>The proposal cites 5.5 hours of instruction (2—reading, 2-math, 2.5—physical fitness). There is no specificity of social studies or science instruction (other than “core knowledge” and inclusion of the Florida Sunshine State standards). It will be difficult to show evidence of improved student performance on the FCAT science without specific curriculum, instruction, formative/summative assessments in hands-on science activities.</p> <p>There is no evidence of any art, music, dance or theater/drama instruction. The clientele of the Sarasota County Community places a very strong value on these areas. While not required by law at the elementary level, these disciplines are very important to the community.</p>	
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Final Committee response: The daily schedules submitted for two students were reviewed. No other clarifications were submitted. Standard remains unmet.

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.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference
There is no K-12 Comprehensive Reading Plan, nor commitment	Section 4, pages 3-4

to using Sarasota’s K-12 Reading Plan. (Refer to www.sarasota.k12.fl.us/ReadingPlan for a copy of the state-approved district plan). This is a **statutory requirement** for the **screening, diagnosis, placement, service and evaluation of reading**. This plan also details the plans for training personnel who are assigned to teach reading at the middle school level.

There is not a plan for incorporating the 5 components of reading (as required in the reading plan). Only vocabulary development is included in the narrative description on p. 47 of the application.

Although there is comment about a two-hour daily reading block, there is no indication of what best practices in reading strategies and activities will be conducted during that time. In other words, how will those 120 minutes be divided?

The intervention plan for students reading below grade level is Kaleidoscope and workbooks; however, there is no mention of differentiated teaching/learning strategies that will be employed.

The only assessment noted is summative (SAT 10). There is no indication of formative assessments and how they will be used to inform instruction—for struggling, on-level or above-level students. There is no provision for the required progress monitoring of students three times per year.

There is no training plan outlined for teaching teachers to be more effective teachers of reading.

- *Will enable students to attain Sunshine State Standards and receive a year’s worth of learning for each year enrolled*

There are no details about scheduling and planning/delivery of instruction in science. Students will need to have hands-on, lab-types of activities in order to show progress on the Sunshine State Standards in science. Simply incorporating scientific text in the reading program is insufficient for meeting the 5 major science standards.

- *Will be appropriate for all students at all levels*

There is no plan for accommodating the needs of gifted/talented students throughout the curriculum.

There is no description of the middle school organizational plan or structure. There is no provision for the requirements of the Middle School A++ Plan (e.g., career planning opportunities in

<p>the middle school, required career plan for exiting middle school).</p> <p>There is no mention of recruitment and training of Highly Qualified middle school teachers, especially those who must be certified to teach intensive reading.</p>	
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Final Committee response: No additional information or clarification was submitted. Standard remains unmet.

5. Student Performance, Assessment and Evaluation

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

- Measurable educational goals and objectives that set high standards for student performance.
- Promotion and graduation standards that are based on high expectations and provide clear criteria for promotion from one level to the next, and for graduation.
- Evidence that a range of valid and reliable assessments will be used to measure student performance.
- Assessment activities that are sufficiently frequent and a detailed plan to determine whether students are making adequate progress.
- Evidence that data will inform decisions about adjustments to the educational program.
- Plans for sharing student performance information that will keep students and parents well informed of academic progress.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	Final X <input type="checkbox"/>	X <input type="checkbox"/>

Strengths	Reference
Section E—The applicant did a good job of describing how the data will be collected.	Page 57
Section G—The plan for disseminating results is sound.	Page 58

Concerns and Additional Questions	Reference
Applicant did not seem to be aware of diagnostic assessments and/or progress monitoring.	Page 57
Section A—The goals and objectives are not listed. Reference to the Sunshine State Standards does not suffice.	Page 55
The specific results to be attained, “one year’s worth of expected growth” is not defined. No evidence of high expectations for students (e.g. one year’s growth but student may still be scoring at FCAT Level 1).	
Section F—The sole use of summative assessments will not provide ongoing data to monitor student progress and improve/modify instruction. The use of formative assessments for this purpose is strongly recommended.	Page 58

Final Committee response: Clarification from the applicant responded to two of the three concerns identified above. Goals and objectives have not been specified. Standard is partially met.

6. Exceptional Students

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

Statutory Reference(s):
s. 1002.33(16)(a)(3)

Evaluation Criteria:

A response that meets the standard will present:

- Demonstrated understanding of state and federal requirements regarding the education of exceptional students.
- Demonstrated a commitment to serving the full range of needs of exceptional students.
- Sound plans for educating exceptional students that reflect the full range of programs and services required to provide all students with a high quality education.
- Demonstrated capacity to meet the school’s obligations under state and federal law regarding the education of exceptional students.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
The applicant appears to have the capacity to meet the needs of exceptional students.	

Concerns and Additional Questions	Reference
The application does not specify the level of ESE services to be offered. This is a definite weakness since the budget has been built without a clear understanding of what services will be provided. To be effective, the applicant needs to specify the level of services available to ESE students and the amount of time they are able to provide 1:1 or small group direct instruction.	Page 59

Final Committee response: No additional information or clarification was submitted. Standard remains partially met.

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.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	Final X <input type="checkbox"/>	X <input type="checkbox"/>

Strengths	Reference

<p>Concerns and Additional Questions The applicant somewhat addresses English Language Learners needs and processes in the application.</p> <p>The application does not make any mention of the Florida Consent Decree of the Sarasota School District LEP plan. According to the Florida Consent Decree, I.A.1 “<i>all students with limited English proficiency (L.E.P) must be appropriately identified in order to ensure the provision of appropriate services.</i>” A clear identification process of ELL is absent in their narrative.</p> <p>The applicant states that they will use an immersion strategy for the ELLS. The Immersion Model, according to many school districts, places Limited English Proficient (LEP) students into monolingual English classrooms with special support and assistance from a teacher who is in compliance with training requirements outlined in the Consent Decree and has been trained in ESOL strategies.</p> <p>This application’s teacher descriptions and qualifications do not mention ESOL certification, ESOL endorsement or ESOL compliance for their immersion program. The applicant identifies a position for Intervention Specialist but no mention of ESOL liaison or duties related to Lead Teacher positions.</p>	<p>Reference Page 70</p>
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Final Committee comments: Extensive documentation was submitted from the applicant and appears to address most issues. However state mandates from 2006 related to teacher ESOL endorsement were not included in the response. There was also error in the exit standards to be used in the ELL program. Standard partially met.

8. School Climate and Discipline

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

Statutory Reference(s):

s. 1002.33(7)(a)(7); s. 1002.33(7)(a)(11); s. 1002.33(9)(n)

Evaluation Criteria:

A response that meets the standard will present:

- A school calendar and schedule that meets the minimum statutory requirements.
- An approach to student discipline that creates and sustains a safe and orderly learning environment.
- Legally sound policies for student discipline, suspension, dismissal and recommendation for expulsion.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference
<p>The application in its current state does not appear to meet state guidelines for number of attendance days. The calendar suggested by the applicant is not congruent with the district calendar.</p> <p>The removal of students and expulsions need to follow due process requirements. Mention of due process is absent in the application.</p> <p>It would be helpful if the applicant used the district Code of Conduct.</p>	Page 80

Final Committee response: Applicant stated that the school would follow district calendar. No other information received. Standard remains not met.

II. Organizational Plan

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

9. Governance

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

Statutory Reference(s):

s. 1002.33(7)(a)(15); s. 1002.33(16)(5)(b)

Evaluation Criteria:

A response that meets the standard will present:

- Documentation of proper legal structure of the governing board.
- Adequate policies and procedures for board operation.
- Evidence that the proposed governing board will contribute to the wide range of knowledge and skill needed to oversee a charter school.
- A clear, sensible delineation of roles and responsibilities in relation to governance and school management.
- A plan for the meaningful involvement of parents and the community in the governance of the school.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Clearly defined roles of the Board.	Pgs. 83-91
Sets some rules of operation.	

Concerns and Additional Questions	Reference
School does not have 501 (c) 3 status.	Pg 90
Currently the applicant has only one local Board member however they indicate a desire to replace existing board with representatives of the community at "some time in the future".	
Most current board members are paid staff of the Educational Service provider (conflict of interest). The eventual governing board appears to retain a majority membership of persons representing the ESP.	
The Board meetings are to be held bi-monthly only and the location is not clearly specified.	

<p>Organizationally, it appears that the Board's has no direct relationship or communication with the school Superintendent or Principal. All activities of the school are at the direction of the ESP.</p> <p>The roles of the Superintendent are not clear. The references to Superintendent and Principal often seem to overlap. There is indication that the Principal would do extensive traveling in that role. Who, then, has oversight of the school?</p> <p>With the management company receiving and controlling 98% of the school revenue, it appears that there is conflict with a statutory requirement for the governing board to exercise fiscal management and oversight.</p> <p>The governing board members serve only one-year terms. This is problematic for consistent oversight and accountability.</p>	
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Final Committee response: New governing board members were submitted. No other information or clarification was received. Standard remains partially met.

10. Management

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

- A management structure that includes clear delineation of the roles and responsibilities for administering the day-to-day activities of the school.
- A sound plan for the recruitment, selection and evaluation of the school leader.
- A viable and adequate staffing plan.
- A sound plan for recruiting and retaining qualified and capable staff.

Meet the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference
Roles and responsibilities of Superintendent and Principal are	

unclear.	
Staffing:--All staff are employees of the ESP. Salary proposals do not seem competitive in the area.	
Applicant does not accommodate class size requirements K-3.	
Number of staff in narrative does not agree with budgeted positions.	Page 107
Staffing plan for PE does not include certification for all staff.	Page 116
There does not appear to be a governing board role in the management of the school..	

Final Committee response: A revised budget was submitted with a lower anticipated enrollment/FTE and amended staffing plan. Presumably this would allow the class size requirements to be met. No other clarification or information was received. Standard remains partially met.

11. Education Service Providers

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

Statutory Reference(s):
s. 1002.33(7)(a)(9)

Evaluation Criteria:

A response that meets the standard will present:

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

Not Applicable	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference
<p>This application took a “sole source” approach for the question related to how the ESP was selected—i.e.—this is the only ESP with a fitness focus. However, there is no evidence that any other ESPs were contacted for services.</p> <p>No 501-(c) 3 status as yet.</p> <p>ESP is full service agreement with all activities of the school running through the ESP.</p> <p>School is to pay the ESP “all state and federal per pupil allocations, transportation, technology or other operational funds, including private donations, endowments or grants---except for 2% of the base, up to \$40,000”.</p> <p>Discretionary spending of the school is limited to 2% of base up to \$40,000. The applicant indicates that this could be used for board</p>	Page 117

<p>compensation etc.</p> <p>The discretionary allotment does not appear in the school budget.</p> <p>The applicant states that quarterly reports would be provided to the district. The district requires monthly reports.</p> <p>The termination clause in the ESP agreement states that upon termination, the school “shall have the option to reclaim any usable property or equipment..provided or installed by the ESP from its fee..” It should be noted that all assets purchased by state funds revert to the district upon termination. Since all funds are submitted to the ESP, then they are state-funded assets and the ESP cannot retain them.</p> <p>The ESP agreement indicates that any excess revenues will be used for their own not-for-profit goals. There is concern that funds for this school should NOT be used elsewhere.</p> <p>There is no indication of specific management fees. It appears as though any “excess revenue” is the management fee.</p>	
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Final Committee response: Budget does not clearly define the total amount for management and other fees going to the ESP as requested by a School Board member. No other clarification or information received. Standard remains unmet.

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.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference
<p>The application proposes salaries that do not appear competitive in the area.</p> <p>There is no indication of a retirement plan for employees.</p> <p>There is no indication of due process for employees in any disputes or concerns.</p> <p>The discrimination policy excludes reference to sexual orientation.</p> <p>Employment-at-will?</p> <p>Ethical behavior section should include “The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida.</p> <p>There is no indication of knowledge of Jessica Lunsford Act or other Florida code.</p>	<p>Page 487</p> <p>Page 491</p>

Final Committee response: No further clarification or information received. Standard remains partially met.

13. Parent and Community Support and Partnerships

The Parent and Community Support and Partnerships section should describe how parents and the community will be engaged in the operations of the school.

Evaluation Criteria:

A response that meets the standard will present:

- Meaningful partnerships with parents and the community that further the school’s mission and programs.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
The application discusses the formulation of a Parent Teacher Organization for the school.	

Concerns and Additional Questions	Reference
The description of board meetings indicates that the board would only meet bi-monthly. That frequency would allow for very little	

interaction with parents and community to resolve issues or concerns. The applicant has explained the home visits that are critical to meeting the school's needs. This process should be carefully explained to parents and there is not evidence that this has been incorporated in any of the materials.	
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Final Committee response: No additional clarification or information received. Standard remains partially met.

14. Student Recruitment and Enrollment

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

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

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference
This is section is unclear. The budget includes significant amounts of travel which caused the review committee to ask if any travel is related to student recruitment. Some of the recruitment strategies are known to be very expensive but not fully identified in the budget.	Page 131

Final Committee response: No new information. Standard remains partially met.

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.

15. 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 securing a facility that is appropriate and adequate for the school's program and targeted population.
- Evidence that the school has access to the necessary resources to fund the facilities plan.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Final X <input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
The school has contracted with an external developer/building contractor to construct a 20,000 square foot facility.	

Concerns and Additional Questions	Reference
<p>No location has been identified for the construction of the building although the applicant indicated they are looking in the north part of the county.</p> <p>The application states that if they are "unable to find appropriate land, they (the contractor) has identified at least one property which could be retrofitted to suit the needs" of the school. Since that location is not identified in the application, it is unclear if there would be zoning issues.</p> <p>The building contractor will fund the construction and the school will lease the facility. The lease, which will be based upon construction costs, could be far greater than the amount that is in the proposed budget. This eventuality seems not to have been considered.</p>	Page 134

Final Committee response: Verbal clarification from applicant indicates that extensive work on siting would not occur until Board approval. This is satisfactory for meeting the standard.

16. Transportation and Food Service

The Transportation and 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 transportation plan that will serve all eligible students.
- A food service plan that will serve all eligible students.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference
The applicant does not evidence an understanding of Florida transportation requirements. The applicant has not researched services currently available for charters in the district.	

Final Committee response: No clarification or information received. Standard remains partially met.

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.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	Final X <input type="checkbox"/>	X <input type="checkbox"/>

Strengths	Reference

<p>The applicant has not included a large start-up grant as part of the original budget since that is not a definite revenue source.</p>	
<p>The applicant did orally comment that the management company may offer reimbursable start up funds to the school.</p>	

Concerns and Additional Questions	Reference
<p>The school assumes 10% of student population will qualify for ESE services. This is an assumption for which there is no documentation.</p> <p>The budget in the application does not include an adjustment for meeting class size reduction requirements. If that were included, there could be a significant difference in the initial budget.</p> <p>Revenue projections for Transportation can not be substantiated sine the method of calculation is not included.</p> <p>The number of staff budgeted does not agree with the number identified in the narrative on page 107.</p> <p>The budget for curriculum appears very low considering the significant cost of the curriculum materials identified in the budget narrative. Likewise, the narrative describes extensive professional development and yet only \$21,000 total is included in the budget for that item.</p> <p>The budget only incorporates \$5,000 for insurance (type not known) and \$7,800 for Workers Compensation. These amounts do not seem appropriate.</p> <p>There is a statement in the sample student handbook (page 448) that suggests questionable process. “Students picked up after the 15 minute grace period will be charged \$5.00 for each 15 minutes interval, PAYABLE BY CASH UPON PICKUP OF STUDENT—NO EXCEPTIONS!” This practice would not be allowable in for a traditional school day end-of-day dismissal.</p>	

Final Committee response: The applicant did submit a revised budget that reflects a lower student enrollment and alignment with the narrative description of the staffing. No other clarification or information was received to align the school goals with budget. Standard changes changes from unmet to partially met.

18. Financial Management and Oversight

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

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

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
<p>The application response on insurance partially conforms to the district request.</p> <p>Internal controls that have been identified are: Treasurer and bookkeeper fro ESP will maintain all accounting records, compliance with Redbook standards, two signatories on checks greater than \$200, only 2 signatories on back account, pre-numbered PO's, single back account, daily deposits, all documentation scanned and kept on a server, Superintendent has the only authority to sign contracts, Treasurer to provide monthly reports and PTO separate from school accounts.</p>	Page 140

Concerns and Additional Questions	Reference
<p>There is no specific mention in the application of Director and Officers' liability. They do mention Errors and Omissions. There is no reference to endorsing the district as "an additional insured" on the CGL.</p> <p>The actual policies and/or proof of coverage would require review before any opening of the school.</p> <p>The application indicates that the school will provide the district quarterly reports. The district requires monthly financial reports.</p> <p>There is a concern that the governing board has little or no authority to fulfill its legal mandate for fiduciary oversight if they use the management structure currently outlined.</p>	Page 140

Final Committee response: No additional clarification or information was received. Standard remains partially met.

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.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>

Strengths	Reference
The Action plan submitted in the application is concise and includes milestones for an opening of school in Fall, 2008.	

Concerns and Additional Questions	Reference
The Action Plan is out of sync with the calendar of the district. It also does not conform with Florida Statute in terms of contract/charter negotiation timelines.	Page 153

Final Committee Comments: While the applicant states that the school will follow the district calendar, there is no corresponding change in the action plan. Standard remains unmet.