

**Sarasota County Public Schools
2014-2015 Charter School Application Process**

SKY Academy of Englewood Charter Application

Charter Review Committee (CRC) Evaluation Findings and Final Ratings

The evaluation findings are based on the extent to which the charter school application addressed the criteria required to meet each of the nineteen standards, as specified in the Florida Charter School Application Evaluation Instrument. Initial ratings are based on the CRC’s review and analysis of each charter school’s original application submitted on August 1, 2014. Applicants were provided an opportunity to review the CRC September 11, 2014 Initial Findings and respond to the CRC’s questions and requests for clarification. Applicants were not permitted to amend the application or correct significant deficiencies identified in the original application. Applicants participated in the CRC Capacity Interviews on October 2, 2014. The purpose of the interview is to clarify any remaining or outstanding questions and to corroborate information provided in the application in order to confirm that the school’s founding/governing board members have knowledge of the application and have the capacity to establish a charter school in Sarasota County. Considering all information presented in the original application, in the written responses to the CRC’s questions, and the oral responses provided by each applicant during the October 2, 2014 Clarification/Capacity Interview Session, the CRC arrived at the final ratings for each standard through unanimous consensus.

Note: Page numbers throughout this document refer to the SKY Academy – Englewood original charter application document, which is available upon request.

Charter Review Committee Final Ratings Summary

Charter School Applicant	I. Educational Plan Standards 1 – 8 Mission & Purpose, Target Population Educational Program Design Curriculum Plan, Assessment & Evaluation ESE, ELL, School Climate & Discipline	II. Organizational Plan Standards 9 – 13 Governance, Management, ESP, Employment, Student Recruitment & Enrollment	III. Business Plan Standards 14 – 19 Facilities, Transportation, Food Service, Budget Financial Management & Oversight Action Plan	Overall Total
SKY Academy of Englewood	37.5% Meets 62.5% Partially Meets 0% Does Not Meet	50% Meets 50% Partially Meets 0% Does Not Meet	50% Meets 50% Partially Meets 0% Does Not Meet	44% Meets 56% Partially Meets 0% Does Not Meet

Initial and Final Ratings, by Standard, for SKY Academy of Englewood Charter Application

Charter School Application Section	Ratings of Standards	
	Initial CRC Rating	Final CRC Rating
I. Educational Plan	37.5% Meets 50% Partially Meets 12.5% Does Not Meet	37.5% Meets 62.5% Partially Meets 0% Does Not Meet
1. Mission, Guiding Principles and Purpose	Meets	Meets
2. Target Population and Student Body	Partially Meets	Meets
3. Educational Program Design	Partially Meets	Partially Meets
4. Curriculum Plan	Partially Meets	Partially Meets
5. Student Performance, Assessment and Evaluation	Meets	Meets
6. Exceptional Students	Partially Meets	Partially Meets
7. English Language Learners	Does Not Meet	Partially Meets
8. School Climate and Discipline	Meets	Partially Meets
II. Organizational Plan	50% Meets 50% Partially Meets 0% Does Not Meet	50% Meets 50% Partially Meets 0% Does Not Meet
9. Governance	Partially Meets	Partially Meets
10. Management	Meets	Meets
11. Education Service Providers	(Not Applicable)	(Not Applicable)
12. Human Resources & Employment	Meets	Meets
13. Student Recruitment and Enrollment	Partially Meets	Partially Meets
III. Business Plan	50% Meets 50% Partially Meets 0% Does Not Meet	50% Meets 50% Partially Meets 0% Does Not Meet
14. Facilities	Partially Meets	Partially Meets
15. Transportation Service	Partially Meets	Partially Meets
16. Food Service	Meets	Meets
17. Budget	Partially Meets	Partially Meets
18. Financial Management and Oversight	Meets	Meets
19. Action Plan	Meets	Meets
Ratings Summary – All Standards (1-19)	44% Meets 50% Partially Meets 6% Does Not Meet	44% Meets 56% Partially Meets 0% Does Not Meet

Florida Charter School Application Evaluation Instrument

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

Florida Charter School Application Evaluation Instrument

The following definitions guided the CRC's ratings:

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

I. Educational Plan

The education plan should define what students will achieve, how they will achieve it, and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience in terms of educational climate, structure, assessment and outcomes.

1. Mission, Guiding Principles and Purpose

The Mission, Guiding Principles and Purpose section should indicate what the school intends to do, for whom and to what degree.

Statutory References:

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

Evaluation Criteria:

A response that meets the standard will present:

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

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths
 SKY Academy at Englewood plans to serve up to 375 students in grades 6-8. The mission is to promote high standards of academic achievement through the infusion of wellness strategies. (Page 6)

 SKY stands for Strength and Knowledge at the YMCA.

Concerns/Weaknesses:
 None noted.

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
None		

2. Target Population and Student Body

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

- An understanding of the students the charter school intends to serve.
- If the applicant proposes to target certain populations, the projected student body should align with the overall mission of the school.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths
The SKY Academy at Englewood plans to serve grades 6-8 students from the Englewood, North Port and the north Charlotte County areas. (Page 13)
The applicant used the FourSquare Research (a market analysis) findings to develop enrollment projections. (Pages 14-15)

Concerns/Weaknesses:

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
Please clarify the statement “the school will target families who have an existing membership at the YMCA.” (Page 13) Will students whose families have YMCA memberships receive enrollment preference?	No. The school is open to all students and families in the community.	Response is acceptable. However, the CRC will pursue further questioning at the Interview Session to determine if the applicant fully understands the difference between target population and enrollment preference. CRC requested clarification during questioning at the 10/2 interview.

		<p><u>Interview Findings:</u> The applicant is aware that proximity to the school may be used as a target (like for marketing) and not as enrollment preference for admissions and lottery. An appropriate description of the lottery process was articulated.</p>
<p>What is the anticipated percent enrollment for ESE and ELL students?</p>	<p>As noted later on page 105, we anticipate about 20 percent of the student population to be ESE or ELL students.</p>	<p>Response partially addresses the question. As noted page 105 states 20% ESE. The CRC, however, is asking for separate counts for ELL. This information is pertinent to the CRC’s evaluation of the staffing plan.</p> <p>CRC requested clarification during questioning at the 10/2 interview.</p> <p><u>Interview Findings:</u> The applicant re-stated the 20% projection for ESOL and ESE combined. The projections are based on the FourSquare Marketing Study and the demographics of surrounding schools. Please see additional comments in the ESE and ELL sections of this report.</p>

Additional CRC Observations Based on Outcome of the 10/2/14 Interview Session:

The CRC further discussed the concerns expressed by the Sarasota School Board at the prior month’s Work Session regarding the projections for enrollment from Charlotte County. The applicant is knowledgeable of the articulation agreement and made reference to other Sarasota charter schools who also draw from Charlotte. Mr. Modzelewski shared conversations the YMCA Board had with the leadership in Charlotte County. In the opinion of the SKY Governing Board, parents are interested in having another school choice option and would appreciate a school that is close to where they live.

Florida statute allows for students from other districts to enroll in a charter school. As per s.1002.33(10)(a) “A charter school shall be open to any student covered in an interdistrict agreement or residing in the school district in which the charter school is located; however, in the case of a charter lab school, the charter lab school shall be open to any student eligible to attend the lab school as provided in s. 1002.32 or who resides in the school district in which the charter lab school is located. Any eligible student shall be allowed interdistrict transfer to attend a charter school when based on good cause. Good cause shall include, but is not limited to, geographic proximity to a charter school in a neighboring school district.”

For information only, the CRC provided an explanation of how FHEP funding is handled for out-of-county students attending a Sarasota County charter or traditional school. The district that is serving the student, in this case Sarasota, receives the state FEFP funding. Charlotte County does not send to our district any funds for Charlotte County students that are enrolled in Sarasota County Schools. The impact to Charlotte County may be the loss of students and any consequences resulting from lower than expected student enrollment, such as the need to reduce staff.

3. Educational Program Design

The Educational Program Design section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

Statutory Reference(s):

s. 1002.33(7)(a)(2)

Evaluation Criteria:

A response that meets the standard will present an educational program design that:

- Is clear and coherent;
- Is based on effective, research-based educational practices, teaching methods and high standards for student learning;
- Aligns with the school’s mission and responds to the needs of the school’s target population; and
- Presents evidence that the proposed approach will lead to improved student performance for the school’s target population.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

Strengths
The school plans to offer additional instructional support before and after school as well as during the summer. (Page 17)
The emphasis on Wellness Instruction aligns with the school’s mission. Students will have free YMCA membership. (Page 17)

Concerns/Weaknesses :
The daily instructional schedule does not allow for intensive remediation/intervention. (Page 16)
The applicant may not be fully aware that the Florida Standards Assessment (FSA) is based on the Depth of Knowledge. (Page 27)
The applicant references the achievement performance of the existing SKY Academy Venice in support of the potential success of replicating the same academic program in the new

school. Although the SKY Academy Venice received an A rating in its first year of operation, the school’s achievement and rating has declined in years 2 and 3. The school is currently rated a “C” school. (Page 41)

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
<p>How will students in need of Intensive Reading be served within the 7 period day? (Page 16)</p>	<p>Students in need of Intensive Reading are served through a block of Reading and Language Arts classes along with the option of an additional supplemental elective period focused on IR. Also, we will implement a mandatory after school enrichment program for students requiring Intensive Reading.</p>	<p>Response is vague and only partially addresses the question. The CRC will follow up and ask specific interview questions regarding the schedule for a struggling reader.</p> <p>CRC requested clarification during questioning at the 10/2 interview.</p> <p>Interview Findings: The applicant’s verbal responses did not reflect a thorough understanding of how intensive reading should be scheduled and provided. The school plans to use the elective and one of the PE classes to provide intensive reading to allocate 105 minutes of reading plus an additional 45 minutes three times weekly, which is not appropriate.</p>

Additional CRC Observations Based on Outcome of the 10/2/14 Interview Session:

The CRC discussed at length its concern about the existing SKY’s declining school grade, from an A to C, because of the statement in the application that “SKY Academy at Englewood will mirror the current program established by its successful predecessor” as support for the new school. The educational program described in the application is the program that is/was in place at SKY Venice when the decline in student performance occurred. The current principal from SKY –Venice described modifications to the academic program and interventions that have been and will be implemented to address lower than expected performance, such as the mandatory after school program for struggling readers, the academic enrichment program and the STEM+ initiative planned for 2015-16. Mr. Modzelewski discussed challenges in staffing as well as less than effective teachers, which have now been resolved.

Although the SKY Governing Board may have the capacity to open a new school, substantial evidence that the educational program design described in the application along with the changes proposed for the Venice school (as articulated during the interview) will result in high student achievement is not solid and therefore does not lessen the CRC’s concern. The CRC advised the applicants that such modifications/improvements to the SKY educational program model should have been incorporated into the application for the new school.

4. Curriculum Plan

The Curriculum Plan section should explain not only *what* the school will teach but also *how* and *why*.

Statutory Reference(s):

s. 1002.33(6)(a)(2); s. 1002.33(6)(a)(4); s. 1002.33(7)(a)(2); s.1002.33(7)(a)(4)

A response that meets the standard will present a curriculum plan that:

- Provides a clear and coherent framework for teaching and learning;
- Is research-based;
- Is consistent with the school’s mission, educational philosophy and instructional approach;
- Will enable students to attain Sunshine State-Common Core Standards and receive a year’s worth of learning for each year enrolled; and
- Will be appropriate for all students at all levels.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

<p>Strengths</p> <p>The school will provide a Reading Coach to support teachers and provide additional work focused on data driven instruction.</p> <p>The application describes a rigorous instructional plan based on sound pedagogy.</p> <p>The Wellness Curriculum and instructional methods promote the vision of the school.</p>

<p>Concerns/Weaknesses:</p> <p>In some instances there is a lack of alignment between the course offerings and the instructional schedule.</p> <p>The technology learning resources along with the district adopted textbooks budget may not be realistic. (Pages 42, 45)</p>
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The application does not provide a clear description of how students in need of Intensive Reading are being served? (Page 45) (Also see Education Program Design Section 3)

It is not clear how teachers in “other core areas” will be prepared to address the ELA Standards in the content areas. (Pages 45, 70)

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
Please clarify what is meant by the statement “The school reserves the right to omit or add courses as needed or as teacher certifications permit.”	This statement on page 79 applies to elective classes. Subjects offered in elective classes may vary depending on interest, resources and teacher abilities. For example, offering a foreign language elective only if teachers are qualified to instruct the subject.	Response is acceptable.
What supplemental subjects will be offered to students? How do the supplemental subjects fit into a daily schedule which already includes a fitness/wellness course each day? (Page 44)	The seven period day is comprised of four core classes and three encore/elective classes. Two elective classes are fitness/wellness, leaving a third period available for a supplemental subject. Pages 79-80 list examples of supplemental subjects.	Response is acceptable. However, the CRC will seek a more in-depth explanation on this matter. See Interview Findings below.
How will the student schedule be adjusted so that students can receive assistance from “hourly interventionists”? (Page 76)	Students in need of assistance from interventionists will be removed from elective courses to work on strategies to address skills and performance.	<p>Response is not acceptable. Elective courses have content standards that must be taught and met by the student</p> <p>CRC requested clarification during the questioning at the 10/2 interview.</p> <p>Interview Findings: The applicant re-stated that students in need of Reading Intervention would be pulled from electives. Students cannot be scheduled for an elective and be removed from the class for remediation or other instruction not related for the scheduled course. This response is disconcerting on three levels: Intensive Reading is not a 5-week course, electives have course standards to be met and struggling readers would miss out on taking their elective courses.</p>

Additional CRC Observations Based on Outcome of the 10/2/14 Interview Session:

The applicant's verbal responses corroborate the information in the application and provide further evidence as to the lack of alignment between the course offerings and the instructional schedule. The description of how the school will provide training/PD to teachers in other content areas so they are prepared to address the ELA standards was lacking in meaningful detail. Of greater concern is the school's inappropriate plan and mechanism for providing Intensive Reading to struggling students.

Comment: It should be noted that it was primarily Mr. Steve Smith, the principal of SKY Venice that responded to questions from the CRC. The other members of the panel did not or were unable to address concerns related to the educational program design or the curriculum sections of the application.

5. Student Performance, Assessment and Evaluation

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

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

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths
The school provides measurable goals for all grade levels and content areas and the annual achievement targets reflect high expectations for student performance. (Pages 82-83)
The school proposes to follow the district’s Student Progression Plan for middle school. (Page 84)
The school will adopt the district’s local assessment program as well as implement their own school-level monitoring assessments. (Pages 87-88)
The described plan for providing information to parents about their students’ progress and end-of-year achievement results is comprehensive and includes a variety of communication methods. (Pages 91-92)

Concerns/Weaknesses:
None

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
<p>The school’s assessment program includes a significant number of non-required assessments. Please clarify the school’s use of diagnostic tests and the use of formative assessments. (Pages 86-88)</p>	<p>The additional assessments mentioned allow teachers and administrators to get a clearer picture of our students’ learning and drive instruction.</p>	<p>Response is not acceptable.</p> <p>CRC requested clarification during questioning at the 10/2 interview.</p> <p>Interview Findings: The applicant was able to clarify and provided a specific example of how one of the school’s tests is used relative to the other district and state assessments. They estimate spending \$20K on their own internal assessments.</p>
<p>Relative to the population of ESE students projected for enrollment and the level of services the school will provide, who are the students who will be administered the FAA? (Page 88)</p>	<p>Most students who take the FAA have a full-time ESE schedule, which does not allow for inclusion, which we prefer. We listed the assessment, however, as a potential assessment in the case we had a student that required the test.</p>	<p>Response is not acceptable. The school did not indicate in Section 6 that the school would offer the level of service required for FAA-eligible students.</p> <p>CRC requested clarification during questioning at the 10/2 interview.</p> <p>Interview Findings: Upon further questioning applicant stated that reference to FAA was an error.</p>

Additional CRC Observations Based on Outcome of the 10/2/14 Interview Session:

The CRC commended the SKY Board for setting measurable outcomes that reflect high expectations for students.

The applicant discussed how data from the various assessments offer multiple-lenses on how students are performing and the use of their own school-level tests gave them the ability to correlate data from different assessments as well as track students across grade levels.

6. Exceptional Students

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

Statutory Reference(s):

s. 1002.33(16)(a)(3)

Evaluation Criteria:

A response that meets the standard will present:

- Clear description of the levels of service the school will provide to students with disabilities.
- A clear description of how the school will ensure that students with disabilities (SWD) will have an equal opportunity of being selected for enrollment.
- An understanding and commitment to collaborating with the sponsor to ensure that placement decisions for students with disabilities will be made based on each student’s unique needs.
- An appropriate plan for evaluating the school’s effectiveness in serving exceptional students, including gifted.
- A realistic enrollment projection (SWD) and a staffing plan that aligns with the projection.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

Strengths

Concerns/Weaknesses:
 The information in the application does not provide sufficient evidence to support a deep understanding of the certification requirements needed to implement services for Students with Disabilities. (Page 93)

 The level of service the school plans to provide is incongruent with subsequent sections in the application that pertain to the range of services. (Pages 93-94 & Section 5)

The description of the MTSS process lacks important detail and demonstrates a limited understanding of the MTSS process. (Page 96)

The applicant should already be familiar with the sponsor’s role and the charter school’s responsibilities for the evaluation and placement of ESE students. It is disappointing to see such misconceptions reflected in the application.

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
none		

Additional CRC Observations Based on Outcome of the 10/2/14 Interview Session:

Because the application lacked important details about MTSS, the applicant was asked to elaborate on the process the school would implement to provide students with access to more in-depth instruction. The verbal response was general in nature and was limited to the SWISS team meeting to review data and discuss interventions. The plan is to partner with district staff to implement MTSS. Although the district does indeed provide some level of support, the expectation is that the school has the knowledge and capacity to meet statutory requirements for serving ESE students.

As a follow-up to the CRC’s initial concern about the reference to the FAA assessment (in Section 5 of the application), the CRC asked the applicant to describe the process the school will use to determine if a student is eligible to access Specially Designed Instruction (SDI). Again, the applicant’s response consisted of vague and general remarks, for example, that the school would utilize an agency to determine if the student’s issues were behavioral or academic. The principal, as spokesperson, acknowledged that he gave his “best effort to answer.”

The verbal responses corroborate the CRC’s evaluation of the information in the application and confirm that the criteria for meeting the standard is not fully 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(10)

Evaluation Criteria:

A response that meets the standard will present:

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

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Final	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please note that the final rating is “Partially Meets” because the applicant did not fully address the most essential criteria for this standard. Although the applicant was permitted to clarify information and answer specific questions posed by the CRC in writing and/or during the interview, the applicant was not permitted to submit new information, add new sections or make other substantive changes to the original application. During the interview process, the applicant did not demonstrate an understanding of the requirements or was not able to describe specifics within the plan to meet the standard, leading to the CRC’s rating.

Strengths

<p>Concerns/Weaknesses:</p> <p>The information in the application does not support a demonstrated understanding of state and federal requirements regarding the education of English language learner students. The application provides narrative from the district ELL plan. This will not suffice in demonstrating that the school will be able to meet its obligations.</p> <p>The application is not clear as to who will be responsible for assessing students to determine eligibility. (Page 110)</p> <p>Contrary to what is stated, curriculum content is to be presented in English using ESOL Strategies to make the content comprehensible. We do not teach the content in the student’s home language. (Page 111)</p>

It is not evident that the school understands the record keeping procedures and the requirements for documentation. (Page 112)

The applicant does not demonstrate a thorough understanding of state requirements, such as the purpose and use of CELLA. (Page 115)

The staffing plan for the school’s English language learner program is not viable. The number of teachers is not specified. The assumption that all teachers will have ESOL endorsement is unrealistic. (Page 114)

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
Who will be responsible for determining eligibility of ESOL students? (Page 110)	The assessment is given by the school ESOL liaison.	Response is acceptable.
What Curriculum Content are you planning to provide in the Home Language? (Page 111)	In the case that the student family population met the requirements on page 111, we would provide directions or instructions for assignments in the home language.	<p>Response is acceptable.</p> <p>CRC questioned further during the 10/2 Capacity Interview to confirm understanding.</p> <p>Interview Findings: The applicant appropriately stated that instruction is provided in English using ESOL strategies. They confirmed their understanding that only instructions and guidance are given in the home language.</p>
Note: Please be informed that the <i>Student ELL Plan</i> should be filed in the student’s <i>Cumulative ESOL File</i> at all times throughout the school year. Also, in addition to the items mentioned on page 112, other documents such as the <i>Parent Notification of Placement</i> , the <i>Programmatic Assessment</i> , and the <i>Student ELL Plan</i> are required as part of the each student’s Cumulative ESOL File. (Page 112)	Noted.	Response is acceptable.

Additional CRC Observations Based on Outcome of the 10/2/14 Interview Session:

When posed the question, the applicant was unable to discuss/explain how teachers would implement the curriculum for meeting the instructional needs of English Language Learners (ELL). The responses included generic statements such as "quality instruction is quality instruction" and “teachers will utilize interventions as needed,” and that the ESOL liaison will work closely with district staff. The verbal responses substantiate the CRC’s evaluation findings that the application does not provide a sound plan for educating ELLs nor does it reflect that the school would implement a range of programs and services required to provide all students with a high quality education.

8. School Climate and Discipline

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

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

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

Strengths
The school will follow district guidelines and procedures when taking disciplinary actions for behavior violations. (Page 117)
The school will follow the Sarasota County Schools Code of Conduct. (Page 118)

Concerns/Weaknesses:

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
On page 117 it states that the school-wide PBS model is a “...proven, research, and evidenced-based behavior framework.” On what basis was it determined that the PBS model is research-based?	In general, we were stating that PBS models in schools are recognized by research to improve student behavior.	Response is not acceptable. The applicant continues to not identify the research based PBS Model that will be implemented school-wide.

<p>How will classroom and school-wide interventions be aligned to the school's PBS model? (Pages 117-118)</p>	<p>All interventions – school-wide or at the classroom level – relate to our school's vision, which is focused on ingraining positive behaviors in students now and providing them the knowledge to exemplify those positive behaviors further in life. We have outlined the school-wide examples such as public recognition of core values, as well as classroom PBS tactics like Class Dojo.</p>	<p>Response is not acceptable. Although the applicant highlighted a resource that will be used to manage student behavior and the intent to acknowledge and reward students who demonstrate expected behavior, their alignment to a specific PBS model continues to be unclear.</p> <p>CRC requested clarification during questioning at the 10/2 interview.</p> <p>Interview Findings: During the interview the school representatives were able to describe the core values and the student recognition and awards system that will be in place and how resources are aligned. However, the alignment to MTSS and the role of teachers in the PBS implementation was not fully addressed.</p>
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Additional CRC Observations Based on Outcome of the 10/2/14 Interview Session:

The CRC asked the applicant to explain how the school would implement its positive behavior support systems and to specifically address these points: how the PBS team will be selected; what data will be used and how will it be collected; communication to all stakeholders; school wide expectations and rules; and providing necessary training. Although the applicant acknowledged the importance of having a school wide PBS system based on research, the applicant was unable to provide the essential details regarding how key PBS stakeholders would be selected and trained or how they would effectively communicate the implementation of the school's PBS to all members of their school community. The applicant stated that the new school's teachers and new principal will develop the PBS process and would rely on the assistance of district staff to develop and implement systems for PBS. Perhaps the question about who will be part of the PBS team was misunderstood since the response given described overall parental engagement activities and the 10-hour parent involvement requirement rather than the composition of the PBS team.

II. Organizational Plan

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

9. Governance

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

Statutory Reference(s):

s. 1002.33(7)(a)(15); s. 1002.33(9)

Evaluation Criteria:

A response that meets the standard will present:

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

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please note that the final rating remains “Partially Meets” because the application lacked meaningful detail and did not provide all of the necessary information. Although the applicant was permitted to clarify information and answer specific questions posed by the CRC in writing and/or during the interview, the applicant was not permitted to submit new information, add new sections or make other substantive changes to the original application.

Strengths
 All facets of the governance criteria are clear, well-written, and conform to the law. (Appendix L)

Concerns/Weaknesses:
 The school is filing the application in conjunction with the non-profit organization, the SKY Family YMCA. The application does not provide a description of the nature and purpose of the school’s partnership or an explanation of how the SKY Family YMCA will be involved in the governance of the school. (Page 132)

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response	CRC Review/Comments
How will the SKY Family YMCA be involved in the governance of the school? (Page 132)	The Y will manage the facilities of the school and provide administrative support. Some board members will hold complimentary roles between the school and the Y.	Response is partially acceptable. It is uncertain what is meant by “complimentary roles.”
On page 122 it states that the school's Governing Board is comprised of five members that were selected locally, which implies the school has an established Board. However, on pages 129 and 131 it states that the founding board will elect and establish the Governing Board. Please clarify.	We have established some, but not all of the members of the board. Additional board members from the local community will be added as the school grows.	Response is acceptable.
The application states that the Chairperson of the school's Governing Board has already been established and we understand this person to be Mr. Modzelewski, who is also the CEO of the YMCA. It appears that the partner organization, the YMCA Family, may have significant influence over the school beyond providing oversight. (Pages 130-131 and organization chart). Please comment.	Mr. Modzelewski is listed as a board member, but not chair. The school and the Y do have a symbiotic relationship as the school's vision and mission is based on the foundation of the YMCA. The school is in charge of its operations and curriculum.	Response is not acceptable. Reference to a “symbiotic relationship” does not address the nature and purpose of the school's partnership with the YMCA and how the YMCA is involved in the governance of the school.

10. Management

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

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

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths

The application presents a solid plan for the recruitment and selection of the school leader. Recruiting strategies are appropriate and well explained.

The staffing plan of the proposal states that the school will open with sufficient staff to serve a student population of at least 200 students. The school plans to maintain a 22:1 staffing ratio at each grade. (Page 137)

Concerns/Weaknesses:

Comment only: Although positions were not identified, the staffing section for ELL states the school will hire teachers who are ESOL certified or endorsed to address students’ proficiency levels (page 138), and teachers who meet all licensure and/or certification requirements that apply to the area in which the individuals are providing services to the special education students to comply with students with disabilities and their IEP needs. (Page 137)

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
<p>The staffing plan is presented in narrative format. As requested in the application template, please “provide a staffing plan for each year of the charter term aligned with the school’s projected enrollment,” or indicate where in the application this information appears. (Page 137)</p>	<p>The staffing plan is provided in narrative and in the fiscal projections provided in the application. All state and local statues and regulations regarding staffing will be met.</p>	<p>Response is not acceptable. It does not provide the information requested – the narrative was not sufficient. The application requires a staffing plan that specifies the <u>number</u> (i.e., counts) of teachers (core, ESE & ESOL) administrative and support staff corresponding to the enrollment projections for each year.</p> <p>CRC requested clarification during questioning at the 10/2 interview.</p> <p>Interview Findings: The applicant was asked to clarify if the \$581,504.00 for salaries is for the first year of operation and if it includes all SKY-Englewood employees, or just teachers, support staff and administration. Secondly, the CRC asked how the staffing plan, and how many teachers, will support the projected ESE/ESOL population.</p> <p>The applicant stated that they projected the 20% ESE/ELL as part of the district average and trends in the district. CEO of YMCA reported that salary line for instructional would only cover Teachers and Principals no other salaries out of the \$581,504.00.</p>

Additional CRC Observations Based on Outcome of the 10/2/14 Interview Session:

The applicant continues to make reference to how dollars “flow back and forth” between the Y and the school.

11. Education Service Providers

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

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

CRC Rating	Not Applicable	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths

Concerns/Weaknesses:

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

12. Employment

The Employment section should define the policies and procedures that frame the school’s relationship with its staff.

Statutory Reference(s):

s. 1002.33(7)(a)(14); s. 1002.33(12)

Evaluation Criteria:

A response that meets the standard will present:

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

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>Strengths</p> <p>The compensation plan is competitive for the Sarasota area therefore the school should be able to attract a good pool of teacher/staff candidates. (Page 144 and Appendix P)</p> <p>Personnel policies are clear and well-defined. (Page 145 and Appendix M)</p>

<p>Concerns/Weaknesses:</p> <p>None</p>
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Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
None		

13. Student Recruitment and Enrollment

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

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

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

Strengths

Concerns/Weaknesses:
The use of the district’s demographic data (page 147) does not align or support the school’s stated goals for the community it plans to serve (page 13). It states that “SKY Academy will strive to ensure that the demographics for the student population mirror that of Sarasota County Public School District.” (Page 147)
Based on the eligibility criteria listed, the applicant may not fully understand the enrollment preferences charter schools may implement pursuant to s.1002.33 (10)(d). (Page 148)

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
The application states that the school will recruit students enrolled in programs at the YMCA. Will enrollment preference be given to these students? (Page 147)	No. The school is open to all students and families in the community.	Response is acceptable. However, the CRC will pursue further questioning at the Interview Session to determine if the applicant fully understands the difference between target population and enrollment preference.
Please clarify the target population and enrollment preferences the school plans to implement. (Page 148)	Any student entering middle school in the Englewood community and surrounding areas. In addition to the details provided on page 148, the market research study provided in the appendix also notes the target population.	Response is not acceptable. The CRC is seeking clarification on the details provided in the application, specifically, the information provided for enrollment preferences versus the “priority for admission” described on page 148.
Please provide a copy of the parent contract referenced on page 149 of the application.	The contract is provided on page 176 of the application. Attached again for review.	Response is acceptable.
The application states that “if a student is dismissed from school for contract violations they will only return at the beginning or end of each grading period.” What criteria will be used for permitting the dismissed student to return? How many times in the school year will the student be permitted to return after dismissal? (Page 149)	The option for a student to return to the school following dismissal would be an extremely rare situation reserved for matters of grave concern. Dismissal would typically be for the remainder of the school year.	Response is not acceptable. Vague response, but not worth pursuing further.

Additional CRC Observations Based on Outcome of the 10/2/14 Interview Session:

Given the CRC’s concern that the enrollment preferences planned by the school may not be in full compliance with s. 1002.33(10), the CRC provided an explanation to the applicant of the differences between targeting students for marketing/recruitment purposes, open enrollment to a population of students, limiting enrollment to a particular set of students, such as middle school only, versus enrollment preferences (e.g., siblings) that would come into play if a lottery was necessary. If the school is open to students in other communities, such as Charlotte County, the school may not use district/county of residence as one of the criteria for enrollment preference.

III. Business Plan

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

14. Facilities

The Facilities section should provide an understanding of the school’s anticipated facilities needs and how the school plans to meet those needs.

Statutory Reference(s):

s. 1002.33(7)(a)(13); s. 1002.33(18)

Evaluation Criteria:

A response that meets the standard will present:

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

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please note that the final rating remains “Partially Meets” because the application lacked meaningful detail and did not provide all of the necessary information. Although the applicant was permitted to clarify information and answer specific questions posed by the CRC in writing and/or during the interview, the applicant was not permitted to submit new information, add new sections or make other substantive changes to the original application.

Strengths
 SKY Academy Englewood has chosen to locate on an existing site, 701 Medical Blvd., Englewood, owned by the YMCA to construct a new building. The application provides two acceptable backup plans. (Pages 151-152)

Concerns/Weaknesses:
 There is no site plan provided to show if the (approximately 30,000 s.f. as provided in the last application) building will fit on the small site. Floor plans were not provided showing all of the spaces listed in the application so it is difficult to ascertain if 30,000 is adequate.

The proposed construction budget of 3.2 million would be inadequate to construct the proposed building especially in today's construction market.

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response	CRC Review/Comments
Please indicate the line item in the budget that addresses the projected cost for construction and related architectural fees.	The cost of the school's construction will be covered by the "Y."	Response partially addresses the question. No documentation has been provided that the "Y" has the resources to fund the facilities for the school.

15. Transportation

The Transportation section should describe how the school will address these services for its student body.

Statutory Reference(s):

s. 1002.33(20)

Evaluation Criteria:

A response that meets the standard will present:

- A transportation plan that will serve all eligible students.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please note that the final rating remains “Partially Meets” because the application lacked meaningful detail and did not provide all of the necessary information. Although the applicant was permitted to clarify information and answer specific questions posed by the CRC in writing and/or during the interview, the applicant was not permitted to submit new information, add new sections or make other substantive changes to the original application.

Strengths
The information appears to indicate an understanding of federal and state transportation rules and regulations. (Page 153)

Concerns/Weaknesses:
Costs for transportation expenses do not appear in the budget.
The transportation plan does not address how the school will comply with reporting requirements such as in-service training, inspections, etc. If the school is providing their own services, the school is responsible for meeting reporting requirements.

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
The application states that SKY will use their own buses and also that they will contract with Sarasota. (Page 153) Please clarify.	The school will contract with the district to have a contingency plan in place to be able to request transportation in the rare event of having a bus “down” and we will also request and open contract for a service agreement in case of need of repairs not offered by other vendors.	Response is acceptable.

16. Food Service

The Food Service section should describe how the school will address these services for its student body.

Statutory Reference(s):

s. 1002.33(20)(a)(1)

Evaluation Criteria:

A response that meets the standard will present:

- A food service plan that will serve all students.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths
SKY Academy Englewood will be their own National School Lunch Program (NSLP) sponsor. (Page 156)
SKY Academy already has experience as an NSLP provider for the Venice campus.

Concerns/Weaknesses:
None

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

17. Budget

The Budget section should provide financial projections for the school over the term of its charter.

Statutory Reference(s):

s. 1002.33(6)(a)(5); s. 1002.33(6)(b)(2)

Evaluation Criteria:

A response that meets the standard will present:

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

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please note that the final rating remains “Partially Meets” because the deficiencies found in the initial application were deemed significant and pertained to the most essential criteria for this standard. Although the applicant was permitted to clarify information and answer specific questions posed by the CRC in writing and/or during the interview, the applicant was not permitted to submit new information, add new sections or make other substantive changes to the original application.

Strengths

Concerns/Weaknesses:

The documentation in Appendix Q, *2013-2014 FEFP State and Local Funding* detail reports of revenues do not match the revenue numbers on the five year annual financial plan. Also the FEFP detail revenues have been computed based upon level 254 and 255 ESE students that do not match the type students being served in the ESE portion of the application.

The budget also has an estimated amount from the local voted millage (referendum). The budget should be based upon the revenues received through the Florida Education Finance Program, which should not include the voted millage.

The Five Year Annual Budget for salaries does not have sufficient detail to enable the reviewer to determine if the amount for salaries includes the number of staff needed. It is unclear as to how the line item revenue amount minus the salary expenses is computed.

It is also unclear as to how the line item revenue minus salary expenses is estimated for a 5% enrollment shortfall.

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
Can one assume that the reference to non-salary expenditures using a basis of 800 students is a typo? (Page 161)	This is a typo. It should reach 300.	Response is acceptable.
Please clarify the number of teachers and support staff.	There will be 13 teachers and support staff in year one. As appropriate, we will maintain all local and state ratios as enrollment adjusts over time.	Response partially addresses the question.
Comment: Please be advised that the local voted millage (referendum) should not be considered in the school’s budget.	We did not note this on the application, but if necessary, the Y will fund the difference.	Response is acceptable.

Additional CRC Observations Based on Outcome of the 10/2/14 Interview Session:

For information only, the CRC provided an explanation of how FHEP funding is handled for out-of-county students attending a Sarasota County charter or traditional school. The district that is serving the student, in this case Sarasota, receives the state FHEP funding. Charlotte County does not send to our district any funds for Charlotte County students that are enrolled in Sarasota County Schools. The impact to Charlotte County may be the loss of students and any consequences resulting from lower than expected student enrollment, such as the need to reduce staff.

Note: Although the discussion about FTE funding occurred during the review of the target population, it is also presented in this section because it is in reference to funding.

18. Financial Management and Oversight

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

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

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths
The application provides a detailed and clear description of the procedures for financial management and internal controls. (Pages 166-169)
The application lists all the required insurances. (Page 168)

Concerns/Weaknesses:
None

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
None		

19. Action Plan

The Action Plan should provide a clear roadmap of the steps and strategies that will be employed to prepare the school to be ready to serve its students well on the first day of operation.

Statutory Reference(s):

s. 1002.33(7)(a)(16)

Evaluation Criteria:

A response that meets the standard will present an action plan that:

- Provides a thoughtful and realistic implementation plan that covers major operational items and provides flexibility for addressing unanticipated events.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths
The action plan addresses the key events and provides an adequate and reasonable timeline for implementation. (Pages 170-171)

Concerns/Weaknesses:
None

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