

**Sarasota County Public Schools  
2013-2014 Charter School Application Process  
Charter Review Committee (CRC) Analysis of Application and Initial Findings – September 11, 2013**

**Horizons Unlimited Creative Learning Academy Charter Application**

Dear Charter Applicant:

This document provides the Charter Review Committee’s (CRC) initial findings based on their review and analysis of the application submitted to the district on August 1, 2013 (and corrected on August 14, if applicable). The CRC feedback is divided into three categories: 1) Strengths, 2) Concerns/Weaknesses and 3) Areas in Need of Additional Information and/or Clarification. The CRC is offering each applicant an opportunity to respond to the “Areas in Need of Additional Information/Clarification.” The addenda process may not be used to submit new information (not requested) or substantive changes to the submitted application.

Please use this document to submit your responses to the items under “Areas in Need of Additional Information and/or Clarification” and adhere to the following guidelines:

- Use the column labeled “Charter Applicant’s Response” to address the questions and requests for clarification listed.
- Please respond briefly and succinctly to the specific information requested in each section of the application.
- Do not submit information that is not requested.
- Do not respond to the remarks under “Concerns/Weaknesses.” Applicants are not permitted to correct major deficiencies or amend the original application, therefore, please do not enter information in this box.

**The completed document must be submitted electronically to the Office of School Choice and Charter Schools no later than 4:30 pm on Wednesday, September 18, 2013.** Also provide 6 hard copies of the document. Please follow the directions provided on the cover letter regarding format, number of copies, etc. when you submit your revisions. If you have questions, call (941) 927-9000, ext. 32262.

**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.

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

**Strengths**  
 HUCLA has strong emphasis on parent education and support. (Page 6)  
  
 K-5 Focus building over time focused on a commitment of parent involvement within and outside the school day and the importance of communication between home and school.

**Concerns/Weaknesses:**  
 The applicant’s responses to this section do not provide sufficient information for this evaluator to determine if the standard is met. (Pages 6-7)  
  
 The application does not fully describe how the proposed integrated instruction an innovative learning method will meet the requirements of NGSS/CCSS implementation and the diverse needs of students? (Pages 5, 7)

Social studies, including history, civics, economics and geography is but there are no NGSSS or CCSS references to the teaching of social studies in any part of the education plan. (Page 7)

The application does not fully describe the learning outcomes of the educational program design. Reference is made to learning outcomes but measures are not fully described. (Page 7)

<b>Areas in Need of Additional Information and/or Clarification</b>	<b>Charter Applicant's Response</b>
How will parents be provided information on whether their child is reading on grade level and making at least a year's learning gain? (Page 5)	
How will the on-going PD for teachers be provided and how will you determine its effectiveness? (Page 6)	
How will you ensure student safety and security with student names and photos on the internet? (Page 6)	
What methods will you be using when creating and integrating curriculum? (Page 7)	
How does literacy development play into the focus of science, technology, math and the arts? (Page 7)	
What are the learning outcomes for students in Grades K-2? (Page 7)	
Assessments are referenced but there is no information about the assessments, what are they, who takes them, why. What are the tests referenced on page 7? "Standardized Testing Achievement," "Reading aptitude," "common examinations"? (Page 7)	

**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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Strengths**  
 HUCLA proposes to target families of K – 5 students in the 34234 zip code area. (Page 10)  
  
 The proposal is for a small school setting of 180 students which is appealing to many parents. (Page 10)

**Concerns/Weaknesses:**  
 The application does not fully address how parents will be provided sufficient information on whether their child is reading at grade level and whether the child gains at least a year’s worth of learning for every year spent in the charter school. (Pages 5-6)  
  
 The plan is to only serve grades K- 3 in the first 3 years. Is it not clear where rising 4<sup>th</sup> graders (promoted from prior years) will be enrolled in years 2 and 3. (Page 10)  
  
 The application does not clearly address how the student population projections were developed. (Page 11)

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response
Is the 4.5% population of age 5-9 children mentioned in the application the percent expected for the 34234 zip code area? (Page	

10)	
In a subsequent section the application (page 71) the applicant states that the school will target the 34234 zip code area and the specific minority population. In addition to the residential area, please clarify if the school will target a certain population as defined in section 1002.33(10)(e), F.S.	
Can the CRC assume that the marketing strategies for the pre-school programs described on page 10 will also be used for K-5 students? (Page 10)	
The application states that HUCLA will serve grades K-3 in the first 3 years of the school. Where do you anticipate the 3 <sup>rd</sup> grade students going to schools upon promotion to 4 <sup>th</sup> grade during your first three years of operation? Do rising 4 and 5 grades go back to their district school? (Page 10)	
The narrative for Section 2.B does not address the question posed in Section 2.C? Section 2. B provides the projected numbers, not the “how.” (Page 11) Please describe how the projections were derived.	
Is the teacher to student ratio 1:15 or 1:20?	

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

**Strengths**

The education program design is tied to interdisciplinary concepts and real world application to increase motivation and learning.

HUCLA will offer regular school hours and an extended day. (Page 12)

**Concerns/Weaknesses :**

The information in the application does not present a clear description of the teaching and learning methods and strategies that will be used. (Pages 12-18)

It is unclear as to how literacy will be integrated with other content areas. (Page 15)

The definition of emergent literacy attributed to Marie Clay is incorrect. (Page15)

The application does not provide a clear explanation of how the services will help students attain the Next Generation Sunshine State-Common Core Standards. (Section E, Page 19)

<b>Areas in Need of Additional Information and/or Clarification</b>	<b>Charter Applicant's Response</b>
What will the student's daily time schedule include and what courses will be taught? (Page 12) Please provide a sample daily schedule.	
Please clarify how "system thinking skills" and "system thinking process" align with standards based instruction and will lead to improved student performance. (Pages 12,13, 16)	
How will the use of computers be incorporated into the educational program in grades K – 3? (Pages 13-14)	
What specific technology based tutorials will be used for reading and math as indicated in the plan? (Page 17-18)	
Explain how the services the school will provide to the target population will help them attain the Next Generation Sunshine State-Common Core Standards. (Page 19)	

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

**Strengths**  
 HUCLA’s program design is tied to interdisciplinary concepts and real world application to increase motivation and learning.

**Concerns/Weaknesses:**  
 Based on the information presented in the application, it is not evident that the proposed framework for teaching and learning will enable students to attain Sunshine State-Common Core Standards and receive a year’s worth of learning for each year enrolled. (Pages 20-35)

The K-5 Reading and Language Arts Program description lacks a comprehensive approach in aligning with the Common Core State Standards (CCSS). (Page 21)

Teaching the NGSS Social Studies standards has been omitted from the application.

The application does not describe how the rigor of instruction for the Common Core State Standards will be addressed. (Page 21)



CCSS in mathematics is not addressed. There is no description of the methodologies and materials/resources that will be used to teach mathematics. (Page 22)

Bloom’s taxonomy reference is outdated and does not include all levels. (Page 24)

The reading plan does not provide sufficient evidence that the curriculum and reading teaching strategies will meet the needs of students reading below and above grade level. (Page 30) The identification of reading programs to be used is inconsistent across the application. (Pages 20, 25, 30-31)

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response
How does SRA align with your concept of integrated curriculum and alignment to NGSS and CCSS? (Page 20)	
What evidence do you have supporting the concept that cultural entrepreneurial, artistic, philanthropic exposure is not found in the public school system? (Page 21)	
The identification of reading programs to be used is inconsistent across the application. Will it be SRA Reading Mastery or Harcourt Journeys? (Pages 20, 25, 30-31)	
How does Journeys align with your plan to use SRA and what strategies are you using to or those students reading below, on, and above level? (Page 30)	
In a previous section it states that SRA will be used for students who are reading below grade level however, in Section D there is no mention of SRA or any other specific text remediation, etc. Please clarify. (Page 31)	

**5. Student Performance, Assessment and Evaluation**

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

**Statutory Reference(s):**

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

**Evaluation Criteria:**

A response that meets the standard will present:

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

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

**Strengths**

The plan to have a “Personalized Learning Plan” for each student will promote student motivation and accountability for learning.

**Concerns/Weaknesses:**

The narrative provided for Section 5- A does not address the question. Specifically, the application does not provide a description of HUCLA’s educational goals and objectives for improving student achievement. There is no indication as to how much academic improvement students are expected to show each year, how student progress and performance will be evaluated, and the specific results to be attained. (Page 37)

The application references grade level entry age requirements and records reviews as placement procedures. Based on the responses, it is not evident to the CRC that the applicant has a deep understanding of student placement and promotion requirements. There are no

details on the “school’s progression plan” that is to be aligned with the district Student Progression Plan. Standards for promotion from grade level to grade level are not included. There is no information pertaining to 3<sup>rd</sup> grade Good Cause Exemptions for eligible students or guidelines for student retention. (Page 37-38)

The application does not provide an assessment plan that is sufficiently frequent and detailed to determine whether students are making adequate progress. (Page 38-40)

The only math tool for progress monitoring is the Scholastic Math Inventory for grades 2-5. There is no mention of science. The lack of data in these areas may not support HUCLA’s “primary focus on science, math and technology.” (Page 38)

The information in Section 5. F is insufficient and does not fully address how student assessment and performance data will be used to evaluate and inform instruction. Most of the narrative focuses on reading and on data at the individual student level. No mention of science or writing. No mention of how FCAT/PARCC data will be used. No reference to the evaluation of instruction. ( Page 40)

<b>Areas in Need of Additional Information and/or Clarification</b>	<b>Charter Applicant’s Response</b>
The SRI reading and FAIR provide similar and redundant data and administering both tests may pose an unnecessary burden on teachers and students. (Page 39) Please comment.	
What is baseline data that will be used for Kindergarten and grade 1 students? (Page 38)	
In Section 5-G, the proposed plan for sharing student performance information with parents/students is not fully developed. The narrative about student progression procedures is not relevant to the question posed in this section. (Page 41-42) Please clarify.	
Specifically, how will students’ strengths and areas of need be identified using SRI and SMI? (Page 38)	
Where does the application address the assessment used to evaluate and inform instruction regarding learning preferences and styles?	
Personalized Reports will be given to students and parents to share progress. How often will the reports be distributed and what specific data will be shared? (Page 41)	
How will you address the science FCAT that will be given even with PARCC? (Page 40)	

**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 type="checkbox"/>	<input type="checkbox"/>

**Strengths**

The ESE staffing plan for the school’s education program appears adequate. (Page 47)

**Concerns/Weaknesses:**

It appears that the applicant does not fully understand the differences between IEP and 504 legal requirements. (Page 45)

The application does not fully address how the school will utilize the regular school facilities and adapt them to the needs of exceptional students to the maximum extent appropriate, including the use of supplementary aids and services. (Page 45)

The application does not provide a comprehensive plan for evaluating the school’s effectiveness in serving exceptional students. (Page 46)

It appears that the applicant does not have a clear understanding of gifted eligibility requirements, guidelines and the process for services. (Page 48)

<b>Areas in Need of Additional Information and/or Clarification</b>	<b>Charter Applicant's Response</b>
It appears that the applicant has confusion between IEP and 504 legal requirements. Please clarify and distinguish understanding between educational services of each. (Section C, Page 44)	
What is the basis for the projection of 20% ESE enrollment for HUCLA? Rounding up from 14.7 to 20% seems unrealistic. (Page 47)	
Please clarify certification requirements for ESE teachers, ESE and Core Content. (Page 47)	

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

**Strengths**

The information presented supports an understanding of initial identification procedures for English Language Learners (ELLs). (Page 51)

**Concerns/Weaknesses:**

The information presented in the application does not fully demonstrate the school’s capacity to meet obligations under state and federal law regarding the education of English language learner students. (Pages 51-52)

The staffing plan does not demonstrate capacity to meet the school’s obligations under state and federal law regarding the education of English language learner students. (Page 51)

The application states that the ESOL teacher will provide English language instruction from 1-2 hours weekly and that at least one staff member will hold an ESOL certification. This will not be sufficient to meet the instructional needs of the ELL population since ELLs

need to receive instruction in all subject areas from teachers who are ESOL Certified, ESOL endorsed, or in-compliance with ESOL requirements. (Page 51)

<b>Areas in Need of Additional Information and/or Clarification</b>	<b>Charter Applicant's Response</b>
Which assessments will be used for initial identification and for exit from the ESOL program?	

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

**Strengths**

Students will be taught positive decision making skills to support them with being responsible for making good choices. (Page 53)

A diverse group of stakeholders will serve as the PBS Team.

Plans to provide parenting classes to increase parental involvement and to strengthen parents’ capacity to support their child’s learning.

**Concerns/Weaknesses:**

The applicant did not explain its approach regarding a research based-strategies and systems for the future Positive Behavior Support (PBS) Model that will be implemented to create effective school wide and classroom environments. (Page 53)

The application does not provide any connection or information showing how a multi-tiered system of support (MTSS) will be used to support the school’s PBS model.

HUCLA states “students’ are expected to follow the district’s code of conduct with the only exception being how the school chooses to handle discipline actions.” (Page 55) The *HUCLA Student Code of Conduct* did not address several critical areas pertaining to student discipline. For example:



<ol style="list-style-type: none"> <li>1. The applicant did not include a description of the administrative disciplinary actions that will be taken when students violate expectations. (Attachment 8-B p. 1-3)</li> <li>2. The applicant did not include a description of the procedures/guidelines that will be used in situations such as Removal from Class, In-School Restriction, Suspended Off Campus.</li> <li>3. The applicant did not provide an explanation regarding the procedures/guidelines of “Due Process for Suspension/ Expulsion” of a student, including identifying whether the student is receiving services for special programs such as ESE, 504 and ELL (Attachment 8-B).</li> <li>4. The HUCLA Code of Conduct does not provide a clear understanding of the responsibilities of the school, student and parent (Attachment 8-B).</li> </ol> <p>Procedures and guidelines on communicating school wide or individual PBS findings to key stakeholders are not comprehensive. (Page 55)</p>
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Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response
Much reference is made to developing a plan, to having a plan, to implementing a plan; however, more specific information is needed as to what “the planned approach” or strategy entails. (Page 53)	
In addition to a PBS plan, how will the school implement the Multiple-tiered System of Support (MTSS) requirements? (Page 53-54)	
HUCLA cites its Code of Conduct to answer a request to describe the school’s policies for discipline, suspension, and dismissal. However, the Student Code of Conduct (Attachment 8.B.) contains no such descriptions. It is noted in the previous paragraph that HUCLA’s students will follow the district’s Code of Conduct. How does HUCLA plan on integrating the use of both documents? (Page 55)	

**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.

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

**Strengths**  
 The HUCLA governing board members have a strong educational background and years of experience.

**Concerns/Weaknesses:**  
 The relationship of the partner/parent organization, Bethlehem Bible Church, the non-profit corporation, Exodus CDC Board, and the HUCLA Governing Board is unclear. (Pages 56-58)

It appears that the school’s board of directors is selected by the parent corporation. Compliance with FS 112.313 is uncertain based on the information provided in the application. (Appendix 9-G)

The board of directors should not address parental concerns excluding the three minutes that the public may speak at the end of a board meeting.

<b>Areas in Need of Additional Information and/or Clarification</b>	<b>Charter Applicant's Response</b>
<p>The relationship of Exodus CDC Board and the HUCLA Governing Board is unclear. The application states that the Exodus CDC Board of Directors will appoint the School's Governing Board (p. 56). Yet the application lists a School Governing Board (Appendix 9.G). Are the Exodus Board members the School's Founding Board or are they the School's Governing Board? Please clarify the information in Sections E, F, and G of the application. (Page 58)</p>	
<p>Please explain the relationship of Exodus CDC and Horizon Unlimited Creative Learning Academy.</p>	

**10. Management**

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

**Statutory Reference(s):**

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

**Evaluation Criteria:**

A response that meets the standard will present:

- A management structure that includes clear delineation of the roles and responsibilities for administering the day-to-day activities of the school.
- A sound plan for the recruitment 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Strengths</b>
HUCLA’s HR plan is adequate.
The plan and timeline for producing a Procedural Manual is acceptable.

<b>Concerns/Weaknesses:</b>
None.

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response
The staffing plan describes more about physical space and classrooms than clearly defining staffing for each year of the charter term. (Page 63) Please clarify.	

**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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Strengths</b>
n/a

<b>Concerns/Weaknesses:</b>
n/a

<b>Areas in Need of Additional Information and/or Clarification</b>	<b>Charter Applicant’s Response</b>
n/a	

**12. Employment**

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

**Statutory Reference(s):**

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

**Evaluation Criteria:**

A response that meets the standard will present:

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

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

<b>Strengths</b>

<b>Concerns/Weaknesses:</b>
None.

<b>Areas in Need of Additional Information and/or Clarification</b>	<b>Charter Applicant’s Response</b>
Please note that school personnel policies need to be in place prior to the start of school rather than presented to the HUCLA Board for adoption on September 1, 2014. (Page 70) Please confirm understanding.	

**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 type="checkbox"/>	<input type="checkbox"/>

<b>Strengths</b>
The school’s marketing strategies are varied and sufficient. (Page 71)
Planned strategies to encourage parent and community involvement are comprehensive and should result in good outcomes. (Page 73 and Appendix 13)

<b>Concerns/Weaknesses:</b>
The information provided is not sufficient to determine if the school’s admissions procedures will be fair and in compliance with Florida Statutes. (Pages 71-73)
The lottery process as required by law is not addressed. (Page 72)

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response
The application states that the goal is to “attain a student body closely mirroring the racial/ethnic population of Sarasota County.” The student body for the district is not similar to the target area proposed for the school. What is the anticipated demographic composition of the 34234 zip code area, which is the target area?	

(Page 71)	
<p>The applicant states that they will enroll students according to racial/ethnic balance provisions in F.S. 1002.33(7)(a)(8). Will this be achieved via enrollment criteria or will the balance be achieved because it is assumed student enrollment will be similar to that of the area the school will serve? (Page 72) Please clarify.</p>	
<p>Does the school intend to use the 34234 zip code area as one of the enrollment preference criteria? Please explain. (Page 72)</p>	



**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.

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

**Strengths**

The applicant has a site selected and is planning on starting with 6 portables with 2 classrooms each.

**Concerns/Weaknesses:**

The site chosen by the applicant is a small 2-acre site Zoned RMF1. There was no mention of rezoning. Applicant should verify that a charter school may be placed on this site as it may be in violation of state statute 1013.36 which prohibits schools from being placed adjacent to railroad right away and airport flight paths. The applicant did not provide any information regarding space for administrative/office support staff or where students would be served meals.

Section 14 E requires an alternate plan if the proposed facility is not ready for the opening of school. HUCLA has not prepared a back-up plan. (Page 74)

The application does not fully address how the facility will meet the space needed for operating a school. (Page 74)

<b>Areas in Need of Additional Information and/or Clarification</b>	<b>Charter Applicant's Response</b>
Where will office space for school administration and for the support staff be provided? Where will students receive food services?	
What is the back-up plan should the facilities project be delayed and not ready in time for the start of school? (Page 75)	

**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.

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

**Strengths**

HUCLA plans to contract with the district for transportation services. (Page 77)

**Concerns/Weaknesses:**

There is not a plan being submitted should the charter decide to not use the Sarasota County School Board services or any indication they understand the laws governing transportation. (Page 77)

Although the school plans to contract with the district, the applicant must demonstrate an understanding of services to be provided to ensure transportation is not a barrier to students. (Page 77)

**Areas in Need of Additional Information and/or Clarification**

40% is average for the district. What is the anticipated percentage for the zip code area? (Page 77)

**Charter Applicant's Response**

**16. Food Service**

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

**Statutory Reference(s):**

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

**Evaluation Criteria:**

A response that meets the standard will present:

- A food service plan that will serve all students.

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

<b>Strengths</b>

<b>Concerns/Weaknesses:</b>
No plan is presented regarding meal service. Only the potential funds available for meal service are presented, and this information is not accurate. The current reimbursement level for free meals is incorrect. (Page 78)

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response
Does HUCLA intend to provide meals themselves, and become their own National School Lunch Program sponsor? Or, does HUCLA intend to contract with the school district's FNS program, or another contract provider?  Please describe the school's plan for food service.	

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

**Strengths**

**Concerns/Weaknesses:**  
 A start up budget is provided with no revenues to fund the \$271,600 budget. (Attachment 17A)

The application does not provide an operating budget covering each year of the requested charter term that contains revenue projections, expenses and anticipated fund balances. The budget presented is for 2 years only, not the required five year budget.

The expenditures are not recorded in compliance with the state board required functions and objects.

The budget projections are not consistent with the staffing plan. The budget has no detail to the number of staff that are funded.

The application does not provide monthly cash flow projections for the school’s start-up period (i.e. from the date on which the application is approved to the beginning of the first fiscal year of operation) through the first year of operation. The required monthly cash flow has not been provided.

The application does not provide a realistic assessment of the projected sources of revenue and expenses that ensure the financial viability of the school.

In summary the reviewer cannot ascertain that the budget provides for the proper expenditures required to operate a school of 120 students for the first 3 years and 180 students after the three years.

<b>Areas in Need of Additional Information and/or Clarification</b>	<b>Charter Applicant's Response</b>
None.	

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

**Strengths**

**Concerns/Weaknesses:**  
 The application does not fully address the standard. It does not provide a clear picture of how the school’s finances will be managed. Strong internal controls to safeguard finances are not evident. The following required information has been omitted: Bank reconciliation procedures, selection of a auditing firm, provides for reconciliation of fixed assets every two years instead of annually, and bank deposit procedures. (Attachment 18 HUCLA Financial Controls and procedures, page 175)  
  
 The application does not address the insurance coverage the school will obtain. (Page 82)

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response
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.

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

<b>Strengths</b>

<b>Concerns/Weaknesses:</b>

<b>Areas in Need of Additional Information and/or Clarification</b>	<b>Charter Applicant’s Response</b>
The timeline does not include specific projected months/dates for the key activities listed. Please resubmit the 1-page Action Plan. (Page 83)	
The action plan states “ Lottery if necessary. Not applicable under FS 1022.33 (10) d .” This statement is in conflict with statutory requirements. Please clarify.	