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

Sarasota Academy of Math and Science 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.

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

Strengths
The mission and priorities of the Sarasota Academy of Math and Science K – 8 school are clear and compelling. (Page 6)
School plans to use STEM-related resources. (Page 8)
Strong focus on math and science and STEM-related programs. The school's philosophy and guiding principles support the stated mission. (Pages 7-10)

Concerns/Weaknesses:
The application references the transition from the NGSSS to the CCSS but does not provide sufficient information as to how the school plans to implement the transition.
The school's focus on improving student outcomes does not include all pertinent areas. Learning outcomes in Civics are not addressed.

(Page 9)

The "Educational Plan" mentions offering courses for high school credit but no evidence of actual courses are mentioned in the "Curriculum Plan." (Page 14 and 15, Page 6; Page 66, Page 4; Page 73, Page 2; Page 75, Page 3)

The use of the term "Honors" as related to middle school course titles (advanced) is incorrect. (Page 14, Page 6)

While the school proposes a sound program with a strong emphasis on student learning and achievement, it is the opinion of this committee that the proposed teaching methods are not truly unique or "innovative." (Page 15)

Although Section 1-D (Page 23) is optional, the applicant did chose to address two of the purposes for charter schools: how the school will "*Provide rigorous competition within the public school district to stimulate continual improvement in all public schools*" and "*Create new professional opportunities for teachers, including ownership of the learning program at the school site.*" However, because the area for the proposed school is presently saturated with schools, both traditional and charters, the school may inadvertently have the opposite effect on two other purposes of charter schools: it may likely not "*Expand the capacity of the public school system*" or "*Mitigate the educational impact created by the development of new residential dwelling units.*"

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response
Clarify the acronym CCSSA. (Page 6; Page 36)	
What role do End-of-Course Exams play in Social Studies? (Page 6, Page 11; Page 22; Page 66)	
Explain how a "literature class for advanced students" is identified as a reading class. (Page 13)	
Provide a brief description of the specific products for portfolio development and project based learning as it relates to Sarasota Academy of Math and Science. (Page 48)	
How will "Coursework for ELL's in their home language" and "Curriculum Content in the Home Language" be administered to all grade levels in all content areas? Will there be teachers who can support this requirement regardless of language, grade level and content? (Page 65)	

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	☒	☐	☐
Final	☐	☐	☐

Strengths
The SAMS applicant is familiar with state statutes and regulations related to charter student populations and class size requirements. (Pages 26-27)
The target population of K – 8 students is well-defined. The application provides a detailed explanation of how the student projections were derived. (Page 28)

Concerns/Weaknesses:
Comment only – the application states that there are few school choice options in the area surrounding the proposed school (809 Beneva Road). The CRC respectfully disagrees. Several of the schools listed would not fall within the parameters of SAMS and several current charter schools are not listed on page 28, such as the Sarasota School of Arts and Sciences (grades 6-8). In addition, the applicant will need to consider the impact of other potential charter schools who have submitted applications to start in 2014-15, such as the Sarasota Military Academy Prep (6-8).

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

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	☒	☐	☐
Final	☐	☐	☐

Strengths
The educational plan includes various teaching structures to achieve student independence. (Page 31)   The instructional models and strategies proposed have proven to be effective in improving student learning. (Pages 30-54)   The program design is clear and research-based.

Concerns/Weaknesses :
Comment only – the proposed educational program includes quite an extensive list of every well-known learning models and techniques. If approved, the school will need to consider how it will ensure that the many and varied approaches are integrated into a solid and cohesive framework.

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response
The elementary schedule should include PE as listed in other places in the application. (Page 29)	

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	☐	☐	☒
Final	☐	☐	☐

Strengths

Comment only – the application has over 55 pages describing the curriculum and framework for instruction and student learning.

The curriculum plan is research based and consistent with the school's mission.

Concerns/Weaknesses:

Note: Some references to "high school" are identified as concerns but may be the result of the applicant failing to modify a previously used high school application for submittal as K-8 school.

Based on the information presented in the application, it is not sufficiently evident that the applicant fully understands the CCSS and the NGSSS in 2014-2015. (Page 64; Page 73; Page 3; Page 74; Page 1)

The offering of courses for high school credit is mentioned in the "Educational Plan" but no evidence of actual courses is mentioned in the "Curriculum Plan." (Page 66; Page 4; Page 73; Page 2; Page 75; Page 3)

Enrichment activities including Holocaust education, African-American History, etc. are part of the required instruction legislation (1003.42) not "enrichment". (Page 66)

The intensive **reading requirements** are not current or updated based of the 2013 statute. It is not apparent whether all or select students will receive a reading course. (Page 67) Reference to Florida statute 1003.428 (reading) needs to be updated to reflect current legislation. (Page 82) Reading courses listed do not reflect current legislation. (Page 106)

The use of informational text beyond literary prose and poetry is unclear. (Page 68; Page 70) The application lacks specificity about how below level students in reading will be supported through differentiated instruction. (Page 96)

"Intensive Language Arts" is mentioned as a Language Arts course offering. That course is considered an elective and cannot be used as one of the LA courses for middle grade promotion to HS. (Page 100, p. 1)

The application contains specifically undefined terms and underdeveloped descriptions (e.g. "appropriate technology", "Concrete", "Semi-Concrete", "Abstract"). (Page 71-72)

Several concerns are noted regarding **middle school mathematics** course offerings. (Page 73)
- M/J Mathematics, and M/J Mathematics, Advanced course titles do not appear in the FLDOE Course Code Directory.
- Course descriptions are underdeveloped and show no distinction between regular and advanced courses.
- M/J Great Explorations in Math (GEM) courses are not part of the FLDOE Course Code Directory.

Updates to the **Civics** End of Course exam legislation needs to be addressed. (Page 78)

FLDOE did not release a crosswalk. Course descriptions have been updated to reflect a blended curriculum. (Page 85)

Evidence is not strong that the applicant has a sound understanding of the blending of NGSSS and CCSS in **science**; specifically, the reference to the application of grade level standards. (Page 90)

Social studies discussions do not address the CCSS in writing and reading. (Page 91 and 92)

Spanish I (high school credit) and Spanish I for Spanish Speakers (High School credit) are not listed as courses to be offered. Both courses are mentioned as course offerings on page 66. The courses listed on page 115 do not count toward high school credit. (Page 115)

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response
Please clarify the use of informational text beyond literary prose and poetry. (Page 68, Page 70)	

Clarify whether all or select students will receive a reading course. (Page 67, p. 2)	
M/J Biology Honors – What is the course code in the Florida Course Code Directory? (Page 75)	
Is the use of the "high school" rather than "grade specific" accurate? (Page 36; Page 81)	

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	☐	☒	☐
Final	☐	☐	☐

Strengths

The application references the relevant state statutes and state requirements for student progression and mandatory retention. (Pages 129-132)

The school proposes to follow the district Student Progression Plan (Page 127)

The application presents an appropriate plan for communicating student progress and test reports to parents.

Grade 6-8 students will be able to access Course Recovery.

Concerns/Weaknesses:
The proposed school does not indicate achievement goals in mathematics for students in grades K – 2. There are no goals or objectives

for student achievement on the End-of-Course (EOC) exams that middle school students are required to take. (Page 124-125)

The application provides an abundance of assessment information and describes a wide variety of assessments and assessment types. However, a substantial amount of the information is tutorial in nature and a considerable amount of the narrative/charts are repetitive and redundant across the numerous pages of the application. Aside from the well-known state-required tests, the other assessments purported for use are described in broad terms and in a textbook style with insufficient detail for the evaluator to determine if the assessments are appropriate.

Promotion standards do not provide clear criteria for promotion from one level to the next. There is a lack of alignment between the information in the application and the intent of the school to follow the district's Student Progression Plan (SPP). For example:

- The school's promotion policy does not differentiate requirements for elementary and middle school levels. (Page 129)
- Advanced Grade placement procedures may not align with district SPP (Page 130)
- Good Cause Exemptions for students in grades K-2; and 4-6 conflict with state statue 1008.25 and district SPP (Pages 131-132)

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response
The application provides achievement goals but it is not clear if the intent is to have the same goals for each of the 5 years of the charter. In addition, the percent proficient goals stated for grades 3 – 8 do not specify the year nor do they indicate how much academic improvement students are expected to show each year. Please clarify the goals stated on page 124.	
How will the achievement performance targets be adjusted using 2012-13 data as the baseline as opposed to 2010-11, which is based on the FLDOE Amo's chart and is 2 years old? (Page 125)	
Are the "School-wide Goals" listed on pp 125 in addition to those listed on page 123-124?	
What specifically are the "diagnostic tests" and the "benchmark tests" referenced on page 134. Are these tests school-developed, published tests? Who takes them and when? (Page 134)	
The application lists a variety of assessment types, but does not provide sufficient detail for the evaluator to determine if the assessment is appropriate. Specifically, what assessment are the "Criterion Referenced Performance Tests" and the "Weekly Standards Assessments?" (Page 136)	

The application states that the school will follow the district's student progression plan, however, the "Good Cause exemptions" for promotion for grades K – 2 and 4 – 6 are not in the district plan and not in state statute. (Pages 131-132). Please clarify.	
Why would it be necessary to double block or provide an alternative schedule for students who pass their 4 core courses? (Page 133)	
Need additional information pertaining to the modified/flexible student schedules (Early Bird, Extended School Day, Saturday Academy) Please provide a sample schedule. (Page 132)	
What procedures will be used to place students in courses based on academic levels of proficiency?	
Will the school request contracted services for a school board appointed or outside agency's social worker? (Page 182)	

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	☐	☐	☒
Final	☐	☐	☐

Strengths

Concerns/Weaknesses:
Much of the information presented is not relevant to the level of service for the ESE students the school intends to serve. It appears as though the applicant inserted narrative about all state requirements but did not tailor the information to what the school intends to do. Therefore, it is not clear if the applicant understands the requirements. The application discusses self-contained scenarios; does not correlate with an 80% or more time spent with non-disabled peers. In addition, courses listed include several that are no longer county-approved. (Page 153) 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. (Pages 152-153)

The application does not fully describe how the school's effectiveness in serving exceptional education students will be evaluated. (Pages 154-155)

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response
Please clarify the charter's intent regarding services for cognitively impaired students participating in access curriculum and Florida Alternate Assessment. (Pages 147-154)	
Applicant needs to clarify the population of ESE students that they will be servicing. Description on pages 150-151 is not aligned to the intent of the service that the school indicated that they will provide to students with disabilities.	
The applicant must review and clarify the systems of service that they will provide based on student need and how they will go about making determinations when a student is presenting additional educational risk. The applicant will also need to clarify their understanding of District support as the LEA.	

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	☐	☒	☐
Final	☐	☐	☐

Strengths
The application includes a sound plan for the education of English Language Learners.   Demonstrated understanding of initial identification procedures for ELLs. (Page 164)

Concerns/Weaknesses:

There is a discrepancy between the stated goal and assurances. (Page 163)
     Goal 2: States that students are expected to learn academic content through the English language and compete academically with native-English speaking peers.
     Assurances: Makes mention that for students who do not receive native language instruction in content areas, they will receive the delivery of instruction through ESOL strategies. (Page 175) Reading materials in native languages, native language assessments and additional curriculum materials will be identified to support each student in his/her native language.

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response
Does the school plan to provide instruction in the student's native language? How will you serve an ESOL student population that is representative of the district's ELL population currently composed of 54 languages?	
Exit procedures do not meet State Criteria for Exit. Please review District ELL Plan for State Exit Criteria. (Page 171)	
Please address the discrepancy listed under "concerns/weaknesses" in the section above.	

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	☒	☐	☐
Final	☐	☐	☐

Strengths
SAMS' described PBS Model should promote an effective educational and social environment in and out of the classrooms for its entire school community. (Pages 179-182)

Concerns/Weaknesses:
None.

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response
The application states that it will use the Student Code of Conduct of "both" the school <u>and</u> sponsor. If so, please submit a copy of SAMS' Student Code of Conduct for review. (Page 180)	
The application states that SAMS will send referrals to the school social worker when students are experiencing habitual truancies; this position is not included in the Staffing Budget, so what agency will be providing these contracted services? (Page 182)	

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	☒	☐	☐
Final	☐	☐	☐

Strengths
The governance section is structured well and meets all requirements.

Concerns/Weaknesses:
Comment: SAMS governing board members will NOT be Sarasota County residents (Page 184), which is permissible under state statute but of great concern to the CRC. The CRC strongly believes that it is in the best interest of the parents/students served that governance and oversight of the proposed "Community School" be under the direction of local board members who understand the needs of its stakeholders and meet in the community.

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response
Please clarify the organizational structure shown in diagram on Page 183 – what is the perceived role of the district/sponsor?	
Briefly explain how the governing board and the ESP work together as one entity, as denoted by the hierarchy? (Page 183)	

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	☒	☐	☐
Final	☐	☐	☐

Strengths
The application provides an adequate staffing plan. (Page 202)

Concerns/Weaknesses:
Comment only - The staffing plan for educational leadership and teacher leaders may be difficult to finance based upon the enrollment.

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response
Although major duties and job functions are described, the model application requests job descriptions. Please provide job descriptions for teachers and administrative positions. (Page 139 & Appendix F)	

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	☐	☒	☐	☐
Final	☐	☐	☐	☐

Strengths
The application provides a clear description of the services to be provided by Charter School Associates (CSA). (Pages 206-207)
Charter School Associates has contracts with 24 Florida charter schools and is well-experienced in providing services.

Concerns/Weaknesses:
None.

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

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	☐	☒	☐
Final	☐	☐	☐

Strengths
Proposed salaries are realistic.

Concerns/Weaknesses:

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response
Please describe the proposed personnel policies and procedures to which staff will be required to adhere, including expectations for participation in the school's professional development program. If personnel policies and procedures have not been developed provide a clear plan, including timeline, for the development and approval by governing board. (Page 215)	

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	☐	☒	☐
Final	☐	☐	☐

Strengths
The applicant understands the statutory requirements for student enrollment in charter schools. (Pages 227-229)   The school will use a variety of marketing tools and venues to recruit students. (Pages 227-231)   SAMS and parents will collaboratively write a "compact" that outlines each stakeholder's responsibility for improved student achievement. (Page 230)

Concerns/Weaknesses:
Comment only – the school plans to target students within a 5 mile radius of the school campus.

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response
The parent contract states that parents are expected to transport their children to/from the school (Page 356). It also states that provisions will be made for those parents who cannot do so. How will the budget plan for transportation adjust for this contingency?	

How does the applicant plan to determine if the school's racial/ethnic enrollment mirrors that of the community? What data will be considered? (Page 227)	
The application stipulates that SAMS will only be open to students living in Sarasota County; it appears the school is not open to students living in surrounding counties such as Manatee and Charlotte. Will any exceptions be made? (Page 228)	
The Student and Parent contracts reference a "Student Handbook." Will this handbook be the district's or one particular to the school? If it is unique to the school please provide a copy of the SAMS "Student Handbook." (Attachment 10, pages 356-357)	
The applicant's Student Contract (item 2) states that SAMS is a public school of choice, not entitlement; public education offered in public schools is an entitlement, so this is an inaccurate statement that requires correction. (Attachment 10, page 357)	

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	☒	☐	☐
Final	☐	☐	☐

Strengths
The application presents a plan for facilities that is very well thought out and comprehensive.
The back-up plan is to defer opening for one year to allow time to secure a new site/building. (Page 232)

Concerns/Weaknesses:
The proposed site is small for a K-8 school but it is presumed doable as schools have been constructed within small sites inside cities in the past. It's questionable that a 49,000 structure can be designed, permitted and constructed in less than a year but the applicant addressed this by stating that an alternate facility would be sought out to accommodate the school until a CO is issued.

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

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	☐	☒	☐
Final	☐	☐	☐

Strengths
The application acknowledges the rules and regulations for transportation.

Concerns/Weaknesses:

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response
Is it reasonable to expect that parents will have the means to provide transportation for their children (living beyond the 2 miles from school). (Page 235)	
Please provide a copy of agreements or contract the school intends to enter into with parents that will be transporting children.	
How is the school planning to monitor to ensure safe transportation per DOT?	

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	☒	☐	☐
Final	☐	☐	☐

Strengths
The charter proposal indicates that they will be doing their own FNS program, complete with F&R processing, etc. It appears that they have a comprehensive plan.

Concerns/Weaknesses:
None.

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response
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	☐	☒	☐
Final	☐	☐	☐

Strengths
The application has sufficient detail to verify budget allocations. However please note the concern below.

Concerns/Weaknesses:
The capital outlay revenue used is based upon the state allocation of the 2013-14 fiscal year. There is no guarantee that this revenue will be available in 2014-15.

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response
How will the applicant pay for the lease of the building without the increased amount that was received for this year? (Page 307)	

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	☒	☐	☐
Final	☐	☐	☐

Strengths
The SAMS financial management plans is adequate and meets requirements.

Concerns/Weaknesses:
None.

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.

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

Strengths
The action plan is very detailed and appears to capture all of the essential key steps necessary to start a school. (Page 251)

Concerns/Weaknesses:
None.

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