

**Sarasota County Public Schools
2012-2013 Charter School Application Process**

Charter Review Committee (CRC) Analysis of Application and Initial Findings – September 11, 2012

The Classical Academy of Sarasota 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, 2012. 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 clarify the information contained in the original application for the areas indicated in Section 3.

Please use this document to submit the information requested by the CRC in Section 3. In completing this form, please adhere to the following guidelines:

- Use the column labeled "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.
- The addenda process may not be used to submit new information or substantive changes to the submitted application.

The completed document must be submitted electronically to the Office of School Choice and Charter Schools no later than 12:00 pm on Wednesday, September 19, 2012. Please follow the directions provided regarding format, number of copies, etc. when you submit your revisions.

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"/>
Second	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths
 The mission of The Classical Academy is clear and is focused on instruction, learning and good character. (Pg 8-13)
 “Classical education” is explained clearly. (Pg 8-11)

Concerns/Weaknesses:
 Riggs Institute research is dated 1997 on their website.
 The research of Core Knowledge Sequence is quite dated as the books used were published in the 1990’s. The most current research is a pilot program in language arts in 2011. (Pg 9)

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response
Please clarify the alignment of the educational programs to NGSSS and CCSS? (Pg 12)	
Please clarify how TCA will meet and/or exceed the district or state graduation requirements.	
Please explain the reference to SAT, PSAT and ACT as state required assessments. (Pg 13)	

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"/>
Second	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths

Concerns/Weaknesses:
 The middle school numbers for years 3, 4, 5 will be difficult to maintain fiscally. For example, a middle school group of 185 kids would require 8 ½ teachers. (Section 2 subsection B). The same inconsistency in the 9th grade class will cause concerns with a group of 40 kids. Cannot maintain class size and have certified teachers for all content areas with such a small group.

 The description of how the student projections were made is not clear. Use of “word of mouth” is a questionable method of obtaining realistic projections of student enrollment. (Pg 16)

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response
A facility has not been determined although several potential sites are mentioned (later in Section 14). So, how was “interest within the community” determined and how were “letters of intent” distributed and collected?	

<p>The applicant states that the rational for the student projections was based on “on meetings and letters of intent.” (Pg 16) How did applicant anticipate the enrollment counts for the target population of “students residing in Sarasota County or surrounding counties?” Are the 70 families who have expressed intent to attend representative of the target population?</p>	
<p>Please provide the list of the successful classical schools around the country that were the basis for your research.</p>	
<p>What measures will be taken to have a diverse student population which represents all members of the community of Sarasota? (Pg 16)</p>	
<p>Other than word of mouth, what marketing campaigns/tools will be used to advertise the school throughout the community to draw students from different ethnicities and in different languages?</p>	

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"/>
Second	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths

Students will read primary source material which is consistent with complex text required by Common Core State Standards. (Pg 18)

Concerns/Weaknesses :

It unclear based on the information provided how the charter applicant will meet the varied and diverse expectations for course development, including acceleration, and specifically blending the unique courses intended as a requirement for graduation with the local and state graduation requirements.

Regarding the 168 day school year: the committee understands how the hours are met, however, an extended day may very burdensome on younger children. There are reasons most districts operate on a 180 day calendar. (Pg 17)

The depth by which the educational program is explained and defined is very minimal. The committee cannot ascertain the overall details of the plan from what is presented. (Pg 19)

The school's commitment to the Common Core State Standards aside from reading is not explained. (Pg 22)

Clear evidence that the educational practices are research-based has not been provided.

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response
The research base was similar schools and the awards they received. Where is the scientifically based research?	
Since the 6.25 hours appear to be in line with district schools, how is 168 days for a school year justified? How does it equate to an extended year? (Pg 17)	
K-5 grades will focus on the "grammar" component of classical education, which is knowledge acquisition through memorization. State assessments will measure the students' ability to understand, apply, analyze, synthesize, and evaluate information. How will K-5 students acquire the higher order thinking skills that are necessary to compete with their peers throughout the district and state? (Pg 18)	

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"/>
Second	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths

The use of text exemplars in high school is mentioned. (Pg 25)

Concerns/Weaknesses:

There is no stated alignment to the NGSSS. The application addresses alignment to the Common Core, but those standards are not in place yet with the exception of grades K-1, K-2 next school year.

The curriculum plan proposed does not convey an awareness of the correct standards this school should be teaching.

The charter applicant has not developed a clear and comprehensive plan for addressing students who enter the school below grade level, and specifically how the school will engage current educational best practices to effectively remediate low performing students.

Proposed middle school courses do not include a plan for course recovery.

Proposed high school courses do not include opportunity for DE.

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response
Having reviewed the Singapore Math website there may be additional modifications and additions needed to address all of the CCSS.	
Would like to see detailed schedules imbedded within the plan.	
How will the Riggs reading curriculum address the comprehension rigor of instruction expected by the Common Core State Standards? (Pg 24)	
Describe how will the Riggs reading curriculum address the needs of advanced and below level readers? (Pg 31)	
<p>The quote below is from the Core Knowledge Sequence. The concern is the comment that they can complement state standards. Are they correlated to NGSSS?</p> <p><i>“Standards typically describe what students should be able to do, but not what students should know. “The content-rich, thoughtfully designed Core Knowledge Sequence complements state standards by offering a concrete curriculum to guide teaching and learning. Instead of spending hours researching and planning what to teach, teachers are freed to think more creatively about how to teach. They know what children have learned in previous grades and what they will need in succeeding grades. They can avoid useless repetition. They are less likely to be confronted by big gaps in what students have learned.”</i></p>	
Please provide a list of the proposed course code offerings this school will be using.	
What are the plans for level 1 and 2 students in math and ELA in grades 6-12? Do the Riggs and Singapore courses match the course descriptions for Intensive Reading and Intensive Math?	
The application states that the school will measure the growth of each student, but no methodologies are in place. What are the methods? (Pg 34)	

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"/>
Second	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths

The school proposes to follow the district’s Student Progression Plan (Pg 35)

The progress monitoring assessments (Questar tools and Riggs) are appropriate and will provide valuable data. (Pg 37)

The plan on how assessment information will be shared with parents is sound and reasonable (Pg 41)

Concerns/Weaknesses:

Section 5 A is not fully addressed (Pg 35). The application lacks specific performance objectives/goals by year, subject and grade level; how much improvement is expected each year.

School goals based on relevant high school performance indicators are lacking.

It is not evident from the response to section 5 B that the applicant fully understands the state pupil progression requirements. Please note that although the applicant proposes to follow the district’s Student Progression Plan, it is the responsibility of the applicant to fully understand the requirements and expectations set forth by the state and described in the district student progression plan and be prepared to respond to any questions from the CRC. (Pg 35)

The high school graduation requirements stated do not meet state and district requirements (Pg 36)

The MTSS/RTI program as described by the charter applicant does not meet current educational best practice and may also not meet acceptable procedures regarding exceptional student education staffing.

Tier II is listed as individualized support/assistance. Tier II is small group interventions – not individualized. (Section 5, Subsection F Pg 39) Tier III is defined as “special ed referral” which is not appropriate. It is individualized interventions before referring to ESE testing. (Pg 40)

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response
There is a vague reference to “ a 4% increase each academic year in all core subjects.” (Pg 35) Please clarify what this means.	
The two performance targets (85% and 90%) and general reference to “all state assessments” is not sufficient. (Pg 35) Please clarify.	
It is unclear as to which diploma options will be offered. (Pg 36). Please explain.	
It is not clear how baseline data will be established and used to inform decisions about students’ needs of the educational program. (Section D, Pg 37). Granted the district will provide some guidance, however, it is the applicant’s responsibility (not the district’s) to determining the data source and establishing the school’s baseline data. Please clarify.	
The use of the state-required FAIR assessment is not mentioned (Pg 37). Also, there is no recognition that the CELLA and Alternate Assessment are part of the state assessment program. Please explain how these state-required assessments will be used.	

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

Strengths

Clearly states that SWD’s will have access to services provided within a regular class placement. (Section 6)

Concerns/Weaknesses:

The response to Section E (Pg 44) is somewhat vague. Answers discuss ‘what’ but not ‘how’ ESE students will benefit from instruction/curriculum. (Pg 44-45)

Annual reevaluation of SWD eligibility inconsistent with SBR.

There is confusion in the descriptors of the relationship between intervention, RtI and eligibility for ESE services. The intent of RtI is not placement in ESE!

The applicant has not provided a description of HOW the ESE projections were made (Pg 45).

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response
How were the 61 K-8 students projected? What proportion of the overall student projections does the 61 represent? How are the projections “reflective of the community we serve as defined by our target population”? What are those ESE projections? What are the projected ESE populations for grades 9 – 12?	
Please clarify how SWD's will have equal opportunity for enrollment. (Pg 43)	
Please clarify who will be delivering ESE services to students. Explain how ESY services will be provided to students eligible students.	
What diploma options is the school prepared to offer to ESE students?	

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"/>
Second	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths
 The Classical Academy proposes to follow the district’s ELL plan. (Pg 46)

Concerns/Weaknesses:
 The applicant has not demonstrated a clear understanding of state and federal requirements regarding the education of English language learner students.

 The information provided for student identification, ELL support services, placement of students does not reflect District procedures. (Pg 46)

 The applicant does not recognize the CELLA as a viable tool (Pg 46)

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response
<p>The application states, “We intend to hire a part-time ESOL specialist”, “to guarantee that students will receive proper instruction in their individual classroom.” A part-time specialist will probably not be sufficient to meet student needs as TAC includes grades K-8. (Pg 46) Please address.</p>	
<p>Please be advised that the Principal, Guidance, other staff will need to have their ESOL course, 60 hours, as well. (Section 7, Subsection B Pg 46)</p>	

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"/>
Second	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths
The CHAMPS model and strategies are well-suited for elementary grade levels.

Concerns/Weaknesses:
The application does not provide a comprehensive description of the discipline, suspension, and dismissal procedures (Pg 48)

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response
How will the MTSS component be implemented within the Discipline Plan?	

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"/>
Second	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths

Concerns/Weaknesses:
It is unclear based on the organizational chart and the description of the school advisory council as to which entity has appropriate authority to provide for the daily instructional leadership and decision making needed to operate the school.

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response
The chart on page 50 shows the SAC reporting to the Governing Board. Please clarify.	
Will any of the current founding board members become members of the school's Governing Board?	

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

Strengths

Concerns/Weaknesses:
<p>The staffing plan is not viable: The middle school enrollment numbers for years 3, 4, 5 will be difficult to maintain fiscally. For example, a middle school group of 185 kids would require 8 ½ teachers. (See Section 2 subsection B). The same inconsistency in the 9th grade class will cause concerns with a group of 40 kids. Cannot maintain class size and have certified teachers for all content areas with such a small group.</p> <p>The proposal to have a Guidance/ AP split position would require a dual certification and may be hard to fill. (Section 10, Subsection B Pg 51)</p>

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response
Please explain how the school proposes to meet the staffing need for certified teachers in all grades/content areas given the school's small enrollment.	

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"/>
Second	<input 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

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"/>
Second	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths

Concerns/Weaknesses:
The plan for the development of policies and procedures is extremely vague.

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

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"/>
Second	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths

Concerns/Weaknesses:
 The proposed recruitment plan is limited and will not target the population as specified on page 14.

 The admissions and enrollment information is insufficient for the committee to evaluate the degree to which it meets state requirements.

 The Classical Academy application does not fully address Section B (Pg 80). No explanation is provided as to HOW the school will achieve a racial/ethnic balance.

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response
Personal references and “spreading the word” are not strategies that will reach out to a larger audience. A website does not suffice. Parents beyond the immediate surrounding area will not have timely access to the information and thus will not have an equal opportunity to enroll in the school. (Pg 80) Please address.	

Please provide more specific timeline for the marketing, enrollment period and lottery process.	
<u>HOW</u> will the school achieve a racial/ethnic balance (Pg 80)?	
A one-month enrollment period may not be sufficient to ensure equal access, especially if the school does not implement a comprehensive and wide-reaching marketing campaign. What modifications will be considered to address this concern?	
Please describe the lottery process (Section C, Pg 80)	

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"/>
Second	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths

Five possible locations are being explored.

Concerns/Weaknesses:

Square footages possibly not adequate for 600+ students in year 5. The three commercial sites might require quite a bit of remodel work and do not have much in the way of PE space.

No funding for renovations. The cost of utilities not in budget

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response
The facility plan does not match the 5-year enrollment projection. What other plans are considered?	
Appendix J addresses rent but nothing regarding utilities (electric, water, sewer, gas). What are the estimated costs for utilities?	

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

Strengths

<p>Concerns/Weaknesses:</p> <p>The Classical Academy plans to use a car pooling program. No defined method is proposed to accommodate students should parents not want to assume liability of or ride with other parents.</p> <p>No ESE or Special Needs student transportation plan provided.</p> <p>No budget for transportation. The school needs to pay parents who car pool the government rate (mileage) for transporting students.</p>
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Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response
Who will oversee the Car Pooling program?	
Please note that the vehicles used for car pooling must meet the car pool fleet requirements for side impact and roll-over.	

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"/>
Second	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths

The school plans to contract with the district for food services. (Pg 85)

Concerns/Weaknesses:

Areas in Need of Additional Information and/or Clarification

Charter Applicant's Response

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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"/>
Second	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths
Budget is very well prepared with sufficient documentation in the appendix to verify the figures.

Concerns/Weaknesses:
No funding for facilities renovations. The cost of utilities are not in the budget.

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response
The district capital outlay is not included which could negate the needs for a loan for startup equipment.	
Possible costs associated with car pooling are not considered. Please address.	
What are the anticipated costs associated with utilities.	

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"/>
Second	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths

Financial management and oversight is well documented (Pg 89).

Concerns/Weaknesses:

Areas in Need of Additional Information and/or Clarification

Charter Applicant’s Response

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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Second	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<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
Please re-submit action plan in chronological order. (Pg 95)	
Please clarify the “order curriculum” action step that was completed June 2012. What materials were ordered/purchased?	