

**Sarasota County Public Schools**  
**2014 – 2015 Charter School Application Process**  
**Charter Review Committee (CRC) Analysis of Application and Initial Findings – September 11, 2014**

**Our Children’s Charter School Sarasota 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, 2014. 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.” This clarification process may not be used to submit new information (not requested) or make 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.” Based on the CRC’s evaluation, the weaknesses, deficiencies or missing information identified in the application are considered sufficiently significant that corrections and revisions would constitute a material or substantial amendment to 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 12:00 noon on Thursday, September 18, 2014.** 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:

<b>Meets the Standard</b>	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.
<b>Partially Meets the Standard</b>	The response addresses most of the criteria, but the responses lack meaningful detail and require important additional information.
<b>Does Not Meet the Standard</b>	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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Strengths

Our Children's Charter School proposes to serve approximately 300 exceptional education students (ESE) in grades Pre-K through 6; 100% of the students will be Exceptional Student Education (ESE) students. The plan is to open in 2016-2017.

The school intends to create appropriate progress monitoring tools to match students receiving FAA. (Page 9)

#### Concerns/Weaknesses:

Although stated that the school will implement a therapeutic and educational model, the emphasis appears to be on therapy more so than academics. (Page 5)

It appears that the majority of services will be contracted for by outside providers rather than school personnel. The CRC is concerned

that all third-party contracted services are with the Our Children’s Rehab Center Inc., which appears to be a conflict of interest. (Page 5 & 6) This concern will be addressed in a later part of this report.

The application does not follow the Model Charter School Application template. After careful review of the information presented on pages 4-8, it is not evidently clear that the application fully addressed the three principles by which charter schools must be guided:

- The application does not provide sufficient information to determine if the school will meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state’s public school system.
- The application does not fully describe how the school will promote enhanced academic success and financial efficiency by aligning responsibility and accountability.
- The application does not address how the school will provide parents with 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.

The application does not address how the school will “*Increase learning opportunities for all students, with a special emphasis on low-performing students and reading,*” which is one of the prescribed purposes for charter schools. (Page 9)

<b>Areas in Need of Additional Information and/or Clarification</b>	<b>Charter Applicant’s Response</b>
Briefly define “Ideal Implementation” vs. “In Process” for the key elements of the organization. (Pages 5-9)	

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

**Strengths**

The school states a commitment to providing academic and therapeutic intervention in an academically challenging environment, within the scheduled school day. (Page 10)

The school plans to serve ESE students and students with an IEP or a 504 plan in grades Pre-K through 6. (Page 10)

The plan is to serve a wide variety of special needs students, including: vision-impaired, autism, attention deficit disorders, cerebral palsy, as well as medically fragile students with cancer, burns, Spina Bifida. (Page 10)

**Concerns/Weaknesses:**

The information provided to support the projected enrollment is confusing. Table 2 provides enrollment counts by age/grade, but also by levels of support (participatory, supportive, and independent, and by test type (FCAT vs. FAA). These categories are not mutually exclusive. (Page 12)

The Sarasota County enrollment by primary exceptionality categories does not, by itself, support the school’s projected enrollment. (Page

13)

The school plans to accept and serve higher functioning students with IEPs or Section 504 plans who will access the general education curriculum. Given that the school’s population will be 100% ESE, the school’s ability to provide instruction in the Least Restrictive Environment (LRE) is questionable and of great concern. The application does not provide sufficient details as to how inclusionary practices will be utilized in order to provide a LRE with non-disabled peers.

The target population does not appear to be fully aligned to the school’s mission and educational design. (Page 11 and Sections 1 and 3)

<b>Areas in Need of Additional Information and/or Clarification</b>	<b>Charter Applicant’s Response</b>
Please clarify how as a charter school you will also provide for early intervening services (birth to two years) when funding only provides PK-6? (Page 11)	
Where is the “market analysis of elementary and middle school students” referenced on page 13?	

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

**Strengths**

The school provides one full additional week of teacher/aide training and support.

The school plans to offer a before/after school program as well as a summer program. (Page 13)

Commitment to visual supports. (Page 15)

**Concerns/Weaknesses :**

The application mentions the use of programs that may not have evidence of being effective research-based practices.

The educational program design is not clear and coherent. The information presented lacks meaningful detail.

The school’s daily schedule, as presented, is an “hours of operation” schedule rather than an instructional daily schedule. (Page 13)

The lack of specificity in the daily student schedule for students of varying needs greatly impedes the CRC’s ability to understand the educational design presented in subsequent sections of the application. (Pages 13-24)

It is not clearly apparent in the description of the education plan how instruction will be differentiated for such diverse student population as well as for students with such intense needs.

The Student Staff Ratio (page 14) does not match the staffing model on page 46.

Given that the school, by design, is an ESE center, it is disconcerting that the school will contract for so many services rather than hire school personnel to provide these services to meet the needs of the students. The applicant states that because of the nature of the model “vendor availability is limited and sole-sourcing for therapy services increases.” Although we appreciate the applicant’s transparency in providing the contract with the vendor, Our Children’s Rehab Center, the committee believes that the arrangement represents a conflict of interest. (Page 24 & vendor contract in Appendix D)

<b>Areas in Need of Additional Information and/or Clarification</b>	<b>Charter Applicant’s Response</b>
What school wide activities will be provided on early release days? (Page 14)	

**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**

**Concerns/Weaknesses:**

The information presented does not provide a clear and coherent framework for teaching and learning.

There is insufficient evidence that the curriculum will enable students to attain the standards and make learning gains.

It is not possible to determine what courses will be offered and how services will be provided for Intensive Reading and other core curricular areas. Listing various curricular resources does not show evidence of alignment to standards and instruction.

The application makes reference to a specific curriculum to guide PK instruction. However, the curriculum to be used to guide instruction for K-6 is not evidently clear. (Pages 24-26)

The application provides a list of supplemental curriculum materials; however, not a clear guide on how all of these materials will interface based on the developmental needs of the student and grade level expectations. (Pages 27 & 31)

The application describes a lengthy list of instructional materials and programs. However, the framework for integrating these materials is not clear. (Pages 30-31)

Clear evidence of a sound reading plan is not presented. (Pages 31-32)

The application lists instructional methodologies as “Curriculum Areas other than Core Academics.” (Page 33)

The application does not fully explain how they plan to monitor student progress and document a year’s worth of learning for each year enrolled.

The information provided does not address the question of “how will the effectiveness of the curriculum be evaluated.” (Page 34)

<b>Areas in Need of Additional Information and/or Clarification</b>	<b>Charter Applicant’s Response</b>
There are many curriculum programs that “can be used for students at, above, below grade level.” How will the school afford the cost of them as well as provide the training for appropriate implementation by staff? (Pages 31, 33)	
What systems or structures will be in place that will enable staff to develop their own classroom-based formative assessments? How will the validity of these assessments be determined?(Page 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
<b>Preliminary</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Final</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Strengths**  
The school’s plan for sharing student assessment information with teachers and parents is sound. (Page 37)

**Concerns/Weaknesses:**  
The application does not fully address the school’s educational goals and objectives for improving student achievement. Reference is made to Florida’s School Improvement Rating, and although the school will strive to maintain or improve the rating over years 2-5 of the charter, this response does not address “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,” as required in the charter application. (Pages 35-36)  
  
Goals, targets, and specific results to be attained are not addressed for grades Pre-K, K, and grades 1-2. The educational program has a

strong focus on STEM, yet no goals/targets are provided for science and technology.

The information provided does not fully identify the *types and frequency* of assessments that the school will use to measure and monitor student performance. (Page 37)

The description of how student assessment and performance data will be used to evaluate and inform instruction lacks meaningful detail. (Page 37) There is mention of monitoring of data but little or no clarification as to how they will be using data to align to the curriculum and student IEP goals.

The school’s placement and progression procedures are vaguely described. It cannot be determined based on the information presented if the school’s promotion standards will be based on high expectations and provide clear criteria for promotion from one level to the next. (Page 36)

Sections 5.E and 5.F are missing from the application.

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

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

**Strengths**

**Concerns/Weaknesses:**

The application does not provide a clear description of the levels of service the school will provide to students with disabilities. (Page 38)

The application does not fully address how the school will ensure that students with disabilities will have an equal opportunity of being selected for enrollment in the charter school. (Page 38)

The application does not provide a description of how the school will work with the sponsor to ensure the charter school is the appropriate placement for each student with a disability, based on the student’s needs. (Page 38)

The information presented is general and vague and does not describe with any detail 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 38)

The continuum of services to be provided to SWD lacks specificity. (Page 38)

The description provided does not address how the school will determine school’s effectiveness in educating ESE students. The method of evaluation is not stated. (Page 38)

It is not evident that the applicant has a deep understanding of the procedures for evaluating, determining eligibility & staffing for SWD.

An appropriate plan for serving the needs of gifted students is not evident. (Pages 38-39)

The data provided to support the student enrollment projections is confusing. (Page 38, and pages 12-13 in Section 2)

The staffing plan lacks detail and does not align to staffing information presented in other areas in the application. (Page 38 and reference to page 44)

<b>Areas in Need of Additional Information and/or Clarification</b>	<b>Charter Applicant’s Response</b>
Please clarify the staffing model based on the enrollment, the “student staff ratio” information shown on page 14 and the students’ needs.	
Where in the application is Table 5 which is referenced as support for the ESE student projections? (Page 38)	

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

**Strengths**

**Concerns/Weaknesses:**  
 Information provided in Section 7 raises substantial concerns about the applicant’s understanding of state and federal requirements. The applicant does not demonstrate understanding to meet the school’s obligations under state and federal law regarding the education of English language learner students. (Page 39)

The application does not provide a comprehensive description of the range of programs and services for students who are both ESE and ELL. There is lack of evidence that the applicant has a good understanding of how to provide ESOL support services to SWD. (Page 39)

A viable staffing plan to meet the needs of ELL students is not provided. (Page 39)

It is not clear how ELL students who are below grade level will be engaged and benefit from the curriculum. The information presented is general and vague. Although the reader is referred back to Section 4, the information provided in Section 4 does not specifically address ELL. (Page 39)

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

**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
<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 school plans to implement a school wide Positive Behavior Support (PBS) system. (Page 40 & Appendix J)

**Concerns/Weaknesses:**

The applicant does not fully address discipline and dismissal procedures and guidelines. (Page 39-40)

The school wide and classroom management implementation plan lacks meaningful detail.

It is not clear how the effectiveness of the selected PBS model will be measured.

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response
Clarify how the school’s Expulsion procedures outlined in its Code of Conduct will align to the district’s Expulsion procedures.	

<p>The application makes numerous references to an Alternative Education Program throughout the Discipline and Procedures section of the school. What do the Alternate Education Programs consist of? Are they programs within the school or is the student referred to an alternative school?</p>	
<p>Briefly describe how the effectiveness of the selected PBS model be will be measured.</p>	

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

**Strengths**

**Concerns/Weaknesses:**  
 The relationship of the proposed school’s governing board, the school leadership team and the Our Children’s Rehab Center and the McKay school in Winter Haven raise concerns about the legality of the organizational structure. (Pages 40-43)  
  
 The application does not provide a clear description of the governing board’s responsibilities.

It appears that the Founding Board members will recommend a set of individuals for the governing board, and that the Executive Director of the School’s Leadership Team (who also serves the Rehab Center) will “select at least 5 but no more than 7 to be appointed to the board.” (Page 43)

The organizational chart presented in Appendix E is very convoluted and difficult to interpret. The Executive Director does not preside over the teachers; some teachers work for the Director of Curriculum and others for the Director of Classroom Learning. Art Teachers report to the Rehab Center. (Appendix E)

The information in the application does not sufficiently describe the methods to be used for resolving disputes between parents and the school. (Page 44)

It appears as though the partner organization, Our Children’s Rehab Center, is functioning more as an ESP, providing contracted services at a cost to the school, rather than a parent organization. (Page 44)

<b>Areas in Need of Additional Information and/or Clarification</b>	<b>Charter Applicant’s Response</b>
Please provide the membership for the four entities: (1) the proposed school’s founding members, (2) the Board of Directors or governing board for the Rehab Center, (3) the BOD, governing board of Our Children’s of Winter Haven, and (4) the McKay Private School (if different from OCWH).	
Why would the school’s governing board abide by the objectives of a corporation? What is the corporation referenced? (Page 41)	

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

**Strengths**

**Concerns/Weaknesses:**

The management structure and the roles and responsibilities for administering the day-to-day activities of the school are unclear and questionable. (Pages 44-45)

The plan for the recruitment and selection of the school leader is not sound. No recruiting or retention plan for qualified staff was addressed. (Page 46)

The information about recruitment and selection of the school leader did not appear to list resources that would be utilized or a sound plan that would be followed to identify, recruit, and select the school leader.

The application does not present a viable and adequate staffing plan aligned with the projected student enrollment. (Page 46)

The staffing plan has a considerable amount of conflicting information. Initially it was stated that the school will have one executive director, and organizational leadership team, fourteen highly qualified teachers and ten highly qualified paraprofessionals for an expected first year enrollment of 243.

The average salaries are very low and will not be competitive in the Sarasota community. For example, the Staffing Plan indicates 13 Teachers and 26 Paras for 2016. (Page 46) The budget line item for Teacher is \$260,320, which results in a teacher salary of \$20,024. The budget line item for Para is \$163,730, resulting in a salary of \$6,297 for Paras. (Appendix G)

The budget is set for 1 LPN at a salary of \$23,000 which seems unrealistic for proposed targeted population including medically fragile students.

<b>Areas in Need of Additional Information and/or Clarification</b>	<b>Charter Applicant’s Response</b>
none	

NOTE: Please note that CRC’s findings related to the school’s staffing plan are addressed in this section although the applicant provided the information in Section 13.

**11. Education Service Providers**

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

**Statutory Reference(s):**

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

**Evaluation Criteria:**

A response that meets the standard will present:

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

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

<b>Strengths</b>

<b>Concerns/Weaknesses:</b>

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
<b>Preliminary</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Final</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Strengths**  
 The student to teacher ratio is 10:1. Including aides, ratio is 4:1.  
 Professional standards as outlined by the state were found in the employee handbook. (Appendix H, pages 5-8)

**Concerns/Weaknesses:**  
 The salary schedule is not competitive or realistic for the Sarasota County area. For example, based on the number of teachers projected for year one and the budgeted teacher salary amount, the average salary for a teacher is \$20,000 a year. (Page 46 and Appendix G)  
  
 The compensation plan was not located, however the employee handbook (Appendix H) claimed that the agency will provide health insurance coverage for eligible/interested employees. It is not clear of how eligibility is determined. Life insurance is stated as being provided and employees can purchase supplemental benefits. These statements do not appear to be a compensation plan that will attract and retain quality staff as they do not appear to be clear or competitive.  
  
 Policies and procedures were not located within the application or a plan for development of policies was not presented.

<b>Areas in Need of Additional Information and/or Clarification</b>	<b>Charter Applicant’s Response</b>
Please indicate whether staff will be publicly or privately employed.	
The budget calls for bonuses for staff (\$200 for paras, \$300 for teachers). What are the criteria for awarding these bonuses and how does the provision of bonuses fit into the state’s evaluation and compensation requirements for teachers and staff?	
The school does not intend to use the Sarasota County Instructional Improvement System or teacher/principal evaluation system. The application states that their model has been approved by the FLDOE. Please confirm.	

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

<b>Strengths</b>
none

<p><b>Concerns/Weaknesses:</b></p> <p>Section 13 is missing. (Page 46)</p> <p>The application does not provide a plan for recruiting students, including strategies for reaching the school’s targeted populations and those that might otherwise not have easy access to information on available educational options.</p> <p>The application does not provide an explanation of how the school will achieve a racial/ethnic balance reflective of the community it serves or with the racial/ethnic range of other local public schools.</p> <p>No information is provided regarding the school’s proposed enrollment policies and procedures. The applicant failed to describe an enrollment and admission process that reflects openness and fairness in accordance with applicable law.</p> <p>No information is provided about the school’s enrollment timeline, criteria and/or any preferences for enrollment, and lottery process.</p>
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The application does not explain if any type of contract will be used as a requisite for initial and continued enrollment in the school.  
If and how any other efforts to encourage parental and community involvement will be used are not described.

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

NOTE: The applicant mistakenly included information about the staffing plan in this section rather than in the appropriate section, Section 10 – Management. Therefore, please see CRC comments related to staffing in Section 10.

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

<b>Strengths</b>
None

<p><b>Concerns/Weaknesses:</b>                  This section of the application provides minimal information and contradictory information about the facilities. Therefore, the CRC cannot evaluate the degree to which the school has an adequate plan to meet the facilities needs of the proposed school. (Page 47)</p> <p>Contradictory facilities information: On page 47 it states that a facility has not been selected. On page 53 it states and references the facility that will house the new school as follows: “The new charter will be operating out of the facility OCWH had been using during the 2014-15 school year making the facility acquisition smooth.....” The OCWH is the Our Children’s Winter Haven, a private McKay school.</p>
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If indeed the site has not been selected or not acquired, the information submitted is a very weak attempt in describing the facility’s needs. The application failed to provide an acceptable explanation of the school’s facility needs, including desired location, size, and layout of space. Items A-D of the model application should have been addressed, but are not. For example, the application states the need for approximately 20k-25k sq. ft. but doesn’t state of what. Land? Building? There is no description of what spaces they intend to construct, or the anticipated cost to construct.

If the site has been identified then the information provided in A-E does not address the criteria. (Page 47-48)

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
<b>Preliminary</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Final</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Strengths</b>

<p><b>Concerns/Weaknesses:</b>                  The application states that the school will contract with the district for transportation services, however the budget indicates that buses will be leased from OCRC. (Page 48 &amp; Appendix G)</p> <p>A four-sentence description of the “plan” does not address how the school will meet required services in accordance with state and federal regulations. (Page 48)</p>
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<b>Areas in Need of Additional Information and/or Clarification</b>	<b>Charter Applicant’s Response</b>

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

<b>Strengths</b>
Our Children’s Charter indicates they will contract with the school district or utilize the services of another charter.

<b>Concerns/Weaknesses:</b>
The application does not fully address how it plans to provide food services. (Page 48)
There is no mention of the Free & Reduced processing or actual provision of meals. (Page 48)
Appendix G, Food Services, does not indicate what actual expenses will be incurred (e.g., food delivery, kitchen supplies, snacks/lunch).

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response
On what basis does the school assume that another neighboring charter would be interested in offering food services?	
How was the calculation for Food Services expenses made? (Appendix G)	

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

**Strengths**  
 The school used the 2013-2014 Charter School Revenue Estimate worksheet. Using the 2013-2014 Charter School Revenue worksheet has underestimated revenues providing for an additional reserve available for operations. (Appendix G and Pages 48-50)

**Concerns/Weaknesses:**  
 The 5% administrative fee to the school district is not reflected in the budget. (Appendix G)

There may be inaccuracies in the budget or projections are not realistic. For example, based on the salary line item for Teachers/Paras, and the number of teachers in the staffing plan, each teacher will be paid \$20,024. Doing the same calculation for para aides, the annual salary amount is \$6,297 per person.

The budget includes Business & Employee Gifts, which are not allowable.

The salaries of the administration are unclear. It appears that one administrator works at more than one site and will not be on school

campus daily.

The budgeted amount for utilities, etc. is unrealistic. For example, the line item 79000430 for Electric shows an anticipated expense of \$36,000. A typical electric bill in a renovated or older building is at least \$5000 a month for a total of \$60,000 a year.

The budget does not show realistic assessments of expenditures.

<b>Areas in Need of Additional Information and/or Clarification</b>	<b>Charter Applicant’s Response</b>
Please indicate the line item for the sponsor administrative fee? (Appendix G)	
Please confirm if the amount in the budget line item for teachers and para aides salaries is accurate. If not, what is the expected cost associated with salaries?	

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

**Strengths**

**Concerns/Weaknesses:**  
 The manner in which the school’s finances will be managed is not clear. (Pages 51-52)

It does not appear that the governing board of the school will retain ultimate control over the school’s finances.

On page 53 in reference to Our Children’s Winter Haven, a private McKay school, it states: “Our application for the Charter School is to simply obtain additional revenue thus giving us the opportunity to provide more robust and comprehensive services to the children with special needs.” The new charter school will be operating out of the OCWH facility. The relationship between the McKay private school and the proposed charter does not support the applicant’s assertion that the school’s board will have solid control over the school’s finances.

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

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

<b>Strengths</b>

<b>Concerns/Weaknesses:</b>
<p>In the Action Plan (page 53) it states that “This school will have no affiliation with Our Children’s located in Lake Wales, Florida,” the CRC believes to be the charter school. Then it states that “the new charter will be operating out of the facility OCWH had been using during the 2014-15 school year making the facility acquisition smooth.....” The OCWH is the Our Children’s Winter Haven, a private McKay school. (Page 53)</p>

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