

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

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

Strengths

The Classical Academy’s mission is well developed and clearly defined. Small school “atmosphere of relationship, accountability and excellence” serving grades K-12 fostered by “interaction among varying grade levels . . . creating mentoring and leadership opportunities.” (Pages 7-10)

Emphasis on virtue, civic, and excellence: Integration of a Standard of Excellence represented in the Eight Pillars of Character and for high school, the four classical virtues. (Page 12)

Local community and educators operating the school – no management company.

The priorities are clearly focused on improving student educational outcomes.

<p>Concerns/Weaknesses:</p> <p>Comment only - Housing K – 12 students on one campus will require careful consideration of how the facility is structured so that elementary students are not interacting with older high school students. (Page 11)</p> <p>Comment only – The Senior Thesis may not fit the description of “innovative measurement tool” in accordance with 1002.33(2)(c), F.S. (Page 23)</p> <p>The applicant states that the school will draw parents who home school their children and or from private schools. This is fine, however, the applicant must not rely on this possibility for initial enrollment and sustaining student enrollment. (Page 24)</p>

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response
Please provide an example of when you will know you are achieving your mission as it relates to “students demonstrate virtuous behavior through school work and community behavior.” (Page 11)	
Please elaborate on the meaning of “teachers and administrators will walk with each one of our students throughout their entire school career.” (Page 18)	

2. Target Population and Student Body

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths
The target population appears to be inclusive of all children. (Page 27)

Concerns/Weaknesses:
Opening a K-10 school with 428 students may be unrealistic. We understand that the applicant feels that a K-12 single campus model will provide flexibility and keep financial costs low because teachers will teach middle and high school courses, but it may be challenging to reduce staffing costs and have sufficient teachers and coverage across the grade level spans.
While the CRC understands that the applicant is not required to have a facility during the application process; and the school can serve students throughout Sarasota and neighboring counties, it is difficult to determine if the projections on page 25 are realistic.

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response
Please provide more detail about the enrollment projections based on the families of the 300 students who may possibly enroll their children in TCA. Do they reside in a specific geographical area or community? (Page 26)	

<p>Are these families who “... live in Sarasota, work in Sarasota and are committed to our community...” (p. 7) the same families who have submitted a letter of intent? If so, are they aware that the school may be located anywhere from north county to as far south as Venice? (Page 26 and Section 14- Facilities).</p>	
<p>The school population is expected to have 5% on reduced lunch prices and 47% on free lunch. (Appendix L) What was the basis for this projection? Is it in any way related to the 300 families?</p>	
<p>What is the nature of the partnership with Hillsdale College? Briefly outline the major key services that will be provided to the school. (Page 26)</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"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths

The application proposes an educational program design with many strengths, including:

- Languages introduced and emphasized early. (Page 36)
- Appreciation for fine and practical arts. (Page 36)
- Socratic Method emphasized at all grade levels. This instructional process meets the high expectations set by the standards.
- Key elements of a Classical Liberal Arts Education (e.g., “trivium,” study of Latin, emphasis on civics, teaching and modeling a virtuous life) are clearly defined, researched and supported. (Pages 34-46)

Concerns/Weaknesses :

The CRC expressed concerns regarding the school’s philosophy as it pertains to the teaching of morality and virtue in a public school setting (e.g., teaching of sexuality on page 290). We understand that a charter school is a school of choice, but it is also a public school, and the philosophy, as we understand it, may be discriminatory towards many families.

The application lacks clarity in the description of the reading program. (Pages 31-41)

The educational program does not address how instructional technology will be used or integrated into the curriculum. Students may not be prepared to succeed on the state standards for technology.

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response
Is TCA planning to follow the district's reading plan? Please clarify.	
Where is the reading block in Kindergarten and grades 3-5? The application states that the reading block will be 90 minutes. (Page 31)	
How will the school address spelling from classical literature? (Page 34)	
How are the "specific literacy skills such as explicit phonics, grammar, etc." applied in a context of a text? (Page 38)	
Which primary source documents will be used in grades K-2? (Page 41)	
What role does technology, online learning, and digital instructional materials play in the "Classical Approach" model for teaching and learning? (Page 47)	
Please clarify the schools' policy regarding the teaching of evolution theory and how the material taught/not taught aligns to the Common Core Standards. (Page 291, Appendix F)	

4. Curriculum Plan

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

Statutory Reference(s):

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

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

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

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

Strengths

The approach to civics and history through primary sources, civic understanding, and founding principles provides a strong history /civics curriculum theory.

Inquiry science provides students with the opportunity to explore and discover the world around them.

The use of complex text in all grade levels and across content areas is noted throughout the application.

Concerns/Weaknesses:

The curriculum-related policy information contained in the Parent Handbook (Appendix F) should have been presented in Section 4 under curriculum plan to be more transparent. Some of the TCA policies and curriculum philosophy may be in conflict with a public school education.

The reading curriculum is not fully described. It is unclear if the reading plan provides a set of strategies for students who are reading at grade level or higher and a separate curriculum and strategy for students reading below grade level. (Pages 79-86)

The requirements to provide students with course recovery at the middle school levels are not fully addressed. High school credit retrieval does not appear to be addressed. (Pages 58-59)

The Singapore Mathematics program includes problem solving with conceptual understanding, complexity of problem solving, and visual and concrete methodology (pages 75-77). As stated in the application, where alignment to the NGSSS/Common Core does occur or a topic is not covered in a different grade, it is expected that TCA administration and teachers will supplement the curriculum or make changes necessary to ensure alignment. (Page 54)

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response
How will you address the teacher's certification expectations of the rigorous classes at the high school level (e.g. chemistry, physics, and AP course offerings)?	
How will you address courses required by PERT testing (e.g., English 4: College Prep, Math for College Readiness)? (Pages 58 - 59)	
Overview of Mathematics Program includes errors in course codes and/or titles. (Page 59)	
How will you address course recovery (middle school) and credit retrieval (high school)? (Pages 58-59)	
How will the school address the literacy instruction of students who are already reading in kindergarten? (Page 75)	
How will the school address the needs of students who are above level and in advanced reading? (Page 79)	
Define the categories of "on grade level, strategic instructional, and intensive instructional". How will student's level of service be identified? (Page 83)	
How will primary grade students meet the rigor of the CCSS in English Language Arts when the Riggs Writing and Spelling Road is a phonics-based, foundational skills program? (Page 84)	
How does the TCA policy for teaching human sexuality align to reproduction education and health education? (Page 290, Appendix F)	
Please explain TCA's policy regarding the teaching of the Theory of Evolution in reference to teaching the NGSS-CCSS science standards. (Page 290, Appendix F)	

<p>The application states that parents will have the option to have their children “opt out” of reading certain books or receiving instruction on a particular topic (e.g., page 290 in appendix F). Please explain the activities children who “opt out” will engage in and the estimated amount of instructional time set aside for opt-out segments of the instructional program.</p>	
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5. Student Performance, Assessment and Evaluation

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths

The applicant has referenced and quoted the correct state statutes and the state’s published accountability and school grade formulas. (Pages 93-94)

The school will strive for a 100% graduation rate.

TCA’s plan for communicating student achievement results with parents is sound and appropriate. (Pages 112-113)

Concerns/Weaknesses:

The goals and targets described in separate sections of the application are not aligned. The Years 2 – 5 Objectives on page 25 states that the school will decrease the percentage of students who are not proficient by 7% compared to the prior year. On pages 96 and 98 the Year 2 target is to increase by 2% the percent proficient. In the 3rd column of the charts it states the goal is to meet or exceed the state or

district average.

The application does not present math achievement goals for K-2.

Specific writing performance goals are not included.

There are no science goals for elementary grade students and the science goals at the secondary levels are indirectly implied by a goal for EOCs, but the specific EOCs are not indicated. (Pages 96-100)

The applicant may not fully understand the FAA since they describe its use (page 108) yet will not have an eligible population (Section 6 ESE).

The application does not provide sufficient and clear information to determine if the applicant clearly understands state requirements for promotion from one level to the next or for graduation. The application does not address retention criteria.

The application states the school plans to follow the district’s Student Progression Plan (page 101) yet proposes to have additional TCA requirements (page 102) and graduation requirements (Parent Handbook Appendix F). The school must decide to either adopt the district’s plan or establish their own progression plan. TCA Handbook did not include a weighted grade scale.

The applicant does not include a full description of the process that will be used to track student’s progress towards satisfying requirements leading to available diploma designations. (Pages101-105)

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response
What is the Year 1 school-wide goal? Please clarify. (Page 95)	
How will the school increase the percent proficient by 2% (from 85 to 87) but at the same time decrease the percent not proficient by 7%? The targets don’t match.	
Based on the specific performance targets described on the charts (pages 96-100), is the applicant confident that they will achieve the school grade designations (grade of B, A) on page 95?	
Is the school planning to set performance goals in science? If so, what are they?	
What students will be administered the FAA, and for what specific purpose?	
Is TCA going to follow the district’s pupil progression plan? If so,	

please clarify what and why the application states that they will have additional requirements.	
What is the applicant's understanding of the district's retention policies and other statutory requirements for mandatory retention?	

6. Exceptional Students

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths

Concerns/Weaknesses:

TCA clearly states the level of services the school will provide to students with disabilities (page 114). However, in subsequent pages of this section the information about services does not align to the students they will be serving (e.g., page 118, page 120).

The information provided relative to how the school will serve gifted and talented students is sparse so it is unclear how TCA plans to serve gifted students at the elementary and middle school level. (Page 124)

There is no evidence to show that the applicant has an understanding of IEP requirements for students that are transition age.

TCA does not appear to have a clear understanding of the process from MTSS to referral to evaluation (Page 116) – clarify who receives consent.

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response
Is the school indicating that they will serve 59 ESE students (14% of 428) in year one? (Page 122) How does this number align with the overall student enrollment projections presented in Section 2?	
Please clarify the level of service TCA intends to provide and address the discrepancies in the information presented on pages 118 and 120.	

7. English Language Learners

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

Statutory Reference(s): s. 1002.33(10)

Evaluation Criteria: A response that meets the standard will present:

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

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

Strengths
The application provides district/state requirements for initial identification procedures for ELLs. (Page 125)
The staffing for the school’s ELL program is adequate. (Pages 128-129)

Concerns/Weaknesses:
The application does not fully address how ELLs who enter the school below grade level will be engaged in and benefit from the curriculum. (Page 129)
References to an IEP (for students with disabilities) are disconcerting given that this section of the application addresses the needs of ELL students.

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response
What type of assessment are you planning to provide in the native language? With what purpose? (Page 129)	

8. School Climate and Discipline

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths

TCA has a strong emphasis on building character in all students. (Page 131)

TCA will utilize the district's Code of Conduct. (Page 133)

Concerns/Weaknesses:

The application does not include a school wide PBS model. (Pages 131-137)

The information in the application does not demonstrate a good understanding of MTSS. TCA states that Tier 2 classroom behavioral interventions will require "minimal" teacher time when in fact Tier 2 interventions are more intense and designed for teachers to target small groups; this may use additional instructional time. (Page 132)

The applicant may violate FERPA laws if volunteers have access to confidential student records. (Page 321)

TCA has no procedures set to ensure adult volunteers, including parents, are safe to have access to students other than their own children. (Pages 320-322)

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response
What is the research based data regarding the effectiveness and appropriateness of the CHAMPs PBS model in secondary (6-12) classrooms? (Pages 131-132)	
TCA plans to levy fines on parents for vandalism or theft by their student. What is the protocol or procedures that will be followed in such instances? (Page 134)	
TCA has an Accountability Committee that handles parent grievances but it is not included in the organizational chart; who makes up this committee? Is this the sole role and responsibility of the committee? (Page 323)	
The applicant's reference to a particular religious holiday in its school calendar may not promote or create sensitivity and acceptance of the religious beliefs of the entire TCA school community. (Page 305)	
What procedures will the school implement to ensure adult volunteers, including parents, are safe to have access to students other than their own children? (Pages 320-322)	

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

Strengths
The governance section includes clearly defined roles and responsibilities. The guidelines and bylaws are in conformity with state law.

Concerns/Weaknesses:
How the Founding Board members will transition to the Governing Board is unclear. (Page 144)

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response
Will the School Advisory Council report to the principal? (Page 138)	

<p>Who is the Founding Board? The application states that “the Founding Members, who comprise the Advisory Committee.” Please provide the names and positions of the school’s Founding Board. (Page 144)</p>	
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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"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths
The application provides appropriate job descriptions for administration and instructional personnel. (Pages 149-167)
Some professional development will be provided by Hillsdale College at no cost to the school. (Page 169)

Concerns/Weaknesses:
The management structure is not fully defined in this section of the application. (Page 148)

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response
There is no chart as required for Section 10.A. Is the intent to use the one shown for Section 9? Or is this an oversight? (Page 14)	
The application states that teacher recruiting may take part during the Hillsdale College job fair. When does this occur? Will the school administration have sufficient time to ensure that the potential hires are qualified and certified to teach in Florida? (Page 169)	

11. Education Service Providers

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths
n/a

Concerns/Weaknesses:
n/a

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

12. Employment

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths
TCA will be a private employer. The plan is to follow the district’s salary schedule. (Page 171)

Concerns/Weaknesses:
The plan and timeline for the development of personnel policies and procedures is sparse and not fully developed and only partially addresses the requested information. (Page 171)

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response
Briefly expand on the outline presented for Section 12.B. What are some of the key components under each bulleted item? What is the projected timeline? When does professional development and staff training occur? (Page 171)	

13. Student Recruitment and Enrollment

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths
 Given the applicant is not sure of where its physical location will be, using public libraries throughout the community is a good strategy and may assist with attracting a diverse student population. (Page 172)

Concerns/Weaknesses:
 The strategies for marketing and recruiting may not reach all parents especially those that might otherwise not have easy access to information on available educational options. (Page 172)

It is unlikely that a racial/ethnic balance reflective of the community it serves or with the racial/ethnic range of other local public schools will be achieved given that the plan does not address strategies to market to non- English speaking families. (Pages172-174)

The enrollment time period of January – March in year one may not allow sufficient lead time for the development and distribution of informational materials to reach a wide audience of parents beyond those 300 parents/families who are familiar with the proposed school. (Page 173). Secondly, the timeline for hiring teachers is March – July 2014, making it difficult to implement the student enrollment preferences in year one if the enrollment window closes in March. (See Action Plan timeline.)

The TCA student/parent contracts that will be used as a requisite for initial and continued enrollment in the school are not fully described in section 13.D (page 174). It is not clear what the parents are to sign and it is not readily apparent in the 80+ pages of the Parent

Handbook (Appendix F).

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response
Does the school intend to develop and disseminate printed materials in the home languages that Sarasota County Schools requires? (Pages 172-174)	
What is meant by "pre-enrolled students"? Are these the students who submitted an application within the enrollment period? If the counts exceed capacity, are the "pre-enrolled" students those who will be included in the lottery draw? (Page 173)	
Please address the concerns stated above regarding the enrollment time period.	
Please provide a sample of the parent contract or explain, as requested in section D (page 174), and briefly summarize the requirements for initial and continued enrollment in the school, such as community hours, etc. It is not clear what the parents are to sign and it is not readily apparent in the 80+ pages of the Parent Handbook (Appendix F).	

III. Business Plan

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

14. Facilities

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths
 The applicant has partnered with a local realtor and is reviewing several existing potential sites that are large enough to accommodate the proposed school. (Appendix L)

Concerns/Weaknesses:
 In planning, the applicant only allocated approximately 3 months for the renovation of an existing facility into a school. If one of the facilities listed (which are industrial/warehouse facilities) is purchased/leased, the 3-month timeline appears unrealistic. Applicant did not address the estimated costs of renovations and is relying on grants and fundraising to finance the renovations. Renovation costs of the proposed 42,800 sq. ft. of space could be up to 4 million dollars.

 Evidence that the school will have the resources to fund an adequate school site is not strong and may become unrealistic prior to opening of school in August 2014. (Pages 176-177)

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response
<p>The information presented in Section 14 – D is not sufficient. What is the alternate plan for facilities if the proposed facility is not available or is determined to be inappropriate for the school's opening? (Page 176)</p>	

15. Transportation

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

Statutory Reference(s):

s. 1002.33(20)

Evaluation Criteria:

A response that meets the standard will present:

- A transportation plan that will serve all eligible students.

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

Strengths

The application lists several other charter schools in surrounding districts which are using the car pooling model. (Page 177)

Concerns/Weaknesses:

The school plans to use car pooling as the primary method of transportation, but the plan does not fully address requirements such as insurance, handicapped student requirements, etc.

Transportation revenue shows \$3985 per month, but does not show transportation expenditures under Tab Section M.

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response
Provide clarification as to how the proposed plan for using car pooling as the primary transportation method will meet state statutes. (Page 177)	
Although the application makes reference to other charter schools who implemented the car pooling model, the model itself is not fully explained. (Page 177) Briefly elaborate.	

16. Food Service

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

Statutory Reference(s): s. 1002.33(20)(a)(1)

Evaluation Criteria:

A response that meets the standard will present:

- A food service plan that will serve all students.

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

Strengths

Concerns/Weaknesses:
<p>The school’s food service plan is unclear.</p> <p>The applicant is not aware or does not appear to understand that FNS will need participation from the majority of students to make the program financially viable – although F&R students will be served, there should be no extra emphasis or dependence on F&R participation.</p> <p>Discrepancy between explanation on page 179 and budget narrative, Fiscal Years 2015-2019.</p> <p>The applicant may not be aware that it is illegal to consider NSLP funds as a revenue source. (Page 181)</p>

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response
It is not clear in the application if the school plans to contract with the District for food service, as stated on page 179 or if the school will become the NSLP provider (Appendix L budget narrative). Please clarify TCA’s plan.	
Please explain the discrepancy between explanation on page 179 and budget narrative, Fiscal Years 2015-2019.	

17. Budget

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths

Concerns/Weaknesses:
 TCA application does not provide a realistic assessment of the projected sources of revenue and expenses that ensure the financial viability of the school. Several items within the application will require clarification.

The amount entered for projected facility rental needs to be detailed to indicate the amount per square foot and if it includes the renovations needed for renovating the space for school use. (Appendix J)

The applicant should not build a budget contingent on referendum dollars. Referendum dollars may not be available. (Appendix J, operating budget)

Please note that it is illegal to consider NSLP funds as a revenue source. (Page 181)

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response
Please provide more detail regarding the amount per square foot for facility rental and renovations necessary to ensure the facility is appropriate for a school setting.	
Please clarify the school's back-up plan should the pledges for donations not come to fruition. (Page 184-185)	
Please clarify the anticipated revenue for transportation.	
Please clarify the anticipated revenue from NSLP funding.	

18. Financial Management and Oversight

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths

The TCA application provides a clear plan for managing finances and demonstrates an understanding of the responsibilities of the school governing board in such matters. (Pages186-189)

Concerns/Weaknesses:

None.

Areas in Need of Additional Information and/or Clarification

None.

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

Strengths

Concerns/Weaknesses: The key events are included. However, please note that the timeline is quite aggressive and should be re-visited if the application moves forward. Perhaps some of the years are typos, e.g., School Board fingerprinting as late as November 2014 for a school opening August 2014? (Page 192)
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Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response
Please address the concern stated above.	