

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

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

The Florida Center for Early Childhood Starfish Academy Charter Application

Dear Charter Applicant:

This document provides the Charter Review Committee's (CRC) initial findings based on their review and analysis of the application submitted to the district on August 1, 2012. The CRC feedback is divided into three categories: 1) Strengths, 2) Concerns/Weaknesses and 3) Areas in Need of Additional Information and/or Clarification. The CRC is offering each applicant an opportunity to submit additional data to clarify the information contained in the original application for the areas indicated in Section 3.

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

- Use the column labeled "Applicant's Response" to address the questions and requests for clarification listed.
- Please respond briefly and succinctly to the specific information requested in each section of the application.
- Do not submit information that is not requested.
- The addenda process may not be used to submit new information or substantive changes to the submitted application.

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

Florida Charter School Application Evaluation Instrument

The following definitions guided the CRC's ratings:

- Meets the Standard:** The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.
- Partially Meets the Standard:** The response addresses most of the criteria, but the responses lack meaningful detail and require important additional information.
- Does Not Meet the Standard:** The response lacks meaningful detail; demonstrates lack of preparation; or otherwise raises substantial concerns about the applicant's understanding of the issue in concept and/or ability to meet the requirement in practice.

I. Educational Plan

The education plan should define what students will achieve, how they will achieve it, and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience in terms of educational climate, structure, assessment and outcomes.

1. Mission, Guiding Principles and Purpose

The Mission, Guiding Principles and Purpose section should indicate what the school intends to do, for whom and to what degree.

Statutory References:

s. 1002.33(2)(a); s. 1002.33(2)(b); s. 1002.33(2)(c); s. 1002.33(6)(a)(1); s. 1002.33(7)(a)(1)

Evaluation Criteria:

A response that meets the standard will present:

- A compelling mission statement that defines the purpose and values of the school.
- A set of priorities that are meaningful, manageable and measurable, and focused on improving student outcomes.

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

Strengths

The school plans to support Pre-K-K students as they acquire the necessary social-emotional, language, literacy, and cognitive foundations in a developmentally appropriate research based learning environment. (Pg 3)

Focus will be on all students including the ESE and ELL populations. (Pg 3)

School principal and teachers will be FL certified. (Pg 5)

The Florida Center for Early Childhood is a reputable organization. (P. 3)

Concerns/Weaknesses:

According to the FLDOE implementation, Kindergarten students should be taught using the Common Core State Standards (CCSS) not the Next Generation Sunshine State Standards (NGSSS). (Pg 6-9)

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response
Required ESE and general ed for all Kindergarten teachers may prove difficult but attainable. However, the mission/vision lacks clarity. Is the intent to serve pre-K students with disabilities as well as general education pre-K students or is pre-K for ESE only and then Kindergarten for general education with ESE included (like every regular kindergarten in the district)? (Pg 4-6)	

2. Target Population and Student Body

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths
Kindergarten classrooms will be conducted using an inclusionary model, so ESE and general education students receive instruction. (Pg 2)

Concerns/Weaknesses:

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response
The applicant provides student enrollment projections by year, grade and class. Please provide this same information for each location, the Sarasota campus and the North Port campus. (P.10)	
The applicant does not address the anticipated projections for ESE students to be served in Pre-K and/or K. Please provide the projected percentage of ESE students to be served at each school location relative to the demographics of the areas to be served by each school location. (Pp 10 – 11)	

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Applicant does not explain the process of how the 8 to 9 Pre-K students will be selected for enrollment to the kindergarten classroom. Please explain. (Pg 10-11)	
Please clarify PK student population. Within description they speak about ESE student and general ed PK. Who will fund general ed PK? (Pg 10)	

3. Educational Program Design

The Educational Program Design section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

Statutory Reference(s):

s. 1002.33(7)(a)(2)

Evaluation Criteria:

A response that meets the standard will present an educational program design that:

- Is clear and coherent;
- Is based on effective, research-based educational practices, teaching methods and high standards for student learning;
- Aligns with the school’s mission and responds to the needs of the school’s target population; and
- Presents evidence that the proposed approach will lead to improved student performance for the school’s target population.

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

Strengths

Literacy in Kindergarten is infused throughout the day. (Pg 12)

The school will follow the regular District School Calendar. (Pg 11)

Pre-K students will be supported as they acquire developmentally appropriate skills in the areas of social-emotional growth, literacy, and literacy. (Pg 12)

The school will promote and expect active parent involvement as students acquire the cognitive and behavioral skills necessary to become successful learners in the school and home environments. (Pg 12-13)

Concerns/Weaknesses:

The educational program design lacks the “specifics” especially in terms of instructional methods and specific strategies to be implemented for both their targeted population and those who are performing adequately. (Pg 12)

Allotment of 35 minutes per day for math, science and social studies in grade K. (Pg 12)

Reference to NGSSS-CCSS as one in the same is not the case. This reader needs clarification that the school knows which standards they need as a basis for their curriculum. (Pg 14)

Daily schedule minutes for Math/Science/Social Studies are not appropriate. (Pg 12-35)

Research-based principles presented were vague. (Pg 13-14)

Research-based principles loosely (if at all) connected the educational program design to the school’s mission nor does it evidence improved student performance.

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response
It is stated that PE will be scheduled, but it is not in the sample schedule. Please correct the schedule.(Pg 12)	
More detail needs to be provided regarding the role of linguistics at the school and how it relates to reading success. (Pg 13)	
There is no description of “how” the educational program aligns with the school’s mission. Please describe briefly.	

4. Curriculum Plan

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

Statutory Reference(s):

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

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

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

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

Strengths

The OWL curriculum appears to be a good match for the goals of the school. (Pg 15)

Proposed curriculum is research based and comes from well known publishers. (Pg 15-17)

Curriculum will support students with the acquisition of developmentally appropriate behavioral and academic skills.

The proposed methods to evaluate the effectiveness of the curriculum are sound. (Pg 23)

Concerns/Weaknesses:

Reference to NGSSS-CCSS as one in the same is not the case. It appears that the applicant is not knowledgeable of which standards they need as a basis for their curriculum. (Pg 14)

The use of Storytown will need to be evaluated as it is not aligned to Common Core. (Pg 16)

The application lacks “specifics.” For example, “The curriculum will include alternatives...” but no alternatives are presented. (Pg 22)

Applicant does not describe or explain how the needs of advanced learners will be met; how will these students’ needs be met? (Pg 15-17)

The description of the curriculum does not demonstrate how it will meet the NGSSS-CCSS and support students in kindergarten with meeting expected state benchmarks in core areas.

MTSS:RtI is not addressed

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response
How will the instructional needs of students above and below grade level in reading be addressed? (Pg 19, 21)	
There are now 6 components of instruction in reading. Description of how they are included in the reading curriculum is needed. (Pg 17, 18)	
Please clarify a student schedule to include sufficient time for math instruction and physical education.	
How will the school develop interventions on a continuum in order to meet the behavioral and/or academic needs of students continuously?	

5. Student Performance, Assessment and Evaluation

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths

The school proposes to follow the district’s Student Progression Plan (p. 25).

Assessment types are varied and include development, behavior and social, and communication skills assessment tools. (p.27)

Concerns/Weaknesses:

The applicant states that 100% of AYP will be met. However, AYP is no longer part of Florida’s Accountability Model. (Pg 24)

The educational goals and measurable student outcomes are vague and do not show how much academic improvement students are expected to show each year. (P.24)

References to federal and state accountability requirements are outdated and not relevant. (P 24)

The FAIR assessment does not provide data (scores) to determine “Grade-Equivalent growth,” as proposed by the applicant. The FAIR is a criterion – referenced not norm- referenced test. (p.24)

The applicant’s response to Section F. on page 27 is somewhat weak and is not clearly focused on what is asked in this section, which is to describe how data will be used to evaluate the effectiveness of instruction (not the students). (P. 27)

It is not evident that the applicant fully understands the district’s student progression plan.

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response
The school proposes to use the district’ Student Progression Plan, which does not address Pre-K. What are the school’s procedures/standards for placement and promotion for Pre-K. (P. 25)	
Please provide further detail as to how “one-year equivalent growth” is determined on the BDI-2 and how “showing improvement” on the DECA will be demonstrated. What are the specific measurable outcomes and results expected each year? (p. 24)	
The CELLA assessment is not included (p 25). Please explain how/when the CELLA will be administered and how results will be used.	
Please explain how the use of journals to assist students in self-observation, goal setting, etc. (p.28) are appropriate for Pre-K ESE and Kindergarten students.	

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

Strengths

The school’s Pre-K program is focused and targeted to ESE students.

Concerns/Weaknesses:

The applicant did not provide a description of how they will ensure that students with disabilities will have equal access to the school. Simply stating that SwD is the target population does not fully answer the question posed in section B. (P 30).

The applicant is advised that the District will not provide a staffing specialist or a school psychologist. That is the responsibility of the school.

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Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response
Please re-state the “discrimination statement.” (6.C- Pg.33 paragraph 3)	
Please review certification requirements to be a Principal and Asst. Principal of a school in the State of Florida Teacher Job description. (6-H - Pg 36)	
The response to Section 6 I is not complete. Describe how the school will serve gifted and talented students. (Pg 37)	

7. English Language Learners

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

Statutory Reference(s):

s. 1002.33(10)

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths

The school will follow the district’s ELL plan. (Pg 37)

Concerns/Weaknesses:

Reference to graduation and GED seems inappropriate given the school is Pre-K and K. (Pg 38)

It is apparent that the applicant is not familiar with district’s ELL plan. The applicant is advised to refer to District ELL Plan for testing timeline and information on instruments to be used to assess student’s linguistics ability and growth. (Pg 38, 39)

The applicant frequently refers to “Hispanic.” Students from many different races, ethnicity and cultures are English Language Learners. (Pg 40-41)

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response
Concerned about alternate teaching strategies to be implemented? (Pg 37)	
Please clarify how ELL students will be engaged in and benefit from the curriculum as well as how language development will be addressed. (Pg 40, 41)	

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

Strengths
The application provides specific examples of teaching and modifications. (Pg 41)
The school will follow the district’s Code of Conduct for discipline and suspension with adaptations for K population of special need students. (Pg 41)

Concerns/Weaknesses:
The guidelines stated on page 42 are contrary to State Board Rule.
The application does not provide legally sound policies for student suspension.
There is no evidence that Starfish Academy will have a school wide PBSS plan.

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response
There is no mention of school wide discipline handbook procedures, lack of process to deal with extreme behaviors. Please explain how this will be aligned to your school mission and to the	

individual needs of students. (Pg 42)	
There is no plan outlined for dismissing students from the school. What procedures/guidelines will be used? (Pg 41-42)	

II. Organizational Plan

The Organizational Plan should provide an understanding of how the school will be governed and managed. It should present a clear picture of the school’s governance and management priorities, what responsibilities various groups and people will have, and how those groups will relate to one another.

9. Governance

The Governance section should describe how the policy-making and oversight function of the school will be structured and operate.

Statutory Reference(s):

s. 1002.33(7)(a)(15); s. 1002.33(9)

Evaluation Criteria:

A response that meets the standard will present:

- Documentation of proper legal structure of the governing board, or a plan to organize in conformity with the laws of Florida.
- A clear understanding and description of the governing board’s responsibilities.
- Evidence that the proposed governing board will contribute to the wide range of knowledge and skill needed to oversee a charter school.
- A clear, sensible delineation of roles and responsibilities in relation to governance and school management.
- A sensible method for resolving disputes between parents and the school.

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

Strengths
The applicant has an established governing board. (P 48)
The process for resolving complaints/grievances is clearly explained. (Pg 86 Appendix C)

Concerns/Weaknesses:
 A clear understanding and description of the governing board’s responsibilities has not been provided

 The roles and responsibilities in relation to governance and school management are not clear.

 It appears from the organizational structure that the local charter is not running the school.

 Please note that a majority (50% plus one) rather than a quorum is required for action. (By-Laws Appendix A Pg 70)

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response
Please clarify the organizational chart. (Pg 43)	
Please clarify the relationship between FCEC and Starfish Academy.	

10. Management

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

- A management structure that includes clear delineation of the roles and responsibilities for administering the day-to-day activities of the school.
- A sound plan for the recruitment and selection of the school leader.
- A viable and adequate staffing plan aligned with the projected student enrollment.
- A sound plan for recruiting and retaining qualified and capable staff.

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

Strengths
The plan for recruitment, selection, and retention of employees is adequate. (Pg 53-54)
Professional development opportunities are available and employees at all levels are expected to participate.
The staffing plan is appropriate. (Pg 51)

Concerns/Weaknesses:
The management structure does not provide a clear delineation of the roles and responsibilities for administering the day-to-day activities of the school.

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response
Please clarify the relationship between the parent company and the school. (Pg 50)	

11. Education Service Providers

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths

Concerns/Weaknesses:

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

12. Employment

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths
The application fully addressed this section.

Concerns/Weaknesses:

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

13. Student Recruitment and Enrollment

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths
The recruitment outreach plan is well developed and the applicant proposes a comprehensive and multi-faceted campaign to notify parents of the opportunity to enroll in the school (p. 56)

Concerns/Weaknesses:
Based on the information presented, it is not apparent that the applicant is familiar with public school enrollment and admissions policies.
Having enrollment status connected to the parent contract is related more to a “magnet” school/program; the proposed school is not a magnet program, so the contract’s verbiage may need to be changed. (Pg 60)

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response
The proposed enrollment and lottery process is unclear. In order to ensure equal access, F.S. 1002.33 (10)(b) specifies that “The charter school shall enroll an eligible student who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In such case, all applicants shall have an equal chance of being admitted through a random selection process.” The lottery process needs to occur after	

all enrollment periods and all applications are received before the cut-off date. Please clarify. (P. 58).	
What type of “audition” will be required of students for admission? (Pg 56)	

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

Strengths
Two facilities are proposed. The Sarasota facility is currently used for early childhood and pre-K classrooms. (Pg 61)

Concerns/Weaknesses:

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

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

Strengths

Starfish Academy proposed to contract with the district for transportation services. (Pg 62)

Concerns/Weaknesses:

Areas in Need of Additional Information and/or Clarification

Charter Applicant's Response

16. Food Service

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

- A food service plan that will serve all students.

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

Strengths
The school will contract with the Sarasota County Schools for food services. (Pg 62)

Concerns/Weaknesses:

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

17. Budget

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths

Concerns/Weaknesses:
 The applicant did not complete section D on page 63. There is a reference to Appendix G, which is a 2009 procedural document from the Florida Center for Child and Family Services. (P. 63)

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response
Please provide the formula used to generate the budget for Medicaid reimbursement.	

18. Financial Management and Oversight

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths

Concerns/Weaknesses:
 The reader is directed to a list of appendices rather than providing a clear description in narrative form of how finances will be managed. (section A, p 64)

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response
Appendices G – L are documents with procedures and protocols from the Florida Center for Child and Family Development dated 2009. This information does not clearly address the application sections on page 18. Please address.	
The applicant did not fully respond to the insurance coverage information requested under E on page 18. The insurance certificate referenced as Appendix M is insufficient. Please respond.	

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

Strengths

Concerns/Weaknesses:

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response
Discrepancies in the action plan timelines for some activities compared to timelines specified in prior sections of the application (p 65). Please correct timeline.	