

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

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

Visible Men 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 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 Visible Men Academy (VMA) has a clear mission and purpose to serve at risk low income boys in the north Sarasota/Newtown area. The school will partner with the Charter School Growth Fund. (Pg 3)

VMA expresses a commitment to educating and mentoring at risk male students. (Pg 4-7)

Mission is supported by research and legislation.

Concerns/Weaknesses:

The programs of CAR-PD and CAR-PD plus are outdated. (Pg 6)

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response
Please clarify the parent information regarding reading level. What is meant by providing FCAT results to students participating? (Section 1-letter B Pg 4)	
Explain how the learning methods listed on pages 5 -6 of application are deemed to be "innovative."	

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

The school proposes to serve at risk, low income minority boys in grades K-8. The target student population supports the school’s mission. (Pg 8)

The research referenced regarding the low performance of minority/low income students, especially black-males is relevant and supports the need for the school’s program (Pg 8-9)

The geographical residential area of North Sarasota and Newtown, is identified as to where the target population will come from.

Concerns/Weaknesses:

The applicant must be very clear that the students to be served include other minority groups in addition to African American boys and young men. (Pg 8)

Several geographical areas are mentioned for the anticipated target area. – Newtown, north Sarasota, Manatee County, students residing close to the school – which is it? (Pg 10, 11, 15, 17)

The information on page 17 should be in the section under recruitment rather than under target population.

At-risk is not defined by the applicants. (Pg 8-10)

Based on the enrollment policy, male students not “identified” as low income or residents of the Newtown community will not be able to access this educational setting. (Pg 16)

Quoted Statute for single gender schools, however the application did not include a copy of the statute as part of the supporting documentation (Pg 16 & 17)

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response
<p>Student eligibility criteria: Please clarify the following statement: “Any eligible student...and parents accept the conditions of Parental Involvement Contract...” What is the policy if parent violates this contract? (Pg 16)</p>	
<p>Please provide a copy of the Parent Contract (Pg 16)</p>	
<p>Demographic data for the Newtown area, Emma Booker and Booker middle are referenced to describe the target population. Is the applicant projecting similar distributions of student enrollment by ethnicity (percentages of Black, Hispanic, White and Asian) for the charter school? (Pg 15 – 16). If not, what are the projected enrollments for each race/ethnic group?</p>	
<p>The applicant states that enrollment may be open to students in Manatee County. Are the demographics similar to those for North Sarasota/Newtown?</p>	
<p>The plan is to give enrollment preference to low income students. How will the school identify “at risk” and “low income” during the enrollment period? How will this be accomplished given that the student registration form does not ask for any information about at-risk or low income status?(Pg 16)</p>	
<p>The school proposes to focus on serving a “predominant population of black boys.” (See executive summary). How will admissions/enrollment procedures be implemented to accomplish this focus? (Pg 16)</p>	
<p>The applicant states that they may elect to limit enrollment to target students residing within the school area. How will the enrollment process address this? Will mailing address also be an enrollment preference?</p>	

3. Educational Program Design

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

Statutory Reference(s):

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

Evaluation Criteria:

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

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

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

Strengths

The school provides a unique approach to education. (Pg 19)

Emphasis on character development, attitude, work ethic, leadership aligns with the school’s mission and focus. (Pg 20 – 21)

The Education Program Design is research based.

Concerns/Weaknesses:

The use of RtI terminology is outdated. (Pg 18)

Several components of the school curriculum are not aligned to NGSSS/Common Core or, no evidence of alignment has been provided.

The program appears to be more “exclusive” than “inclusive”.

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response
<p>What is the online core instructional program that will be used? Please specify the plan for paying for the online program once named. Please specify the alignment of the online program to be used. (Pg 20)</p>	
<p>The All-Star Program for after school tutoring comes at a cost and is not aligned to NGSSS nor Common Core standards. How will it be used? (Pg 20)</p>	
<p>There is a reference to a standards-based curriculum integrated with the Visible Men Success Curriculum, but no alignment is evident. Please explain. (Pg 21)</p>	
<p>How will the school address individualized instruction for students who are <u>not</u> struggling? (Pg 20)</p>	
<p>Please explain further as to what “spiritual development” entails. (Pg 21)</p>	

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

Strengths

The science and social studies curriculum ties to the real world, non-fiction, and fiction, as well as the presentation through “Understanding by Design” is very innovative and should lead to student success in high school and college. (Pg 29)

A generous block of 200 minutes for Language Arts will be provided. (Pg 35)

The reading plan is strong; set up is similar to the Scholastic Program, but for all students. Automatic intervention is present. (Pg 35-38)

A Literacy Leadership team will be an active force in the school, i.e., professional development. (Pg 39)

<p>Concerns/Weaknesses:</p> <p>Teachers will formally assess students every 8 weeks to possibly receive a Tier 2 intervention. This equates to a possible intervention at the most 4 times per year. (Pg 32-33)</p> <p>An extensive instructional program is proposed along with a variety of strategies/models. Although sound and relevant, the school will be challenged to implement everything with fidelity and ensure a coherent framework. (Pg 26 – 30)</p> <p>There is a significant reliance on technology for online instruction, however, the budget does not support PD for technology training.</p> <p>The teacher’s role and job duties are tremendous and may be unrealistic.</p> <p>The “spiritual” development component of the Success Curriculum; not sure if this would be appropriate in a public school setting. (Pg 42)</p> <p>The time requirements for social studies and science in a middle school curriculum are insufficient. (Pg 30)</p> <p>The applicant should review and become familiar with the curriculum requirements of sexual education and contraceptive use as dictated by statute. (Pg 43)</p>
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Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response
Please clarify your understanding as to which standards apply to each grade level. (Pg 28)	
Reading strategies for elementary students are identified. How will the needs of middle school students requiring intensive reading be addressed? (Pg 27)	
It is stated, “...all VMA UbD lessons map to NGSS-CCSS” How will this be accomplished. Please explain the process of alignment. (Pg 29)	
“Science Instruction is embedded in Math” and Social Studies instruction will be embedded in LA.” Please provide a sample student schedule. (Pg 30-31)	
Clarify the assessment wall for each class showing which students fall into Far Below Basic – to Advanced. Will a student move only after a period of 8 weeks? (Pg 32)	
How will the reading needs for students above level be met? (Pg 35)	

How will common core skills be integrated into your Writer's Workshop model?	
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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 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 FCAT-based goals for grades 3-5 and 6-8 are well stated (Pg 47-48)

The school will follow the district’s Pupil Progression Plan. (Pg 48)

Concerns/Weaknesses:

Use of grades K, 1, and 2 students assessed on the MAP exam. No alignment. Consider the use of a different, more appropriate assessment. (Pg 47)

Year 1 goals are well defined, however, no mention is made of goals/objectives for years 2 – 5 of the charter.

Given the focus of the school on providing character and social education, it is disappointing not to see any school outcome measures

related to these areas. Also, at risk students traditionally have lower than average attendance rates, higher dropout and discipline rates. The applicant failed to consider performance objectives in these areas despite the school's target population.

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response
Will the school add goals related to passing the EOCs?	
Please state the performance goals/objectives for years 2 – 5.	

6. Exceptional Students

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths

Concerns/Weaknesses:

It is not certain, based on the information provided, that students with disabilities (SWD) will have an equal opportunity of being selected for enrollment.

There is no difference between the description of general education population services and what SWD are going to receive. (Pg 55)

There appears to be some confusion in using terms in the descriptors “clinical” vs. “educational relevant.” (Pg 55)

It is not apparent that the VMA has a clear understanding regarding the specific IEP requirements and timelines.

The application does not provide a realistic SWD enrollment projection.

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response
There is confusion in the process of intervention, identification and service monitoring. Please clarify.	
What is the plan for evaluating the school's effectiveness in serving exceptional students, including gifted?	
The applicant provides the percentages of SWD for Sarasota, Manatee and other counties. However, they do not provide the school's projected population of SWD and how they arrived at those numbers. Please provide the <u>school</u> percentages of SWD projected to be enrolled. (Pg 63)	

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

Concerns/Weaknesses:
 Much of the information provided in this section does not comply with the District ELL Plan. (Pg 66-71). The applicant has not demonstrated an understanding of state and federal education requirements for ELL students.

The student identification procedures, testing instruments to be used to assess student’s linguistics ability, and testing timeline do not align with the District’s ELL Plan.

The applicant inadvertently left someone’s editorial comments and suggestions in the text intended to guide the author of the application – since the editor’s questions were not addressed, the CRC hopes that the applicant does indeed “know what this means.” (Pg 69)

The reference to AYP is outdated. (Pg 69)

Information provided in the application for Home Language Assistance Program does not meet District ELL Plan. (Pg 67-68)

The applicant should refer to District ELL Plan for specifics on both an Annual Evaluation of students and the Post-Program Review. (Pg 68)

Exiting criteria; refer to District ELL Plan for specifics. (Pg 69)

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response
The Identification procedures, testing instruments to be used to assess student's linguistics ability, and testing timeline do not align with the District's ELL Plan. Please explain. . (Pg 66)	
The District ELL Plan's information on hiring a bilingual teacher or paraprofessional differs from the stated information (Pg 70) by applicant. Please explain the discrepancy.	
It is not clear how below grade-level ELLs will be engaged in and benefit from the curriculum. Please clarify with an explanation.	

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 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 describes a good school wide discipline plan. (Pg 72-75)
Parental Involvement is required with behavioral concerns.

Concerns/Weaknesses:
Unclear of what “Governing School Board” is referenced. (Pg 77)
Applicants should note that Sarasota county School Superintendent is the only one that can recommend the expulsion of a student from any public school, which includes charter schools.

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

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
 Process for transitioning between founding and governing boards is coherent.

Concerns/Weaknesses:
 By Laws page 146 - 5 (b) state that no notice shall be required for regular meeting of the Board of Directors.

 By Laws - C Written, oral, or any other method of notice of the time and place shall be given for special meetings of the Board of Directors. The notice of any meeting need not specify the purpose of the meeting. The requirement for furnishing notice of a meeting

may be waived by any Director who signs a waiver of notice before or after the meeting or who attends the meeting without protesting lack of notice to him.

The board’s responsibilities seem outside of the realm of governance and policy – delving into curriculum and operations. (Pg 80)

Quarterly meetings will not be enough to meet the requirements of creating all policy, budgetary, and curricular needs. (Pg 84)

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response
The description on the 2 nd paragraph on page 81 does not match the organization chart on the same page. Please clarify.	
Please address and clarify the responsibilities of the CEO. (Pg 81)	
Who are the members of the school’s leadership team? The board? Administration? (Pg 81)	

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

Strengths

Concerns/Weaknesses:
The staffing plan does not appear realistic to meet the proposed curriculum plan and the behavioral and social support activities. (Pg 96)

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response
The total projected student enrollment counts in the chart (Pg 95) do not match the target population counts on page 14. Please clarify this discrepancy.	

11. Education Service Providers

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths

Concerns/Weaknesses:

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

12. Employment

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths

Concerns/Weaknesses:
The school will most likely have difficulty paying to scale, as stated, with the enrollment numbers and class size. (Pg 102)

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response
Please provide a salary schedule. (Pg 102)	

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 community engagement activities are good and comprehensive. (Pg 110)
 Several partnerships are proposed that will strengthen the school’s programs to involve parents (Pg 118)

Concerns/Weaknesses:
 Comment only – paragraphs 3 – 5 (Pg 109) are not pertinent the information requested in this section.
 The applicant did not fully address section B on page 111. They did not explain HOW they will achieve racial/ethnic balance.
 The target population specified in the chart is not consistent with the target population presented in all the prior sections of the application (Pg 112).
 Enrollment preferences listed on page 114 do not include those stated earlier, such as at-risk low income students and Black students. The enrollment forms do not include these elements.
 A clear description of when the lottery process takes place has not been provided.

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response
<p>What is the "Educational Needs Assessment" that took place this August (i.e., 12 months prior to the opening of school)? Contrary to what is stated (Pg 111), Appendix A does not have information about the Needs Assessment.</p>	
<p>A clear description of when the lottery process takes place has not been provided. The timeline provided does not explain how the enrollment periods will occur. Please clarify how the enrollment period, admissions process and lottery system will take place. (Pg 114).</p>	

III. Business Plan

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

14. Facilities

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths

Concerns/Weaknesses: No plan was provided for acquiring a facility. No mentions of the size needed or the estimated costs. The schedule mentioned appears possible depending on the facility chosen.

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response
What is the projected size of the facility and what are the estimated costs?	

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

Strengths

<p>Concerns/Weaknesses:</p> <p>The plan suggests contracting with the school district, private providers, or parents, but does not address how these services will be monitored.</p> <p>The transportation plan only addresses three of the numerous Florida statutes required for the transportation of children.</p> <p>No mention is made of driver training, required testing, or bus inspections.</p> <p>Since the calendar for Visible Men is different from the regular school calendar for the district, negotiation would have to take place for dates outside the district's school</p>
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Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response
The VMA plan addresses a "local district" within a 10 mile radius, however, the plan only provides for transportation for those who live within a 2 to 4 mile radius. Please clarify (Pg 123).	

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"/>

<p>Strengths</p> <p>The Visible Men charter application meets the basic requirements of Food and Nutrition Services. However, delivery dates and times will need to be negotiated for those days the charter school is in session beyond the regular school calendar for Sarasota County Schools (Pg 125).</p>

<p>Concerns/Weaknesses:</p>

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:
 Budget projections are not consistent with all parts of the application.

References are made on page 130 that school has received a \$250,000 planning grant from the Charter School Growth. However, page 143 from Charter School Growth Fund letter clarifies it is only a letter of support.

VMA Principal to be hired 1/13 with line of credit borrowed funds in the amount of \$100,000 with nothing budgeted for repayment of the \$100,000.

Facilities, Utilities, Insurance, Legal Fees are all based upon a fixed dollar amount per student. The facilities, utilities, and insurance should be based upon a square footage cost for determining reasonableness and accuracy.

On page 128 the budget references attachment 11 and attachment 12. Could not locate those attachments.

On page 129 there is reference to Pupil Personnel Services includes an ESE Program Specialist, however there is not a section for Pupil Personnel Services in the budget submitted in Appendix M. First year no ESE staff, however, indicates 24 students will be ESE and will pay contracted services of 400 per student.

The school will have difficulty paying to scale, as stated, with the projected enrollment numbers and class size.

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

18. Financial Management and Oversight

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths
The VMA application provides an acceptable description of the financial management process.

Concerns/Weaknesses:

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

19. Action Plan

The Action Plan should provide a clear roadmap of the steps and strategies that will be employed to prepare the school to be ready to serve its students well on the first day of operation.

Statutory Reference(s):

s. 1002.33(7)(a)(16)

Evaluation Criteria:

A response that meets the standard will present an action plan that:

- Provides a thoughtful and realistic implementation plan that covers major operational items and provides flexibility for addressing unanticipated events.

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

Strengths

Concerns/Weaknesses:

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response
The action timeline presented does not match other proposed timelines in the application. Please resolve discrepancies and resubmit a corrected action plan. (Pg 140)	