

University Preparatory Academy Florida Charter School Application Evaluation Instrument

Each section presents criteria for a response that meets the standard, and these criteria should guide the overall rating for the section. The Strengths and Weaknesses boxes provide space to identify data and other evidence that supports the rating. The rationale for each rating is important, especially if some of the data or evidence does not fit neatly into the criteria provided.

The following definitions should guide the 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

OVERALL ASSESSMENT – COMPLETE THIS SECTION LAST

Would you recommend approval of this application for a public charter school? Explain your recommendation in the Summary Comments section, below.

DENY	APPROVE
<input type="checkbox"/>	<input checked="" type="checkbox"/>

Name of Person Completing Assessment: Dot Clark Date: 11/13/12

Title: Coordinator of Partnership Schools

Signature: _____

Summary: University Preparatory, a K-5 Charter School application provided sufficient information that ensures that the charter school will fully comply with all legal requirements for the successful operation of a charter school in Pinellas County.

Of the eight sections in the Educational Plan the applicant scored:

- "Meets Expectations" - 4
- "Partially Meets" - 4
- "Does Not Meet" - 0

In the Organizational Plan the applicant scored:

- "Meets Expectations" - 1
- "Partially Meets" - 4
- "Does Not Meet" - 0

In the Business Plan the applicant scored:

- "Meets Expectations" - 3
- "Partially Meets" - 3
- "Does Not Meet" - 0

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.

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

Strengths	Reference
<ul style="list-style-type: none"> • The school's mission and core philosophy are well defined. The mission of University Preparatory Academy-Pinellas is to 	Page 5

<p>provide students with the academic, leadership and social skills that will enable them to attend and graduate from an institution of higher education.</p> <ul style="list-style-type: none"> The school will focus on improving student learning through: <ul style="list-style-type: none"> ➤ A well-designed academic program aligned with state standards. ➤ Systematic assessment of all students ➤ Student progress will be monitored ➤ Age-appropriate prevention and intervention ➤ Early intervention ➤ Time on task will increase for our striving and struggling readers in every classroom. ➤ Research-Based Materials targeting specific student needs ➤ Professional development for teachers <p>A Home-school connection will be promoted through individualized learning plans and frequent communication</p>	
Concerns and Additional Questions	Reference

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.

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

Strengths	Reference
<ul style="list-style-type: none"> The applicant identified the proposed student population as K-8. Projected enrollment data provided. See below. Projected student body aligns to the school's mission. 	

	Year 1 2013-14	Year 2 2014-15	Year 3 2015-16	Year 4 2016-17	Year 5 2017-18	Program Design
Kindergarten	7 sections 126 students	5 sections 90 students	5 sections 90 students	5 sections 90 students	5 sections 90 students	5 sections 90 students
1st Grade	6 sections 108 students	7 sections 126 students	5 sections 90 students	5 sections 90 students	5 sections 90 students	5 sections 90 students
2nd Grade	3 sections 54 students	6 sections 108 students	7 sections 126 students	5 sections 90 students	5 sections 90 students	5 sections 90 students
3rd Grade	3 sections 54 students	3 sections 54 students	6 sections 108 students	7 sections 126 students	5 sections 90 students	5 sections 90 students
4th Grade	3 sections 66 students	3 sections 66 students	3 sections 66 students	5 sections 110 students	6 sections 132 students	4 sections 88 students
5th Grade	3 sections 66 students	3 sections 66 students	3 sections 66 students	3 sections 66 students	5 sections 110 students	4 sections 88 students
6th Grade	6 sections 132 students	4 sections 88 students	4 sections 88 students	4 sections 88 students	4 sections 88 students	4 sections 88 students
7th Grade	3 sections 66 students	6 sections 132 students	4 sections 88 students	4 sections 88 students	4 sections 88 students	4 sections 88 students
8th Grade	1 sections 22 students	3 sections 66 students	6 sections 132 students	4 sections 88 students	4 sections 88 students	4 sections 88 students
Total	694 students	796 students	854 students	836 students	866 students	800 students

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> It is unclear if the school is open to all eligible students residing in the targeted area. <ul style="list-style-type: none"> It is unclear if the school will enroll students if families are not sure if they want to go to college. The application states, "Throughout our marketing materials promoting the University Preparatory Academy we will highlight our desire to serve students who are college bound". During a meeting the applicant clarified this statement by indicating that all students within the targeted zip code would be accepted. 	Page 22

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.

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

Strengths	Reference
<ul style="list-style-type: none"> • The educational program design is based on effective, research-based educational practices, teaching methods and high standards for student learning; <ul style="list-style-type: none"> ➤ Identified the length of the K-12 student day as a minimum of 360 minutes for 180 instructional days. If budget allows, the school will add 10 additional days to support the mission of providing the academic, social and leadership skills that students need in order to be successful in an institution of higher education. ➤ The school intends to follow the calendar of the local school district. ➤ The applicant identified six (6) key pillars that will drive the educational program. ➤ The school will provide intensive literacy and math instruction: Double blocks of reading/language arts and math will be implemented in order to remediate and enrich students in these critical areas. 	Pages 27-29

Concerns and Additional Questions	Reference

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.

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

Strengths	Reference
<ul style="list-style-type: none"> • University Prep will review and use the District K-12 Comprehensive Reading Plan as a model to base their reading program, • Each elementary and middle school student will receive additional reading and language arts instruction daily. Middle school students will receive 112 minutes daily focusing on Reading, Writing and Language Arts. Elementary school students will receive 120 minutes of uninterrupted reading, language arts and writing daily. 	<p>Page 53</p> <p>Page 53</p>

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> • The school's curriculum and textbooks selections are not fully flushed-out and will need to be presented in full before a charter is negotiated. • The application states that The Common Core State Standards for grades K-8 can be found on the DOE website www.floridastandards.org. This website refers to the current 2007 NGSSS and not the Common Core State Standards (also known as 2010 Next P 72.) • Many Supplemental programs are identified as possible additional curriculum choices. It is unclear how so many can be fully implemented. During a clarification meeting the applicant discussed the training opportunities that would be infused into the school's professional development program. <p>These issues will be resolved before a charter is finalized</p>	

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.

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

Strengths	Reference
Annual goals are specific and set appropriate goals	Page 90
Use of SAT10 to supplement FCAT	Page 90
Attendance and Satisfaction goals are appropriate	Page 91
Placement and promotion standards are appropriate	Pages 91-93
Assessment plan utilizes several alternate methods of assessment to measure baselines, monitor progress, and inform instruction	Pages 94-96
Several appropriate means of communicating student performance are outlines.	Pages 96-97

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> • The student information system was not identified. This issue will be resolved before a charter is finalized. 	Page 96

6. Exceptional Students

<ul style="list-style-type: none"> ➤ It is unclear what Gifted curriculum guidelines will be used. • Supplemental Aides and SVES bulleted items on page 98 are confusing. • It is unclear how the school will manage Section 504 procedures and process. <ul style="list-style-type: none"> ○ The application does not describe how the school will accomplish child find, identification, and eligibility determination for the accommodations and related services that may be necessary for a student. <p>These issues will be resolved before a charter is finalized.</p>	Page 98
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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.

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

Strengths	Reference
<ul style="list-style-type: none"> • The applicant demonstrates understanding of some state and federal requirements regarding the education of English language learner students. <ul style="list-style-type: none"> • Meets requirements for: <ul style="list-style-type: none"> ○ Identification, Eligibility, and Programmatic Assessment ○ Extension of Services in English for Speakers of Other Languages (ESOL) Program ○ Accommodations of the Statewide Assessment Program Instruments and Procedures for ELLs 	

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> The applicant does not demonstrate a complete understanding of some state and federal requirements regarding the education of English language learner students. <ul style="list-style-type: none"> Does not address the following: <ul style="list-style-type: none"> Annual English Language Proficiency Assessment for English Language Learners. Requirements for Exiting ELLs from the ESOL Program. Post Reclassification of ELLs. ELLs Who Enter School Below Grade Level. <p>These issues will be resolved before a charter is finalized.</p>	
<ul style="list-style-type: none"> The applicant demonstrates capacity to meet the school's obligations under state and federal law regarding the education of English language learner students. <ul style="list-style-type: none"> Meets requirements for: <ul style="list-style-type: none"> Equal Access for ELLs to Programs Other Than ESOL ELL Committee ELL Plan ESOL Staff Training Requirements Translation/ Interpretation/ Bilingual Assistance 	

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.

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

Strengths	Reference
<ul style="list-style-type: none"> • The school will use the Sponsor's calendar. • The application identifies a draft guideline for consequences for misbehavior. 	Pages 150-152

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> • The Code of Conduct is in draft stages. <ul style="list-style-type: none"> ➤ The Draft Student-Parent handbook states that the organization may consider recommending a student be reassigned to another school in the School District. This consequence is not identified in the consequence charts located in section 8 or on the charts in the Handbook. This is not a practice endorsed by the Sponsor. ➤ Student will be required to wear uniforms but the application does not identify how the school will address the situation when parents communicate that they cannot afford uniforms. <p>These issues will need to be resolved, as well a review of the final Code of Conduct by PCS staff before a charter is finalized.</p>	<p>Page 150</p> <p>Appendix Page 291</p> <p>Page 150</p> <p>Appendix Page 291</p>

II. Organizational Plan

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

9. Governance

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths	Reference
<p>The applicant plans to create a local board that would have certain responsibilities towards the success of the charter. Members of the Learning Village have had conversations with the applicant and have indicated to us that some would like to be members of the local board. If approved, this area would need clarification to ensure in the charter contract that the local board would have real impact on the operations of the school.</p> <p>Part of the Crowley settlement reads, "The School District also agrees to give full and prompt consideration to applications for charter schools that are located in and designed to serve student needs in the Black Community. By making this commitment, no charter school, even if located in the Black Community, shall be allowed to use race as a criteria for either permitting or excluding admission. Additionally, no such charter school will have any racial ratios or quotas imposed upon it. The School District agrees that an apparitional goal is set by the parties and by this Agreement to have at least 500 new spaces available for black students in such charter schools within five (5) years from the date of this Agreement; provided, however, that such goal is subject to full compliance with Section 1002.33, Fla. Stat., and other applicable law. Existing schools, whether or not they are now designated as Pinellas charter schools, will not be eligible for inclusion within this apparitional goal of 500 new charter school spaces. There will be no prohibition for the granting of charter schools based upon the applicant's approach to its proposed curriculum or program, provided such approach is consistent with Section 1002.33, Fla. Stat., and other applicable law. For example, a charter applicant may propose a</p>	<p>Pages 117-124</p>

fundamental program similar to the Defendant's fundamental school program."

In a September 19th email from former Superintendent John Stewart to the board, Guy Burns "clarified that Learning Village did not intend to submit a charter school application in its name, but rather, intended to act as the local group together with other community based groups in support of a charter school applicant known as University Prep Academy Charter."

This application meets the criteria under this Crowley.

The Governing Board meets at least quarterly. The local board will meet every other month or perhaps monthly initially. All meetings will be public and noticed. It is unclear if the local board meetings will be attended by the three founding members.

Concerns and Additional Questions	Reference
<p>The not for profit organization does not yet have its legal status.</p> <p>The governing board of the applicant includes three members from Florida, none live in Pinellas County. The applicant will be known as University Prep, Inc. which is applying for a charter to operate University Prep-Pinellas. The applicant has applied for charter schools in four other districts.</p> <p>The Organizational chart has two boards, one is the governing board and the other is identified as the local board of directors. The application states that, "Given the importance our leadership has put on local control, we have two different types of Boards which will be involved in the operation of University Prep-Pinellas, the University Prep Governing Board, and the University Prep-Pinellas School Board of Directors." The application also states that the "School Board of Directors will operate in almost every way as a typical charter school governing board, ensuring local control and accountability for University Prep-Pinellas." It would be with the Governing Board.</p> <p>In two phone conferences, the applicant stated the Governing Board is responsible for the hiring and supervision of a University Prep Governing Board Representative and setting an organization budget for the statewide network.</p> <p>The governing board, not the local board, will set certain benchmark indicators that the Governing Board will use to evaluate the success and efficiency of each network school. The local board will report quarterly status reports to the governing board.</p>	

<p>The Governing Board is responsible for the school-based policies and creating budget.</p> <p>The initial three members of the School Board of Directors will be approved by the University Prep Governing Board.</p> <p>The local board is responsible for monitoring and adjusting the budget as necessary throughout the year. The local board also will be hiring the Principal, monitoring the budget and handling parent and community issues.</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.

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

Strengths	Reference
<p>The applicant has the support of the Charter School Growth Fund which is supplying at least \$100,000 to assist the startup of the school.</p> <p>The recruitment plans for selecting a principal are acceptable.</p>	Pages 125-129

Concerns and Additional Questions	Reference
Clarification is needed as to the delineation of roles of the governing board and local board of directors.	

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.

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

Strengths	Reference
This is similar to some of the services provided by traditional education services provider.	

Concerns and Additional Questions	Reference
The cost of these services and how the contract will be implemented needs to be clarified in the charter contract if the application is approved. Details need to be clarified on the fees paid for services and how these fees are calculated and/or adjusted.	

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:

Form Number: IEPC-M2
Rule Number: 6A-6.0786
May 2012

- 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.

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

Strengths	Reference
The school will be a private employer. University Preparatory Services, Inc. plans on contracting with an approved company for a teacher and principal evaluation system.	Pages 132-135

Concerns and Additional Questions	Reference
Staff of University Prep-Pinellas will be employees of the University Preparatory Academy, Inc. Clarification is needed on the process to use if the local board has an issue with the employees of the school.	

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.

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

Strengths	Reference
The application understands and will follow the law on enrolling of students. An adequate recruitment plan is included. Parents will not be required to sign a parent contract. The applicant states that it wants to concentrate on the student and feels that some parents of the targeted population may be unable to fulfill the requirements of a typical parent contract.	Pages 137-141

Concerns and Additional Questions	Reference

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.

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

Strengths	Reference
<p>The targeted area for students is the area between Fairmount Park, Sanderlin and Melrose Elementary Schools. Zip codes of this area are included.</p> <p>The applicant is working with Building Hope, a not for profit foundation that supports the growth of quality charter schools. It provides financing and other business services related to building and financing charter schools.</p> <p>The applicant is looking to build at least a 66,000 square foot facility and is looking for an appropriate site. It is also looking for nearby green space for PE and recreational activities. It is working with a realtor.</p> <p>The Learning Village representatives met with staff and indicated that it would like to consider the vacant Southside Fundamental School as a site for the school. It has had communication with the</p>	Pages 145-147

<p>applicant.</p> <p>The applicant must have a site chosen as part of the charter contract negotiations, but does not need this to have an application approved.</p> <p>The backup plan is to possibly ask for a planning year.</p> <p>It plans to meet Florida's class size legislation.</p>	
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Concerns and Additional Questions	Reference
<p>It mentions that the high school will eventually host competitive sports. The proposal is for a K-8 school, not a high school. The applicant clarified that in the future it may want to create a high school charter, but not in the next five years.</p> <p>This area need clarification as the site will be determined in the charter contract if the application is approved.</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.

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

<p>Strengths: The applicant understands and will comply with Florida law regarding transportation of charter school students. It has done some planning and anticipates transportation costs that are included in the budget.</p>	<p>Reference Page 149</p>

Concerns and Additional Questions	Reference

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.

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

Strengths: The applicant understands and will comply with Federal and Florida laws regarding food service requirements. of charter school students.	Reference Pages 151-152

Concerns and Additional Questions	Reference

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.

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

Strengths	Reference

Concerns and Additional Questions	Reference
Enrollment projections seem high. What is the contingency for less than anticipated enrollment? Projecting enrollment of 6.54% of available local population. Facility lease of more than \$500,000 seems high.	Pages 153-161

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.

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

Strengths	Reference

Concerns and Additional Questions	Reference
Records need to be stored not only in locked area but also need to be water and fireproof. The business plan should state that capital assets purchased using other than state dollars may be sold with either the Principal or Board of Directors approval. Assets purchased using FEFP or state dollars would require approval from the district.	Pages 163-165

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.

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

Strengths	Reference
The applicant has provided a time frame for the school start up.	Pages 167-168

Concerns and Additional Questions	Reference