

APPENDIX II – Application Clarification

This Appendix II is incorporated into and made part of the Charter School Agreement (“Agreement”) made by and between University Preparatory Academies, Inc. (“UPA”), and the School Board of Pinellas County, Florida (“School Board” or “PCSB”), dated April 9, 2013, and provides additional clarifications in areas of the application evaluation listed by the School Board as requiring clarification. Other areas of the application evaluation requiring clarification have been addressed in the Agreement itself. The parties agree that the additional information contained herein is binding upon the parties and is part of the Agreement.

Section 4 – Curriculum Plan

Concerns and Additional Questions:

Curriculum and textbooks

University Preparatory Academy will follow educational best practices for the development and implementation of curriculum and the selection of all textbooks, including the educational best practices that are utilized by Pinellas County Schools and outlined in PCSB Policy 2210.A, which states:

Curriculum in the District shall provide for appropriate instruction based upon the State curriculum frameworks, course descriptions, and Sunshine State Standards prescribed by the Florida State Department of Education, Florida's System of School Improvement and Accountability goals and standards, and the District's student expectations.

University Preparatory Academy will seek involvement from staff in the development of curriculum and the selection of textbooks in the same or similar way as it is accomplished in Pinellas County Schools. Input by staff and school leaders in the process of curriculum development and textbook selection is included in the PCSB Policy 2210.B, which states:

School faculties and School Advisory Councils (SACs) shall work in collaboration with the District curriculum staff in implementing curriculum, developing course modifications, and selecting instructional materials.

The approved charter application provided a list of three possible textbooks for each of the four core content areas. This list can be found in the Curriculum Materials section of the application (p. 67). These materials will be further reviewed by staff for use in the school's educational program. All materials will be aligned with Florida's list of accepted textbooks found in the Catalog of State Adopted Instructional Materials. A Director of Curriculum and Instruction at the school will work with the principal and teachers to further develop the core curriculum and finalize all textbook selections.

Website for Common Core State Standards

The Common Core State Standards for grade K-8 can be found on the DOE website at: <http://www.fldoe.org/schools/ccs.asp>.

Section 6: Exceptional Students

Concerns and Additional Questions:

Gifted and talented students

Students who are gifted also fall under the umbrella of Exceptional Student Education in Florida. Any teacher or parent may refer a student for evaluation for gifted services. Parental consent will be obtained and procedural safeguards will be provided and adhered to. After a formal evaluation has been conducted, a multidisciplinary team will meet to determine eligibility. Eligibility criteria are determined by the state.

If a student is deemed eligible for gifted services, the multidisciplinary team will develop an Educational Plan (EP). The EP will prescribe the services that will be provided to the student along with a statement regarding why the student is in need of services. Delivery of services may range from a variety of modalities such as inclusion, co-teaching, support facilitation, learning labs, and consultation. The EP will also include:

- Present levels of educational performance;
- Measurable Goals and Benchmarks or Short Term Objectives;
- A description of the specially designed instruction to be provided;
- A description of how progress will be measured and how the parent will be informed of the student's progress; and
- Initiation, duration, frequency, and location of services

Services and curriculum for students who are gifted will be aligned with Florida's Frameworks for K -12 Gifted Learners, which provides guidelines for supporting a challenging and rigorous curriculum that enhances the state standards. The goals of the Frameworks are defined by expected outcomes for gifted students. Each goal specifies the mastery expected by the time the student graduates.

Depending on the number of students to be served, gifted services will be provided through one or more of the following models:

- Differentiation and/or cluster groups within the general classroom
- Resource room
- Advanced content area classes

University Preparatory Academy's staff will include highly qualified teachers who hold the gifted endorsement. The staff will also participate in professional development opportunities with the state and school district so that all required guidelines and procedures are implemented with fidelity.

The School is committed to ensuring the academic growth of all students, including students who are gifted. It is expected that students who are gifted will reach mastery of their individual goals and mastery of the general curriculum, displaying both personal and academic growth.

Description of the implementation of the state/district requirements for Gifted referral/eligibility

University Preparatory Academy-Pinellas will implement all Florida and Pinellas County district requirements for Gifted referral and eligibility. As identified on the PCSB website, the gifted liaison will administer the Kaufman Brief Intelligence Test (K-BIT 2) or the Naglieri Nonverbal Abilities Test (NNAT). The student will need to score at or above the 90th percentile to be referred for further intellectual evaluation. Standardized test scores may also be used as a screening. If the student's scores are in the 90th percentile or above on his/her most recent standardized testing in reading and math, further evaluation will be recommended. If screening criteria is met then the student will be referred for intellectual testing by a school psychologist.

Description of the development and implementation of Gifted students' Educational Plans

University Preparatory Academy intends to develop and implement EPs for any students that have been identified as being gifted and will follow the PCSB processes and procedures for the development and implementation of gifted students' EPs.

Section 504 procedures and processes

University Preparatory Academy-Pinellas will follow the PCS Section 504 Guidelines and Procedures for PK-12. A Section 504 coordinator will be appointed by the principal of University Preparatory Academy and all identification and eligibility procedures will be followed in accordance with the PCS Guidelines and Procedures manual.

Section 7: English Language Learners

Concerns and Additional Questions:

Annual English Language Proficiency Assessment for English Language Learners

University Preparatory Academy will use all assessments required by the Pinellas County School Board and the Florida Department of Education for the assessment of English Language Learners (ELLs). Florida uses the Comprehensive English Language Learning Assessment (CELLA) to measure the growth of students classified as ELLs in mastering the skills in English they will need to succeed in school. University Preparatory Academy will use this assessment as the annual assessment.

Requirements for Exiting ELLs from the ESOL Program

There are specific requirements regarding students exiting from the ESOL program. University Preparatory Academy will implement the state-approved district plan for ELLs and will follow all federal, state and district mandates. The ESOL exit criteria identified by the PCSB ESOL Exit Criteria (revised June, 2012), which includes proficiency in all CELLA domains and FCAT Reading proficiency, will be used by University Preparatory Academy in all grades K-8.

Post Reclassification of ELLs

University Preparatory Academy will follow the PCSB ESOL Reclassification Flowchart (revised February, 2013) for entry and exit from ESOL programs. University Preparatory Academy will follow Florida law and the LULAC Consent Decree in developing the Post Reclassification plan for ELL students exiting from the ESOL program.

University Preparatory Academy will monitor the progress of students who have exited from the ESOL program by conducting periodic reviews to "ensure parity of participation once they have been reclassified." The exiting students will be monitored for two years following their exit from

the program. Students will be reviewed at the time of the student's first report card and semi-annually during the first year after leaving the program. An additional review will take place at the end of the student's second year after exiting. The responsibility for monitoring exiting students will reside with the ELL coordinator.

The following monitoring procedures as outlined in the LULAC Court Decree (<http://www.fldoe.org/aala/cdpage2.asp>) will be implemented:

1. The performance of former LEP students shall be reviewed periodically to ensure parity of participation once they have been reclassified. These reviews shall take place automatically at the student's first report card and semi-annually during the first year after exiting, and at the end of the second year after exiting. Any consistent pattern of continuing under-performance on appropriate tests and/or grades shall result in the convening of a LEP committee with parental participation to assess the student's need for additional appropriate programming as ESOL or other needed programs. Special weight shall be given to any decline in grades and/or test performance after reclassification, and to parent preference.
2. Such LEP committees shall recommend an appropriate LEP student plan for such students. The basis and nature of such recommendations shall be in writing and maintained in the student's file. Any such plan shall be reevaluated for continued appropriateness after one year, and each year thereafter as necessary.
3. Any student who is determined to be LEP pursuant to this section based on F.1 or with recommendation based on F.2 shall be provided appropriate instruction on the basis of an annual extension pursuant to a documented determination of the student's needs.
4. If a student exits the program and is later reclassified as limited English proficient, the student may be reported in the ESOL program for funding for an additional year, or extend annually for a period not to exceed a total of 6 years pursuant to C. 7., based on an annual evaluation of the student's status.
5. Lack of ESOL funding eligibility does not relieve districts of any obligation they may have under state or federal law to continue to provide appropriate services to LEP children beyond the six years of state ESOL program funding.

Any consistent pattern of continuing under-performance on appropriate tests and/or grades shall result in the convening of a LEP committee with parental participation to assess the student's need for additional appropriate programming as ESOL or other needed programs. Special weight shall be given to any decline in grades and/or test performance after reclassification, and to parent preference.

ELLs Who Enter School Below Grade Level

ELL students may enter University Preparatory Academy below grade level. University Preparatory Academy will follow the plan as outlined by PCSB for providing services for below grade level ELL students.

Section 9 – Governance

University Preparatory Academies, Inc., was founded in 2012 as a non-profit corporation to serve as a network of high performing charter schools focused on serving the needs of educationally under-served students living in high poverty neighborhoods. The structure was established in accordance with best practices of non-profit organizations and in collaboration with outside funders including The Charter School Growth Fund, The Walton Family Foundation, and the U.S. government's Federal Race To The Top Grant. All of these funders require that an outside entity following sound fiduciary principles receive their funds rather than disbursing the funds directly to individual schools.

The governance and management of the organization provides support and effective operating structures to ensure the success of the entire network of schools, while allowing school-based administrators to stay focused on the core service of providing a high quality education to the students. The UPA Governing Board will oversee and assume legal and fiscal responsibility for the statewide network of schools and will appoint local UPA Charter Boards to ensure local input at each school in the network, including the appointment of a UPA-Pinellas Charter Board comprised of local board members. Thus, as further described below, each school in the network will have corporate, fiscal, and other entity-level decisions made by the corporate "Governing Board," but will also have a local "Charter Board" to provide advice on curriculum, programs, and other daily management issues, as well as to make personnel recommendations to the Governing Board, which will then act on them..

Governing Board

The Governing Board is responsible for the oversight of the statewide network of University Preparatory Academies. Pinellas County is the first school district to open a University Preparatory Academy. The Governing Board is made up of professionals from throughout the state who are committed to the educational mission and vision of University Preparatory Academy. The Governing Board's responsibilities include:

- Approve all corporate policies and procedures
- Adopt and maintain an annual operating network budget
- Provide financial review and fiduciary oversight
- Approve all personnel recommendations from the local Charter Board
- Hire and evaluate annually the CEO
- Adhere to Florida's Government in the Sunshine laws
- Review and approve alignment of annual school budgets
- Negotiate and execute all contracts
- Ensure compliance with operations in accordance with federal and state laws and rules, the Charter Agreement with PCSB, Department of Education regulations, and other applicable authorities
- Exercise continuing oversight of the network's operations to ensure high student achievement

The Governing Board members possess skills and experience in the areas that are critical to the success of University Preparatory Academy, including but not limited to curriculum, instruction, assessment, finance, facilities, law, management, governance and administration. All Board members are qualified in terms of training, education, and experience, and are persons with credibility and respect. The Board is comprised of professionals who are committed to

establishing policies consistent with the School's mission and to ensure that the educational programs and school operations are in compliance with all statutory and regulatory requirements.

The developer and founder of University Preparatory Academy is Ms. Cheri Shannon, and she will serve as CEO for the corporate entity that the Governing Board oversees. Ms. Shannon most recently served as the President and CEO for the Florida Charter School Alliance. Prior to moving to Florida, she was the Superintendent of University Academy in Kansas City, Missouri, a high performing K-12 urban charter school serving high-needs students.

Ms. Shannon will officially represent the Governing Board and will work with each school and each Charter Board to provide the support and assistance needed to focus on building the highest quality educational program possible. During the initial stages, the Ms. Shannon will assist with all start-up tasks for the new schools and will be instrumental in hiring personnel necessary for a successful school opening. Ms. Shannon will also serve, as needed, as the liaison with PCSB for all matters related to the school and will work closely with the principal of University Preparatory Academy in Pinellas County.

The Governing Board shall also have the responsibility of evaluating the CEO in her capacity in performing the roles and responsibilities as Executive Director. This process will involve the evaluation of organizational performance data in multiple areas, such as fiscal operations, academic operations, and organizational structure and effectiveness. The Governing Board will solicit information from principals of schools within the network as well as other employees and Charter Board members. The specific criteria for this evaluation are currently being developed but will have alignment with not-for-profit industry best practices. The evaluation process will also fully align with current state statutes.

Charter Board

The Charter Board for University Preparatory Academy-Pinellas will provide local oversight, and input regarding activities at the school level. This group is made up of local individuals within Pinellas County who are committed specifically to the success of University Preparatory Academy-Pinellas. The Charter Board may have one member serving on the Governing Board. The Charter Board will be responsible for advising on the following:

- Implementing the mission, vision and values of University Preparatory Academy-Pinellas
- The hiring of the school's principal
- School-based policies and procedures
- Recommending a local budget for the school
- The school calendar
- Recommending the parent/student handbook
- School start and end times
- Dealing with parent issues and concerns not able to be addressed by school staff
- School level compensation review
- The staff handbook
- School level fundraising
- School-wide discipline plan
- School mascot and uniforms
- School level data analysis

The Governing Board will select at least one member of the Charter Board and not more than three members statewide to serve on the Governing Board. A parent liaison will also be appointed by the Governing Board to the local school, who will provide feedback to both the Charter Board and the Governing Board, in accordance with Florida law (s. 1002.33(7)(d), F.S.). Members of the Charter Board are currently being sought through close contacts with community leaders to identify key individuals. The goal is to have a full local Charter Board in place once a Charter Agreement is approved, or very shortly thereafter. Once local individuals have been identified and recommended, the official membership shall be approved by the Governing Board. After the initial appointment of Charter Board members, the Charter Board will have staggered terms and will select future members based on an application process which has been developed.

One of the Charter Board's primary responsibilities will be to recruit, interview, and recommend for hire the principal for University Preparatory Academy-Pinellas. This key decision will allow the Charter Board to provide appropriate leadership for the day-to-day operations of the school. With the Governing Board and state-wide staff managing the corporate-level business operations, the principal will be able to stay focused on the academic success and day-to-day operations of the school.

The Charter Board, under the direction of the CEO, shall also have the responsibility of providing input into the evaluation of the principal. The Charter Board will seek assistance from the CEO to complete tasks such as observations and evaluations of the principal and the compilation of multiple data points such as the academic progress of the students, staff surveys, parent satisfaction surveys, and the fiscal health of the school. Learning gains of students will comprise at least 50% of the determination of the principal's performance evaluation. Ultimately, while input may be obtained from many sources, it is the Charter Board's responsibility to complete and present the evaluation of the principal to the CEO. The specific criteria and form for this evaluation are currently being developed, but will be in alignment with the Florida Principal Leadership Standards and current state statutes.

The Charter Board shall also be responsible for advising on policies such as the school's behavioral code, attendance, grading policy, emergency procedures, and facility needs. The CEO and any other state-level staff shall be responsible for working with the principal to develop a budget for the school. The Charter Board shall work collaboratively with the Governing Board to support all aspects of the school and shall work with the principal to develop progress reports that will highlight the success and needs of the school. The Charter Board shall also be responsible for reviewing financial reports as they relate to the progress towards meeting the established budget of the school.