

# Excel 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.

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<b>OVERALL ASSESSMENT – COMPLETE THIS SECTION LAST</b>
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Would you recommend approval of this application for a public charter school? Explain your recommendation in the Summary Comments section, below.

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

Name of Person Completing Assessment: Dot Clark     Date: 10/22/13

Title: Director, Charter Schools and Home Education

Signature: \_\_\_\_\_

**Summary:** Of the nineteen sections in the Evaluation Instrument the applicant scored:

In the Educational Plan the applicant scored:

- “Meets Expectations”- 4
- “Partially Meets”- 1
- “Does Not Meet”- 3

In the Organizational Plan the applicant scored:

- “Meets Expectations”-
- “Partially Meets”- 3
- “Does Not Meet” – 1
- Not Applicable - 1

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

Strengths	Reference
<ul style="list-style-type: none"> <li>The application contains all required elements of this section. <ul style="list-style-type: none"> <li>The vision is to create a model school for serving high needs students in a public school in the Pinellas community, and to demonstrate high standards for educational quality.</li> <li>The mission of the Pinellas Excel Charter School is to prepare all students to become productive members of society by establishing a strong foundation of skills for their secondary school experience.</li> <li>The goal is to exceed average district student academic performance on state assessments is specific and measurable.</li> </ul> </li> </ul>	Pages 9-11
Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> <li>It is unclear what the applicant's set of priorities will be and how these priorities will be measured. <ul style="list-style-type: none"> <li>The applicant states that Core Knowledge is aligned with CCSS &amp; NGSSS; however, Appendix E compares Core Knowledge to 2007 (grades 3-5) and 2009 (grades K-2) Sunshine State Standards, not the NGSSS &amp; CCSS. This misalignment of curriculum does not allow for "manageable and measureable" student outcomes.</li> </ul> </li> </ul>	Pages 10 & 11, and Appendix E

## 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"> <li>The applicant identifies the target population as K-5 students residing in Pinellas with recruitment focus on high needs, low income families living in the Clearwater community. This focus aligns to the school's mission.</li> </ul>	Pages 13-14

➤ Allowable enrollment preferences for siblings, children of board members or employees, and children of active duty military personnel are clearly identified.	
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### Enrollment Projections

	Year 1	Year 2	Year 3	Year 4	Year 5
<b>0</b>	4 Sections 72 Students	5 Sections 90 Students	5 Sections 90 Students	5 Sections 90 Students	5 Sections 90 Students
<b>1st Grade</b>	3 Sections 54 Students	4 Sections 72 Students	5 Sections 90 Students	5 Sections 90 Students	5 Sections 90 Students
<b>2nd Grade</b>	2 Sections 36 Students	3 Sections 54 Students	4 Sections 72 Students	5 Sections 90 Students	5 Sections 90 Students
<b>3rd Grade</b>	2 Sections 36 Students	2 Sections 36 Students	3 Sections 54 Students	4 Sections 72 Students	5 Sections 90 Students
<b>4th Grade</b>		2 Sections 44 Students	2 Sections 44 Students	3 Sections 66 Students	4 Sections 88 Students
<b>5th Grade</b>			2 Sections 44 Students	2 Sections 44 Students	4 Sections 88 Students
<b>Total Possible Enrollment</b>	<b>11 Sections 198 Students</b>	<b>16 Sections 296 Students</b>	<b>21 Sections 394 Students</b>	<b>24 Sections 452 Students</b>	<b>28 Sections 536 Students</b>

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> <li>It is unclear if the applicant has a clear understanding of the students the charter school intends to serve. <ul style="list-style-type: none"> <li>➤ ESE is not identified in the projection, however, a general breakdown of ESE population is provided in Section 6 (pg. 56).</li> </ul> </li> </ul>	Page 17

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

Strengths	Reference
<ul style="list-style-type: none"> <li>• The educational design is clear and coherent. <ul style="list-style-type: none"> <li>➤ The school has 3 primary components: <ul style="list-style-type: none"> <li>▪ Implementation of the Core Knowledge curriculum</li> <li>▪ Build Reading comprehension</li> <li>▪ Build strong parent involvement</li> </ul> </li> <li>➤ The applicant will follow the District's annual calendar as it relates to days in attendance and testing schedules.</li> </ul> </li> </ul>	Pages 20 & 21

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> <li>• The educational program design is not completely clear and coherent: <ul style="list-style-type: none"> <li>➤ The applicant states that Core Knowledge is aligned with the CCSS &amp; NGSSS, there is no documentation that supports this claim.</li> <li>➤ There are numerous statements throughout the application that identifies Core Knowledge as the main curriculum: <ul style="list-style-type: none"> <li>○ The first of the three components of the Excel Charter School is "the implementation of the Core Knowledge curriculum".</li> <li>○ "[T]he implementation of a comprehensive instructional design plan with Core Knowledge as the foundational curriculum".</li> <li>○ "Excel Charter School of Pinellas intends to be a Core Knowledge school."</li> <li>○ "As the core of our curriculum, the Sequence [Core Knowledge]..."</li> <li>○ "The Sequence [Core Knowledge]...is the 'heartbeat' of the school."</li> </ul> </li> <li>➤ Common Core State Standards require students to engage in reading of grade level complex text both independently and proficiently. The Core Knowledge program is a read aloud program with independent reading and discussion. There is a progression of</li> </ul> </li> </ul>	<p>Appendix E</p> <p>Page 20</p> <p>Page 21</p> <p>Page 29</p> <p>Page 30</p> <p>Page 30</p> <p>Page 23</p>

<p>standards in reading, writing, foundational skills, language and speaking/listening. There is little reference to how students will be accountable for the performance of the tasks within these standards.</p> <ul style="list-style-type: none"><li>➤ The applicant does not address how the rest of the day would be modified for needed interventions, remediation, and enhancement.</li><li>➤ It is unclear how the multiple instructional strategies and methodologies listed in the application will be incorporated into a cohesive instructional program.</li></ul>	
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#### 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 type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
➤ The applicant provides an extensive description of the school's commitment to use Core Knowledge curriculum that will be supported with the addition of instructional strategies, methodologies, and materials.	Pages 29-42

Concerns and Additional Questions	Reference
➤ The applicant's curriculum emphasis is Core Knowledge. The most recent alignment of Core Knowledge to NGSSS and CCSS that was presented in the application was dated 2009, and shows alignment with the old Sunshine State Standards.	Appendix E
➤ Although Handwriting curriculum is listed and clearly defined...Handwriting is a small part of what students need to know. In addition, the CCSS reference for handwriting focuses on the use of multimedia to present ideas and communicate thoughts, not handwriting. It is unclear how the handwriting program is aligned to the CCSS?	Page 31
➤ During a phone conference between the applicant and PCS staff on 10/1/13, the applicant stated that Core Knowledge was just a framework and that its main curriculum are the other curriculum materials identified in the application. However, the application states that Core Knowledge "is the core of our curriculum" (pg. 30). This emphasis of Core Knowledge as the curriculum is stated many times in the application (see comments in Section 3). The applicant also stated that there was more recent documentation showing	Page 30

<p>the Core Knowledge alignment to the NGSSS and CCSS. This documentation was provided, however, it was the same information that was in the original application.</p>	
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## 5. Student Performance, Assessment and Evaluation

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

### Statutory Reference(s):

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

### Evaluation Criteria:

A response that meets the standard will present:

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

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"><li>➤ Measureable goals and objectives are provided that set high standards for student performance.</li><li>➤ The school will use numerous valid and reliable assessments to measure student performance including FCAT, SAT, FAIR, FCAT 2.0 Writing, Florida Alternate Assessment, CELLA, PARCC, State Assessments, SAT10, and NWEA MAP.</li></ul>	Pages 44 & 45 Pages 48-49

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"><li>➤ Reference to FCAT 2.0 and CCSS assessments; however, CCSS does not have specific “assessments”.</li><li>➤ There is a concern that the school will need more computers for the 5<sup>th</sup> grade FCAT Computer Based Test (CBT), and for future computerized testing requirements.</li></ul>	Pages 44-45

## 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.

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

Strengths	Reference
➤ Demonstrates understanding of the child find requirements for Identification & Referral.	Page 51
➤ The applicant provides a thorough estimation of the ESE population with a total estimated ESE population of 12.3% (Gifted 5.8%).	Page 56

Concerns and Additional Questions	Reference
➤ The applicant states that if a situation were to arise that a student applied to the School who may "create an undue financial hardship", they would request to meet with the district to discuss placement options. A comment made during the phone conference call on 10/1/13 that "we could not provide a nurse" due to the expense, supports this belief that an "undue financial hardship" would be an appropriate reason to consider an alternative placement. There is significant concern that the applicant does not understand their obligation under the law (FAPE) to provide services for all students including ESE students, and that a financial hardship is not a reason to deny these services.	Page 52
➤ Student Handbook: (policy 5.5.1, 5.5.2, 5.5.3) may not	Pages 254-255

<p>provide FAPE.</p> <ul style="list-style-type: none"> <li>➤ Dual enrollment is not permitted for charter schools (policy 5.5.3).</li> <li>➤ Throughout Section 6 the applicant mentions “modifications”. It is unclear if the applicant understands the difference between modifications and accommodations and other related issues, i.e., testing, related services, progress monitoring, transportation, modified curriculum, etc.</li> <li>➤ The staffing model provided identifies a .9 ESE teacher for the first year. There is a concern that this underestimates the provision of ESE services based on the target population.</li> <li>➤ While there was a clear expectation for a Gifted endorsed teacher, that position is only listed as .1 the first year, and .4 the fourth year.</li> <li>➤ Although an estimation of ESE population is provided, the information was gathered via a review of DOE data “regarding the ESE prevalence in the county.” This information is not for the targeted area of the proposed school, as well as the targeted population, which will most likely have a higher prevalence of ESE.</li> </ul> <p>In summary, A combination of the issues present in this section, the staffing model for a .9 ESE teacher, and the comment made during the conference call on 10/1/13 (would not be able to provide a nurse due to funding issues), raises significant concern about services for ESE students.</p>	<p>Page 255</p> <p>Page 178</p> <p>Page 178</p> <p>Page 56</p>
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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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
➤ The applicant provides a sound plan for educating ELL students.	Pages 59-64

Concerns and Additional Questions	Reference
➤ The Student Handbook (policy 5.8, 5.8.1, 5.8.2) does not provide a detailed understanding of all of the school's legal obligations to admit and serve ELL students on a non-discriminatory basis (policy 5.8, not "University Academy").	Page 257

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

Strengths	Reference
➤ The applicant will abide by the Pinellas County Student Code of Conduct.	Page 65

Concerns and Additional Questions	Reference
➤ The applicant states that a "Fourth-time offense will result in prolonged suspension, and possible withdrawal from the school". The district does not support the withdrawal of students, but expect school's to meet the needs of all students. ➤ Page 68 states that an "appeal" process for families has not yet been defined.	Page 67

## 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

Concerns and Additional Questions	Reference
<p>The Application states that the governing board will have control over the operations of the school, however, Lutheran Services of Florida, the sole member of the LLC has the final say over appointment of members of the governing board which is not consistent with the board being autonomous in its control. There is also some indication that the governing board may contract with Lutheran Services to provide services.</p> <p>Section 6.2 of the Operating Agreement does not contain a requirement for a minimum number of meetings. Section 1002.33(7)(d)2. Indicates that the governing board must hold at least two public meetings per year in the school district.</p> <p>Article VI of the Articles of Organization do not properly address the return of property upon dissolution of the LLC as required by</p>	

## 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
<ul style="list-style-type: none"> <li>• The application clearly describes the principal as the person responsible for day-to-day operation of the school.</li> <li>• The applicant provides a sound plan for the recruitment and selection of the school leader. <ul style="list-style-type: none"> <li>➤ A description of the plan for recruitment and selection of the school principal is provided along with key competencies and a job description.</li> </ul> </li> <li>• A staffing plan is included.</li> <li>• Staff's recruiting strategies appear to be appropriate and the proposed salary and benefit schedule seems to be competitive.</li> </ul>	<p>Page 85-88</p> <p>Page 87, 94</p>
Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> <li>• Page 87 table shows .50 Data Prep Clerk in year one and .75 in year two. Who will be responsible for keeping up with the demands of this position throughout the year?</li> <li>• The staffing plan is lean with the hiring of only a .9 ESE staff member in year 1 for a school that is enrolling students in high poverty and having high additional educational needs as well. This model does not provide the additional support needed for students with many varying ESE needs.</li> </ul>	<p>Page 87</p> <p>Page 178</p>

During a conference call, the applicant identified the office manager as the back up to the data prep clerk. In addition, the applicant indicated that the charter school was not required to meet the needs of all students. The comment was made that the school would not have the resources to provide for a nurse if a child needed this accommodation.	
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### **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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
<ul style="list-style-type: none"> <li>• The applicant does not plan to use an ESP. <ul style="list-style-type: none"> <li>➤ The applicant plans to use Lutheran Services of Florida to complete back office services.</li> </ul> </li> </ul> <p>During the phone conference the applicant added that the school would also use the services of Charter School Services.</p>	Page 89-90

Concerns and Additional Questions	Reference

## 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.

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"><li>➤ The salary and benefit schedule appears to be competitive and designed to attract and retain qualified staff.</li></ul>	Pages 93-94

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"><li>• Policies and procedures that hold staff to high professional standards are not completely developed.<ul style="list-style-type: none"><li>➤ The application contains samples of Student handbook policies but does not contain a comprehensive personnel policy or present a specific plan and timeline for developing one except for identifying several topics and effective date of 7/1/14. Given the fact that the proposed school is closely aligned to an existing program model it seems like at least a draft of a personnel policies handbook should have been included in the application.</li></ul></li></ul>	Pages 93-96 Pages 214-219



### **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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
<ul style="list-style-type: none"><li>• The application includes a reasonable description of the school's marketing and recruiting plan including allowable enrollment preferences for siblings, children of board members, school staff and active duty military personnel.<ul style="list-style-type: none"><li>➤ Presents student recruitment plan that will enable the school to attract its targeted population.</li><li>➤ The registration periods and provisions for conducting a lottery (should applicants exceed capacity) are clearly defined.</li></ul></li></ul>	Page 99-104

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"><li>• The school's enrollment and admissions process is not open, fair and in accordance with applicable law.<ul style="list-style-type: none"><li>➤ The applications states, "Prior to enrollment parents shall meet with the Principal, or designee, to discuss the student and how they would fit within our school." It goes on to say, "Provided that we are able to meet the child's needs, and that we have seats available, the children will be admitted as is permitted under the law". These statements conflict with the open enrollment statements found in section 2 as well as 4.1 in the parent handbook. These statements give the appearance of a school that initiates a screening process thus by-passing a genuine open enrollment. This is a public school using tax payer's dollars, as such the school should not discourage families from sending their children to the school if they child does not "fit".</li></ul></li></ul>	Page 226

<p>➤ A copy of the parent agreement contract is not included for review.</p> <p>During a conference call, the applicant stated that a draft of the parent agreement could be e-mailed to staff. This documentation was not provided in original application for staff to review.</p>	
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### 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
<ul style="list-style-type: none"> <li>• The applicant presents a realistic plan for acquiring a facility that is appropriate and adequate for the school's program and targeted population.</li> <li>➤ The applicant presents a reasonable plan for acquiring one, including anticipated lease costs.</li> <li>➤ Although the school has not firmly decided on a facility, it is considering Grace Lutheran Church located on Highland Avenue in Clearwater. Evidence that the school has access to the necessary resources to fund the facilities plan.</li> </ul>	Page 107

Concerns and Additional Questions	Reference

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

Strengths	Reference

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> <li>• It is unclear if the identified transportation plan will serve all eligible students. <ul style="list-style-type: none"> <li>➤ It is unclear what is meant by the following statement: “LSF has many options for transportation that may not be used during a school day through Head start programs and utilizing this unused potential will help reduce costs and provide the maximum possible benefits for students....”. What other transportation options are available through LSF and are these options viable?</li> <li>➤ Head Start buses are paid for by different funding sources and may have specific guidelines for the usage of these buses that may not include the transportation of public school students.</li> <li>➤ The applicant discusses the option of utilizing 3rd party companies to transport students; however, there are no 3<sup>rd</sup> private companies in the area that meet bus transportation requirements.</li> </ul> </li> </ul> <p>During a conference call the applicant clarified the other possible options as being, 1. Check with the district if they have the capacity for busing the charter school students or 2. Buy their own buses and hire bus drivers. The applicant did</p>	Page 111

not indicate which resources would be utilized as part of the school's transportation plan.	
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## 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	Reference
The applicant presents a food service plan that includes contracting with PCS food services.	Page 113

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
<ul style="list-style-type: none"> <li>• Budgetary projections which are consistent with all parts of the application, including the school’s mission, educational program, staffing plan and facility. <ul style="list-style-type: none"> <li>➤ The Start-up budget does not appear to include provisions for professional fees such as accounting.</li> <li>➤ Cost per square foot seems high for out years. Has applicant conducted market comparison to determine if this is a competitive rental rate per square foot for this time of facility? (Example year 5 = <math>512,000/29,480 = \\$17.36</math> per square foot)</li> <li>➤ Budget and staffing model does not appear to provide sufficient provisions for Plant operations. Year one allocates only a twenty hour per week plant operator to maintain 10,890 square feet. Likewise, year two and three budget allocates one 40 hour week plant operator for 16,280 and 21,670 square feet.</li> <li>➤ Application refers to numerous supplemental online programs. For example, page 32 refers to an online resource Dreambox Learning and page 33 refers to a subscription to Discovery Streaming. The five year budget reflects a \$3,500 expense for a school wide subscription however no academic software expenses are reflected per student. It appears expenses are understated.</li> <li>➤ The applicant states that it will Lease 75 computers for the first 3 years of operation. Does this include all building needs students, teaching staff and office staff administrative? How will the school manage assessing students with so few computers?</li> </ul> </li> </ul>	<p>See page 108 for details</p> <p>Page 119</p>

## **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
<ul style="list-style-type: none"><li>• The applicant does not provide clear description of strong internal controls that is sufficient to safeguard finances. The applicant intends to outsource accounting services. As a result, it is unclear how they will provide strong internal controls relating to daily cash handling and proper segregation of duties.</li></ul>	

## **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"/>	<input type="checkbox"/>

<b>Strengths</b>	<b>Reference</b>
<ul style="list-style-type: none"> <li>A thoughtful and realistic implementation plan that action plan for the school opening is provided.</li> </ul>	Page 127

<b>Concerns and Additional Questions</b>	<b>Reference</b>