



**Clay County District Schools  
Final Evaluation of Charter School Application**

**Cover Sheet**

<b>Applicant Name</b>	<b>St. Johns Classical Academy- Lake Asbury</b>
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<b>Applicant Contact Person</b>	<b>Ashley O'Neal</b>
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<b>Date of Submission</b>	<b>March 8, 2022</b>
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<b>Date of Capacity Interview</b>	<b>May 4, 2022</b>
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<b>Date this document was provided to the applicant</b>	<b>May 20, 2022</b>
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<b>Year of planned opening</b>	<b>2023</b>
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# 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.

## Capacity Interview:

Applicants may have the opportunity to present their plan and demonstrate the team’s capacity to open and maintain a high-quality charter school as well as to answer questions about their proposal. Any information or evidence from the capacity interview that is used by the sponsor as a basis for denial of the application must be properly documented by means of a recording or transcript.

The following definitions should guide the ratings:

**Meets the Standard:** The response reflects a thorough understanding of key issues 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 or ability to meet the requirement in practice.

Authorizers are encouraged to align their application review process with the Florida Principles and Standards for Quality Authorizing.

**OVERALL ASSESSMENT – COMPLETE THIS SECTION LAST**

Name of Applicant: St. Johns Classical Academy-Lake Asbury

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>
	<p><b>X</b></p> <p><b>With agreement of changes indicated in sections</b></p>

Name of Person Completing Assessment: Karen McMillan Date: June 3, 2022

Title: Coordinator of School Choice

Signature: *Karen F. McMillan*

**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)

**Evaluation Criteria:**

A response that meets the standard will present:

- A clear and compelling mission and vision statement that defines the guiding principles and values of the school.
- Adequate references to evidence that the application fulfills the statutory guiding principles and purposes for charter schools. (Note: the substance of each addressed principle and purpose will be evaluated within appropriate application sections.)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

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

**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)

**Evaluation Criteria:**

A response that meets the standard will present:

- A clear description of the students the charter school intends to serve including any target populations in accordance with Florida law.
- Alignment of the targeted student body with the overall mission of the school.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Strengths	Reference

Concerns and Additional Questions	Reference
Concerns with diversity. Current location does not reflect the surrounding schools and the radius study for the new school didn't include the schools within the radius that have more diverse populations. How will this be addressed with the new school?	

**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:

- An educational program design that:
  - Is clear and coherent;
  - Is based on effective, experience or research-based educational practices and 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
  - Is likely lead to improved student performance for the school’s target population.
- A proposed daily school schedule and annual calendar that complies with statutory requirements for annual number of instructional minutes/days and aligns with priorities and practices described in the educational program design.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
	<b>X</b>	

Strengths	Reference

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> <li>● There is a shortage of academic minutes found in the elementary schedules on pages 145-150.</li> <li>● The Decision Tree interventions are the same as the Tier 1 Core Instruction in Reading, and should use an alternative.</li> </ul>	

\*Applicant will supply a schedule that shows required instructional minutes.

\*Applicant will attach up to date Reading Plan that provide adequate Tier 2 and 3 instruction.

**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 well-aligned with the school’s mission and educational philosophy;
- Provides an emphasis on reading;
- Will enable students to attain Florida standards and receive a year’s worth of learning for each year enrolled; and
- Will be appropriate for students below, at, and above grade level.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Strengths	Reference
Use of several formative and progress monitoring assessments to track student progression in the components of reading with standards.	

Concerns and Additional Questions	Reference
Less than a C denotes course must be retaken? Little evidence of Science progress monitoring	

\*Applicant will change the verbiage to “ A student must earn a “D” or higher to be awarded credit, or the scholar may be required to retake that class.”

**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:

- An understanding of academic accountability provisions and goals mandated by the state.
- An indication that the applicant will hold high expectations for student academic performance.
- Measurable goals for student academic growth and improvement.
- 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.
- A proposed assessment plan that is sufficient to determine whether students are making adequate progress.
- Evidence of a comprehensive and effective plan to use student achievement data to inform decisions about and adjustments to the educational program.
- Plans for sharing student performance information that will keep students and parents well informed of academic progress.
- Acknowledgement of and general plan to meet FERPA requirements.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Strengths	Reference

Concerns and Additional Questions	Reference

**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:

- A clear description of the programs, strategies and supports the school will provide to students with disabilities that will ensure appropriate access for students with disabilities and that the school will not discriminate based on disability.
- A clear description of how the school will ensure students with disabilities will have an equal opportunity of being selected for enrollment.
- A comprehensive and compelling plan for appropriate identification of students with special needs to ensure they are served in the least restrictive environment possible, have appropriate access to the general education curriculum and schoolwide educational, extra-curricular, and culture-building activities in the same manner as non-disabled students, receive required and appropriate support services as outlined in their Individual Education Plans and 504 plans, and participate in standardized testing.
- 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 through the IEP process.
- 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 projections.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
	<b>X</b>	

Strengths	Reference

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> <li>● What does it look like when a parent refuses the “consultative” status? Where is the gifted endorsed teacher in the staffing plan?</li> <li>● Reimbursement for IEP required accommodations is not a part of IDEA.</li> </ul>	

\*Applicant will remove - “Speech-language, occupational, and physical therapy services will be contracted services that the District will provide (through the form of reimbursement) for students who qualify for those services.”



**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)(f)

**Evaluation Criteria:**

A response that meets the standard will present:

- Demonstrated understanding of legal obligations regarding the education of English Language Learners.
- A comprehensive and compelling plan 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.
- A clear plan for monitoring and evaluating the progress of ELL students, including exiting students from ELL services.
- Demonstrated capacity to meet the school’s obligations under state and federal law regarding the education of English Language Learners.
- A realistic enrollment projection (ELL) and a staffing plan that aligns with the projections.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
	X	

Strengths	Reference

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> <li>● How is the district responsible for the administration of follow-up reading/writing assessments for ELLs?</li> <li>● ELL specialist and ELL Coordinator...are these two positions? Are they shared between campuses?</li> </ul>	

\*Applicant agreed to:

This sentence will be removed-

~~“The District be responsible for the administration of follow-up reading/writing assessments to determine if the student continues to meet the ELL designation.”~~

Replacement-

“The School will work with the District to ensure administration of follow-up reading/writing assessments to determine if the student continues to meet the ELL designation.”

The School will refer to its ELL staff as an ELL Coordinator.

**8. School Culture 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.

**Evaluation Criteria:**

A response that meets the standard will present:

- A planned school culture that is consistent with the school’s mission and congruent with the student discipline policy.
- An approach to classroom management and student discipline that is consistent with the overall school culture and philosophy.
- Recognition of legal obligations and children’s rights related to enforcing student discipline, suspension, and recommended expulsion, including the school’s code of conduct, if available. · Consideration of how the code of conduct will apply to students with special needs. · Appropriate and clear roles of school administrators, teachers, staff, and the governing board regarding discipline policy implementation.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
	X	

Strengths	Reference

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> <li>• List of conduct expectations on page 55, Honor Code on page 56, Parent/Student Handbook, and use the CCDS Code of Student Conduct...which one supersedes the other and is the final determinant when dealing with issues?</li> <li>• Page 61 of the application in the OSS section states “The school is required to provide all work assignments to be completed by the student.”, but on page 31 of the Parent/Student Handbook, it states, “Suspensions will be treated as an unexcused absence; thus, scholars will not be able to make up the work missed during the period of suspension. The loss of class time due to repeated suspensions may be grounds for retaining a scholar at the current grade level for the following year.” These conflict with each other, and the latter is problematic.</li> </ul>	

\*Applicant agreed to:

This sentence will be removed-

~~“The School intends to use the District’s Code of Conduct policy; however, the School will have additional requirements outlined in the SJCA Family and Scholar Handbook as it relates to discipline and attendance.”~~

Replacement-

“The School intends to use the District’s Code of Conduct as a guide for referrals, student discipline, and serious offenses made by a scholar/scholars; however, the School will have its own requirements outlined in the SJCA Family and Scholar Handbook and it will be the official handbook for parents and scholars attending SJCA.”

OSS verbiage changed:

<https://drive.google.com/file/d/1idB0nzBZIZaWfDpBQsY15cuKPwAdQB1h/view?usp=sharing>

**9. Supplemental Programming**

The Supplemental Programming section should describe extra and co-curricular activities offered by the school. This section is optional.

**Statutory Reference(s):**

NA

**Evaluation Criteria:**

A response that meets the standard will present:

- A clear description of extra- and co-curricular activities that support, and do not detract from, the educational program.
- Evidence of an adequate funding source for extra- and co-curricular activities.
- Lack of supplemental programming may not be a basis for denial.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
		X

Strengths	Reference

Concerns and Additional Questions	Reference
TBD upon opening. No details given.	

## 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.

### 10. 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:

- A governing board that is legally structured, or has a plan to organize in conformity with the laws of Florida.
- A clear description of the governing board's roles, powers, and duties that are consistent with overseeing the academic, organizational, and financial success of the school.
- Appropriate delineation between governance and school management roles.
- At least the core of the Governing Board is identified that has a wide range of knowledge and skills needed to oversee a charter school.
- A board structure (e.g. bylaws and policies concerning member selection, committees, meeting frequency) that supports sustainable and effective school governance.
- Evidence that applicant understands and intends to implement open meeting and records laws.
- Clear policy and plan for dealing with conflicts of interest.
- Appropriate and clear role for any advisory bodies or councils if included.
- An outline of a grievance process (or policy) that will simultaneously address parent or student concerns and preserve appropriate governance and management roles.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Strengths	Reference

Concerns and Additional Questions	Reference

**11. Management and Staffing**

The Management and Staffing 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:

- An organizational chart or charts that clearly and appropriately delineate lines of authority and reporting.
- A management structure that includes clear delineation of roles and responsibilities for administering the day-to-day activities of the school.
- Identification of a highly-qualified school leader or a sound plan for the recruitment and selection of the school leader.
- A viable and adequate staffing plan.
- A sound plan for recruiting and retaining highly-qualified and appropriately-certified instructional staff.

Meet the Standard	Partially Meets the Standard	Does Not Meet the Standard
	<b>X</b>	

Strengths	Reference

Concerns and Additional Questions	Reference
<p><b>-Org charts that show growth are missing. Only one is provided.</b></p> <p><b>-Staffing plan shows Headmaster as full-time, budget shows full time, but narrative says that the current one will oversee both schools.</b></p> <p><b>-The plan doesn’t differentiate between shared or “oversee both campuses” positions and, as mentioned in the capacity interview, “oversite” positions and how the growth over the years will change the staffing plans.</b></p>	

\*Applicant agreed to:

This sentence will be removed-

~~“The Headmaster of St. Johns Classical Academy Fleming Island and Lake Asbury will be the existing Headmaster, Daniel Matt Johnson. While it is likely that additional leadership roles will be added to both campuses, Mr. Johnson will serve as the overarching leader along with the current administrative team.”~~

“The current Headmaster of the School will serve as Headmaster at one campus. An additional Headmaster, as well as additional administrators, will be employed for the other campus. Mr. Johnson will serve as the overarching leader of both schools for an undetermined length of time.”

**12. Human Resources and Employment**

The Human Resources and 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 clear explanation of the relationship between employees and the school.
- Description of the school leader and teacher evaluation plans, or outline of such plans, which align with the Student Success Act as defined by state law.
- A compensation and benefits plan or outline of such a plan that is aligned with Florida’s Student Success Act, and will attract and retain quality staff.
- Procedures that are likely to result in the hiring of highly-effective personnel.
- Policies and procedures that hold staff to high professional standards or a plan to develop such policies and procedures.
- An effective plan to address any leadership or staff turnover.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
	X	

Strengths	Reference

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> <li>● No clear description of what evaluation system is going to be used (District, FCofPCS, to be decided)</li> </ul>	

\*Applicant said Florida Consortium of Public Charter Schools’ Evaluation System will be used.

### 13. Professional Development

The Professional Development section should clearly describe the proposed expectations and opportunities for administrators, teachers, and other relevant personnel.

#### Statutory Reference(s):

NA

#### Evaluation Criteria:

A response that meets the standard will present:

- Professional development activities for administrators and instructional staff that align with the educational program and support continual professional growth as well as growth in responsibilities related to specific job descriptions.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Strengths	Reference

Concerns and Additional Questions	Reference
Will the teachers get input on PD, or is it only decided at the administration level?	



**14. 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.
- A plan and process that will likely result in the school meeting its enrollment projections.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Strengths	Reference

Concerns and Additional Questions	Reference
Given the demographics of the current school not being comparative with neighboring district schools, what alternative recruiting methods than previously used will be executed to achieve racial/ethnic balance in the new school?	

### 15. Parent and Community Involvement

The Parent and Community Involvement section should provide a broad overview of the school's plans to encourage and support parental and community involvement.

**Statutory Reference(s):**

NA

**Evaluation Criteria:**

A response that meets the standard will present:

- A general conception of how parents will be involved with the school that aligns with the school's mission and provisions of the educational program. A detailed plan may be developed following approval.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Strengths	Reference

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"><li>• Concerns about parent donations being used for teacher compensation (page 91).</li><li>• Concerns of the 1776 Promise and its political connotation.</li></ul>	

\*Applicant agreed to:

The following sentence will be removed-

~~"The school recently started a campaign called The 1776 Promise, in which families or stakeholders (on a volunteer basis) will commit a monthly amount to be used for teacher compensation."~~

### 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.

#### 16. 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:

If a facility is acquired, reviewers will look for:

- Evidence that the proposed facility complies with all applicable laws, regulations, and policies and can be ready for the school's opening OR a timeline to ensure the facility will be in compliance and ready by school's opening.
- A facility that is appropriate and adequate for the school's program and targeted population.
- Evidence that the school has the necessary resources to fund the facilities plan.
- A reasonable back-up plan should the proposed facility plan fall through.

If a facility is not yet acquired, reviewers will look for:

- A realistic sense of facility needs.
- A plan and timeline for securing a facility that is appropriate and adequate for the school's program and targeted population.
- Reasonable projections of facility requirements.
- Evidence that the school has the necessary resources to fund the facilities plan.
- Adequate facilities budget based on demonstrated understanding of fair market costs.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
		X

Strengths	Reference

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> <li>● Confusion on whether or not the location has been acquired.</li> <li>● Plan did not provide facility development and process timeline.</li> </ul>	

**17. 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:

- An outline of a reasonable transportation plan that serves all eligible students and will not be a barrier to access for students residing within a reasonable distance of the school.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Strengths	Reference

Concerns and Additional Questions	Reference

**18. 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 and makes particular provisions for those students who may qualify for free or reduced price lunch.
- A food service plan that places an emphasis on quality, healthy foods.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
		X

Strengths	Reference

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> <li>• No plan for Free and Reduced Lunch</li> <li>• No plan for emphasis on quality, healthy foods</li> </ul>	

Applicant agreed to:

The following sentence will be removed-

~~“As of now, the School will contract with a local outside food service provider where parents can pre-order a variety of meals online and payments can be made online or in person. We plan to provide affordable and healthy USDA approved meals. At this time, the School has not determined if it will participate in the National School Lunch Program; however, the School will comply with federal requirements if SJCA seeks and is given a CSP grant.”~~

Replacement-

“The school will, as is required by Section 595.405(1), Florida Statutes, consider the recommendations of the superintendent, and adopt policies to provide and appropriate food and nutrition program that is consistent with federal law and department rules, whether it be through the National School Lunch Program or an alternative appropriate food and nutrition program. All students will have the opportunity to receive a free, reduced-price, or paid meal from the school. The school will provide all students eligible for free and reduced-price lunch with the meals they are entitled to, consistent with federal law and department rules.”

**19. School Safety and Security**

The School Safety and Security section should provide a description of the school’s plan to ensure the safety and security of its students and faculty.

**Statutory Reference(s):**

s. 1002.33(7)(a)11; s. 1002.33(16)(b)8, 12, and 14

**Evaluation Criteria:**

A response that meets the standard will present:

- A plan that reasonably ensures the safety of students and staff and the protection of the school facility and property. Note that a fully-developed plan will be completed after approval of the application.
- A description of how the school plans to comply with the requirement that at least one safe school officer is present while school is in session.
- Procedures that clearly demonstrate a plan to respond to active assailant incidents.
- A description of how the school plans to train school staff to respond to active assailant incidents.
- A description of how the school will establish a team to assess and intervene with individuals whose behavior may post a threat to the safety of staff or students.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Strengths	Reference

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> <li>● School zone? Maybe could have been in the facility development section?</li> </ul>	

**20. 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 that are consistent with and support all key aspects of the application, including the school’s mission, educational program, staffing plan, and facility.
- A realistic assessment of projected sources of revenue and expenses that ensure the financial viability of the school.
- A sound plan to adjust the budget should revenues not materialize as planned.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
	X	

Strengths	Reference

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> <li>• Confused about “other sources”. We see the use of donations, financial support, but section C says N/A.</li> <li>• No budget narrative was provided to explain line-items</li> </ul>	

Applicant provided the following information and is working to complete a more comprehensive Budget Narrative In reference to attachments X and Y

**STARTUP:**

Initial Financial Startup

A loan from St. Johns Classical Academy’s (SJCA) current campus in the amount up to \$150,000.00 will be secured. Start-up expenses include salary and associated costs of a key employee prior to the school opening who will serve in an administration role. This employee will assist in developing an itemized calendar of events to ensure the school is completed, furnished, staffed and complete for opening and will also allow for training under the current Headmaster. Also, a computer, printer and other associated expenses for the new position are included. Additionally, startup expenses such as advertising are budgeted along with consultant fees (legal, accountant, and technology advisor) required for the school opening.

**REVENUES:**

**Federal Resources**

All revenues on federal grants are average amounts based on 2021-22 school year given to SJCA current campus with about the same amount of FTE.

*Title II* - This is an average amount based on 2021-22 school year given to SJCA's current campus with about the same amount of FTE. This will be as a reimbursement form and will have a Dean of Academics or a qualified Curriculum Coach on-site to train the staff that will offset these expenses.

*Title IV* - This will be as a reimbursement to support our enrichment classes (art, music, or foreign language and/or technology) if qualified for it.

*IDEA* - This will support and reimburse the aid for the ESE department.

*Safety Grant* – The allocation was based on the lowest amount that SJCA was allocated with an increase of 10% more in each following year that will be used to increase, add, or fix any safety on SJCA facilities.

### **State Resources**

State Resources are calculated based on the second calculation chart from the 2021-22 school year provided by the FDOE's calculation excel spreadsheet an additional \$50.00 per scholar was added in the FEFP per school year only, to account for increase, this was taken from historical data from the years 2017 to 2024 there was increase from 1% to 4.9% in the FEFP funding, SJCA to be on the conservative side to increase this amount only.

*Teacher Lead 3399* – Position is calculated based on number of teachers multiplied the amount that was given in the year 2021-22 per teacher. This will be as the same than 590 on the expenses side for supplies. Everything that is allocated for the teacher lead position will also be distributed as indicated in Florida Statutes 1012.71 for all teachers that are eligible to it and if not, this amount will be returned to the district.

*Capital Outlay* – It is not included on the first year to be conservative even though Florida statutes 1013.62 section C, make us eligible for it. The numbers were based on funding given to the current campus with a similar FTE for the second year and the following years.

*Half Cent*- The estimation was based on the current numbers we have been allocated on the Fleming Island campus with similar FTE numbers. This funding and Capital Outlay will be used to pay our loan that initially paid for land, building, security, technology, and furniture. The following section describes this in further detail.

### **FIRST YEAR OF OPERATIONS**

The startup process is in the following order and hiring, scheduling, and all other needed processes will be at the same time the construction is done.

- Stage 1 Budgeting and Financing
- Stage 2 Site concept and Qualification
- Stage 3 Property Acquisition
- Stage 3 Due Diligence
- Stage 4 Entitlements
- Stage 5 Design & Engineering
- Stage 6 Permits and Approval
- Stage 7,8,9 Construction
- Stage 10 Finalizing details, Furniture and Certificate of Occupancy

**The contractor will be paid with the loan. This will be paid as the draw request are made after the loan is finalized.**

- Land acquisition and land deposits and legal.
- Zoning approval
- Designs and entitlements
- General construction (draw will be made with each subcontractor upon completion)
- Finalizing details, Furniture and Certificate of Occupancy

SJCA will not start paying this loan interest until July 2024, and the following year SJCA will start paying the loan principal and loan interest.

Please see Attachment X line **720 Interest expense and the loan principal payment will show in the balance sheet.**

### **Local Funds**



Other income. – Planners and Tuesday folders sales, vendor givebacks to SJCA

## **EXPENSES**

### **Salaries**

Salaries projected are based on enrollment; therefore, if enrollment is not as high as expected certain positions will be eliminated or not needed. During the final month of budget planning prior to the school opening, the final amount of teacher/staff contracts will be finalized.

If the School is at full capacity, we will have the critical staff needed- one Headmaster, two Deans, Human Resources, Bookkeeper, Enrollment, Secretary and one Guardian, and the appropriate amount of teachers based on class size averages. TSIA is addressed on the second year of opening the school based on the 5 year timeline (this does not mean that we won't be able to reach it before that date if funding permits). Also, ESE teachers will be determined as needed based on the number of students with disabilities and their individual needs.

### **Employee benefits and purchased services**

Benefits and substitutes are also projected based on the current campus percentage.

### **Other Expenses**

Interest expense, Dues and fee, issuers bond fee

Is our loan payment, and all fees that will incur to issue the loan. This includes all our fixtures, furniture, buildings, lands, etc. The first year will be only the interest after that SJCA will pay principal and interest after that.

### **District Administrative Fee**

The District gets 5 percent on the first 250 students. If the School becomes high performing, then the percentage will decrease.

**21. 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, including who (or what contracted entity) will manage the finances. Such plan should contain strong internal controls to ensure appropriate fiscal management and ability to comply with all financial reporting requirements.
- A plan for the governing board to regularly exercise oversight over and take accountability for all financial operations of the school.
- Provisions for an annual financial audit.
- Appropriate public transparency of school financial health.
- Appropriate plan to securely store financial records.
- A plan to obtain appropriate and reasonable insurance coverage.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Strengths	Reference

Concerns and Additional Questions	Reference

**22. Start-Up Plan**

The Start-Up 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
X		

Strengths	Reference
•	

Concerns and Additional Questions	Reference
•	

**Addendum**

**Addendum A: Replications**

The Replications section should identify the school to be replicated and provide evidence that the model has been successful in raising student achievement, while also describing the capacity of the organization to operate an additional school.

**Statutory Reference(s):**

s. 1002.33(6)

**Evaluation Criteria:**

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

- Evidence that school or model to be replicated demonstrates academic, organizational, and financial success.
- A clear, compelling vision for what is being replicated in terms of essential components of the educational program.
- A convincing rationale for how the school or model to be replicated will successfully serve the proposed target student population.
- A strong justification for changing key components of the original school or model in the proposed school. Such justification should include why the changes will better suit the targeted student population and whether the model is still similar enough to the existing model that comparable successful outcomes are likely.
- Evidence that the applicant group has a sound plan for developing the capacity to replicate an existing school including adequate financial and human resources.
- If applicable, evidence of successful past replications or lessons learned from unsuccessful attempts at replication that will increase the probability that this replication will be successful.

<b>Meets the Standard</b>	<b>Partially Meets the Standard</b>	<b>Does Not Meet the Standard</b>
NA	NA	NA

<b>Strengths</b>	<b>Reference</b>

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

**Addendum A1: High-Performing Replications**

The High-Performing Replications section should identify the school to be replicated and provide evidence that the proposed school meets the statutory requirements of being a substantially similar model of a school that has been designated as a High-Performing Charter School and is being established and operated by an organization or individuals that were significantly involved in the operation of the school being replicated.

**Statutory Reference(s):**

s. 1002.331

**Evaluation Criteria:**

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

- Evidence that the applicant’s school and the school to be replicated (if different) are designated by the Commissioner of Education as a High-Performing Charter School.
- Evidence that the proposed school will be substantially similar to the high-performing school that is being replicated. Reviewers should base this determination on the response to this question as well applicant’s proposed educational, organization, and business plans as described throughout the application.
- Evidence that the organization or individuals involved in the establishment and operation of the proposed school are significantly involved in the operation of the high-performing school that is being replicated.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Strengths	Reference

Concerns and Additional Questions	Reference
-Concerns for how racial and ethnic diversity will be balanced, if it is going to be similar to existing the school.	

**Addendum B: Education Service Providers**

The ESP section should provide a rationale for contracting with the ESP, evidence of ESP success in operating high-quality charter schools, the capacity of the ESP to successfully operate this school, and evidence that the governing board and ESP are able to operate free from conflicts of interest.

**Statutory Reference(s):**

s. 1002.33(6)(a)

**Evaluation Criteria:**

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

- A clear explanation of the reasons for contracting with an education service provider and how and why the ESP was selected and a description of the due diligence employed to assess the capacity of the ESP.
- Sufficient evidence of the ESP’s previous academic, organizational, and financial success and capacity for future success that make it more likely than not that it will be successful with the proposed school.
- Evidence of the ESP’s organizational capacity to manage an additional school or schools as determined by its growth plan.
- A comprehensive list (Form IEPC-MIA) of all schools affiliated with the ESP and ensuing performance data used to support the selection of the ESP (past and current).
- Evidence of success working with similar populations to the target population. If there are deficiencies or lack of experience working with the target populations, then reviewers will look for a sufficient explanation of programmatic adjustments that will be made to ensure success with any new school(s).
- A clear delineation of the roles and responsibilities and decision-making authority of the school’s governing board and the ESP, structured to ensure a clearly defined arm’s-length, performance-based relationship that is free from conflicts of interest. This includes evidence that the school’s governing board has a clear plan for holding the ESP accountable for negotiated performance.
- A clear delineation of the term of the management agreement, the conditions, grounds and procedures by which the agreement may be renewed and terminated, and a plan for continued operation of the school in the event of termination.
- A draft of the proposed contract with all key terms included.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
N/A		

Strengths	Reference

Concerns and Additional Questions	Reference

**Applicant History Worksheets (Form IEPC-M1A)**

The Applicant History Worksheets should provide information regarding the track record of the applicant, the applicant’s governing board, and if applicable, the applicant’s ESP with regard to the operation of other charter schools. The sponsor should review the entire portfolio of charter schools of the foregoing entities when evaluating performance. The academic and financial performance of the portfolio should be considered in the decision to approve or deny the application.

**Statutory Reference(s):**

s. 1002.33(6)(a)

**Evaluation Criteria:**

A sponsor should review the portfolio of schools operated by the applicant group, governing board, or ESP to determine if the academic and financial performance demonstrates the capacity to operate a high-quality charter school.

<b>Strengths</b>	<b>Reference</b>

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