

# 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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**OVERALL ASSESSMENT – COMPLETE THIS SECTION LAST**

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

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

Name of Person Completing Assessment: Frances Celis Date: 10/01/2015

Title: Supervisor of Secondary Education

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

\* There may be some inconsistencies with page numbers. There were some major inconsistencies between the electronic version of the application and the hard copy version. Some charts did not agree and the staffing plan on the electronic version is not supported by the budget.

## I. Educational Plan

The education plan should define what students will achieve, how they will achieve it, and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience in terms of educational climate, structure, assessment and outcomes.

### **1. Mission, Guiding Principles and Purpose**

The Mission, Guiding Principles and Purpose section should indicate what the school intends to do, for whom and to what degree.

#### **Statutory References:**

s. 1002.33(2)(a); s. 1002.33(2)(b); s. 1002.33(2)(c); s. 1002.33(6)(a)(1); s. 1002.33(7)(a)(1)

#### **Evaluation Criteria:**

A response that meets the standard will present:

- A compelling mission statement that defines the purpose and values of the school.
- A set of priorities that are meaningful, manageable and measurable, and focused on improving student outcomes.

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

<b>Strengths</b>	<b>Reference</b>
<ul style="list-style-type: none"> <li>• This mission is to create a college preparatory program in the classical tradition. The priorities are measurable with regards to <i>all</i> students.</li> </ul>	
<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)(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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"><li>• The application contains an ill-defined target population. It is not clear if the program design is a match for the intended population because the population is not defined. It is difficult to determine alignment with the mission because the applicant has not proposed a specific target.</li></ul>	Pg. 19

### 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 application outlines supplemental programs that are research based.</li> </ul>	

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> <li>• Beyond mentioning the classical model in the mission, the applicant does not fully explain how the classical tradition will be developed at Clay Classical Academy.</li> <li>• The model application requires that the applicant provides a curriculum plan that illustrates how students will receive services. The applicant fails to provide a clear, coherent plan. There are inconsistent schedules and a staffing pattern that will not support the program as described.</li> <li>• The application offers alignment of the supplemental programs to the Florida Standards (Appendix); however, the applicant does not provide an alignment of the supplemental programs with the classical tradition that is so fundamental to educational program. There is no alignment to appropriate course descriptions, particularly at the elementary level.</li> <li>• The narrative discussion regarding classical education is not reflected in the student’s schedules and it is not evident how it relates to the instructional material.</li> <li>• The application discusses Latin and Spanish as foreign languages, however there is no mention of a language</li> </ul>	<p>Pg. 23</p> <p>Pg. 30</p>

<p>curriculum or courses in the application.</p> <ul style="list-style-type: none"><li>• Explicit 90 reading instruction block is not addressed in the daily schedule.</li><li>• The classical curriculum schedule presented in the charter is not consistent with the narrative. Civics is not included. The courses mentioned as critical to the classical tradition are also not included.</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
<ul style="list-style-type: none"> <li>• The application cites copious research.</li> </ul>	

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> <li>• The application names a large number of educational programs and methodologies that may be utilized. There is not a clear outline of how those programs support the mission statement and the idea of classical education.</li> <li>• There are several places in the document where there is contradictory information. (Socratic method/Explicit instruction).</li> <li>• There is no clear guaranteed and viable curriculum progression.</li> <li>• Several sections in the curriculum plan references assessments not stated in the Assessment section.</li> <li>• There is no specific plan stated for professional development to support the framework for teaching and learning. Example: The Spalding curriculum requires all teachers to receive extensive professional development before they can use it to teach students.</li> <li>• The application clearly states that explicit instructional approaches are considered more effective and efficient. However, several of the programs chosen for the curriculum are discovery-based which is contradictory to the school's mission and philosophy (FOSS and Singapore Math).</li> <li>• The Science K-8 Classical Curriculum states a progression that is not supported by research. The K-5 is randomly integrated, yet the 6-8 is not. The FCAT 2.0 Science</li> </ul>	<p>Pg. 54 &amp; 75</p> <p>Pg. 75</p> <p>Pgs. 64-66</p>

<p>assessment has a major focus on Earth Space Science, yet it is minimally taught in Grades 7 and 8.</p> <ul style="list-style-type: none"> <li>• The Social Studies chart is aligned to the NGSS standards and not the Florida State Standards. The grade 7 chart does not address the EOC tested Civics standards.</li> <li>• The Appendix for Mathematics provides a document that shows alignment to the Common Core Standards but does not include a document that aligns to the Florida State Standards in Mathematics.</li> <li>• The Appendix for Social Studies states that the curriculum providers are in alignment with the FL Standards-there are no FL Standards for SS, only NGSSS standards.</li> <li>• The Appendix for Science shows an alignment to the NGSS – our state does not follow the NGSS for Science, we use the NGSSS.</li> <li>• None of the curriculum documents in the Appendix show alignment to our state tested standards.</li> <li>• Singapore Math is an accelerated math program. It is geared to teach students one grade level ahead. Therefore, students will be learning concepts and skills one grade level ahead but still take the state grade level assessments. This will result in the taught curriculum and the tested curriculum not being aligned.</li> <li>• The remediation plan is not realistic in terms of times allocated and does not state what materials will be utilized nor how students will be identified for remediation.</li> </ul>	<p>Pgs. 66-68</p> <p>Pg. 424</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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
<ul style="list-style-type: none"> <li>• The application indicates an awareness of Florida Statute in regards to student performance, assessment and evaluation.</li> <li>• The application indicates that the school does plan to participate in the FSA/EOC/FCAT (Science) assessments.</li> </ul>	

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> <li>• There are measurable goals using AMOs. However, several goal statements use assessments that are not available nor show the type of measure that is stated in the application. Ex. K-2 does not have a state assessment in reading or math. The FAIR assessments will not show learning gains, only proficiency.</li> <li>• In the application there are Mathematics goals for grades K-2, yet there are no K-2 reading goals, nor are there social studies goals in the entire document.</li> <li>• The writing test is listed several times--there is no longer a separate Writing assessment.</li> <li>• Graduation rates are discussed in the application, yet this is a K-8 school. No connection to how graduation rates will be tracked once a student leaves.</li> </ul>	<p>Pg. 101</p> <p>Pg. 103</p> <p>Pg. 101</p>



<ul style="list-style-type: none"> <li>• There are several places where assessments are listed yet vague language exists throughout and many inaccuracies exist in the document. Examples:             <ol style="list-style-type: none"> <li>1. The application discusses pre and post testing as well as beginning, mid-year and end of year assessments but does not give a detailed plan for what will be used and how these will be used.</li> <li>2. The application states that students will take the Science FSA which does not exist.</li> <li>3. There is no mention of the Civics EOC for 7<sup>th</sup> grade.</li> <li>4. The application discusses Science and states that the FCAT Science test will be the measure for student progress but does not list a progress monitoring system for 6<sup>th</sup> and 7<sup>th</sup> grades.</li> </ol> </li> <li>• There are statements about addressing students who do not meet the state performance levels but again no implementation plan. There is “old language” used as it references PMPs.</li> <li>• The application describes MTSS as a strategy instead of discussing their system of support. There is no definition of assessments to be used to place students in Tier 1, 2, or 3. There is no outline of what subjects students will be screened in, how frequent, etc.</li> <li>• The application does not outline a specific and measurable plan for progress monitoring of students.</li> <li>• The K-2 section indicates that the FAIR assessment will be the assessment used for student performance. This assessment is no longer available. A new plan for K-3 will need to be written.</li> <li>• The application is reliant on state assessment and does not provide for formative assessments throughout the year.</li> <li>• There is no indication of how the classical tradition will prepare students for any of the formal assessments.</li> <li>• There is not a specific communication plan for keeping students and parents informed of academic progress. There are many communications listed in section G, but no solid outline of a plan. It states that the “school in general looks to utilize the online grade book employed by the district”.</li> </ul>	<p>Pg. 106, Section D</p> <p>Pg. 105</p> <p>Pg. 110</p> <p>Pg. 111</p>
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## 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 checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
<ul style="list-style-type: none"> <li>• The Gifted Educational Plan is periodically reviewed and modified appropriately per the student's academic performance.</li> </ul>	Pg. 101

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> <li>• The application states, "The school will also provide reasonable supplementary support, services and accommodations to meet the student's needs." IDEA 2001 identifies supplementary aids and services as a separate category of services, including aids, services, and other supports, that are provided in regular education classes or other education-related settings, and in extracurricular and nonacademic settings to enable SWD to be educated with students without disabilities to the maximum extent appropriate in accordance with the LRE decision-making process. The application does not address this, nor does it demonstrate an understanding of state and federal requirements regarding the education of SWD.</li> <li>• The application does not have a statement that the charter school will not include questions concerning the student's IEP or a need for special services in the enrollment application. A school cannot request prior to enrollment,</li> </ul>	Pg. 91

<p>through the application or otherwise, information regarding the student's prior academic performance.</p> <ul style="list-style-type: none"><li>• The application fails to also include a statement that the school will not reject the application of or withdraw a student identified as disabled based on a finding the student needs a service delivery model not presently in existence at the school.</li><li>• The application states, "The School's ESE Specialists will carefully review each student's IEP, and interview the parents and student if necessary, to determine the level of need for each student." This is not a school decision, but an interim IEP decision.</li><li>• The application describes two different processes of gathering data for SWD students. One plan includes, "regular meetings where the goals for each student will be reviewed by the teachers of the student, who will reply to a series of questions dealing with the level of achievement each student has reached based upon their individual goals, and their overall achievement reached in their classes". The other plan states the ESE Specialist will "ensure that students are receiving their services through the meeting held, discussions with teachers as well as with parents of ESE students". Neither plan is in compliance with Rule 6A-6.03028(3), F.A.C which states that an IEP or support plan must be developed reviewed and revised.</li><li>• The application states that the School has budgeted to hire ESE Specialists for a variety of tasks to support the ESE population and plan for their school. This specialist is <u>not</u> listed in the staffing plan or budget for the school.</li></ul>	<p>Pg. 92</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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
<ul style="list-style-type: none"> <li>• The application has identified appropriate procedures for the registration and identification of potential ELLs.</li> <li>• The application has identified the appropriate procedures for the required training and certification of teachers impacted by ELLs.</li> </ul>	

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> <li>• The application fails to demonstrate a sound plan with a full range of programs and services required to provide English language learner students with a high quality education.</li> <li>• The application addresses some aspects of an ELL plan that provides instructional support but lacks a specific integration of second language acquisition, especially for upper elementary students and secondary students.</li> <li>• The application does not indicate the title/position of the person responsible for ensuring the school's capacity to meet the obligations under state and federal law regarding the education of English language learner.</li> </ul>	

## 8. School Climate and Discipline

The School Climate and Discipline section should describe the learning environment of the school and provide evidence that the school will ensure a safe environment conducive to learning.

### Statutory Reference(s):

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

### Evaluation Criteria:

A response that meets the standard will present:

- A sound approach to classroom management and student discipline.
- Legally sound policies for student discipline, suspension, and dismissal.

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

Strengths	Reference
<ul style="list-style-type: none"><li>• The application contains a Student Handbook.</li><li>• The school will use a classroom management model based on CHAMPS.</li></ul>	Appendix 3 Pg. 135

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"><li>• The application contradicts itself by stating that the school will use the District's Code of Conduct for discipline, suspensions, dismissal and recommendation for expulsion on one page and stating a very different level system of discipline on another page.</li><li>• The application does not discuss discipline in terms of ESE students.</li><li>• The application states that the district will be responsible for notifying parents of the bully and the victim. This would be the School's responsibility.</li></ul>	Pg. 137 Pg. 138  Pg. 139



<p>School is a concern. One of the steps is for two Board members to be appointed to address a problem. This violates Sunshine Law.</p>	
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## 10. Management

The Management section should describe how the day-to-day administration of the school's operations will be structured and fulfilled.

### Statutory Reference(s):

s. 1002.33(7)(a)(9); s. 1002.33(7)(a)(14)

### Evaluation Criteria:

A response that meets the standard will present:

- A management structure that includes clear delineation of the roles and responsibilities for administering the day-to-day activities of the school.
- A sound plan for the recruitment and selection of the school leader.
- A viable and adequate staffing plan aligned with the projected student enrollment.
- A sound plan for recruiting and retaining qualified and capable staff.

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

Strengths	Reference
<ul style="list-style-type: none"><li>• The principal is responsible for the day-to-day operation of the school.</li></ul>	Pg. 153

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"><li>• The staffing plan presented in the application does not support the student schedule. The daily schedule for the school shows that each grade level K-5 will receive 30 minutes of Art, Music, and World Languages daily and the staffing plan and budget have a .2 teacher for each subject area.</li><li>• The staffing plan does not include an ESE Specialist that is listed in Section 6.</li><li>• The application states that the Governing Board is responsible for selecting the principal; however during the capacity interview the board clearly stated that the Executive Director would select the principal of the school.</li><li>• The application is unclear in its description of the process for recruiting and hiring instructional staff. The application states that the principal will select all staff, yet it also states that an interview team will participate in the selection process as well as the Governing Board. It then states that the principal and the Executive Director will make the final decision.</li><li>• The application states that all teachers should meet two</li></ul>	Pg. 21 Pg. 309  Pg. 168  Pg. 171  Pg. 171



minimum requirements, Florida Certification and “being of high moral character”, yet there is no indication of how this requirement will be determined.	
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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.

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

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

<b>Concerns and Additional Questions</b>	<b>Reference</b>
<ul style="list-style-type: none"> <li>• Following the organizational chart on pg. 136, there is a list of services provided by the Network Governing Board and payment for services ranging from 2% to 4%. Yet, there is no mention of a contractual agreement between Clay Charter Academy and the Network Governing Board.</li> <li>• There are multiple boards operating, i.e. the network governing board, the founding board, the governing board. During the interview process, the applicant was not able to clarify the relationships or the roles and responsibilities associated with each distinct board.</li> </ul>	Pg. 136

**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>• An Employee Handbook is included in the application.</li> </ul>	Appendix 4

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> <li>• The compensation plan contains a performance based component.</li> <li>• There are no parameters set for the incentive bonuses and student achievement.</li> <li>• The performance based compensation is not included in the budget.</li> <li>• The performance based programs listed in the application are no longer valid sources.</li> <li>• The staffing pattern will not support the educational program as described.</li> </ul>	Pg. 177

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

Strengths	Reference
<ul style="list-style-type: none"><li>• The application includes an enrollment plan that meets statutory requirements.</li></ul>	Pg. 180

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"><li>• There is no specified target population in Section 2; therefore, the recruitment plan is not specific. The question remains regarding whether the classical tradition is a match for all students.</li></ul>	

### 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>• A realistic plan is in place for a facility that is in Clay County.</li> </ul>	

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> <li>• Applicants states that they are “exploring available Clay District school space.” There is none available at this time.</li> <li>• A letter of support from a Hector Companies discusses development costs of \$6,836,847.</li> </ul>	<p>Pg. 185</p> <p>Pg. 207</p>

**15. Transportation**

The Transportation section should describe how the school will address these services for its student body.

**Statutory Reference(s):**

s. 1002.33(20)

**Evaluation Criteria:**

A response that meets the standard will present:

- A transportation plan that will serve all eligible students.

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

Strengths	Reference
<ul style="list-style-type: none"><li>• The School does provide assistance in helping families establish car pools to ensure that transportation is not a barrier to attendance.</li></ul>	Pg. 193

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"><li>• The School does not offer transportation; so, it is not clear how this will not become a barrier to enrollment.</li><li>• The application has not clearly defined a transportation zone.</li><li>• The application states the school will make arrangements to ensure students with disabilities will not be restricted due to transportation but does not offer details on how this will be addressed.</li></ul>	Pg. 193

**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
<ul style="list-style-type: none"><li>• The School will contract with a food service program.</li></ul>	Pg. 195

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"><li>• The School states that this service will be at no cost to the school.</li></ul>	Pg. 195

**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
<ul style="list-style-type: none"> <li>• All required budget documents are included in the application including a five year operating budget, a planning year budget and a detailed budget narrative.</li> </ul>	Pgs. 197-207 Appendix 5

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> <li>• According to applicant, the applicant is assuming that they will receive a loan of \$325,000. There is no evidence to support this, yet it is included in the budget.</li> <li>• The planning year’s financial solvency is dependent on obtaining a loan and on private donations.</li> <li>• The application states the school does not have a transportation program however the revenue estimate worksheet lists 4 students.</li> <li>• The budget contains a staffing plan that is not sufficient to provide the daily schedule and educational services in Sections 3 and 4, particularly with regards to certification requirements for the middle grades. Then, if the classical model is implemented as described, there were additional subjects not reflected in the staffing plan.</li> <li>• The budget does not contain the ESE Specialist that is referenced in Section 7.</li> </ul>	Pg. 199  Pg. 198  Pg. 303  Pg. 309



**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
<ul style="list-style-type: none"> <li>• The school will employ a service provider to conduct back office accounting services such as payroll, accounting and financial recording.</li> <li>• The governing board of the school will retain the ultimate responsibility for the school’s finances and will carefully review monthly financial reports at each board meeting.</li> </ul>	<p>Pg. 209</p> <p>Pg. 210</p>

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> <li>• The relationship between the charter school and the Network Governing Board is not clearly defined. It sounds like this board will be providing many of the oversight functions and this board will be compensated 2% to 4%, but there is no evidence of a contract between the two entities.</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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
<ul style="list-style-type: none"><li>• The application presents a timetable that encompasses the standard events related to opening a charter school.</li></ul>	Pg. 218

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"><li>• The application has contradicting dates for the enrollment lottery if necessary.</li><li>• The application does not provide any provisions for unanticipated events.</li><li>• The plan appears to be built on the assumption that the school will receive \$325,000 loan. There is no evidence to support this.</li><li>• The school will reportedly receive a \$30,000 personal loan, but there is no evidence that this will occur.</li></ul>	Pg. 218