Florida Charter School Application Evaluation Instrument:
Sarasota Classical Preparatory Academy, application submitted on December 13, 2023

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 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 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

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

DENY	APPROVE
☐	☐

Name of Person Completing Assessment: _____ Date: _____

Title: _____

Signature: _____

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
☐	☐	☐

Strengths	Reference
• SCPA's mission and vision is clearly aligned with the tenants of classical education	

Concerns and Additional Questions	Reference
• NA	

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.

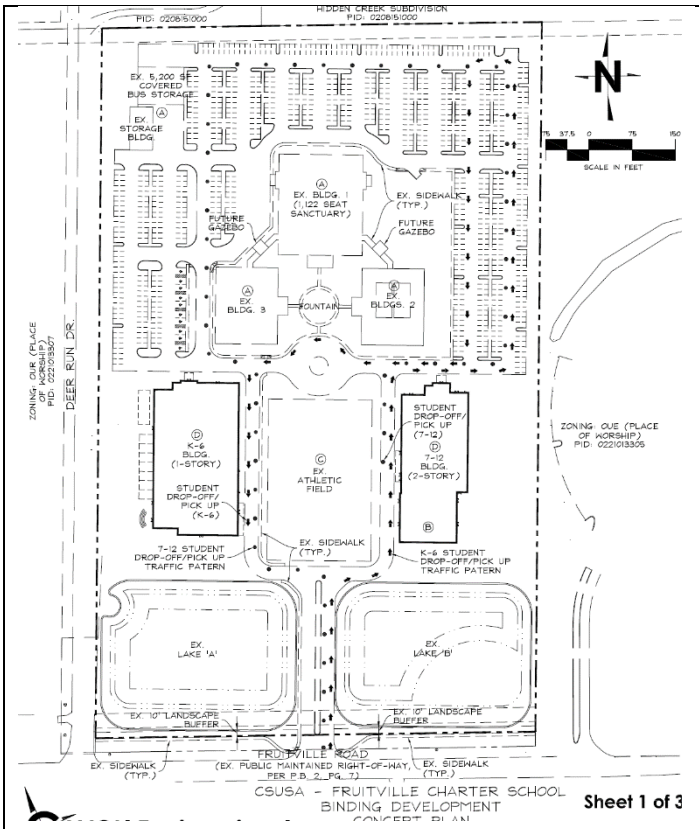
Statutory Reference(s):
s. 1002.33(10)

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
☐	☐	☐

Strengths	Reference
Section 2A: Describe the anticipated student population, how it aligns with the schools' mission, states if Applicant will have enrollment preference or a limited process: • Provided a clear description the Charter School intends to serve as an open enrollment school of choice for Sarasota County and all Florida Residents following all related Florida Statutes (FS 1002.33(10)) • Identified target student population between the ages of 5-18 in grades K-12 • Alignment of target student body with overall mission of the school by SPCA's intention to enroll Sarasota County scholars Mission (Page 1): "…scholars will be empowered to make connections in school and life and encouraged to communicate ideas freely." • Table 2.1: Utilized data from the Department of Education (DOE) Know Your Data website	Page 5-6
Section 2B Facility Location: • The Classical Academy is operating out of the church at the proposed location for the new SPCA Charter School, 8751 Fruitville Rd, Sarasota (the existing Private School has plans for a 1,310 student K-12 and to move to Grace Church Campus on Bee Ridge Rd, Sarasota) • School District Staff reviewed the new Charter land development application proposing 2 new buildings, one for elementary students and the other for secondary students	Page 6



Concerns and Additional Questions	Reference
	Table 2.1 Page 5-6 Attachment T Page 508 DOE Website Confirmation https://knowyourdatafl.org/views/PK12-Enrollment/ENROLLMENTDEMOGRAPHICS?%3AshowAppBanner=false&%3Adisplay_count=n&%3AshowVizHome=n&%3Aorigin=viz_share_link&%3AisGuestRedirectFromVizportal=y&%3Aembed=y

Section 2A Anticipated Student Demographics:

- The Totals in Table 2.1, do not agree with the calculated Average Totals

Table 2.1 Anticipated Student Demogra	SCPA Application					
Charter School	FRL	Minority	ELL	SWD	Gifted	ESE+Gifted
otal Charter School Calculated Average:	49%	48%	10%	14%	4%	18%
SCPA Application Average:	44%	43%	6%	15%	6%	21%
Difference:	5%	5%	4%	-1%	-2%	-3%
	SCPA Application					
District Schools	FRL	Minority	ELL	SWD	Gifted	ESE+Gifted
Total District Schools Average:	60%	50%	12%	19%	8%	27%
SCPA Application Average:	57%	49%	11%	18%	11%	29%
Difference:	3%	1%	1%	1%	-3%	-2%
Total Charter & District Average:	55%	49%	11%	17%	6%	23%
SCPA Application Average:	46%	40%	9%	15%	9%	24%
Difference:	9%	9%	2%	2%	-3%	-2%

- The entire county is 52% FRL, the existing schools east of I75 have 31% FRL and it is unlikely the Charter will reach the anticipated 46% FRL without providing transportation for students from areas with a lower social economic status

Table 2.1 Anticipated Student Demographics

Charter School	FRL	Minority	ELL	SWD	Gifted	ESE+Gifted
2022-23 Spring Survey 3 SCS Districtwide	52%	39%	8%	17%	11%	28%
SCPA Anticipated Student	46%	40%	9%	15%	9%	24%
Difference:	6%	-1%	-1%	2%	2%	4%

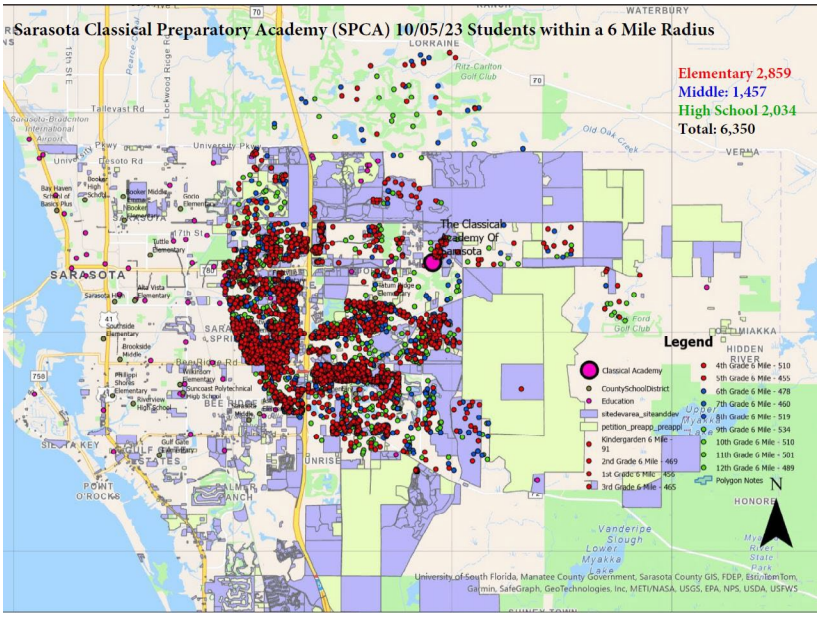
Table 2.1 Anticipated Student Demographics

Charter School	FRL	Minority	ELL	SWD	Gifted	ESE+Gifted	Miles
Tatum Ridge Elementary	31%	23%	6%	18%	4%	22%	3
Lakeview Elementary	31%	27%	5%	11%	6%	17%	7
Average of District Schools East I75:	31%	25%	6%	15%	5%	20%	
SCPA Anticipated Students:	46%	40%	9%	15%	9%	24%	
Difference:	-15%	-15%	-4%	-1%	-4%	-5%	

Section 2C Table 2.2 Enrollment Projects:

Table 2.2 Page 7

- The SCPA projected number of kindergarten students is 80-100 and there are less than 100 kindergarten students living within a 6 mile radius therefore the projections may be too high
- Tatum Ridge Elementary and the future Waterside DRI Elementary School are under 2 miles from the Charter School. The SCPA projected number of Elementary Students K-5th Grade ranges from 540-560 and may be too high
- The SCPA projected number of Middle Students 6th-8th Grade ranges from 225-300 may be high *Note: The proposed charter school may be in a more convenient location compared to the zoned McIntosh Middle School which is west of the I75 and is 10 miles from the charter school*
- The projected number of High School Student's 9th – 12th Grade ranges from 100-375 and may be low *Note: The proposed charter school may be in a more convenient location compared to the zoned Booker High School which is west of I75 and is 14 miles from the charter school*



Section 2D. How Enrollment Projects Developed:

- Concern with utilization of "Enrollment projections within the comparable thresholds of CSUSA's historical market"
- The most recent CSUSA school to open in Sarasota County, College Preparatory Academy at Wellen Park, projected 615 total students for Year 1 and only 259 total students enrolled, an over-projection of 356 students

CSUSA Historical Page 7

Section 2. Table 2.2 Projected Enrollment

CPA-WP Projections		10/05/23 Enrollment		
Year	1		Year 1	Difference
Grade	2023-24	Grade	2023-24	Over/(Under)
K	90	K	51	(39)
1	92	1	32	(60)
2	92	2	29	(63)
3	92	3	41	(51)
4	84	4	45	(39)
5	75	5	31	(44)
6	90	6	30	(60)
7	-	7	-	-
8	-	8	-	-
Total:	615	Total:	259	(356)
				-58%

Attachment T:

- The map showing students within a 20-minute drive from the proposed Charter Schools is not in Florida
- Please provide a correct map

Attachment T Map Page 509

Note:

- The Classical Academy, located on Fruitville Rd, provided a land development application to move the school to Grace Church on Bee Ridge Rd.
- 09/21/23 DRC Applicant Sarasota County Meeting
- The existing Grace Church campus moved to Lakewood Ranch Blvd.
- The Classical Academy is under contract to purchase the property with a lease agreement – Special Use development review process to allow a K-12 1,300 student station school in the current zoning for the church

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
☐	☐	☐

Strengths	Reference
• Comprehensive plan is evident and meets the needs of the target population	Table 5.3 - Pages 47 – 48
• The goal is to develop a Professional Learning Community which anchors instructional practice within a problem-solving model to ensure each scholar is able to meet the criteria established by the Guaranteed and Viable curriculum	Pages 10-13 Page 147
• Course plan for high school students is aligned to the 24 Credit Standard Diploma	
• High School courses are a minimum of 51 minutes per course as listed for Math, Science, Social Studies, and Electives (2 periods designated) see concern below regarding ELA	

Concerns and Additional Questions	Reference
• The application cites plans for several educational programs: Classical Education framework, Guaranteed and Viable Curriculum, College and Career Readiness (including AICE, AP, and CTE pathways). How do these programs integrate while still meeting FLDOE curriculum standards and requirements?	Pages 15 – 16
• The High School ELA is listed as a block course, will there be two distinct course codes used to enroll students into for the minutes allocated to the courses? Does this lead to a student earning 7 credits per school year?	Page 147

• Within the Assessing section it states the SCPA will utilize a Balanced Assessment System (BAS) to identify triannual interim benchmark assessments. This tool should be reviewed to ensure the version utilized is in alignment with current state statue eliminating the utilization of the three-cueing system.	Page 12

4. Curriculum and Instructional Design
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
☐	☐	☐

Strengths	Reference
• The application hits all of the components of high-quality teaching and learning • Research based evidence strategies are evident throughout the application • Unit plan examples for high school coursework is aligned to B.E.S.T. and state academic standards	Pages 187 - 209

Concerns and Additional Questions	Reference
• How does Singapore math align with B.E.S.T standards? • What math course options will be available for middle school students? • What type of accelerated coursework are you offering for other content areas? • What type of high school credits will be offered to middle school students? • How will you address the needs of the Level 1 and Level 2 ELA students? • How are these multitude of resources, strategies, and tools realistically be used throughout the school year? • Are there articulation agreements with state universities to allow for dual enrollment opportunities? • In reference to Table 2.1, how are students that require Intensive Instructional Support for Reading scheduled into 30-minute intervention sessions? • What is the expected allocation of Reading certified teachers to support interventions for students? • How will parents be informed when a student has been identified with a Substantial Reading/Math Deficiency as outlined in 1008.25(5)(a), F.S?	Page 217

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
☐	☐	☐

Strengths	Reference
• SCPA indicates an understanding of the FLDOE academic accountability and school grade provisions mandated by the state	Pages 41-47
• SCPA identifies processes for monitoring and continuous improvement	Pages 10-11, 48-50
• SCPA will use Demings Plan, Do, Check, Study/Act Model and PLCs to monitor student performance and collect evidence on student performance and adjust as necessary	Pages 12-13
• SCPA indicates it will incorporate a balanced assessment system (BAS) incorporating both formative and summative assessments aligned with curriculum standards. These will be followed by data chats and grouping students to receive appropriate instructional strategies.	Pages 48-50
• The proposed BAS will include NWEA MAPs, Unit Assessments, state assessments and college assessments. Formative assessments will be given several times annually.	Pages 20, 47-50
• SCPA identifies plans to share academic progress and promotion criteria with students and parents by providing feedback, through progress reports, interim benchmark scores, report cards etc.	Pages 22, 48-52

• SCPA indicates it will utilize a personalized learning plan (PLP) as a collaborative activity between the student and educator(s) to generate goals and define learning targets • SCPA indicates it will follow Marzano's instructional model of tracking progress and setting goals and objectives • SCPA acknowledges and has a plan to meet FERPA requirements	Page 30 Page 53

Concerns and Additional Questions	Reference
• The application reflects an understanding of the School Grade Accountability System, but the school should be setting goals based on its own unique school attributes, not in comparison with other schools?	Pages 41-47
• The application focus on uniqueness concerns the integration of classical education model and a typical education plan. How will the school measure students' performance on these unique components ie: ethics, logic, virtue?	Page 17
• The application reports that high school students will participate in an interview process which includes questions about values and beliefs? What standard does the school use to identify correct values and beliefs? What if the student expresses values that are incongruent with the school's values?	Page 22 Page 20
• The application indicates that every student will be monitored using a PLP for both academic and virtue development. How does the school measure virtue development?	
• The application indicates it will provide feedback to students through the student information system (SIS) Are you planning to use the district's gradebook for this communication? Parents and teachers cannot access the SIS.	Page 22, Page 52

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
☐	☐	☐

Strengths	Reference
• The enrollment application will not contain questions related to a student's disability status, and a student's disability will not be known until after the family accepts a seat and begins to submit registration documentation	Page 59
• SCPA will implement the MTSS process to ensure the academic programs target the needs of all learners	Page 55
• All ESE Teachers will be certified in Florida (ESE K-12)	Page 57
• SCPA will contract with related service providers	

Concerns and Additional Questions	Reference
• SCPA will invite an ESE representative from Sarasota County Schools to participate in ESE meetings at the school for initial eligibility determination; when the team suspects that a discussion around change of placement may ensue; for meetings when parents will be accompanied by an advocate or attorney; and at other times as requested by the district	Page 59
• District verbiage: Evaluators will be assigned from the district to complete the initial evaluation and provide a	

written report. The evaluation report may be reviewed by evaluators obtained by the Charter School or district for the purpose of reviewing educational and evaluation information.	

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
☐	☐	☐

Strengths	Reference
• Well-developed aligned to SCS District 2022-2025 ELL Plan • Commitment to implement SCS District ELL Plan • Commitment to ensure ELs (English learners) succeed academically as their non-ELL peers • Demonstrates basic understanding of ESOL (English to Speakers of Other Languages) procedures and compliance processes	

Concerns and Additional Questions	Reference
• Middle & High schoolers will be placed in courses based on their academic readiness, how will ELs be placed in courses?	Page 7
• Language screening is prompted based on parent responses on Home Language Survey, parents are not notified of screening	Page 60
• SCS does not have a contract with a language translation platform funded through Title III Part A. Schools are responsible for ensuring communication with parents in a language that is comprehensible to them.	
• Please clarify function and goals for the SCPA Parent Leadership Council (PLC) as per state rule and District ELL Plan	Pages 60, 62-63
• Clarify function of ELL Committee Meeting as per state statute	Page 61

• Revise SCPA's new student to school procedure. Process and procedures for appropriate placement in the ESOL program for incoming students and new students are found in the District ESOL Plan 2022-2025 and 2023-2025 SCS Student Progression Plan. • The District ESOL Plan 2022-2025 provides instructional models, the pull-out model is not included • Exiting proficiency levels need to reflect state rule guidelines for exiting ELL based on ACCESS for K-2 or for grades 3-12 • Teachers must meet ESOL state requirement starting on hire date, depending their ESOL Category, not based on when they have an EL assigned to them for the first time	Page 63

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
☐	☐	☐

Strengths	Reference
• Has a well-thought-out Schoolwide behavior plan with the Beacons of Virtue	Page 65
• Applicant plans to use restorative practices and conscious discipline, along with daily morning meetings	Page 66
• PBS model and Character education model is comprehensive	Page 67
• There is a comprehensive Mental Health Plan	Page 69

Concerns and Additional Questions	Reference
• Is there a plan to have a licensed mental health provider on campus, or will the school contract with someone? The application mentions a Mental Health Liaison.	Page 69
• Will the school document SRA's and BTA's in EdPlan or another platform?	
• How many of the staff are/will become trained in Youth Mental Health First Aide?	Page 69
• Will there be a full-time BCBA on campus?	Page 69
• Application utilizes the term 'treatment plans' which is a clinical term. Is the school planning on partnering with clinicians, or is it referring to "intervention plans"?	Page 69

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.

Strengths	Reference
• School will offer a variety of clubs and athletics	Page 71

Concerns and Additional Questions	Reference
• NA	

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
☐	☐	☐

Strengths	Reference
• The Governing Board operates 12 charter schools in Florida	Page 76

Concerns and Additional Questions	Reference
• Board members do not physically attend governing board meetings in district. Video link for board meetings is not available to public to watch from any location, interested parties must go to school to watch board meetings. No board members are from Sarasota County.	Page 74
• How is board able to effectively devote time to ensure the academic, operational, and financial success of each school while overseeing 12 schools when average meeting time from 4/23-9/23 is 50min.?	Page 76

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.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☐	☐	☐

Strengths	Reference
• Proposed ESP has experience with management and staffing numerous charter schools throughout the state	

Concerns and Additional Questions	Reference
• The current organization shows a solid line from charter company to principal. This is not a best practice. • The recruitment plan seems general and non-descript without specifics related to this area • Medical staff not clearly defined. Nurse – LPN or RN? What are the qualifications of the clinic assistant? This position is being added year 2. Will there be sufficient coverage for year 1? • Application addresses AICE, IB, AP but the staffing model does not reflect numbers of teachers to hold such training nor does the student schedule • Based on enrollment numbers listed in target enrollment, there are not enough teachers to make class size K-5 • There does not appear to be enough electives for K-12 • Four ESE teachers for the entire K-12 student population seems to be a low estimate of need • What have you learned from CPAWPS that can help your hiring process and help retain teachers at this school?	Page. 84

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
☐	☒	☐

Strengths	Reference
• Teacher evaluation tool is based on FEAPs	

Concerns and Additional Questions	Reference
• Benefits package after 60 days of employment • No cost of benefits mentioned • Current starting salary is below Sarasota County Schools. How will the school remain competitive in teacher recruitment?	

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.

Strengths	Reference
• CSUSA has a structured plan for onboarding and supporting new administrators • In year 1, there are 15 days of new teacher induction to train the instructional team • PLC structures are a component of professional development for instructional staff • Reading Plan includes monthly targeted topics for teachers	Page 95 Page 221

Concerns and Additional Questions	Reference
• NA	

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
☐	☐	☐

Strengths	Reference
• Application outlines a clear plan for marketing and recruitment • Enrollment plan is aligned with FL Controlled Open Enrollment law	

Concerns and Additional Questions	Reference
• Initial enrollment projections seem high. The last CSUSA charter to open in Sarasota County, College Preparatory Academy at Wellen Park (CPAWP), was several hundred students under projection for year one. • Application states that transportation “may” be provided, but CPAWP and several other CSUSA schools do not provide transportation. Lack of transportation limits the applicant pool. How is this fair and equitable to all students? • The proposed location is the current site of a Classical Academy private school, that has plans to move to another location in the community. Is the charter planning to partner with the private 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.

Strengths	Reference
• Parents are asked to volunteer a minimum of 20 hours per year or 30 hours if multiple children attend school • School plans to offer Curriculum Nights for parents to learn about various educational topics	Page 102 Page 103

Concerns and Additional Questions	Reference
• "FCEF will hold at least two meetings per year in Sarasota County with the parent representative present and may hold additional meetings at its discretion." The current CSUSA school in Sarasota County, also managed by FCEF, does not have local board meetings. The board meetings are virtual, but parents can watch the meetings from the school with the principal. Will this practice change with SCPA or is this statement misleading? • No letters from parents or community partners showing support or intent	Page 103

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
☐	☐	☐

Strengths	Reference
• School plans to have flexible space to support indoor/outdoor learning and differentiated learning	Page 104

Concerns and Additional Questions	Reference
• The proposed site appears to be on church property. Will the school partner with the church? • The application states that the plan is to purchase the land but proposes that the building will be owned by a private developer. How does this work contractually if the school were to close or change locations?	Pages 105 - 106

17. <u>Transportation</u>
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
☐	☐	☐

Strengths	Reference
• NA	

Concerns and Additional Questions	Reference
• There will be two schools in less than half a mile with the same bell times and no buses for SCPA. Has a traffic study been conducted? • How will car lines work with for families who have children with different bell schedules? • Budget lists amount for one bus, but one bus is not enough to meet the transportation needs of the projected enrollment. What is the actual transportation plan?	

18. <u>Food Service</u>
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
☐	☐	☐

Strengths	Reference
• The application states CPAWP will comply with federal nutrition standards for school lunches and breakfasts • The applicant reports that no student will ever be denied a meal	Page 108

Concerns and Additional Questions	Reference
• The application does not clearly identify who would be the provider of food service. • If the applicant is planning to contract with SCS Food and Nutrition Services (FNS) to provide food service, it would be difficult. Given the proposed location of this school FNS would have a challenging time meeting food service need as surrounding schools do have the capacity to assist.	Page 108

19. <u>School Safety and Security</u>
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
☐	☐	☐

Strengths	Reference
• Application demonstrates an understanding of FLDOE Safety and Security requirements	

Concerns and Additional Questions	Reference
• Application references CSTAG model instead of Florida Model • Online training for threat assessment in not allowed at this time • Must notify District Threat Management Coordinator in event of a threat • Records must be maintained in a way that is accessible to district staff and FLDOE	

20. <u>Budget</u>
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
☐	☐	☐

Strengths	Reference
• Used charter revenue worksheet to estimate revenues; estimates are accurate as long as FTE projections are accurate • Estimated revenues are conservative as they do not include SCPS referendum; capital outly per student is reasonable assuming it includes both millage and PEOC • Includes a 75% and 90% scale of budget	

Concerns and Additional Questions	Reference
• Staffing plan on page 84 does not match staffing plan on page 562 • Enrollment is not divisible by class size requirements of 18/22/25, therefore staffing plan on page 84 for core teachers per grade are short by approximately 5 teachers per year • Compensation and benefits assumption of only 48% in operating budget is usual (usually 75%) • Financial condition (FB as % of revenues) is very low, especially in first 3 years (2% or less) • Administrative fee to SCPS should be around $130K vs. $108K as estimated	Page 84 and 562

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
☐	☐	☐

Strengths	Reference
• SCPA has governing board, FCEF, who has contracted with Charter Schools USA to oversee financial operations for school • The school has internal controls set up and plans to do an Annual Audit with independent auditor	

Concerns and Additional Questions	Reference
• NA	

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
☐	☐	☐

Strengths	Reference
• There is a timetable for the key project items • There are scheduled biweekly meetings for oversight of the project	Pages 123-124

Concerns and Additional Questions	Reference
• NA	

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.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☐	☐	☐

Strengths	Reference
• The ESP has experience utilizing the educational model in several charter schools in the state	

Concerns and Additional Questions	Reference
• Application cites that the school is replicating the education model employed at other CSUSA/FCEF schools, but none of the schools listed utilize the classical model. • How many schools does CSUSA manage who utilize the classical model? • How many schools does FCEF govern with who utilize the classical model?	Page 125

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
☐	☐	☐

Strengths	Reference
• NA, application was submitted as a Replication, but not as a high performing replication	

Concerns and Additional Questions	Reference
• NA	

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
☐	☐	☐

Strengths	Reference
• FCEF has experience working with CSUSA and chose due to the experience, success, and capacity	Page 130

Concerns and Additional Questions	Reference
• It is unclear how many schools CSUSA manages who utilize the classical model. A quick search only populated one, which is a new relationship/contracted that has just recently been established. (Classical Preparatory School, Pasco County)	

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.

Strengths	Reference
• Florida Charter education Foundation Inc's schools improved their school grades in 2022-2023 SY	Page 577

Concerns and Additional Questions	Reference
• NA	