

U.S. Department of Education
Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

84.282A - Charter Schools Program Grants for State Educational Agencies

CFDA # 84.282A

PR/Award # U282A160012

Grants.gov Tracking#: GRANT12176191

OMB No. 1894-006, Expiration Date: 11/30/2017

Closing Date: Jun 01, 2016

****Table of Contents****

Form	Page
1. Application for Federal Assistance SF-424	e3
2. Assurances Non-Construction Programs (SF 424B)	e6
3. Disclosure Of Lobbying Activities (SF-LLL)	e8
4. ED GEPA427 Form	e9
<i>Attachment - 1 (1236-GEPA_FDOE)</i>	e10
5. Grants.gov Lobbying Form	e11
6. ED Abstract Narrative Form	e12
<i>Attachment - 1 (1235-Executive Summary_2016)</i>	e13
7. Project Narrative Form	e14
<i>Attachment - 1 (1244-Florida_Narrative_Complete)</i>	e15
<i>Attachment - 2 (1245-FL Letters of Support)</i>	e84
<i>Attachment - 3 (1246-FL Resumes)</i>	e85
8. Other Narrative Form	e123
<i>Attachment - 1 (1237-Appendix A)</i>	e124
<i>Attachment - 2 (1238-Appendix B)</i>	e164
<i>Attachment - 3 (1239-Appendix C)</i>	e191
<i>Attachment - 4 (1240-Appendix D)</i>	e206
<i>Attachment - 5 (1241-Appendix E)</i>	e251
<i>Attachment - 6 (1242-Appendix F)</i>	e275
<i>Attachment - 7 (1243-Appendix G)</i>	e323
9. Budget Narrative Form	e332
<i>Attachment - 1 (1234-Budget Narrative)</i>	e333
10. Form ED_SF424_Supplement_1_3-V1.3.pdf	e341
11. Form ED_524_Budget_1_3-V1.3.pdf	e342

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

[There were problems converting one or more of the attachments. These are: 1245-FL Letters of Support.pdf](#)

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="05/31/2016"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="Florida Department of Education"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="59-3474751"/>	* c. Organizational DUNS: <input type="text" value="7853199630000"/>

d. Address:

* Street1: <input type="text" value="325 West Gaines Street"/>
Street2: <input type="text"/>
* City: <input type="text" value="Tallahassee"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="FL: Florida"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="32399-0400"/>

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text"/>
---------------------------------------	-------------------------------------

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text"/>	* First Name: <input type="text" value="Adam"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Miller"/>	
Suffix: <input type="text"/>	

Title: <input type="text"/>

Organizational Affiliation: <input type="text"/>
--

* Telephone Number: <input type="text"/>	Fax Number: <input type="text"/>
--	----------------------------------

* Email: <input type="text"/>

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.282

CFDA Title:

Charter Schools

*** 12. Funding Opportunity Number:**

ED-GRANTS-042116-001

* Title:

Office of Innovation and Improvement (OII): Charter Schools Program (CSP) Grants for State Educational Agencies (SEAs) CFDA Number 84.282A

13. Competition Identification Number:

84-282A2016-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Florida 2016 CSP Grant Proposal

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	23,572,501.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	23,572,501.00

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Adam Miller</p>	<p>TITLE</p> <p>Commissioner of Education</p>
<p>APPLICANT ORGANIZATION</p> <p>Florida Department of Education</p>	<p>DATE SUBMITTED</p> <p>05/31/2016</p>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name: Florida Department of Education

* Street 1: 325 West Gaines Street Street 2: _____

* City: Tallahassee State: FL: Florida Zip: 32399

Congressional District, if known: 2

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: US Department of Education	7. * Federal Program Name/Description: Charter Schools CFDA Number, if applicable: 84.282
--	--

8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____
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10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name NA Middle Name _____

* Last Name NA Suffix _____

* Street 1 _____ Street 2 _____

* City _____ State _____ Zip _____

b. Individual Performing Services (including address if different from No. 10a)

Prefix _____ * First Name NA Middle Name _____

* Last Name NA Suffix _____

* Street 1 _____ Street 2 _____

* City _____ State _____ Zip _____

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature: Adam Miller

* Name: Prefix Mrs. * First Name Pam Middle Name _____
* Last Name Stewart Suffix _____

Title: Commissioner of Education Telephone No.: _____ Date: 05/31/2016

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PR/Award # U282A160012

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 03/31/2017

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

GEPA_FDOE.pdf	Add Attachment	Delete Attachment	View Attachment
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Florida Department of Education
Public Charter School Grant Program
GEPA Plan

The following narrative addresses the requirements in Section 427 of the Department of Education's General Education Provisions Act (GEPA), enacted as part of the Improving America's Schools Act of 1994 (Public Law 103-382).

The Florida Department of Education (Department) will ensure to the fullest extent possible that students, teachers, and other program beneficiaries with special needs will have equitable access to and participation in projects and activities funded through the Department's Public Charter School Program Grant (CSP).

Florida law provides for equitable access and participation in public charter schools through the Florida Education Equity Act by explicitly prohibiting discrimination on the basis of race, ethnicity, national origin, gender, disability, or marital status (s. 1000.05, F.S.) Florida law also requires charter schools to comply with statutes pertaining to civil rights, and the Individual with Disabilities Education Act (s. 1002.33, F.S.)

To overcome barriers to participation, the Department will ensure diversity of race, ethnicity, gender, and disability status on project related advisory boards, task forces, and committees. Additionally, public communications will provide potential participants with the options of special needs accommodations (wheelchair accessible facilities, bilingual information provision, and sign interpreters).

Additionally, the Department will request that each CSP sub-grant recipient develop and implement an individual plan to ensure equitable access and participation.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION	
<input style="width: 100%;" type="text" value="Florida Department of Education"/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 100px;" type="text" value="Mrs."/>	* First Name: <input style="width: 200px;" type="text" value="Pam"/> Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 300px;" type="text" value="Stewart"/>	Suffix: <input style="width: 80px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="Commissioner of Education"/>	
* SIGNATURE: <input style="width: 300px;" type="text" value="Adam Miller"/>	* DATE: <input style="width: 150px;" type="text" value="05/31/2016"/>

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Florida Department of Education: 2016 CSP Proposal Executive Summary

With this proposal for the 2016 Charter Schools Program grant (CSP), the Florida Department of Education is poised to drive system-wide improvements to one of the most significant charter school landscapes of any state. The sweeping plan aims to leverage the CSP to reform the very building blocks of the charter school space and ensure that all students, regardless of income or ZIP code, have access to a high-quality public school. By enhancing the capacity of charter school authorizers, advancing outcome-based accountability, and identifying and supporting visionary leaders committed to serving our highest-need children, the Department is focused on the following goals:

Goal 1: Increase academic achievement of educationally disadvantaged students

Goal 2: Increase academic achievement of all students

Goal 3: Decrease the achievement gap

Goal 4: Increase access to high-quality charter schools

A rigorous selection process for sub-grantees, driven by an innovative partnership with the National Association of Charter School Authorizers, will further assure that high-quality charter schools benefitting from CSP support will thrive in high-need areas. No applicant will escape a full vetting, from the experienced operator to the promising upstart, though the *type* of evaluation will vary with the developer. To accomplish this, the Department is requesting \$23 million for each year of a five-year grant period, for a total of \$116.8 million. The Department is well-positioned to accomplish these goals, as it has successfully supported the charter school sector in the Sunshine State for the last 20 years.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

Absolute Priority 1: Periodic Review and Evaluation

Florida fully meets Absolute Priority 1. The following summary provides evidence of state statutes, regulations, or policies that demonstrate Florida’s compliance with this Absolute Priority.

Florida law requires that each public chartering agency (authorizer) annually evaluate the progress and performance of each charter school it authorizes. Section 1002.33(9)(k), Florida Statutes (F.S.) requires each charter school governing board to “report its progress annually to its sponsor¹.” This annual report must include demographic information, student performance data, and financial accountability information. More specifically, the annual accountability report must provide an explanation of the charter school’s progress toward its performance goals and an explanation of any differences between expected performance and actual performance.

The annual accountability report must be forwarded to the Florida Department of Education (Department) upon the authorizer’s review. The Department ensures that an annual accountability report is completed by each school and reviewed by the authorizer.

Florida law provides authorizers explicit authority to terminate or non-renew a charter contract if the school is not meeting or exceeding the student academic achievement goals in the charter contract. Below is an excerpt from Section 1002.33(8), F.S., (emphasis added).

(a) **The sponsor shall make student academic achievement for all students the most important factor when determining whether to renew or terminate**

¹ Florida statute consistently refers to charter school authorizers as “sponsors.”

the charter. *The sponsor may also choose not to renew or may terminate the charter for any of the following grounds:*

1. *Failure to participate in the state’s education accountability system created in s. 1008.31, as required in this section, or **failure to meet the requirements for student performance stated in the charter.***
2. *Failure to meet generally accepted standards of fiscal management.*
3. *Violation of law.*
4. *Other good cause shown.*

Additionally, Florida law provides that a charter contract may be renewed only if a program review, by the authorizer, demonstrates that the charter school has met the terms of its contract, including the student performance objectives (Section 1002.33(7)(b)1., F.S.).

Initial charter contracts may not exceed five years, with some exceptions. Charter schools may be eligible for a longer-term contract, at the discretion of the authorizer, if a longer-term contract is necessary to access long-term financial resources for school construction.

Additionally, high-performing charter schools are eligible for longer-term renewal contracts.

However, “such long-term charters remain subject to the annual review and may be terminated during the term of the charter” if the school fails to demonstrate satisfactory student achievement, sound financial performance, or compliance with the law or charter (Section 1002.33(7)(a)12., F.S.)

Absolute Priority 2: Charter School Oversight

Florida fully meets Absolute Priority 2. The following summary provides evidence of state statutes, regulations or policies that demonstrate Florida's compliance with this Absolute Priority.

Florida law requires each public charter school to operate under a legally binding contract which must describe the rights and responsibilities of the school and the authorizer. Section 1002.33(7), F.S., provides that the charter contract must be signed by the governing board of the charter school and the authorizer, following a public hearing to ensure community input.

Additionally, Section 1002.33(7), F.S., requires the charter contract to address the major issues involving the operation of the charter, including but not limited to the following: School mission; students to be served; focus of curriculum; instructional methods to be used; baseline student achievement (how it will be determined); financial and administrative management; risk management procedures; facilities to be used; qualifications of staff; governance structure; and implementation timetable.

Florida law (Section 218.39, F.S.) requires each charter school in the state to have "an annual financial audit of its accounts and records completed within 9 months after the end of its fiscal year by an independent certified public accountant", and that the charter school provide a copy of the audit to the authorizer, state auditor general, and the Department. Charter schools must also post a copy of the audit on their website.

Florida law (Section 1002.33(8)(a), F.S.) also requires that authorizers "make student academic achievement for all students the most important factor when determining whether to renew or terminate the charter." The statute requires that every charter school contract "provide for the cancellation of the charter if insufficient progress has been made in attaining the student

achievement objectives of the charter and that it is unlikely that such objectives can be achieved before the expiration of the charter.” (Section 1002.33(7), F.S.)

Competitive Preference Priority 1: High-Quality Authorizing and Monitoring Processes

While Florida’s constitution does not permit a statewide charter school authorizer, Florida law invests a great deal of responsibility and authority in the Department of Education to ensure the existence of high-quality authorizing. As such, Florida fully meets the criteria for Competitive Preference Priority 1.

Overview: Florida law provides for a multi-step process for the creation of a new charter school. This process includes the following steps:

- Application submission
- Application review
- Authorizer staff recommendation
- Authorizer decision
 - If application is denied, developer may appeal to the State Board of Education
 - If application is approved, contract negotiations begin
- Contract negotiation
- Contract execution
- Pre-opening review
- School opening

Criteria for Evaluating Charter Applications: Section 1002.33(6), F.S., requires charter developers to prepare and submit a charter school application using the model charter school

application (Appendix A) developed by the Department. Upon receipt of a charter application, the authorizer must use the model evaluation instrument (Appendix B) developed by the Department. The model application and model evaluation instrument, which are adopted as State Board of Education rules, establish clear, rigorous, and comprehensive criteria for preparing and evaluating charter school applications.

In 2009, the Florida Legislature directed the Department of Education to develop a statewide model charter school application and evaluation instrument to be used by all charter applicants and authorizers. The department, in collaboration with authorizers, operators and national experts, created and adopted the model charter school application in 2010. Over the next five years, the department made revisions and upgrades to the model application consistent with changes in law and policy.

In 2015, the department partnered with the National Association of Charter School Authorizers (NACSA) to conduct a thorough review and revision of the model charter school application and evaluation instrument. Over the course of 12 months, with significant stakeholder input and several public workshops, the Department and NACSA developed a revised model charter school application that is comprehensive and rigorous and ensures that authorizers have the information they need to fully evaluate an applicant's vision, plan and capacity to open and operate a high-quality charter school.

The model charter school application is divided into three primary sections: educational plan, organizational plan, and business plan. Each of these sections is further divided into subsections, and each subsection includes specific questions and evaluation criteria. Across the three primary sections, applicants must respond to approximately 110 questions which are evaluated against 85 specific criteria.

The model application also includes separate sections for applicants who are replicating an existing school and applicants who propose to use a management company. Applicants who will utilize the services of a management company must explain and describe how and why they selected the management company, the company's background and leadership team, the track record of student achievement and financial performance of each of the schools the management company serves, the legal relationship between the nonprofit governing board of the school and the company and the organizational structure of the management company. Additionally, the school must describe the payment schedule, including all fees, bonuses, early termination penalties and any other compensation to be paid to the management company.

Additionally, all applicants must complete and submit an Applicant History Worksheet, which includes a complete listing of all charter schools the applicant or proposed management company currently or previously operated and includes five years of academic and financial performance data.

The model application requires the applicant to provide a timetable for the school's start-up, including all key activities necessary for the successful launch of the school. This includes activities such as securing a facility, recruiting and hiring staff, training governing board members, recruiting students, finalizing transportation contracts and food plans, and more.

The Department was also directed, by the Legislature, to develop a standard charter contract, which must be used as the basis for contract negotiations for all charter schools. The standard contract (Appendix D), provides a list of pre-opening documents that must be provided by the school to the authorizer. These documents include the school's policies and procedures manual, all required facility inspection reports, complete list of all staff, documentation of background screening of all staff, student code of conduct, transportation contracts, crisis

response plan, and more. The standard contract also provides that the school cannot open if it fails to provide all of the required pre-opening documents. This final review ensures that the school is fully prepared to open its doors and serve students.

Differential Review of Charter Petitions

Florida law (Section 1002.33(6), F.S.) requires all charter applicants to disclose, as part of their charter application, a complete list of all charter schools that applicant currently or previously operated. An applicant who proposes to contract with a management company must also provide a list of charter schools the management company currently or previously operated. The law also requires that authorizers consider that information in deciding whether to approve or deny the application.

The model charter school application takes that requirement one step further, requiring the applicant to provide five years of academic and financial performance data for each school currently or previously operated (Applicant History Worksheet - Appendix C). The purpose of these requirements is to ensure that authorizers can assess the applicants past success in operating a high-quality charter school.

The model application also includes a separate section for applicants who are proposing to replicate an existing school. The replication section of the model application asks the applicant to provide evidence that the existing design has been effective and explain whether the proposed replication will require the applicant to acquire and allocate additional resources to ensure a successful replication. The application also asks the applicant to discuss the key components or non-negotiable elements of the educational program that made the school design successful. This section provides additional support for comprehensive, differentiated reviews

that factor in an applicant’s prior success, or lack thereof, in operating a high-quality charter school.

Florida law provides another differentiated path for replication of high-quality charter schools. Charter schools that have been designated as “high-performing” by the Commissioner of Education (pursuant to Section 1002.331, F.S.) are authorized to replicate and open new charter schools using a streamlined process.

Clear and Specific Standards

In 2013, the Department, in consultation with Florida authorizers, operators and national experts drafted the *Florida Principles and Standards of Quality Authorizing* (Appendix E). The Principles and Standards, as its name implies, provides authorizers with a clear and coherent set of authorizing standards as well as a roadmap that guides sponsors at all stages and levels of experience while offering practical guidance and advice. The Principles and Standards are organized in the following manner:

- Core Principles of Charter Authorizing
 - Maintain high standards
 - Uphold school autonomy
 - Protect student and public interests
- Standards for Quality Charter School Authorizing
 - Sponsor commitment and capacity
 - Application process and decision making
 - Performance contracting
 - Ongoing oversight and evaluation

- Termination and renewal decision making

Each of the above principles and standards includes clear and specific expectations for authorizers. For example, authorizers are expected to:

- Rigorously evaluate each application through a thorough review of the written proposal, a substantive interview with the applicant group, and other due diligence to examine the applicant’s experience and capacity, conducted by knowledgeable and competent evaluators. (Standard 2D)
- Provide an annual written report to each school, summarizing its performance and compliance to date and identifying areas of strength and areas needing improvement. (Standard 4A)
- Provide an annual public report that provides clear, accurate performance data for the charter schools it oversees, reporting on individual school performance according to the framework set forth in the charter contract. (Standard 4E)

Florida law requires the Department to produce and publish an annual report on authorizing activity across the state (Section 1002.33(5), F.S.). Additionally, the Department proposes in this application to collaborate with authorizers, operators, and national experts to develop an Authorizer Report Card (ARC) that will evaluate and publicly report on authorizer performance and outcomes. The ARC will evaluate whether and how authorizers align their practices with the Principles and Standards of Quality Authorizing, as well as the academic and financial performance of the charter schools within their portfolio.

Competitive Preference Priority 2: Appeals Process

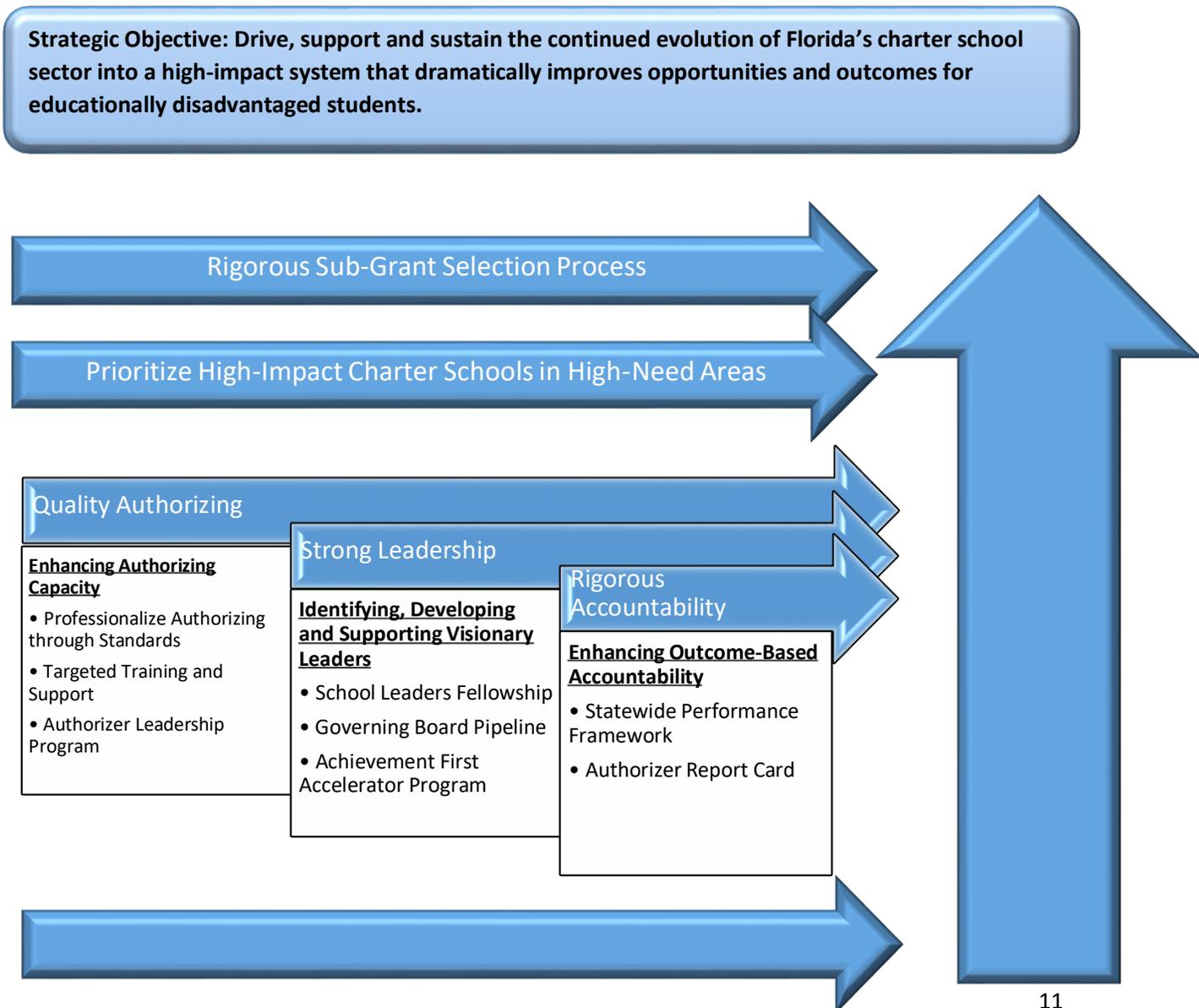
Local Education Agencies (LEAs) are the only authorized public chartering agencies in Florida. However, Florida law provides a robust appeals process that allows a charter developer to appeal an LEA's decision to deny a charter school application. The State Board of Education has final order authority to overturn the LEA's decision and approve the charter school application, if the charter school applicant can demonstrate that the LEA did not have competent substantial evidence to support the application denial.

Section 1002.33(6)(c), F.S., and State Board of Education rule 6A-6.0781, Florida Administrative Code (F.A.C.) set forth the framework and procedures for charter school appeals. Charter school appeals are first heard by a Charter School Appeal Commission which reviews the record on appeal and takes oral testimony from both the charter applicant and the LEA. The Charter School Appeal Commission then votes on whether the LEA had competent substantial evidence to deny the application and issues a recommendation to the State Board of Education to either grant or deny the appeal.

The charter applicant and LEA are then offered the opportunity to present their arguments before the State Board of Education at a publicly noticed meeting. The State Board of Education, after reviewing the record and considering the recommendation of the Charter School Appeal Commission, votes to either grant or deny the appeal. If the appeal is granted, the LEA "shall act upon the decision of the State Board of Education within 30 calendar days after it is received." (Section 1002.33(6)(d), F.S.)

Section A: Educationally Disadvantaged Students

Florida’s 2016 Charter School Program (CSP) grant proposal will make significant and lasting contributions to Florida’s ongoing efforts to ensure that every student, regardless of income or ZIP code, has access to high-quality educational opportunities that allow him or her to meet the state’s rigorous academic content standards and graduate high school prepared for college, career and life. The graphic below illustrates the Theory of Change that drives the Department’s 2016 CSP proposal.



The strategies and activities included in Florida's Theory of Change are designed to accomplish Florida's 2016 CSP Grant goals:

Goal 1: Increase academic achievement of educationally disadvantaged students

Goal 2: Increase academic achievement of all students

Goal 3: Decrease the achievement gap

Goal 4: Increase access to high-quality charter schools

Florida's proposal is a carefully designed two-pronged approach that will increase the number of high-quality charter schools (through a sub-grant process) while simultaneously strengthening and improving the ecosystem in which high-quality charter schools thrive. This includes direct financial support to new high-quality charter schools and project initiatives that focus on system-wide improvements in the areas of authorizing, leadership, and accountability. These strategies and activities, which are described below and throughout the course of this proposal, are directly aligned with our Strategic Objective and aimed at achieving our CSP Grant goals.

Rigorous Sub-Grant Selection Process & Prioritization

The Department will support the creation of new high-quality charter schools through a rigorous and comprehensive sub-grant application and review process that prioritizes high-quality applicants who propose to open schools in high-need areas. The sub-grant review and selection process, which is more fully explained in section D of this narrative, will utilize a differentiated and multi-tiered method that distinguishes between established operators (operators that have opened at least five charter schools in Florida) and new operators. The

highly selective process for new operators will include a full and complete review of the entire charter proposal, as well as an in-person interview. The selection process for established operators will focus on past performance, prioritizing those operators that have had success with educationally disadvantaged students and plans to open new charter schools in high-need areas (chronically low-performing). The Department will also provide additional sub-grant funding (see budget narrative) for charter schools that will operate in high-need areas, as it has successfully done in its previous CSP award.

Additionally, the Department will undertake a series of system-wide reforms and improvements that will focus on three areas: authorizing, leadership and accountability. Each of these initiatives, which are described below, will strengthen Florida's ecosystem of charter schools and support and accelerate the continued evolution of Florida's charter school sector into a high-impact system that dramatically improves opportunities and outcomes for educationally disadvantaged students.

Enhancing Authorizing Capacity

The Department is deeply committed to quality authorizing, as is evidenced by its creation of the *Florida Principles and Standards for Quality Charter School Authorizing* (Appendix E) and its history of providing training and support to authorizers across the state. **This commitment stems from the understanding that a high-quality charter sector that dramatically improves outcomes for educationally disadvantaged students can only exist if high-quality authorizing is present.** As such, the Department proposes to continue its robust efforts to enhance authorizing capacity across the state. Each initiative will be described below as well as in section F of this narrative.

Professionalize Authorizing Through Standards: In 2014, the Department, in consultation with Florida authorizers, operators and national experts drafted the *Florida Principles and Standards for Quality Charter School Authorizing*. The Principles and Standards provides a roadmap that guides sponsors at all stages and levels of experience while offering practical guidance and advice. The Department will continue to encourage authorizers to adopt and implement the Principles and Standards, and will continue to provide aligned training and support.

Targeted Training and Support: While all authorizing decisions are important, there are perhaps none more important than deciding whether to approve or deny a charter school application. In addition to the training mentioned above, the Department will also provide targeted training and support to assist authorizers in conducting rigorous and comprehensive charter school application reviews. The Department is perfectly suited to provide this training as it was responsible for the creation of the statewide model charter school application and evaluation instrument. This will include a minimum of six trainings per year focused on core authorizing functions, including but not limited to rigorous charter application reviews and conducting substantive applicant interviews. The Department will also work with the Florida Association of Charter School Authorizers (FACSA), which is a statewide authorizer membership organization, to identify additional training needs.

Florida Leaders in Authorizing: The Department will partner with FACSA to design a leadership development program for select, high-potential leaders within the Florida authorizing community. The program will be designed as a train-the-trainer model, allowing the participants to both strengthen and hone their own authorizing skills while providing them the tools and resources to build capacity within their respective teams and across the state.

Identifying, Developing and Supporting Visionary Leaders

The Department also will focus on developing a robust pipeline of strong, effective and visionary leaders who are committed to ensuring that educationally disadvantaged students have access to high-quality schools.

School Leaders Fellowship: The Department will develop a model for identifying, preparing and supporting high-caliber individuals with the vision, passion and capacity to open and operate high-quality public charter schools in high-need areas. The model will include a rigorous candidate selection process, intensive training and preparation, school visits, internship or practicums, and charter application development support. The Department has initiated discussions with organizations such as KIPP, Achievement First and the Summer Principals Academy (SPA) program at Columbia University, and plans to continue leveraging the expertise of these national leaders as we develop our program. Candidates who successfully complete the School Leaders Fellowship program and submit applications to open charter schools in high-need areas will earn priority treatment in Florida's CSP sub-grant selection process.

Governing Board Pipeline: Strong, effective and focused governance is a key ingredient of a high-quality charter school. The Department has partnered with Charter Board Partners (www.charterboards.org) to develop a pilot project in Florida aimed at identifying, recruiting, training and preparing highly skilled and committed civic and business leaders to serve on charter school governing boards in Tampa, Florida. While still in its early stages, this partnership shows great promise, and the Department will expand it as part of this CSP grant. Charter Board Partners has long had a focus on improving the quality of public schools serving students from low-income families, and this partnership will directly support the Department's efforts to improve outcomes for educationally disadvantaged students by developing a pipeline

of effective leaders to serve in governance roles. The Department will also structure cross-collaboration opportunities between participants in this program and participants in the School Leaders Fellowship.

Achievement First Accelerator Program: In order to sustain and scale the effects of our leadership development efforts, the Department will partner with Achievement First to identify high-potential leaders from Florida who are ready and capable to expand their organization to serve more students and select them for participation in the Charter Network Accelerator program. This will be an intensive cohort-based program that “draws on the tools, practices, and lessons learned from high-performing CMOs” with the goal of increasing access to high-quality schools for low-income students.²

Rigorous Accountability

Strong outcome-based accountability is a necessary component of a high-impact charter sector. While Florida’s charter school law already provides for strong accountability, including a default closure policy for charter schools that receive two consecutive grades of “F”, the Department will develop a statewide performance framework for charter schools and an authorizer report card. These two initiatives, which are also described in section F of this narrative, will further enhance accountability and ensure that operators and authorizers are held to the highest standards.

Statewide Performance Framework: The Department, in collaboration with authorizers, operators, and national experts, will develop a statewide charter school performance framework

²http://www.achievementfirst.org/fileadmin/af/home/2012_New_Site/1_Our_Approach/Residency_Program/CharterNetworkAcceleratorOverview_2015.pdf

that will provide authorizers, schools and the public with a standardized set of objective measures to evaluate the academic, financial, and organizational performance of regular (including virtual) and alternative charter schools.

Authorizer Report Card: The Department, in collaboration with authorizers, operators and national experts, will develop a statewide authorizer report card that will evaluate and publicly report on authorizer performance and outcomes.

Focus and Aligned Policy Advocacy

The Department will continue to support and advocate for policies that will improve outcomes and opportunities for educationally disadvantaged students. In 2015 the State Board of Education adopted a 2016 legislative priority platform that focused on stronger charter school accountability and increasing access to high-quality charter schools for educationally disadvantaged students. Both of these priorities were included in House Bill 7029 which was passed by the Legislature and signed into law by the Governor. The State Board of Education's 2016 priorities also included policy changes that would support Florida's ongoing efforts to recruit high-impact charter management organizations to open charter schools in Florida's highest need areas. The Legislature responded and revised Florida's charter school facility funding program such that it will now provide additional funding to charter schools that serve low-income student populations (75% or more eligible for free or reduced lunch) or high percentages of students with disabilities (25% or more).

Each of these policies enacted during the most recent legislative session will further strengthen Florida's efforts to increase opportunities and improve outcomes for educationally

disadvantaged students. The Department and State Board will continue to be strong leaders in this effort.

Capacity to Deliver

Every state in the nation is focusing on efforts to improve outcomes for educationally disadvantaged students. However, Florida has demonstrated nearly unparalleled success. Florida educates more low-income students and English Language Learners (ELL) than all but two states, with almost 60% of our students eligible for free or reduced lunch.³ Over the last twenty years, Florida has made impressive gains in improving outcomes for all students, and has demonstrated dramatic improvements for educationally disadvantaged students. In 1998, Florida was the fifth worst state in the nation in fourth-grade reading on the NAEP (National Assessment of Educational Progress). Florida is now in the top 10. Similar progress has been made related to achievement gaps between white and African-American and Hispanic students, with Florida outpacing the nation in closing the achievement gap. In fact, Florida was the only state in the nation between 2011 and 2013 to narrow the achievement gap between both white students and African-American students and white students and Hispanic students in grade 4 and grade 8 in both reading and mathematics (NAEP).

Florida's charter schools have been a driving force and key strategy in the state's effective efforts to improve outcomes for educationally disadvantaged students. In fact, Florida's charter school sector was initially created as a strategy to improve outcomes for educationally disadvantaged students, as evidenced by the initial charter school law passed in 1996, which stated:

³ National Center for Education Statistics, Tables 204.10, 204.11 (2014)

“The purpose of charter schools shall be to...increase learning opportunities for all students, with a special emphasis on expanded learning experiences for students who are identified as academically low-achieving.”⁴

This unrelenting focus on ensuring that charter schools offer high-quality educational options to students who need them the most is apparent in Florida’s policies and practices and has paid dividends for students, families, and communities across Florida.

Over the last five years, Florida has implemented a number of strategies, policies, and programs aimed at increasing the number of high-quality charter schools in our highest-need areas (chronically low-performing areas that serve predominately educationally disadvantaged students). In 2011, through its Race to the Top grant, Florida partnered with the Charter School Growth Fund (CSGF) with the goal of creating 15,000 new seats in high-quality schools in high-need areas through expansion of existing high-quality charter schools or creation of new charter schools. CSGF continues to be a strong and reliable partner of the Department.

Florida leveraged its 2011 CSP grant to incentivize and support new high-quality charter schools to open and operate in high-need areas. Using a sub-grant selection process that provided preference points for operators who had a demonstrated track record of effectively serving educationally disadvantaged students, Florida opened 85 new charter schools in high-need areas. These charter schools were four times more likely to receive a school grade of “A” or “B” than the nearby traditional public school (based on 2014-15 school grades).

Additionally, in 2015, the Department partnered with the Gates Foundation to create the nation’s first state-led District-Charter Collaboration Compact (DCCC). Florida’s DCCC is

⁴ Section 228.056(2)(b), Florida Statutes, 1996

focused on improving educational outcomes for educationally disadvantaged students by supporting efforts to rethink and improve how districts and Charter Management Organizations (CMO) can strategically and effectively collaborate to improve student outcomes. Two of Florida's largest and most diverse districts, Miami-Dade and Duval (Jacksonville) are participating in the Florida DCCC. Duval has partnered with KIPP Jacksonville and Miami will soon finalize its partnership with a high-impact CMO.

The result of this persistent focus on improving outcomes for educationally disadvantaged students has been a charter school sector that has risen to the challenge and provided high-quality educational opportunities for thousands of educationally disadvantaged students, as evidenced by the data included in section C (Past Performance) of this narrative.

The data in section C clearly demonstrate that Florida's charter school sector has made significant contributions to improving outcomes for educationally disadvantaged students. However, Florida has not yet achieved the scope and scale necessary to ensure that every student in the state has access to a high-quality educational opportunity. Our 2016 CSP proposal will accelerate our pace toward achieving that ultimate goal.

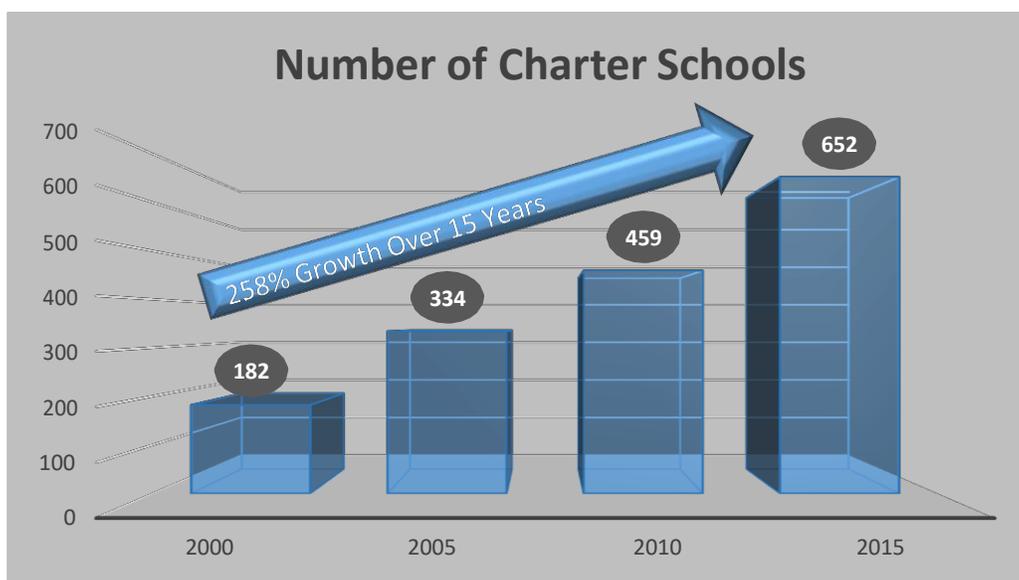
Section B: Vision for Growth and Accountability

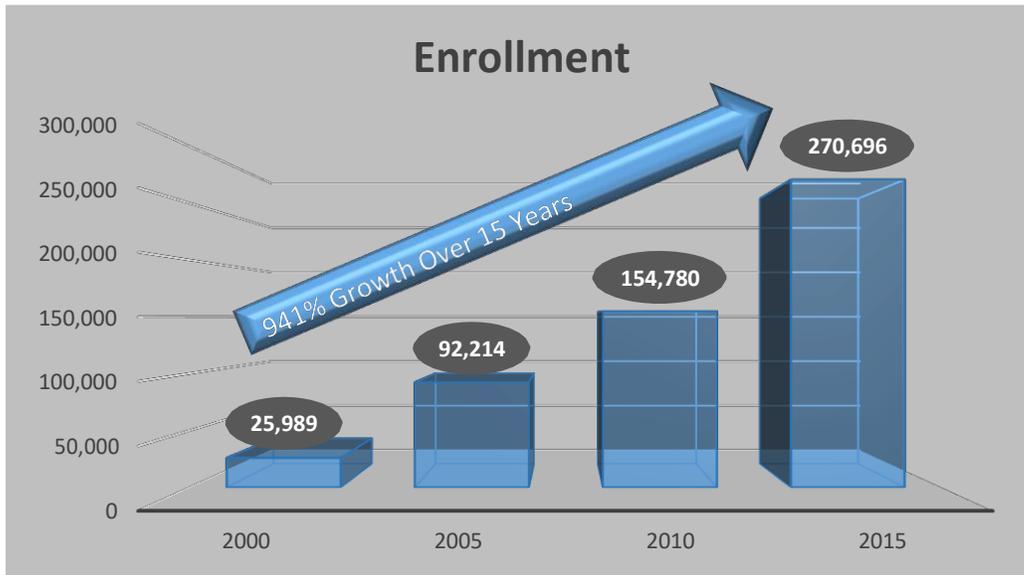
Florida's 2016 CSP Proposal is a bold and ambitious plan to drive, support and sustain the continued evolution of Florida's charter school sector into a high-impact system that dramatically improves outcomes and opportunities for educationally disadvantaged students. Florida will support the creation of 200 new high-quality charter schools over the next five years, while ensuring the closure of academically low-performing charter schools.

Florida’s public charter school sector has grown steadily, in terms of scale and quality over its 20 years of existence. In just two decades, the charter sector has grown from an initial five schools in 1996 to more than 650 schools today. The growth, driven by parents demanding high-quality options for their children, shows no sign of letting up.

Since 2010, more than 1,300 charter petitions have been submitted to authorizers across the state, averaging approximately 229 per year. Over that same time period, 440 charter proposals were approved by authorizers, and an average of 65 new charter schools opened each year. Concurrently, authorizers closed more than 125 charter schools that were not serving their students, families or communities well.

The steady growth in the number of schools has been accompanied by an even larger growth in student enrollment in charter schools. More than 270,000 students are choosing a public charter school as their school of choice, representing approximately 10 percent of the public school population in Florida. As of the 2014-15 school year there were more than 135,000 students on charter school waiting lists.





While this impressive growth has been fueled by parental demand, it has been sustained and enabled by strong political support, a healthy policy environment and the Charter School Program (CSP) grant.

As stated above, the number of new charter school applications has averaged almost 230 a year since 2010. During that same time frame, the Department received an average of 90 CSP applications per year, ultimately awarding sub-grants to an average of 49 charter schools per year.

The Department’s 2016 CSP proposal aims to support the continued growth of Florida’s charter school sector by providing CSP sub-grants to 40 new high-quality charter schools per year. While this represents a slight decrease in the number of sub-grants as compared to our previous five-year average, it reflects the Department’s increased focus on quality and rigor as well as our commitment to strategically aligning resources with priorities. The increased rigor of the Department’s newly designed sub-grant selection process (described

fully in Section D) will ensure that every new charter school that is selected for a CSP sub-grant has the potential to be a high-quality charter school. The Department projects that 80 percent of the charter schools that receive a CSP sub-grant will receive a school grade of “A” or “B” by their third year of operation, and that 90 percent will receive a school grade of “A” or “B” by their fifth year of operation. Statewide, just less than 60 percent of charter schools received a school grade of “A” or “B” in the 2014-15 school year. This clearly demonstrates the ambitiousness of Florida’s plan and its commitment to quality.

Florida is equally committed to ensuring that charter schools are held accountable for results. This devotion to rigorous outcome-based accountability for charter schools is evident in Florida’s laws, regulations and practices.

The commitment to accountability starts before a charter school ever opens. As more fully described in Section F, Florida has implemented a comprehensive and rigorous charter school application review and approval process. All charter school applicants must use a model charter school application (Appendix A) developed by the Department. Authorizers evaluate charter school applications using a model evaluation instrument (Appendix B), also created by the Department, that includes approximately 85 clear and specific criteria. Florida is committed to ensuring that only those charter applicants who have the vision, plan and capacity to open and operate a high-quality charter school are permitted to open.

Of course, even applicants who have the capacity to operate a high-quality school may struggle and ultimately fail to be successful. Florida law ensures that academically (and financially) poor-performing charter schools are held accountable.

First, every charter school contract must include a detailed description of:

- How the baseline student academic achievement levels and prior rates of academic progress will be established.
- How these baseline rates will be compared to rates of academic progress achieved while the student is enrolled in the charter school.
- How the current rates of progress will be evaluated and compared with rates of progress of other closely comparable student populations.

Florida law also requires every charter school contract to address the student performance outcomes to be achieved and the method of measurement that will be used (section 1002.33(7)(a)3., F.S.). Additionally, every charter contract must include a provision that will “provide for the cancellation of the charter if insufficient progress has been made in attaining the student achievement objectives of the charter and if it is not likely that such objectives can be achieved before the expiration of the charter” (Section 1002.33(7)(a)12., F.S.).

Florida law also provides that, “the sponsor shall make student academic achievement for all students the most important factor when determining whether to renew or terminate the charter.” (Section 1002.33(8)(a), F.S.)

Additionally, in 2011, Florida adopted a default closure policy which requires that a charter school that receives two consecutive grades of “F” be closed⁵ (Section 1002.33(9), F.S.). Florida is one of only 10 states with such an automatic termination policy.

⁵ Schools less than five years old may receive a one-time, one-year reprieve from this required closure if they (a) are a turnaround option, (b) opened in the zone of a failing public school and received at least a majority of their students from that failing school, or (c) if the learning gains of their students are comparable to or better than the learning gains of similar students in nearby public schools and they receive a one-time waiver from the State Board.

As part of our 2016 CSP proposal, the Department will collaborate with authorizers, operators, and national experts, to develop a statewide charter school performance framework that will provide authorizers, schools and the public with a standardized set of objective measures to evaluate the academic, financial, and organizational performance of regular (including virtual) and alternative charter schools. The performance framework will support charter school authorizers in making high-stakes decisions (renewals, terminations, etc.), and bring more transparency to the decision making process. The performance framework will focus on academic, operational and financial performance, including comparisons at the school, district and state level.

Section C: Past Performance

Definitions

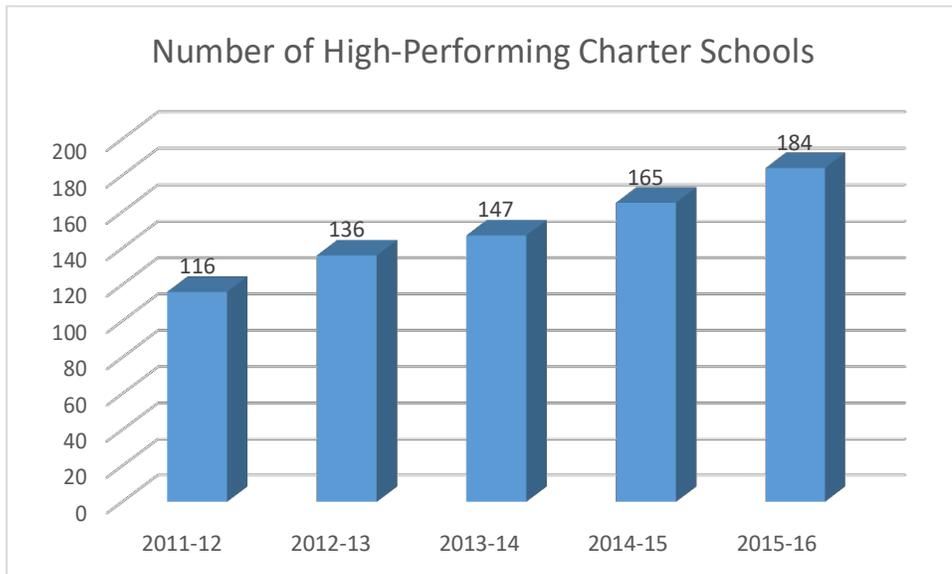
High-Quality Charter School: In 2011, the Florida Legislature created the *High-Performing Charter School* (HPCS) designation for charter schools that met specified academic and financial performance metrics. To be eligible for the HPCS designation, a charter school must have two school grades of “A” and no school grade lower than “B” for the three most recent years. It also must have three consecutive years of clean financial audits. The academic and financial performance of an HPCS is evaluated annually to ensure the school continues to meet the criteria and is eligible to maintain its high-performing status. If a school fails to meet the criteria at any time, its HPCS designation is revoked by the state Commissioner of Education. The Department will use the high-performing designation as its definition for high-quality.

Academically Poor-Performing Charter School: For the purposes of this grant proposal, Florida defines an academically poor-performing charter school as a charter school that has been in operation for at least three years and has been identified as being in the lowest-performing 5 percent of schools in the state.

Performance of Florida Charter Schools: Florida has a strong, robust charter school sector that is successfully preparing students for college, career and life. Over the last 20 years, Florida has witnessed dramatic growth in the number of charter schools, the number of students attending charter schools and the performance of those students. Changes in state standards, assessments and state policy can make year-to-year comparisons difficult. For example, in 2011, Florida's statewide standardized assessment moved from the Florida Comprehensive Achievement Test (FCAT) to the FCAT 2.0, which was necessary to align to the then-newly adopted and more rigorous English Language Arts and Mathematics standards. As another example, in 2013-14, Florida reduced the minimum number of test scores necessary to issue a school grade, thereby increasing the number of smaller schools that were issued a school grade. Notwithstanding the expected year-to-year fluctuations, Florida's charter school sector has seen steady improvements, as evidenced by the data below.

State Level Data

As stated above, in 2011 the Florida Legislature created the High-Performing Charter School (HPCS) designation for those charter schools that demonstrated superior academic performance and financial stability for three consecutive years. Since that time, the number of charter schools that have received the HPCS designation from the Commissioner has steadily risen.



It is important to note that charter schools that receive the HPCS designation must continue to meet the academic and financial criteria each year, or the designation is revoked. The graph above shows that Florida has seen a steady increase in the number of charter schools that have earned this distinction. This is more impressive considering that Florida has steadily raised the achievement bar over the last five years. In 2011-12 Florida implemented the second generation of the Florida Comprehensive Achievement Test (FCAT 2.0), which was a more rigorous statewide assessment than the original FCAT, and in 2014-15 completed its transition to the Florida Standards and the accompanying Florida Standards Assessment.

Over the last three years, Florida has seen a decrease in the number of charter schools in the lowest 5 percent (as measured by performance on the statewide standardized assessment). In 2012-13 there were 47 charter schools in the lowest 5 percent. That number decreased to 35 schools in the 2014-15 school year. As further evidence that the charter school sector is working as designed, only one charter school has been in the bottom 5 percent for each of the last three years. Charter schools that are not performing well are given limited time and opportunity to

improve before they are closed. In fact, as explained elsewhere in this narrative, Florida law requires the closure of charter schools that receive two consecutive grades of “F”.

Each year the Department publishes the *Student Achievement in Florida’s Charter Schools* report (Appendix F). This report, which is required by law, compares the average performance of students enrolled in charter schools to similar students enrolled in traditional public schools (TPS) on statewide assessments. The report compares performance on the statewide assessment in terms of proficiency, growth, and achievement gap by grade level (elementary, middle, high), subject area (Reading, Mathematics, Science), and student sub-group.

Table 1 below provides a summary of the findings related to proficiency and growth in each of the last four reports (disaggregated data for 2014-15 was not available at the time of this application). For each year and each student group the table provides the number of comparisons in which charter school students performed better or traditional public school students performed the same or better.

Table 1

	2010-11		2011-12		2012-13		2013-14	
	Charters Better	TPS Same or Better						
All Students	22	3	25	0	21	4	22	3
White Students	19	6	20	5	17	8	19	6
Black Students	22	3	24	1	18	7	22	3
Hispanic Students	23	2	25	0	23	2	22	3
FRL Students	22	3	24	1	23	2	23	2
SWD Students	20	5	20	5	23	2	21	4
ELL Students	8	1	7	2	9	0	8	1

Additionally, the Student Achievement Report includes comparisons of the achievement gaps present in charter schools and traditional public schools. Each report includes 18 comparisons of achievement gaps between white, African-American and Hispanic students in Reading, Mathematics and Science. Table 2 below provides the number of comparisons in which the achievement gap was smaller in either charter schools or traditional public schools in each of the last four reports.

Table 2

2010-11		2011-12		2012-13		2013-14	
Gap Smaller in Charter	Gap Smaller in TPS	Gap Smaller in Charter	Gap Smaller in TPS	Gap Smaller in Charter	Gap Smaller in TPS	Gap Smaller in Charter	Gap Smaller in TPS
16	2	18	0	18	0	16	2

The data in the above tables clearly demonstrate that students enrolled in charter schools are on average performing better than students in traditional public schools. This is true for all students, as well as students eligible for free or reduced lunch and students with disabilities. The same outcomes are present when examining national data.

National Data: 2015 NAEP Results

The 2015 NAEP assessment results also provide clear evidence that Florida’s charter school sector is providing high-quality educational opportunities for educationally disadvantaged students. Tables 3 through 6 below represent the performance of low-income students in Florida charter schools as compared to low-income students in charters schools in other states.

Table 3

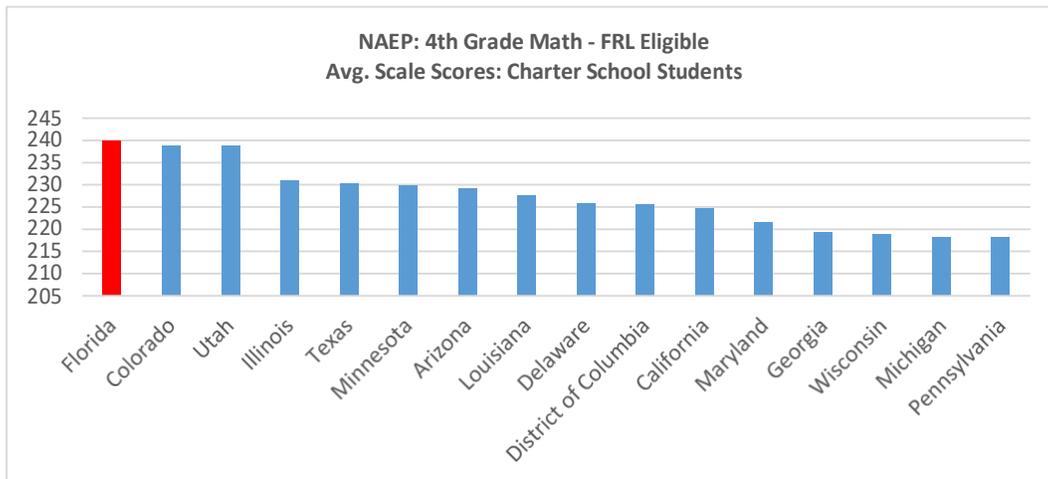


Table 4

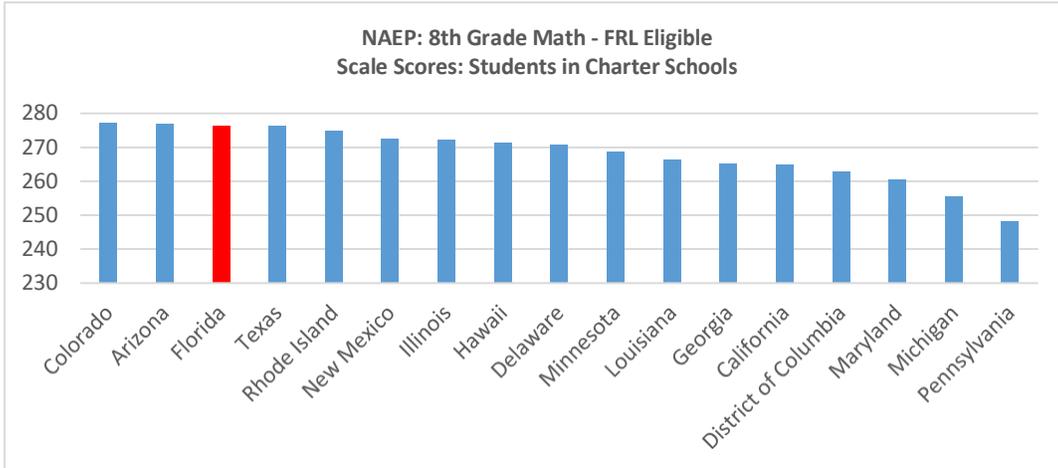


Table 5

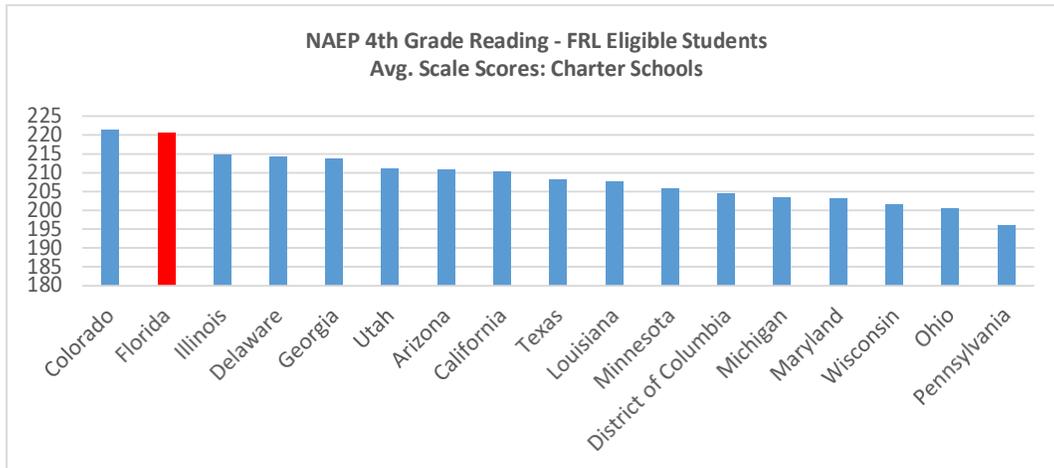
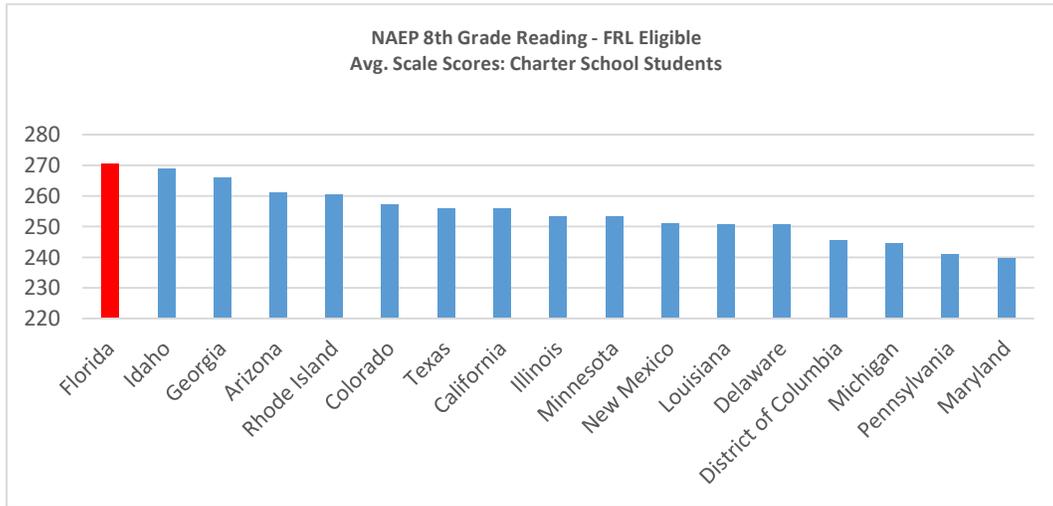


Table 6



As the data above clearly demonstrate, Florida has a strong, stable, and high-quality sector of charter schools that are preparing students for college, career and life. As Florida continues to raise the bar, expecting more of our students and teachers, our charter schools are meeting and exceeding that challenge.

Most importantly, Florida’s charter school sector is making significant contributions to improving educational outcomes for educationally disadvantaged students. Florida’s 2016 CSP proposal will build on this strong foundation and accelerate Florida’s efforts to ensure that every student has access to a high-quality charter school.

Section D: Project Design

Florida’s charter schools play an important role in the state’s efforts to increase access to high-quality educational options. As such, Florida’s 2016 CSP grant proposal will serve as a core component of the state’s strategy for increasing the number of high-quality charter schools and improving academic achievement.

Policy makers in Florida have embraced high-quality charter schools as a strategy to improve outcomes for students. Florida’s State Board of Education and the Department strongly support the creation of new high-quality charter schools as a tool to provide opportunities to families and to increase academic achievement across the state.

The State Board of Education recently adopted a Strategic Plan Framework (SPF) which will serve as the guide for the creation of the Board’s new five-year strategic plan. Additionally, the SPF and strategic plan will guide the Board’s policy and budget discussions as it annually contemplates legislative priorities.

The SPF adopted by the State Board includes eight overarching system-level strategies. These strategies are directly aligned to the goals of Florida’s education system (as described in Section 1008.31, Florida Statutes) and will direct the Department’s efforts to achieve those goals. One of the system-level strategies is to “promote high-quality educational choice.”

Sub-Grant Application and Peer Review Process

Florida’s sub-grant application and peer review process will ensure that sub-grants are awarded to eligible applicants who demonstrate the capacity to open and operate high-quality charter schools. Florida has long had a strong application and review process for selecting CSP sub-grantees. In fact, each of the last two monitoring reports developed by WestEd (prepared for the U.S. Department of Education) indicated that Florida fully complied with the requirements for using a peer review process to select sub-grantees. In fact, in its most recent CSP monitoring report (2013), WestEd reported that Florida, “operates a high quality peer review process that

undergoes regular analysis by external evaluators” and recognized Florida for employing promising practices that are “worthy of examination and/or replication by other SEA grantees.”⁶

Florida proposes to once again raise the bar and improve an already rigorous process. The following is a detailed description of how Florida will select and award planning, program design, and initial implementation awards to new CSP sub-grantees.

A New, More Rigorous, Application

In 2009, the Florida Legislature directed the Department of Education to develop a statewide model charter school application and evaluation instrument to be used by all charter applicants and authorizers. The Department, in collaboration with authorizers, operators and national experts, created and adopted the model charter school application in 2010. Over the next five years, the Department made revisions and upgrades to the model application consistent with changes in law and policy.

In 2015, the Department partnered with the National Association of Charter School Authorizers (NACSA) to conduct a thorough review and revision of the model charter school application and evaluation instrument. Over the course of 12 months, with significant stakeholder input and several public workshops, the Department and NACSA developed a revised model charter school application that is comprehensive and rigorous and ensures that authorizers have the information they need to fully evaluate an applicant’s vision, plan and capacity to open and operate a high-quality charter school. **The Department will use the new model charter school application and evaluation instrument as its CSP sub-grant application.**

⁶ Florida Department of Education: Charter Schools Program Monitoring Report (2013), prepared by WestEd

The model application (Appendix A) is divided into three main sections: educational plan, organizational plan and business plan. Each of these sections is further divided into subsections, and each subsection includes specific questions and evaluation criteria.

Applicants must describe, among other things: the school's mission and vision; the student population to be served; the research base used to design the educational program; the curriculum for the core academic areas and the research base and foundation used to develop the curriculum; the multi-tiered system of supports for students performing below grade level; the goals for student learning, how the school will serve students with disabilities and English language learners; the governance structure of the school; management and staffing plan; parent and community involvement; the budget and much more. Across the three main sections, the application includes approximately 110 questions and 85 evaluation criteria.

The application also includes separate sections for applicants who are replicating an existing school and applicants who propose to use a management company. Applicants who will utilize the services of a management company must explain and describe how and why they selected the management company, the company's background and leadership team, the track record of student achievement and financial performance of each of the schools the management company serves, the legal relationship between the nonprofit governing board of the school and the company and the organizational structure of the management company. Additionally, the school must describe the payment schedule, including all fees, bonuses, early termination penalties and any other compensation to be paid to the management company.

Additionally, all applicants must complete and submit an Applicant History Worksheet (Appendix C), which includes a complete listing of all charter schools the applicant or proposed

management company currently or previously operated, including five years of academic and financial performance data.

In summary, the model charter school application, which will also serve as the Department's CSP sub-grant application, is a comprehensive and rigorous application that will allow the Department to conduct thorough and complete evaluations and ensure that it awards sub-grants to operators who have the vision, plan and capacity to open and operate a high-quality charter school.

A New Review Process

A charter school developer who submits a charter school application to an authorizer may apply for a CSP sub-grant by submitting that same application to the Department through a web-based portal at the same time they submit their charter application to their authorizer.

The Department will utilize separate and distinct review processes. One process will be used for established operators (operators who have opened at least five charter schools in Florida) and a separate process will be used for new operators.

Prior to each CSP competition, the Department will determine the number of awards available for new operators and the number available for established operators. This allocation will be based on a rolling three-year average of the types of new charter schools opened in Florida. For example, if over the most recent three years 60 percent of new charter schools were opened by new operators, then 60 percent of the CSP grants will be made to new operators.

Applicants will be required to submit to the Department the entire charter school application that was submitted to their authorizer, including all attachments. The Department

will not fund any charter school unless and until it has been fully approved by the local authorizer.

Here is how each process will work:

New operators: For new operators the Department will partner with the National Association of Charter School Authorizers to recruit, select and train highly competent individuals to serve as reviewers. Each application will be fully reviewed by a team of three reviewers. Each reviewer will first independently review the entire application using the evaluation instrument and then participate in a team debrief meeting.

The review team will then conduct an in-person interview with the charter school applicant team. The purpose of the in-person interview is to evaluate the applicant's understanding of the application and their capacity to open and operate a high-quality charter school. At the conclusion of the capacity interview, the review team will develop and deliver a detailed consensus recommendation report which will include an overview of each aspect of the charter application with analysis of the degree to which the application meets or does not meet the evaluation criteria. The recommendation will also include a final score by which to rank the application. The final score will include preference points for schools that will primarily serve educationally disadvantaged students in high-need areas. The Department will then rank order the applications based upon their final score and select the top 20 applications for funding (or the number of slots set aside for new operators).

Established operators: Established operators, which are those operators who have operated at least five charter schools in Florida (this includes a school that proposed a management company that has operated at least five schools in Florida), will also submit their

complete charter application as their CSP sub-grant application. As stated above, the model charter school application requires applicants to include an Applicant History Worksheet (Appendix C), which includes a listing of all charter schools currently or previously operated by the applicant (or management company) with five years of demographic information and academic and financial performance.

The Department's CSP review will carefully evaluate the academic and financial history of the applicant to determine if they have demonstrated the capacity to operate a high-quality charter school. Additionally, the CSP review will consider where the proposed school will be located and whom the school will serve. More specifically, the criteria examined will include:

- The composition of students served by existing schools operated by the applicant, including the percentage of educationally disadvantaged students
- The academic and financial performance of existing schools
- Whether any schools operated by the applicant have closed
- The proposed location of the new school, including:
 - Whether the school will serve students in a high-need area
 - Whether the school will offer enrollment preferences for students transferring from a failing school

The Department will then rank order the applications based upon their final score and select the top 20 applications for funding (or the number of slots set aside for established operators). This process, for both established and new operators, will take place over the winter and early spring of each year, with sub-grantees selected by April.

Estimate of Annual Awards

The Department is requesting funding to provide planning and implementation sub-grants to 40 new charter schools each year of the grant. This request is based upon the Department’s experience administering its current (2011-2016) CSP grant and the recent trend in charter school applications, approvals, and openings. The table below provides an *average* of each year’s activity.

Average Annual Activity During Florida’s Current CSP Grant (2011-2016)			
# of charter applications submitted to sponsors	# of CSP sub-grant applications submitted to Department	# of sub-grant applicants selected for funding	# of new charter schools opened
229	90	49	65

As can be seen from the table above, Florida has seen significant activity in terms of charter school applications and CSP applications over the last five years, with an average of 90 CSP applications submitted per year and 65 new charter schools opening per year.

Monitoring CSP Sub-Grantees

The Department has a thorough set of policies and practices related to CSP sub-grantee monitoring. Florida’s CSP grant will continue to be administered by the Charter Schools Office within the Florida Department of Education. The Charter Schools Director (Adam Emerson) is the project director. The Department also has a CSP Grant Director (Yolanda Miranda-Hill) and three full-time CSP grant specialists who are responsible for the day-to-day administration of the

grant and monitoring of sub-grantees. The Department uses a risk-based monitoring approach that is described below.

Rigorous Selection Process: As described above, the Department has a comprehensive and rigorous sub-grant application review process. The process includes a full review of the charter application, which includes educational, organizational and business plans. This complete and comprehensive review will ensure that only those applicants who have the vision, plan and capacity to operate a high-quality charter school will be awarded CSP funds.

Budget Reviews: All CSP sub-grantee budgets are reviewed by two separate divisions within the Department. A program office review is completed by the Charter Schools Office, and a separate review is completed in the federal grants office. Both reviews ensure that all items on the CSP sub-grantee budget are allowable, reasonable, necessary and allocable and are aligned with the purposes of the CSP.

Pre-Grant Review: The Department uses a web-based CSP grant-tracking system (CSP-GTS) to monitor all CSP sub-grantees. Once a sub-grantee has been selected for a CSP award, an account is set up in CSP-GTS. Sub-grantees then use the CSP-GTS to submit all required documentation and reports, which are then reviewed by the sub-grantee's assigned CSP grant specialist (Appendix G).

Prior to releasing planning grant funds (maximum \$25,000), CSP sub-grantees must upload into the CSP-GTS a list of their current governing board members, proof of nonprofit status, a GEPA plan, and a completed questionnaire if the school will utilize the services of a charter management organization. The documents must be reviewed and approved by the Department's CSP grant specialist. These documents allow the Department to verify that the

school is registered as a nonprofit organization within Florida and that there are no conflicts of interest with a management company.

Prior to releasing implementation funds, CSP sub-grantees must provide proof (through the CSP-GTS) of an executed charter contract, a signed lease, and a copy of the school's policies and procedures related to admission lotteries, procurement, inventory control, and segregation of financial duties. Each of these required documents must be reviewed and approved prior to the release of implementation funding. These documents allow the Department to verify that the school will open in the upcoming school year, utilize an appropriate and allowable student lottery process, and has adopted the necessary internal controls and procedures to safely and appropriately administer a federal grant.

Regular Reporting Requirements

CSP sub-grantees are required to provide regular reports and updates to the Department through the CSP-GTS. Each sub-grantee must provide quarterly expenditure reports (which are reported against the approved budget) and semi-annual inventory reports for capitalized items purchased with CSP funds. These reports are completed through the CSP-GTS and are reviewed and approved by the CSP grant specialist. Failure to complete timely reports may result in the suspension or termination of the CSP sub-grant.

Site-Visit Monitoring

Each year the Charter Schools Office conducts on-site monitoring visits to at least 50 percent of the sub-grantees. The Charter Schools Office developed a risk assessment protocol to select the sub-grantees that will receive on-site monitoring visits. The Office developed an algorithm that considers and weights the following factors in calculating a "risk score":

- Enrollment (actual versus projected)
- Co-location (whether the school is co-located with another school)
- Expenditure rate
- Funding distribution policies (strength of the authorizers funding distribution policies)
- Late reporting (does the school submit expenditure and inventory reports on time)
- Management company performance (what is the academic and financial performance of schools managed by the management company)
- Prior monitoring issues (did the school have past monitoring findings and were they resolved quickly)

The risk assessment protocol, which works within the CSP-GTS, calculates a risk score for each active CSP sub-grantee and rank orders them from highest to lowest. The CSP grant director uses the risk-score ranking to select the schools that will receive an annual on-site monitoring visit. The CSP grant director may, at her discretion, select additional schools for on-site monitoring.

The onsite monitoring visit utilizes a monitoring rubric that allows the CSP grant specialist to document that the sub-grantee either fully met, partially met, or did not meet each of the monitoring standards. The results are then entered into the CSP-GTS, and the sub-grantee is required to provide documentation (through the CSP-GTS) of corrective action for each standard that was not fully met. The CSP-GTS automatically sends e-mail reminders to the sub-grantee as the deadline for corrective action approaches. Failure to provide evidence of corrective action can result in suspension or termination of the sub-grant.

The above description is not an exhaustive list of the monitoring practices utilized by the Charter Schools Office; it is offered here to demonstrate that the core monitoring structure and processes are strong, reliable and sufficient to minimize risk and ensure that all CSP sub-grantees are complying with applicable laws and administering their CSP sub-grant in a manner that is consistent with the purposes of the Charter Schools Program.

Section E: Dissemination of Information and Best Practices

The Department plans to fund at least three dissemination sub-grants aimed at 1.) recruiting, preparing and retaining highly effective teachers in Florida's charter schools, 2.) promoting best practices in charter school governance, particularly in helping high-quality charter schools seeking to grow and become their own Charter Management Organizations, and 3.) promulgating policies, practices and procedures to lower disciplinary and truancy rates among educationally disadvantaged students. Additionally, the Department will disseminate information gleaned through the nation's first-ever statewide district-charter collaborative compact (DCCC), as well as continue the successful initiatives begun in our previous CSP project. These include a popular series of technical-assistance webinars and a well-regarded effort to prepare charter schools to meet or exceed Florida's more rigorous statewide academic standards. While each of these initiatives will have their respective vehicles to disseminate best or promising practices, they all will extend their reach at the Department's annual charter school conference, the only SEA-sponsored conference of its kind.

For each of the proposed dissemination sub-grants, the Department aims to measure efficacy by recording the number of charter schools or personnel that employ the practices and strategies being disseminated. This is a different practice than in past CSP projects, where sub-grantees proposed goals that captured feedback on surveys or counted participants in workshops

or seminars as desired outputs. While these past goals have been helpful, the Department is more interested in ensuring that schools that benefit from this professional development have *shown* development. Therefore, prospective sub-grantees would have to show how they plan to go into at least a selection of schools being trained to provide another level of coaching and to assure progress is made toward the adoption of best practices.

The proposed dissemination sub-grants are described as follows:

Recruitment, Preparation and Retention of Highly-Effective Teachers: The Department proposes to fund one dissemination sub-grant to an eligible charter school for the purpose of disseminating policies, procedures, and practices aimed at recruiting, preparing and retaining highly effective teachers. The Department is interested in charter schools that have designed effective practices that ensure that new teachers are prepared to teach students on day one, and are still teaching on day 1001, and beyond. The Department is also interested in leveraging a new state law that allows charter schools to develop their own Professional Educator Competencies program and Professional Development System. This sub-grant will result in reduced teacher attrition rates at charter schools in Florida and, ultimately, increased student achievement.

Effective governance: The Department proposes to fund one dissemination sub-grant aimed at disseminating the practices of the state's most effective governing boards, particularly those that have successfully and responsibly replicated their charter schools. Florida can claim many home-grown Charter Management Organizations that have fostered an ambitious mission and vision, employed effective leadership, and decided when – and when not – to replicate their models. This dissemination grant will help governing boards build their capacity to better steer

and expand their organizations more strategically and will align with the Department’s goal to match skilled governing board members with schools that need them.

School climate and discipline: The Department proposes to fund one dissemination grant aimed at spreading the practices of a school that has implemented policies and procedures that have been successful in lowering the number of disciplinary actions, particularly among students with disabilities and educationally disadvantaged students. The dissemination grant aims not only to lower disciplinary and truancy rates, but to build understanding and capacity to more effectively deal with challenging behaviors in classrooms.

Previous dissemination activity

The Department has funded dissemination grants in each of its last three CSP awards. In the most recent period, from 2011-16, the Department funded six dissemination awards that achieved the following: a.) Created a free online community with resources specifically for charter school teachers and leaders; b.) Hosted workshops and distributed toolkits to foster improved literacy in K-5 classrooms; c.) Disseminated effective research-based instruction in mathematics and science inquiry in K-5 classrooms while focusing on the transition to the new Florida Standards; d.) Designed an instructional framework aimed at boosting critical thinking and academic achievement among educationally disadvantaged students in grades 6-12 with the goal of increasing graduation rates; e.) Provided teachers in 6-12 classrooms with “ready-to-use” curricular, instructional, and assessment activities that focused on technology integration and literacy; f.) Enhanced the special education classroom by promulgating assistive learning technologies to help students with disabilities.

The Department’s external evaluation team at the University of Florida has stated that the dissemination grants awarded in this period “have been very successful in distributing

instructional best practices, which is of great use to charter schools that may not have full access to district professional development⁷.” It also is important to note that the Department in this most recent award period has used a dissemination-grant strategy that employs a focused approach to awarding dissemination grants, typically funding projects that will achieve a set of objectives determined by the Department. That will remain the strategy going forward.

Peer Review Process for Dissemination Grants

The Department will employ a peer review process for awarding dissemination grants that will utilize content experts. Five reviewers, both internal to the Department and external, will be selected based on their expertise to the work to be disseminated and on their backgrounds. Each reviewer will score proposals on a 100-point scale. The Department will drop the high and low score for each application and average the middle three scores, and select the highest scoring proposal.

Other dissemination activities

The Department, however, will not only rely on dissemination grants to propagate the best practices of Florida’s charter school space. Through the CSP, the Department will enhance initiatives begun in the last three years, particularly the nation’s first SEA-led district-charter collaborative compact (DCCC). The DCCC works to encourage interested school districts to partner with a high-impact charter school organization to open new seats to serve educationally disadvantaged students in neighborhoods where they are currently zoned for low-achieving public schools, and to support creative and focused strategies for collaboration and knowledge sharing between charter schools and districts.

⁷ Miller, D., Dana, T., Thornqvist, N., “Evaluation of Florida’s Charter School Program Grant Implementation,” University of Florida, November 2015.

To date, six major school districts competed to participate in the DCCC; two of them were chosen to inaugurate this initiative. They are Miami-Dade Public Schools, the fourth-largest school district in the United States, and Duval County Public Schools. Duval County currently is partnering with KIPP Jacksonville to launch joint teacher recruitment and retention programs and is developing the mechanism to facilitate the transfer of best practices between teachers in high-need areas in charter and district schools. Miami-Dade County is actively recruiting a nationally prominent charter school organization to partner on strategies to serve students in perhaps the county's most low-income and high-need ZIP code.

The compact between these two sectors, however, is not meant to be limited to only those participating districts and charter school organizations. The Florida compact is presently evaluated by the Center on Reinventing Public Education (CRPE) at the University of Washington. CRPE has evaluated district-charter compacts in sixteen cities with an eye toward showcasing what has worked, and hasn't worked, in these initiatives. As the compact in Florida progresses, the Department plans to not only evaluate the efficacy of the project, but to actively disseminate the practices and the outcomes in publications, workshops, and at the Department's annual charter school conference.

Moreover, the Department has shown that it has the capacity to provide regular dissemination throughout its various outlets and partners. This includes the following:

- ***Florida Charter Support Unit.*** Though its popular webinar series, the Charter Support Unit (CSU) has hosted 69 webinars during the last four years on topics that have ranged from finding and planning for facilities to Special Education 101 to strategic board planning. Nearly 2,000 people have participated live in these webinars and another 1,200 have viewed the webinar recordings.

- **Showcase Schools.** Through a partnership with Public Consulting Group, the Department selected six charter schools and principals from various regions throughout the state based on their proficiency in implementing the new Florida Standards. These “showcase” schools opened their doors and allowed principals from each region throughout the state the opportunity to see best practices in action through regional symposiums. More than forty schools participated in these symposiums, which included classroom walkthroughs, leadership presentations and collaborative discussions.
- **C-Palms Charter.** Through an online learning community that started as a CSP dissemination grant, the Department has enhanced its relationship with Florida State University to bring to charter school personnel resources that include peer-reviewed lesson plans, professional development, and curriculum mapping tools. This site, called C-Palms Charter⁸ has attracted about 7,000 members since its inception.

Finally, the Department’s own charter school conference has annually featured the efforts and the outcomes of all of the Department’s dissemination activities, in addition to providing an abundance of professional development aimed at charter school leaders and governing board members. It is the only such charter school conference in the United States hosted by a State Educational Agency. In 2015, the conference was held over three days and attracted close to 1,000 participants.

⁸ <http://www.cpalms.org/project/cpalmscharter.aspx>

Section F: Oversight of Public Charter Agencies

Florida has a comprehensive plan to monitor, evaluate, assist and hold accountable authorized public chartering agencies throughout the state. Its plan relies upon the state's robust statutory and regulatory framework, existing policies and practices, and a set of strategically conceived and designed initiatives incorporated into this proposal.

Florida's 67 school districts serve as our state's public chartering authorities. Pursuant to Article IX, Section I, of the Florida Constitution and Section 1002.33, Florida Statutes, elected school boards have the authority and responsibility to authorize public charter schools (as stated earlier in this narrative, the State Board of Education may overturn a district's decision to deny a charter school petition).

While the Department is not an authorizer, it does have considerable influence over authorizing activity in the state. The Department is responsible for the creation of the statewide charter school application and application evaluation instrument, as well as the appeal process made available to charter developers whose applications have been denied by an authorizer. Additionally, the Department has created and published authorizer standards through the *Florida Principles and Standards for Quality Charter School Authorizing*, and annually publishes an Authorizer Report.

Approving Charter School Petitions

As stated earlier in this narrative, Florida law requires that all applicants submitting a charter petition to an authorizer must use a model charter school application developed by the Department. The initial model application was adopted by the State Board of Education in 2010 and revised several times over the ensuing six years. In 2015, the Department partnered with the

National Association of Charter School Authorizers (NACSA) to revise, enhance and strengthen the model application. This newest version of the model charter school application (adopted by the State Board of Education in January 2016) is the strongest and most comprehensive charter application ever used in Florida. The model application includes an accompanying evaluation instrument which must be used by authorizers in evaluating the application. Authorizers may also request additional information beyond what is included in the model application.

The application (Appendix A) is divided into three main sections: educational plan, organizational plan and business plan. Each of these sections is further divided into 22 subsections, and each subsection includes questions and evaluation criteria. Every question was carefully constructed and vetted by experts in the field.

Applicants must describe, among other things: their school's mission and vision; the student population to be served; the research base used to design the educational program; the curriculum for core academic areas and the research base and foundation used to develop the curriculum; the multi-tiered system of supports for students performing below grade level; the goals for student learning; how the school will serve students with disabilities and English language learners; the governance structure, management and staffing plan; parent and community involvement; a five-year pro forma budget and more. Across the three main sections, the application includes approximately 110 questions and 85 evaluation criteria. Below is a small sample of some of the questions included in the model application:

Section 4.A: Describe the school's curriculum in the core academic areas, illustrating how it will prepare students to achieve Florida standards. Describe the primary instructional strategies that the school will expect teachers to use and why they are appropriate for the anticipated student population. Describe the

methods and systems teachers will have for providing differentiated instruction to meet the needs of all students, including how students who enter the school below grade level will be engaged in and benefit from the curriculum and the formalized multi-tiered level of supports that will be provided to students who are performing below grade level.

Section 4.D: Provide evidence that reading is a primary focus of the school and that there is a research-based curriculum and set of strategies for students who are reading at grade level or higher and, independently, a curriculum and strategy for students reading below grade level. Include the school's reading curriculum as Attachment D.

Section 4.F: Discuss the system and structures the school will implement for students at risk of not meeting academic requirements or of dropping out.

Section 14.B: Explain how the school will achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other local public schools in accordance with section 1002.33(7)(a)8., F.S.

The application also includes separate sections for applicants who are replicating an existing school and applicants who propose to use a management company. Applicants who will utilize the services of a management company must explain and describe how and why they selected the management company, the company's background and leadership team, the track record of student achievement and financial performance of each of the schools the management company serves, the legal relationship between the nonprofit governing board of the school and the company and the organizational structure of the management company. Additionally, the

school must describe the payment schedule, including all fees, bonuses, early termination penalties and any other compensation to be paid to the management company.

Additionally, all applicants must complete and submit an Applicant History Worksheet (Appendix C), which includes a complete listing of all charter schools the applicant or proposed management company currently or previously operated, including five years of academic and financial performance data.

Of course, the model charter school application and evaluation instrument are only as good as the authorizers using them to evaluate an applicant's capacity to operate a high-quality charter school. Understanding this, the Department has prioritized training and support for authorizers over the last five years and will continue to do so under this award.

As illustrated in our 2016 CSP Theory of Change graphic (p. 11) quality authorizing is one of three core strategies to achieve system-wide improvements. These efforts will focus on enhancing authorizer capacity through standards, training, leadership development and increasing authorizer accountability through the development of an authorizer report card. Each of these initiatives is described below.

Professionalize Authorizing Through Standards: In 2014, the Department brought together authorizers, operators and national experts to create the *Florida Principles and Standards for Quality Charter School Authorizing* (Appendix E). The Department will continue to support authorizers across the state in understanding, adopting and incorporating the Principles and Standards in their authorizing policies and practices. All trainings provided by the Department to authorizers will align with the Principles and Standards.

Targeted Training and Support: The Department will annually provide training to authorizer review teams on the model charter school application and evaluation instrument. The training will focus on building skills and resources necessary to conduct thorough and complete application reviews to identify both strengths and areas of concern. The training will be offered at four regional locations around the state at no cost to authorizers. The Department will also offer training to authorizers on how to effectively conduct applicant interviews, and may offer additional training based upon requests from authorizers.

Florida Leaders in Authorizing: The Florida Leaders in Authorizing (FLA) will provide select, high-potential leaders within the Florida authorizing community an opportunity to strengthen and hone their skills in authorizing. The Department will partner with the Florida Association of Charter School Authorizers (FACSA) to create the FLA and select the participants. The FLA will develop and build capacity of individual leaders as well as the authorizing community through a train-the-trainer model, in which participants will be expected to disseminate information through FACSA.

Authorizer Report Card: The Department will develop, in consultation with authorizers and operators, a standardized Authorizer Report Card (ARC) that will evaluate and publicly report on authorizer performance and outcomes. The ARC will evaluate whether an authorizer's practices align with the *Florida Principles and Standards for Quality Charter School Authorizing*, as well as the academic and financial performance of the charter schools within the authorizer's portfolio. The ARC will build upon the Annual Authorizing Report already produced by the Department. The ARC will provide authorizers valuable feedback on their strengths and areas that require attention and improvement. It will also provide the public and

policy makers information on how well the authorizer is managing its portfolio of charter schools.

Establishing Measurable Academic and Operational Performance Expectations

Florida law and State Board of Education rule require authorizers to establish measureable academic and operational performance expectations for all charter schools. It is important to note that Florida has a well-established policy for issuing school grades (A-F) to all public schools in the state, including charter schools, based on student performance and growth.

Every charter school in Florida is “accountable to its sponsor for performance” pursuant to Section 1002.33(9)(c), F.S. The process of establishing measureable academic and operational performance expectations begins with the charter application that is submitted to the authorizer. The model charter school application, which must be used by all charter applicants (developers) devotes an entire subsection to student performance (section 5) and must respond specifically to the following prompts:

- *Describe the expected incoming baseline of student academic achievement of students who will enroll in the school. Based upon the expected incoming baseline performance, describe the school’s goals for academic growth and improvement that students are expected to show each year and the rationale for those goals. Describe how the school’s academic goals and objectives for improving student learning will be revised if the actual incoming baseline is substantially different than the expected baseline. Describe how success will be evaluated, and the desired overall results to be attained through instruction.*

- *Describe any mission-specific educational goals and targets for the school not captured by state accountability requirements. State goals clearly in terms of the measures or assessments the school plans to use.*

Upon approval of a charter school application, the applicant and authorizer negotiate a legally binding charter contract. Florida law (Section 1002.33(7)(a)3., F.S.) requires every charter school contract to include a detailed description of:

- How the baseline student academic achievement levels and prior rates of academic progress will be established.
- How these baseline rates will be compared to rates of academic progress achieved while the student is enrolled in the charter school.
- How the current rates of progress will be evaluated and compared with rates of progress of other closely comparable student populations.

Florida law also requires every charter school contract to address the student performance outcomes to be achieved and the method of measurement that will be used (Section 1002.33(7)(a)3., F.S.). Additionally, every charter contract must include a provision that will “provide for the cancellation of the charter if insufficient progress has been made in attaining the student achievement objectives of the charter and if it is not likely that such objectives can be achieved before the expiration of the charter.” (Section 1002.33(7)(a)12., F.S.)

The Department annually provides authorizers (and schools and the public) detailed reports on student academic performance for every public school in the state, disaggregated by student subgroup, including the district and state comparison data. The School Public Accountability Reports (SPARS), available on the Department’s website, include disaggregated

data on enrollment, school readiness, graduation and drop-out rate and student performance on statewide assessments. The disaggregation includes separate data reporting for: all students, white, black, Hispanic, disabled, economically disadvantaged, and English language learners.

Florida law also provides a robust framework for authorizers to monitor operational and financial performance of their charter schools. Charter schools are required to provide authorizers with an annual budget adopted by the charter school governing board and monthly financial reports, using a financial report form developed by the Department that includes a balance sheet and report on revenues, expenditures and fund balance (Section 1002.33(9)(g)3., F.S.). Charter schools are also subject to an annual financial audit conducted by an independent certified public accountant (Section 218.39, F.S.). Additionally, a charter school whose audit or monthly financial report demonstrates a deteriorating financial condition is subject to expedited review by the authorizer and must develop and submit to the authorizer a financial corrective action plan (Section 1002.345, F.S.)

Annual Reporting

As stated above, the Department provides annual reports on the performance of all public schools in the state, including charter schools, through the SPAR reports. These reports provide disaggregated data on student performance at the school, district and state level.

Additionally, Florida law provides that each charter school must annually report its progress to its authorizer (Section 1002.33(9)(k), F.S.). This annual accountability report, which becomes public after completion, must include information on student achievement, and requires charter schools to provide an explanation if their actual performance falls short of their performance goals (Section 1002.33(9)(k), F.S.).

The Department is required to annually produce a report that includes an analysis and comparison of the overall performance of charter school students versus comparable public school students in the district, and provide that report to the Governor, State Board of Education, President of the Senate and Speaker of the House (Section 1002.33(23), F.S.). This report is available in Appendix F.

While Florida's regulatory framework includes strong outcome-based accountability for charter schools, it simultaneously preserves autonomy. Florida policy makers have honored the charter school bargain: increased autonomy in exchange for increased accountability. Charter schools enjoy blanket exemption from the state Education Code, with exceptions for those provisions dealing with civil rights, discrimination, health safety welfare, services to students with disabilities, and the state assessment and accountability system (Section 1002.33(16), F.S.). Charter schools are responsible for developing and adopting their own budgets, hiring their own staff, selecting a curriculum, developing instructional strategies, and making day-to-day decisions on how to best serve their students. Charter schools are also explicitly exempt from district school board policies (Section 1002.33(5)(b)1.d., F.S.).

Seeking and Approving Applications

As described above, Florida law requires that all charter applicants and authorizers use a model charter school application and evaluation instrument developed by the Department. The model charter school application is rigorous, comprehensive and ensures that authorizers have the information necessary to make informed decisions about which charter applicants should be approved and which should be denied.

The Department also created a searchable database that allows authorizers to identify whether a charter applicant (developer) has operated or worked at other Florida charter schools. By simply typing in the name of an applicant, the database will return a list of all charter schools that person has been associated with (as an employee, administrator, or governing board member), along with enrollment data and academic performance for each school. The database can also search by management company. This resource is readily available to all districts to support their due diligence efforts. The Department also partnered with NACSA to create a similar tool that allows the authorizer to conduct a comparable nationwide search. The NACSA tool is still in its beta stage.

To further support authorizers in carrying out this most important authorizing function, the Department developed the *Florida Principles and Standards for Quality Charter School Authorizing*, and has provided training and support to authorizers across the state. The Department will continue that training and support under this grant proposal focusing on application reviews and conducting effective applicant interviews. The Department also partnered with NACSA to offer full authorizer evaluations, with NACSA conducting eight such evaluations over the last 18 months.

Additionally, the Department will create an authorizer report card which will publicly report on authorizer quality. The authorizer report card will evaluate both authorizer processes and outcomes, including, but not limited to:

- Whether the authorizer conducted applicant interviews
- Whether the authorizer used external experts in their application review process
- How effectively the authorizer responds to charter school audit findings

- Whether the authorizing office has sufficient staff to carry out responsibilities
- Portfolio performance
- Renewal decisions

Monitoring Charter Schools and Making Renewal Decisions

As stated in Absolute Priority 1 and earlier in this section, all charter schools are required to submit to their authorizers an annual accountability report. The annual report is submitted using a report template developed by the Department and includes academic and financial performance data, which must be reviewed by the authorizer and submitted to the Department. Additionally, Florida law provides that a charter contract may be renewed only if the authorizer completes a program review that demonstrates that contract terms and objectives have been met, including the student performance measures included in the contract, and that the school is financially viable and has demonstrated compliance with applicable laws and regulations (Section 1002.33(7)(b)1., F.S.)

It is important to note that Florida law explicitly provides that, “the sponsor shall make student academic achievement for all students the most important factor when determining whether to renew or terminate the charter” (Section 1002.33(8)(a), F.S.). Florida law also provides for the automatic closure of a charter school that receives two consecutive grades of “F”, with the limited exceptions noted in footnote 5.

Florida completed its transition to new standards and assessments in the 2014-15 school year. The Legislature set 2014-15 as a one-year transition and directed the Department to issue school grades which were baseline grades to be used for informational purposes only. Charter schools were still subject to closure during this time, except that a closure decision could not be

based solely upon the 2014-15 school grade. The one-year transition period has passed and Florida's robust accountability system is fully operational.

Section G: Policy Context for Charter Schools

Ever since Florida's charter school law was drafted in 1996, it has been a governing principle that a charter school in the state "shall be exempt from all statutes in chapters 1000-1013" (Section 1002.33(16)(a), F.S.)⁹. There are exceptions to those exemptions: charter schools are held to the same state assessment program and school grading system applied to school districts; and charter schools are held to those statutes pertaining to civil rights, to the provision of services to students with disabilities, and to student health, safety, and welfare. But these exemptions, and their exceptions, are evidence that the statutes and rules governing Florida's charter schools fulfill the original intent of the nation's charter school movement from its beginning: uphold charter school autonomy while exercising high standards, accountability, and accessibility.

A Florida charter school shall, in fact, operate "in accordance with its charter ..."
(Section 1002.33(16)(a), Florida Statutes) This is the school's performance contract; its existence explicitly reflects the provision in Florida law freeing a charter school from the policies of its authorizing school district unless it agrees to them. (Section 1002.33(5)(b)1.d., F.S.) Charter schools develop their own budgets, hire their own instructional and administrative staff, and select their own curriculum. Charter school teachers must be certified in the State of Florida, but school districts cannot determine how schools hire their instructional staff, nor does state law dictate the constitution of a charter school's governing board, as in some other states.

⁹ Chapters 1000-1013 are the state education code.

But this freedom is granted only to schools that have the capacity to open and operate a high-quality public school. A charter is approved only after meeting every standard set forth in Florida's model charter school application. That model application has been in place, in varying forms since 2010. Starting in fall 2015, the Florida Department of Education and the National Association of Charter School Authorizers set to work on redeveloping the model application to include more standards and to require greater assurances from charter school developers that they possessed the capacity for excellence and quality control while still affording a high degree of autonomy.

The rigor and comprehensive nature of the model application demonstrates not only Florida's commitment to quality, but also the state's commitment to ensuring that charter schools are truly autonomous. If Florida required its charter schools to mimic their local district schools, the model application would not require such detail in the areas of curriculum, instructional design, budget, personnel, and purchasing.

Such a balance of autonomy and accountability in Florida has helped to place the state in the top 10 of the Model Law and State Rankings published annually by the National Alliance for Public Charter Schools. Also, the Center for Education Reform has ranked Florida No. 2 in its national Parent Power Index, thanks in part to its "strong charter law."

Additionally, greater flexibility is extended to charter schools deemed high-performing in the State of Florida. Schools that are consistently graded A on the state's report card and that show an unqualified opinion on their three most recent audits are allowed to increase their student enrollment, expand their grade levels and modify the length of their charter contract terms to 15 years without having to go to their school district for approval. Further, a high-

performing charter school may consolidate under a single charter the charters of multiple high-performing schools operated in the same school district, whether they are up for renewal or not.

But flexibility is not only granted to individual charter schools. State law encourages the formation of charter school “cooperatives.” These cooperative organizations allow charter schools to mutually provide one another the following services: charter school planning and development, direct instructional services, and contracts with governing boards to provide personnel administrative services, payroll services, human resource management, evaluation and assessment services, teacher preparation, and professional development.

Florida statute explicitly requires all public schools, including charters, to comply with the provisions of the Individual with Disabilities Education Act (IDEA). With the exception of one charter school network comprised of six schools, Florida charter schools are considered public schools within the LEA.

While Florida charters are exempt from the state’s Education Code, the charter school law explicitly states that charters still must abide by “those statutes pertaining to the provision of services to students with disabilities” (Section 1002.33(16)(a)3., F.S.). Additionally, Section 1008.31, Florida Statutes, requires that Florida’s K-20 education performance accountability system comply with the requirements of the No Child Left Behind Act of 2001¹⁰, Pub. L No. 107-110, and the Individuals with Disabilities Education Act.

Further, Florida statute states that “a charter school shall not violate the antidiscrimination provisions of” the Florida Educational Equity Act (s. 1000.05, F.S.). That act provides that “no person in this state shall, on the basis of race, ethnicity, national origin, gender, disability, or marital status, be excluded from participation in, be denied the benefits of, or be subjected to

¹⁰ This provision will likely be updated to refer to ESSA.

discrimination under any public K-20 education program or activity, or in any employment conditions or practices, conducted by a public educational institution that receives or benefits from federal or state financial assistance.”

In carrying out its oversight role, the Department is required to oversee the performance of every LEA in the state to ensure the effectiveness of each district’s efforts to educate students with disabilities. In fulfilling this requirement, the Bureau of Exceptional Education and Student Services examines and evaluates procedures, records, and ESE services within all LEAs. By extension, charter schools are required to adhere to the extensive monitoring and compliance guidelines established both in state and federal regulations.

Also, the Model Florida Charter School Application referenced above includes an entire section on Exceptional Student Education (ESE) and requires applicants to provide a detailed plan for 1.) how they will ensure that students with disabilities will have an equal opportunity of being selected for enrollment, 2.) how it will work with the LEA to ensure these students receive a free appropriate education in the least restrictive environment, and 3.) how it will evaluate the effectiveness of its ESE services.

Lastly, the Florida Standard Charter Contract, adopted by the State Board of Education in November 2014, states that “Exceptional students shall be provided with programs implemented in accordance with applicable Federal, state and local policies and procedures; and specifically, the [IDEA], Section 504 of the Rehabilitation Act of 1973, sections 1000.05 and 1001.42(4)(1) of the Florida Statutes, and Chapter 6A-6 of the Florida Administrative Code.”

APPLICATION REQUIREMENTS

Disseminating Best Practices

Please see section E of the narrative.

Federal Funds and Programs

Florida law explicitly provides that charter schools shall receive the federal funds to which they are entitled. Section 1002.33(17), Florida Statute, provides, “if the district school board is providing programs or services to students funded by federal funds, any eligible students enrolled in charter schools in the school district shall be provided federal funds for the same level of service provided students in the schools operated by the district school board. Pursuant to provisions of 20 U.S.C. 8061 s. 10306, all charter schools shall receive all federal funding for which the school is otherwise eligible...”

The Department has a federal programs office that works with districts to ensure the proper distribution of federal funds to charter schools. The Department also hosts an annual statewide charter school conference at which Department staff present information on federal funding for charter schools.

IDEA Compliance

Please see section G of this narrative.

Lottery and Enrollment Preferences

The Department ensures that all CSP sub-grantees administer lotteries in accordance with the federal regulations. Please see section D.

Objectives

The Department will continue its outreach efforts to ensure that teachers, parents and communities are aware of the CSP grant program. This will include, but is not limited to

announcements through our list-serv, the Department's annual statewide charter school conference, and through the programs initiated under this grant award.

The following represent the Department's proposed outcome measures and objectives:

- Increase academic achievement of educationally disadvantaged students in charter schools.
 - Annually increase the percentage of educationally disadvantaged students reading on grade level as measured by the Florida Standards Assessment.
 - Annually increase the percentage of educationally disadvantaged students performing on grade level in mathematics as measured by the Florida Standards Assessment.
 - Increase the NAEP fourth-grade reading average scale score for low-income students enrolled in charter schools.
 - Increase the NAEP fourth-grade mathematics average scale score for low-income students enrolled in charter schools.
 - By the end of the grant, increase the graduation rate of low-income students as measured by the Federal Uniform Graduation Rate for non-alternative charter schools by 5 percent.
- Increase academic achievement of all students in charter schools.
 - Annually increase the percentage of fourth-grade students performing on grade level in reading as measured by the Florida Standards Assessment.

- Annually increase the percentage of eighth-grade students performing on grade level in reading as measured by the Florida Standards Assessment.
 - Annually increase the percentage of fourth-grade students performing on grade level in mathematics as measured by the Florida Standards Assessment.
 - Annually increase the percentage of eighth-grade students performing on grade level in mathematics as measured by the Florida Standards Assessment.
- Decrease the achievement gap.
 - Annually decrease the achievement gap in reading between white and African-American Students.
 - Annually decrease the achievement gap in reading between low-income and non-low-income students.
 - Annually decrease the achievement gap in reading between white and Hispanic students.
- Increase access to high-quality charter schools.
 - Annually increase the number of charter schools that earn a school grade of A or B.
 - Annually increase the percentage of charter schools that earn a school grade of A or B.

- Annually increase the number of students enrolled in charter schools that earn a school grade of A or B.
- Annually increase the percentage of students enrolled in charter schools that earn a school grade of A or B.
- Annually decrease the percentage of charter schools that perform in the bottom 5 percent of all public schools.

WAIVER REQUESTS

Waiver Request #1: The Florida Department of Education (FDOE) requests a waiver from the provision in §5202(c)(1) that limits project periods for grants to State Education Agencies (SEA) to no more than three (3) years, and requests authorization for a five (5) year project period for Florida.

Justification: The FDOE has developed a bold and ambitious plan to drive, support and sustain the continued evolution of Florida’s charter school sector into high-impact system that dramatically improves opportunities and outcomes for educationally disadvantaged students. Florida’s plan will increase the number of high-quality charter schools, increase student academic achievement, and strengthen authorizing, leadership and accountability. The size and scope of Florida’s plan will greatly benefit from an extended project period. The Department understands the Secretary’s desire to bring all SEAs under the provisions of the Every Student Succeeds Act (ESSA). As such, the Department will agree to administer this grant under the provisions of ESSA at the request of USED.

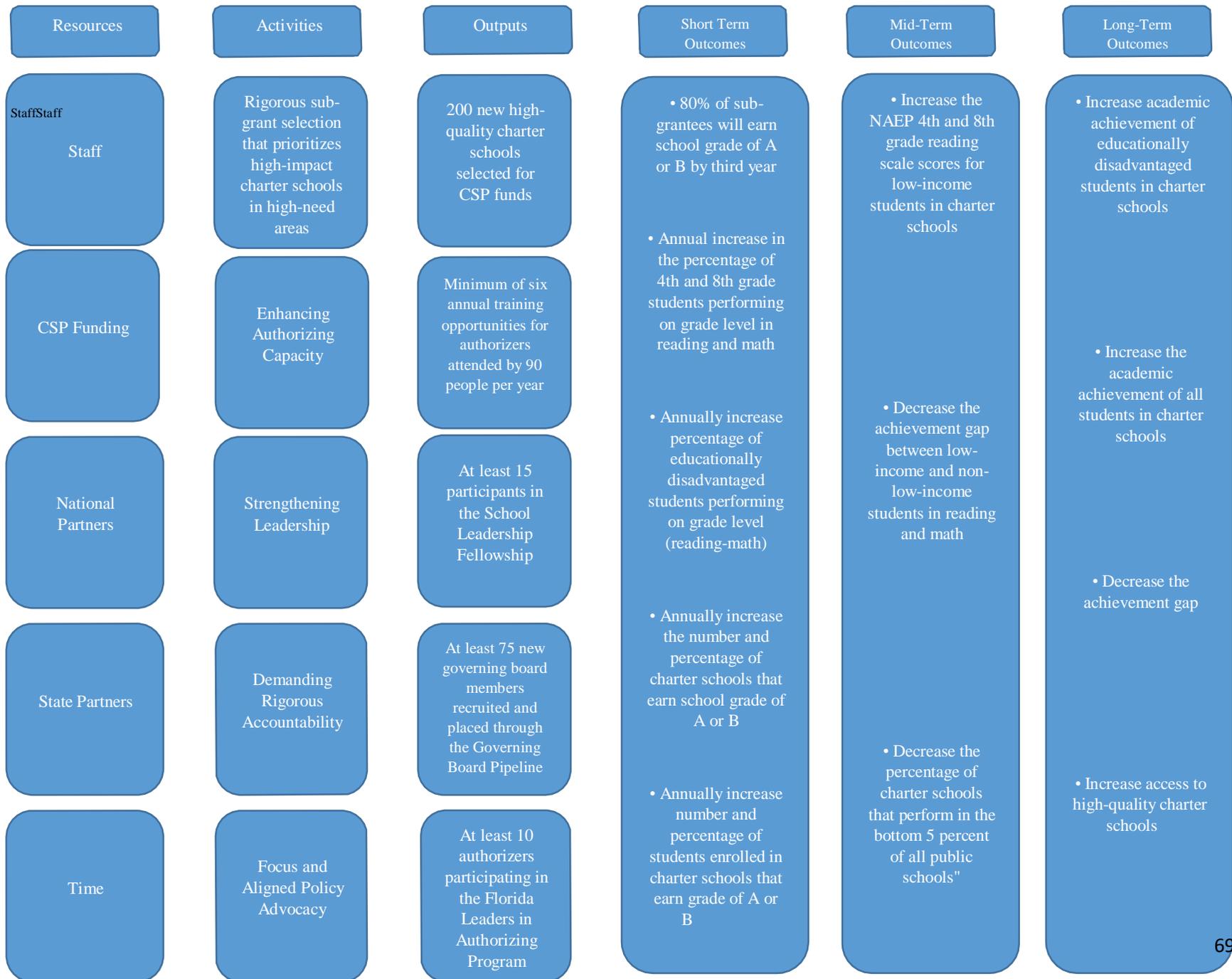
Waiver Request #2: The Florida Department of Education requests a waiver from the provisions in §5202(c)(2)(C), ESEA, that limits project periods for dissemination

grants to two (2) years. The Department requests authorization to extend dissemination project periods to thirty-six months.

Justification: The FDOE has developed an aggressive plan to use dissemination grants to allow our highest performing charter schools the opportunity to play an active role in building capacity, increasing efficiency and increasing quality, while raising student achievement across the state. Many of the dissemination projects proposed in this application involve complex issues, such as teacher recruitment, preparation and retention, and will require more time than is permitted under existing regulation.

The Department has funded a number of dissemination grants during our last two CSP awards. A common request from dissemination sub-grantees is for additional time. They frequently cite constrained project periods, coupled with rigid school schedules, as their greatest challenge to responsibly complete their project and accomplish their objectives. Another challenge facing dissemination sub-grantees is the size of Florida and the large number of charter schools across the state. Developing and implementing a dissemination program that has genuine statewide impact takes time. Restricting the project period to 24 months has greatly reduced the ability of the sub-grantees to effectively fulfill their project objectives.

Logic Model





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June 1, 2016

Nadya Chinoy Dabby
Assistant Deputy Secretary for Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC, 20202-5970

Dear Ms. Dabby

The Florida Department of Education has proposed a sweeping plan to provide start-up support for new charter schools in the state of Florida and to promote improvements to the sector that have the potential to make charter schools here among the best in the country. The Florida Charter School Alliance highly supports this application to the Charter Schools Program.

The Department has been an important partner to the Alliance. We have jointly provided technical assistance to the more than 650 charter schools now operating in Florida. And without this support and assistance, it's likely that many of our highest-rated charter schools would never have thrived.

The Alliance notes particularly the Department's focus on increasing the academic achievement for educationally disadvantaged students and its ambitions to continue to decrease the achievement gap – something Florida charter schools have been able to boast of year after year. Despite the success of our schools, we need to provide more incentives for high-quality educational leaders to open schools in high-need areas. The proposal here seeks to do just that.

Florida is well known for providing abundant choices in education. The Alliance and the Department both want to make sure those choices lead to high academic achievement for all students. The Department has shown that it has the capacity to make broad, systemic changes to a large, ever-maturing sector of charter schools. On behalf of our charter schools, we hope that it can continue to do this work.

Sincerely,



Lynn Norman-Teck, Executive Director
Florida Charter School Alliance



May 25, 2015

Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary King:

The National Association of Charter School Authorizers (NACSA) is pleased to offer its support for Florida's Charter School Programs (CSP) grant proposal. NACSA believes deeply in the importance of high quality authorizing and in the positive impact it has on the quality of charter schools. To that end, NACSA has agreed to partner with the Florida Department of Education to implement key projects in the state that are in line with the grant's stated priority for 'High Quality Authorizing and Monitoring' processes and practices.

The National Association of Charter School Authorizers is a not-for-profit, membership association committed to advancing excellence and accountability in the charter school sector and to increasing the number of high-quality charter schools across the nation. NACSA's work includes evaluation, training, and development of authorizing tools and processes, all informed by the best practices of the nation's leading authorizers. NACSA provides professional development, practical resources, consulting, and policy guidance to authorizers. It is devoted exclusively to improving public education by improving the policies and practices of the organizations responsible for authorizing charter schools.

If awarded the CSP grant, NACSA and the Florida Department of Education (the Department) would partner to develop high quality authorizing practices. In collaboration with the Department, NACSA will support management of the request for proposals (RFP) and selection process for eligible charter school applicants including new start and replication applicants interested in applying for a Florida Charter School Program Planning and Implementation grant. NACSA will help develop a request for proposals (RFP); create selection and ranking criteria; manage the recruitment, selection, training, and management of evaluation teams; and deliver recommendation reports for approval or denial of each application.

We look forward to partnering with the Florida Department of Education to further develop its authorizing practices and support the state's efforts to expand high quality charter schools.

Sincerely,

Greg Richmond, CEO

May 31, 2016

Nadya Chinoy Dabby
Assistant Deputy Secretary for Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue SW
Washington, D.C., 20202-5970

Dear Ms. Dabby:

The KIPP Foundation is pleased to provide this letter in strong support of the Florida Department of Education's proposal to the Charter Schools Grant Program. We work with the Florida Department of Education today in our KIPP Jacksonville schools and they have been supportive of our efforts to explore growing to Miami. Through our understanding of the Department's grant application, we are encouraged by their focus on developing and supporting visionary school leaders and strong charter school governance.

Selecting, developing and supporting excellent school leaders is a core element of KIPP's work to establish and operate schools that raise student achievement for all students. Thus, we are strong supporters of the Florida Department of Education's proposal to focus on leadership development and believe Florida's students will benefit from this results-oriented vision.

The Department's proposal has the potential to institute system-wide improvements to a sizable charter school sector that continues to grow. School governance and charter authorizing benefit from clear and measurable improvements like what the Department has advanced here. Additionally, we have seen through their work with us that the Department has the interest and capacity to foster collaboration between charter schools and school districts in a way that impacts students who have been underserved on a broad scale.

We at the KIPP Foundation hope that Florida gets support to put their plan to work.

Sincerely,



Richard Barth
Chief Executive Officer
KIPP Foundation



Hispanic
Council for
Reform and
Educational
Options

4095 State Road 7, Ste L #151
Wellington, FL 33449
Tel: 561-877-1701
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www.hcreo.com

June 1, 2016

Nadya Chinoy Dabby
Assistant Deputy Secretary for Innovation and Improvement
U.S. Department of Education
400 Maryland Ave. SW
Washington, D.C., 20202-5970

Dear Ms. Chinoy Dabby

Hispanic CREO is an organization that exists to address the educational crisis facing Latino youth. We are the only national public policy Hispanic organization dedicated solely to K-12 education reform to advocate for parents and children. Our home base is in Florida, which is not by accident: we have, with help from our many partners and fellow advocates, successfully worked to make this state a national hub of educational opportunities for students who need them the most.

The Florida Department of Education has been one such partner. The charter schools that have served our most at-risk Hispanic children would not have flourished were it not for the financial and technical support the Department has provided. Presently, Florida's charters are serving nearly 110,000 Latino children. In a state that can claim an abundance of educational options, this is an impressive number.

The support the Department has provided has been made possible by the federal Charter Schools Program. In its effort to extend that support, the Department has proposed a plan that would ensure that the opportunities charter schools provide are of high quality. That is no small feat: Florida charter schools have for years narrowed the achievement gap between white and black and Hispanic students. The Department wants to provide additional incentives to draw more and better charter school operators to neighborhoods that are starving for good schools.

Hispanic CREO offers its strong support for this mission and hopes to see the Department continue this valuable assistance for years to come.

Sincerely,


/

Julio Fuentes
President and Chief Executive Officer
Hispanic CREO



Jenna Hodgens, President
Kla Scott, Secretary
Donna Alderman, Treasurer



Stephanie Archer, Director
Sonia Esposito, Director
Tiffanie Pauline, Director
Jim Pegg, Director

June 1, 2016

Nadya Chinoy Dabby
Assistant Deputy Secretary for Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC, 20202-5970

Dear Ms. Dabby:

I am writing on behalf of the Florida Association of Charter School Authorizers (FACSA) to express support for the Florida Department of Education's application to the 2016 Charter School Program Grant. For the past five years, the Florida DOE and FACSA have worked to jointly provide higher standards and professional development for the school district charter school authorizers in the State of Florida. These efforts have been beneficial particularly in the following ways:

- The DOE, FACSA, charter school operators, and the National Association of Charter School Authorizers (NACSA) jointly developed the guiding document, *Florida Principles and Standards for Quality Charter School Authorizing*. Based on NACSA's authorizing standards, the Florida Principles and Standards were designed to guide authorizers at all stages and levels of experience.
- The Florida DOE has, through NACSA, provided several professional development opportunities for authorizers. These include intensive one-day workshops on application reviews and applicant interviews as well as feedback on authorizing policies and processes. NACSA provided the latter in its formative evaluations, during which its team offered appraisals of the work of at least eight major Florida authorizers.
- FACSA has, with help from the DOE and NACSA, begun a conversation on how best to hold charter school authorizers in Florida accountable for their work. As this is a major priority with the Charter Schools Program Grant, FACSA hopes to continue to benefit from DOE's assistance.

This would not have been possible were it not for the investments DOE has made through the Charter Schools Program Grant. We hope this support through the program can continue so that this collaborative work between FACSA and DOE may thrive.



 FLORIDA
CONSORTIUM
of PUBLIC CHARTER SCHOOLS

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Pembroke Pines Charter Elementary School

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Fernando Zulueta

Academica Corporation

June 1, 2016

Nadya Chinoy Dabby

Assistant Deputy Secretary for Innovation and Improvement

U.S. Department of Education

400 Maryland Avenue SW

Washington, DC, 20202-5970

Dear Ms. Dabby,

The Florida Consortium of Public Charter Schools (FCPCS) is the leading charter school membership association in Florida, with the active participation of nearly 75% of all operating charter schools in the state. Since its inception in 1999, FCPCS has been dedicated to creating a national model of high quality, accredited public charter schools that are student-centered and performance-driven. FCPCS provides a wide array of technical support, mentoring, training, networking, and purchasing services to its membership, as well as serving as an advocate for all Florida public charter schools.

The Florida Consortium of Public Charter Schools strongly supports the Florida Department of Education's application to the Charter Schools Program grant initiative. The Sunshine State can showcase one of the strongest charter school landscapes in the United States, and much of the credit for that must go to the support the CSP grant has long provided.

The present focus in the State of Florida, and particularly from the Consortium and the Department, is on creating the conditions that lead to a high-quality charter school environment. Florida can claim that 650 charter schools serve 270,000 students, but it takes serious its charge – spelled out in state law – to "meet high standards for student achievement." While charter schools in Florida have outpaced their traditional public school peers in growth and in proficiency, they must challenge themselves more to meet the needs of our most educationally disadvantaged.

The Consortium considers itself a partner with the Florida Department of Education in first identifying the most talented charter school operators and in then making sure those schools have the tools and the training to open and operate in the most troubled zip codes in Florida. We have accomplished this jointly through conferences, papers, and professional development. But the need is great. In its CSP grant proposal, the Florida Department of Education has developed an innovative and ambitious effort to help promising charter schools get off the ground while building a policy infrastructure that holds us *all* accountable for results. We are committed to aid the Department this important initiative.

Best regards,



ROBERT HAAG, President
Florida Consortium of Public Charter Schools

ADAM EMERSON

[REDACTED]

[REDACTED]

[REDACTED]
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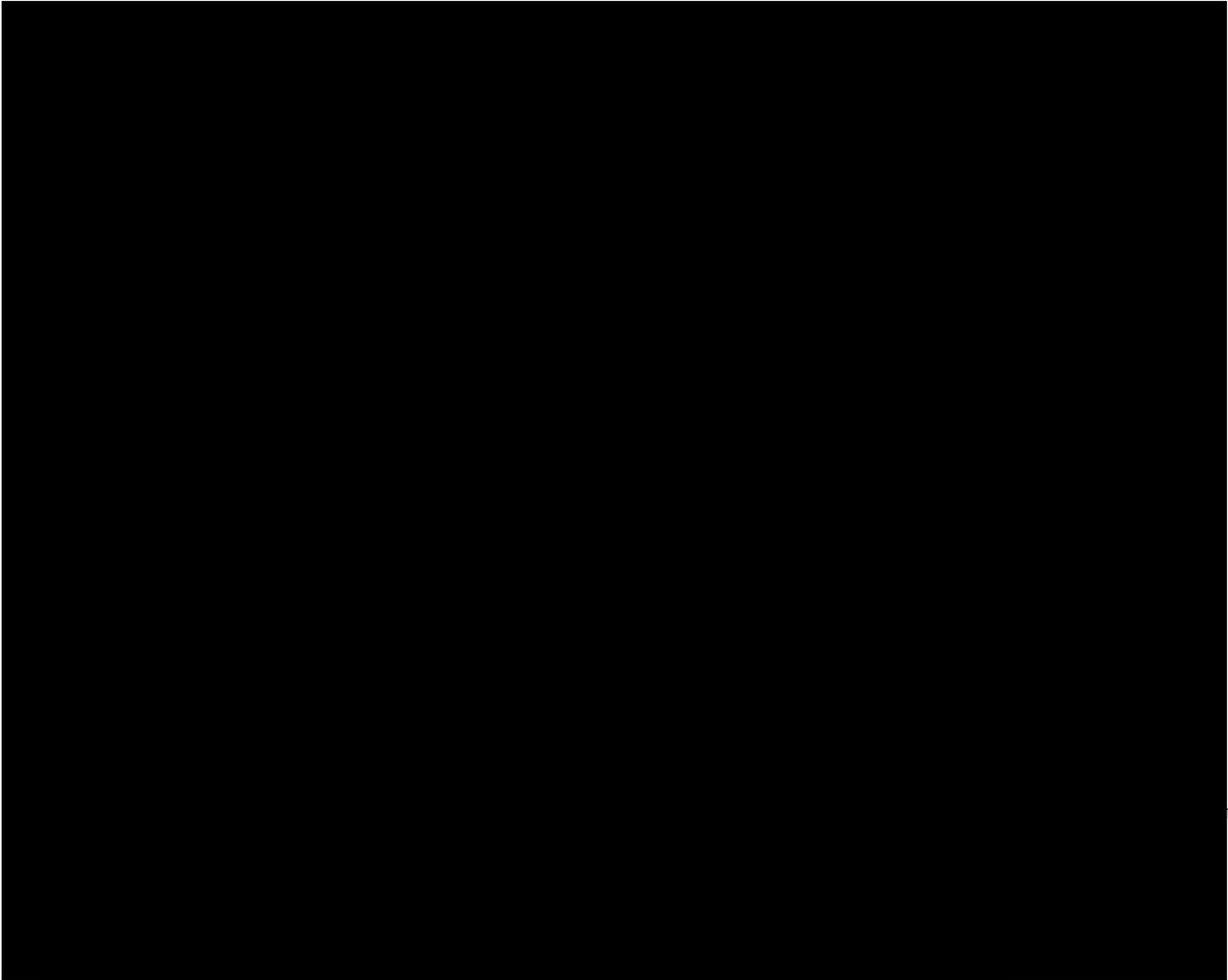
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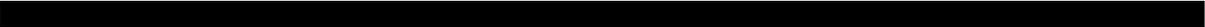
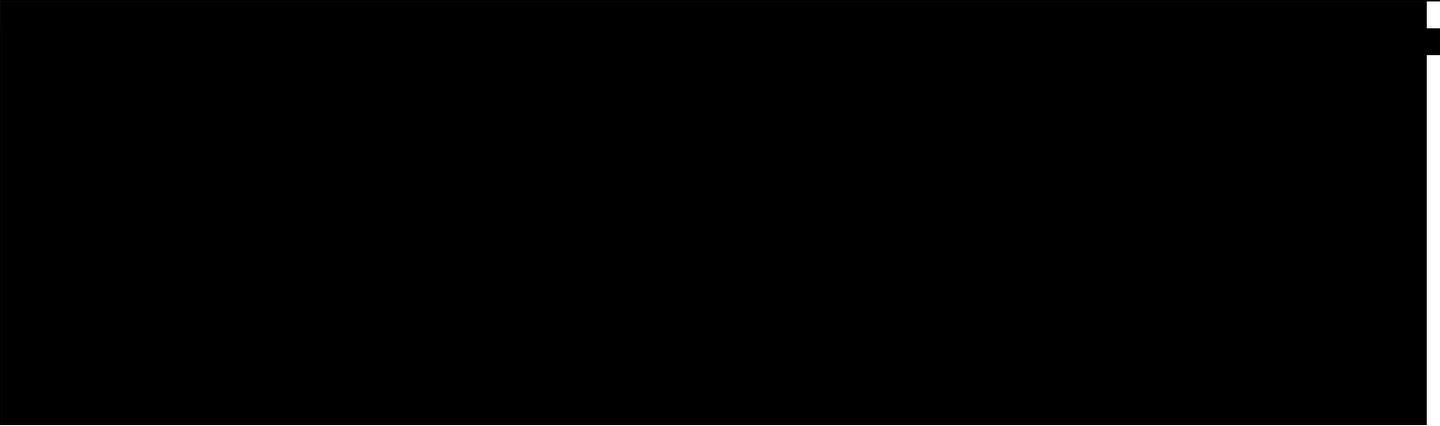
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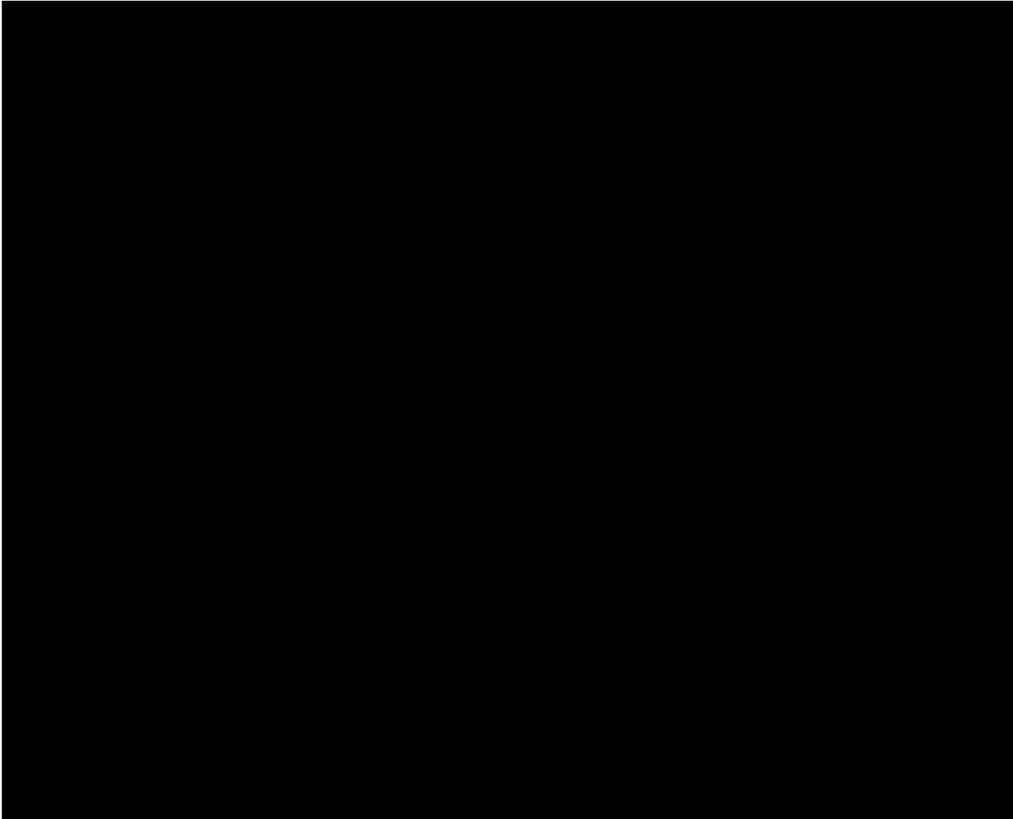
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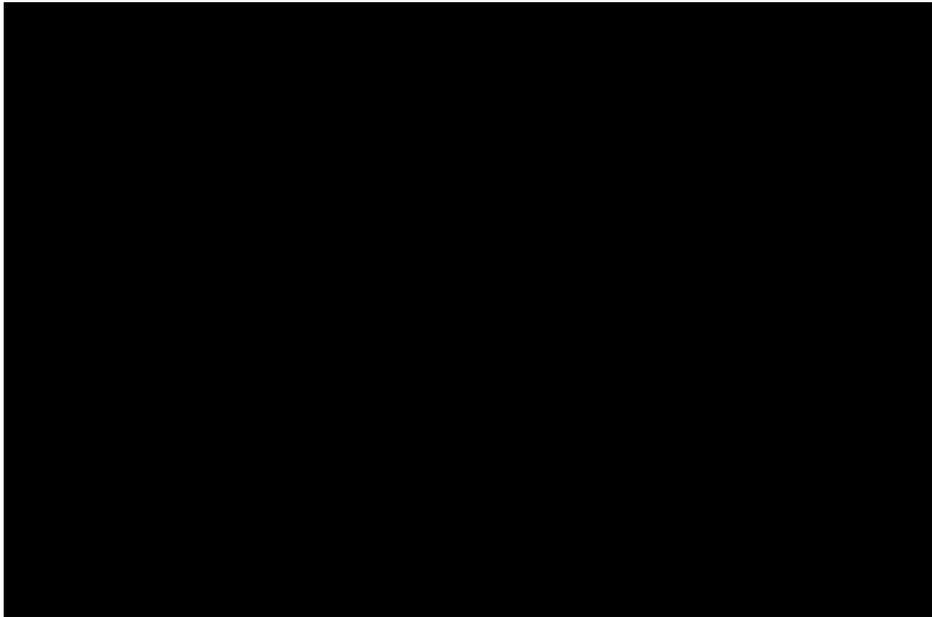
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Other Attachment File(s)

* Mandatory Other Attachment Filename:

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To add more "Other Attachment" attachments, please use the attachment buttons below.

[Add Optional Other Attachment](#)

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MODEL FLORIDA CHARTER SCHOOL APPLICATION

Rule 6A-6.0786
Form IEPC-M1
Effective February 2016

TABLE OF CONTENTS

Application Process Overview	3
Application Cover Sheet	5
Executive Summary	7
I. Educational Plan	8
Section 1. Mission Guiding Principles and Purpose	8
Section 2. Target Population and Student Body	9
Section 3. Educational Program Design	10
Section 4. Curriculum and Instructional Design	11
Section 5. Student Performance	12
Section 6. Exceptional Students	13
Section 7. English Language Learners	15
Section 8. School Culture and Discipline	15
Section 9. Supplemental Programming	16
II. Organizational Plan	17
Section 10. Governance	17
Section 11. Management and Staffing	18
Section 12. Human Resources and Employment	20
Section 13. Professional Development	21
Section 14. Student Recruitment and Enrollment	21
Section 15. Parent and Community Involvement	22
III. Business Plan	23
Section 16. Facilities	23
Section 17. Transportation Service	24
Section 18. Food Service	24
Section 19. School Safety and Security	24
Section 20. Budget	25
Section 21. Financial Management and Oversight	26
Section 22. Start-Up Plan	27
Chart of Attachments	28
IV. Attachment Templates	
Statement of Assurances	29
Board Member Information Form	30
Addendum	33
Addendum A. Replications	34
Addendum A1. High-Performing Replications	35
Addendum B. Education Service Providers	36

APPLICATION PROCESS OVERVIEW

Charter schools are part of the state's program of public education. All charter schools in Florida are public schools. A charter school may be formed by creating a new school or converting an existing public school to charter status. A person or entity wishing to open a charter school shall prepare and submit an application on the following model application form prepared by the Department of Education.

A. Application Components

1. Application Cover Sheet
2. Executive Summary (not to exceed 2 pages)
3. Narrative: The Narrative is the formal application to the sponsor and is a comprehensive description of the applicant's educational, operational, and financial plans. The application narrative (including applicable addendum information, but not including attachments, budget templates or additional information requested by Sponsor) is subject to the following strict page limits:
 - **110 pages (including question prompts) for applicants completing only this application or 140 pages** for applicants required to complete the Charter School Application Addendum (for replications or educational service providers). Application cover sheet and executive summary are excluded from the 110 page limit, as is a table of contents if included.
 - Pages must be formatted using one side of the page with no smaller than 1" margins, 12-point font and **single-spaced**.
4. Applicant History Worksheets:

The applicant history worksheet (DOE Form IEPC-M1A can be found at <http://www.fldoe.org/schools/school-choice/charter-schools/charter-school-reference>¹, Attachment DD) should be completed, if applicable, and will be reviewed by the sponsor for the purpose of determining whether the applicant has past performance that does or does not justify approval of the application.
5. Attachments:

Throughout the Narrative, specific documents are requested in addition to narrative answers. Attachments may not contain additional narrative unless specifically requested. A comprehensive list of the attachments is provided on p. 28 of this application. An applicant may include ten (10) pages of attachments in addition to those requested in the chart of attachments.
6. Statement of Assurances: This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.
7. Board Member Information Forms: Each member of the governing board or proposed governing board should complete and sign a Board Member Information Form.

¹ If the link is not working please contact the Department's charter school office at 1-800-447-1636 for a copy of the form.

8. Addendum: Applicants that are replicating an existing school, submitting a high-performing replication application pursuant to s. 1002.331, Florida Statutes, or proposing to contract with an Education Service Provider must complete the appropriate addendum sections.
 9. 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.
- B. Plagiarism: Individuals and groups seeking the right and responsibility to educate public school children at public expense should be accountable to the highest standards of academic integrity. Plagiarism, including the copying of language from substantive portions any other charter application without proper attribution or authorization, is prohibited.. In order to implement an existing curriculum, instructional framework, or educational model (e.g. Montessori, arts integration, project-based learning, blended learning, etc.) with fidelity, key concepts must be discussed. However, it is not acceptable to copy and paste this discussion or description from another source. A high-quality applicant team with the capacity to operate a high-quality school must be able to thoughtfully explain in their own words how they intend to educate children. Existing operators or applicants with their own previously submitted applications may use their own intellectual property without violating this provision.
- C. Refer to sponsor specific instructions as to additional information, policies, or procedures that may address the decision-making process.
- D. Before approving or denying any final application, the sponsor shall allow the applicant, upon receipt of written notification, at least 7 calendar days to make technical or nonsubstantive corrections and clarifications, including, but not limited to, excess pages pursuant to the page limits set forth in this form, corrections of grammatical, typographical, and like errors or missing signatures, if such errors are identified by the sponsor as cause to deny the final application.. A sponsor may, at its discretion, receive and consider substantive revisions.
- E. Public Disclosure
All charter school proposal materials submitted to the [District] become public records pursuant to Chapter 119, Florida Statutes.
- F. Sponsor Priorities
Applicants are encouraged to review the Sponsor's website to determine if the Sponsor has identified any priorities as it relates to specific and unique needs which the charter school may address. Applicants are not required to address Sponsor priorities and failure to address Sponsor priorities may not be a basis for denial of an application.

APPLICATION COVER SHEET

NAME OF PROPOSED CHARTER SCHOOL: _____

NAME OF NON-PROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED:

If a non-profit organization, has it been incorporated with Florida's Secretary of State? _____

Provide the name of the person who will serve as **the primary contact** for this Application. **The primary contact** should serve as the contact for follow-up, interviews, and notices regarding this Application.

NAME OF CONTACT PERSON:
 TITLE/RELATIONSHIP TO NON-PROFIT:

MAILING ADDRESS: _____

PRIMARY TELEPHONE: () _____ ALTERNATE TELEPHONE: () _____

E-MAIL ADDRESS: _____

Names, roles, and current employment of all persons on applicant group, i.e. anyone with a role in drafting the substantive content of this application or expected to have a significant role with the school, including any consultants or employees of an Education Service Provider. Add lines as necessary.

Full Name	Current Job Title & Employer	Role with Proposed School

Projected Date of School Opening (Month/Year): _____

Do any of the following describe your organization, or the school proposed in this application?

_____ Seeks approval to convert an already existing public school to charter status. (*Applicant must attach as Attachment A evidence of compliance with the voting requirements set forth in section 1002.33(3)(b), F.S.*)

_____ Will be a charter school-in-the-workplace pursuant to section 1002.33(15), F.S.

_____ Will be a charter school-in-a-municipality pursuant to section 1002.33(15), F.S.

_____ Will be a charter school in a development pursuant to section 1002.33(10)(e)7., F.S.

_____ Will contract or partner with an Education Service Provider (ESP). (*See definition of an ESP in the Addendum, which applicant must complete if using an ESP.*) If yes, include the provider's portfolio in answering the questions below regarding pending applications and school openings.

Name of ESP: _____

_____ Seeks approval to replicate an existing school model. (*See definition of a replication in the Addendum, which applicant must complete if replicating a school model.*)

_____ Seeks approval to replicate an existing High Performing Charter school model pursuant to section 1002.331, F.S. (*Applicant must complete Addendum A1.*)

Does the applicant group have one or more charter school applications under consideration by any other authorizer(s) in the United States or intend to apply for one or more charter school applications to open in the

upcoming school year other than the one presented here? ____ Yes ____ No *If yes, complete the table below (add lines as necessary).*

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Does this applicant group have approved applications for schools or campuses scheduled to open in the United States in the future? ____ Yes ____ No *If yes, complete the table below (add lines as necessary).*

Planned School Name	Authorizer	City, State	Opening Date

Does this applicant group operate schools or campuses in Florida or elsewhere in the United States? ____ Yes ____ No *If yes, complete DOE Form IEPC-M1A which can be found at <http://www.fldoe.org/schools/school-choice/charter-schools/charter-school-reference>, and include as Attachment DD.*

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the applicant.

Signature

Title

Printed Name

Date

EXECUTIVE SUMMARY

The Executive Summary should provide a concise overview of the proposed plan for the school; its mission and vision; the educational need for the school and the anticipated student population; the education plan and school design; the school culture; community engagement or partnerships to date; and the applicant team's capacity to successfully open and operate a high-quality school given the above considerations.

The Executive Summary should not exceed 2 pages and will not be counted against the page limits.

Evaluation Criteria: Executive Summary

This section will not be rated and will not be a basis for an approval or denial decision. The Executive Summary should provide a concise overview of the proposed plan.

I. EDUCATIONAL PLAN

Section 1: Mission, Guiding Principles and Purpose

A. Provide the mission and vision statements for the proposed charter school. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision statement outlines how the school will operate and what it will achieve in the long term. The mission and vision statement provide the foundation for the entire proposal, and taken together, should illustrate what success looks like.

B. Provide the page number(s) of the material within this application that describes how the proposed school will utilize the guiding principles found in section 1002.33(2)(a), F.S.

In accordance with the law, charter schools shall be guided by the following principles:

- *Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system. PAGE(S) _____*
- *Promote enhanced academic success and financial efficiency by aligning responsibility and accountability. PAGE(S) _____*
- *Provide parents with sufficient information on whether their child is reading at grade level and whether the child gains at least a year's worth of learning for every year spent in the charter school. PAGE(S) _____*

C. Provide the page number(s) of the material within this application that describes how the proposed school will meet the prescribed purposes for charter schools found in section 1002.33(2)(b), F.S.

In accordance with the law, charter schools shall fulfill the following purposes:

- *Improve student learning and academic achievement. PAGE(S) _____*
- *Increase learning opportunities for all students, with a special emphasis on low-performing students and reading. PAGE(S) _____*
- *Encourage the use of innovative learning methods. PAGE(S) _____*
- *Require the measurement of learning outcomes. PAGE(S) _____*

D. Provide the page number(s) of the material within this application that describes how the proposed charter school will fulfill the optional purposes of charter schools found in section 1002.33(2)(c), F.S. If one or more of the optional purposes does not apply to the proposed school, please note "N/A". **This section is optional.**

In accordance with the law, charter schools may fulfill the following purposes:

- *Create innovative measurement tools. PAGES(S) _____*
- *Provide rigorous competition within the public school district to stimulate continual improvement in all public schools. PAGE(S) _____*
- *Expand the capacity of the public school system. PAGE(S) _____*
- *Mitigate the educational impact created by the development of new residential dwelling units. PAGE(S) _____*
- *Create new professional opportunities for teachers, including ownership of the learning program at the school site. PAGE (S) _____*

Evaluation Criteria: Mission, Guiding Principles, and Purpose

Reviewers will look for:

- 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.)

Section 2: Target Population and Student Body

- A. Describe the anticipated student population to be served and how that aligns with the school’s mission. Applicants should state if they will give enrollment preference or limit the enrollment process, as allowed by law, to certain student populations defined in section 1002.33(10)(d) & (e), F.S.² If the applicant intends to have enrollment preferences they should be described in Section 14 of the application.
- B. If a facility has not been identified in Section 16 of this application, state the geographic area which the applicant intends to serve.
- C. Provide enrollment projections in the table below for each year of proposed operation. These projections are not enrollment caps. Annual capacity determinations will be made by the governing board in conjunction with the sponsor per section 1002.33(10), F.S.

Grade	Number of Students				
	Year 1	Year 2	Year 3	Year 4	Year 5
K					
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
TOTAL					

² For operators intending to apply and be eligible for federal funding under the US Department of Education’s Charter Schools Program, recruitment and admissions policies and practices must meet all federal requirements. *See* Charter Schools Program, Title V, Part B of the ESEA, Non-regulatory Guidance, Section E. (Lottery, Recruitment and Admissions).

- D. Provide a brief explanation of how the enrollment projections were developed.
- E. Briefly explain the rationale for the number of students and grade levels served in year one and the basis for the growth plan in subsequent years as illustrated in the table above.

Evaluation Criteria: Target Population and Student Body

Reviewers will look for:

- 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.

Section 3: Educational Program Design

- A. Describe the proposed charter school’s educational program.
- B. Describe the basic learning environment (e.g., classroom-based, independent study, blended learning), including rationale for class size and structure and how the learning environment supports and is consistent with the mission.
- C. Describe the research base used to design the educational program.
- D. Provide a sample daily schedule and school annual calendar, including the annual number of days and hours of instructional time as Attachment B. (Note: if approved, the Governing Board will formally adopt an annual calendar)
- E. Explain how the services the school will provide to the target population support attainment of the state-adopted standards, as required by section 1002.33, F.S.

Evaluation Criteria: Educational Program Design

Reviewers will look for

- 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.

Section 4: Curriculum and Instructional Design

- A. Describe the school's curriculum in the core academic areas, illustrating how it will prepare students to achieve Florida standards. Describe the primary instructional strategies that the school will expect teachers to use and why they are appropriate for the anticipated student population. Describe the methods and systems teachers will have for providing differentiated instruction to meet the needs of all students, including how students who enter the school below grade level will be engaged in and benefit from the curriculum and the formalized multi-tiered level of supports that will be provided to students who are performing below grade level.
- B.
- If the curriculum is fully developed, summarize curricular choices (e.g. textbooks) by core subject and the rationale for each. Include as Attachment C, a sample course scope and sequence³ for each core subject for each division (elementary, middle, and high school) the school would serve.
 - If the curriculum is not yet fully developed, describe any curricular choices made to date and proposed curricular choices (e.g. textbooks, etc.) and explain the plan for how the curriculum will be completed between approval of the application and the opening of the school. This should include a timeline, milestones, and individuals responsible for included tasks. Also, describe the focus of the curriculum plan and explain how the curriculum will be implemented. Include what core subject areas will be offered and provide evidence on how the curriculum will be aligned to Florida standards.
 - Provide evidence that reading is a primary focus of the school and that there is a research-based curriculum and set of strategies for students who are reading at grade level or higher and, independently, a curriculum and strategy for students reading below grade level. Include the school's reading curriculum as Attachment D.
- C. If the school will adopt or develop additional academic standards beyond those mandated by the state, explain the types of standards (e.g., content areas, grade levels). Describe the adoption or development process. Select one grade level and subject area as an example and explain how these additional standards exceed required standards and contribute to meeting the mission of the school.
- D. Describe the research base and foundation materials that were used or will be used to develop the curriculum.
- E. Describe proposed curriculum areas to be included other than the core academic areas.
- F. Discuss the system and structures the school will implement for students at risk of not meeting academic requirements or of dropping out.

³ Do not include a course code directory.

Evaluation Criteria: Curriculum and Instructional Design

Reviewers will look for a curriculum and instructional program design, whether fully developed or not, 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.

Section 5: Student Performance

Performance Goals

- A. Describe the expected incoming baseline of student academic achievement of students who will enroll in the school. Based upon the expected incoming baseline performance, describe the school's goals for academic growth and improvement that students are expected to show each year and the rationale for those goals. Describe how the school's academic goals and objectives for improving student learning will be revised if the actual incoming baseline is substantially different than the expected baseline. Describe how success will be evaluated, and the desired overall results to be attained through instruction.
- B. Describe any mission-specific educational goals and targets for the school not captured by state accountability requirements. State goals clearly in terms of the measures or assessments the school plans to use.

Placement and Progression

- C. Describe the school's student grade level and course placement procedures.
- D. State whether the applicant intends to use the local school district's pupil progression plan. If not, explain the policies and standards for promoting students from one grade level to the next or provide the pupil progression plan as Attachment E.
- E. If the school will serve high school students, describe the methods used to determine if a student has satisfied the requirements specified in section 1003.428, F.S., and any proposed additional requirements.
- F. Discuss how and when promotion and graduation criteria will be communicated to parents and students.

Assessment and Evaluation

- G. In addition to all mandatory assessments, identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year (including baseline assessments) including a **proposed** assessment schedule as Attachment F. Provide the rationale for selecting these assessments, including an explanation of how these assessments align with the school's curriculum, performance goals, and state standards.
- H. Describe how student assessment and performance data will be used to evaluate and inform instruction. Who will be responsible for managing the data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement?

- I. Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning.
- J. Describe the corrective actions the school would take if it falls short of student academic achievement expectations or goals at the school-wide, classroom, sub-group, or individual student level. Explain what would trigger such corrective actions and who would be responsible for implementing it.
- K. Describe how student assessment and performance information will be shared with students and with parents.
- L. Describe the plan for protecting the privacy of individual student academic performance data and other student-related information.

Evaluation Criteria: Student Performance

Reviewers will look for:

- 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.

Section 6: Exceptional Students

- A. Provide the school’s projected population of students with disabilities and describe how the projection was made.
- B. Describe how the school will ensure that students with disabilities will have an equal opportunity of being selected for enrollment in the charter school.
- C. Describe how the school will work with the sponsor and through the Individual Education Plan (IEP) process when necessary to ensure students with disabilities receive a free appropriate education (FAPE) in the least restrictive environment (LRE).
- D. Describe the methods the school will use to identify students with disabilities that have not yet been identified.
- E. Describe the programs, strategies, and supports the school will provide, including supplemental supports and services and modifications and accommodations to ensure the academic success of students with disabilities whose education needs can be met in a regular classroom environment with at least 80% of instruction occurring in a class with non-disabled peers.

- F. Describe how the school will work with the sponsor and through the IEP process to determine whether a student with a disability whose education needs require a regular classroom and resource room combination (between 40-80% of instruction occurring with non-disabled peers) can be provided FAPE by the school.
- G. Describe how the school will work with the sponsor and through the IEP process to determine whether a student with a disability whose education needs require a separate classroom (less than 40% of instruction occurring with non-disabled peers) can be provided FAPE by the school.
- H. Describe the plans for monitoring and evaluating the progress and success of students with disabilities to ensure the attainment of each student's goals as set forth in the IEP or 504 plan, including plans for promoting graduation for students with disabilities (high schools only).
- I. Identify the staffing plan, based on the above projection, for the school's special education program, including the number and qualifications of staff.
- J. Describe how the school's overall effectiveness in serving exceptional education students will be evaluated.
- K. Describe how the school will serve gifted and talented students.

Evaluation Criteria: Exceptional Students

Reviewers will look for:

- 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.

Section 7: English Language Learners

- A. Describe how the school will meet the needs of English Language Learners as required by state and federal law, including the procedures that will be utilized for identifying such students, ensuring that they have equitable access to the school's programming and communicating with their families.
- B. Describe specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students, including those below, at, or above grade level.
- C. Provide plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.
- D. Describe the staffing plan for the school's English Language Learner program, including the number of and proposed qualifications of staff.

Evaluation Criteria: English Language Learners

Reviewers will look for:

- 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.

Section 8: School Culture and Discipline

- A. Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.
- B. State whether the applicant intends to use the local school district's code of conduct policy. If the applicant does not intend to use the local school district's code of conduct policy, describe in detail the school's approach to student discipline. If already developed, provide the proposed discipline policy or student code of conduct as Attachment G. Taken together, the narrative and code of conduct (if provided) should:
 - Explain the practices the school will use to promote discipline, including both penalties for infractions and incentives for positive behavior;
 - List and define the offenses for which students must (non-discretionary) and may (discretionary) be suspended or recommended to the local school district for expulsion;
 - Describe the roles of administrators, teachers, staff, and the governing board regarding the discipline policy;
 - Provide an explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings;

- Describe procedures for due process when a student is suspended or recommended to the local school district for expulsion as a result of a violation, including a description of the appeals process that the school will employ for students facing recommended expulsion and a plan for providing services to students who are out of school for more than ten days; and
- Explain the process for informing students and parents about their rights and responsibilities under the code of conduct.

Evaluation Criteria: School Culture and Discipline

Reviewers will look for:

- 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.

Section 9: Supplemental Programming

- A. Describe any extra- and co-curricular activities or programming the school will offer, if applicable; how often they will occur; and how they will be funded.

Evaluation Criteria: Supplemental Programming

Reviewers will look for:

- 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.

II. ORGANIZATIONAL PLAN

Section 10: Governance

- A. Describe the school’s existing or planned legal status, including non-profit status and federal tax-exempt status.
- B. Provide the following documents, if available, as attachments:
 - o The articles of incorporation for the applicant organization (or copies of the filing form) – Attachment H
 - o 501(c)(3) tax exempt status determination letter (or copy of the filing form) –Attachment I
 - o Governing board by-laws – Attachment J
 - o Governing board code of ethics and conflict of interest policy – Attachment K
- C. Describe the governance structure of the proposed school, including the primary roles, powers, and duties of the governing board; committee structure (if applicable); and how the board will interact with the principal/head of school and any advisory bodies.
- D. State the frequency of board meetings and describe how the board will comply with open meetings and records laws.
- E. Describe the current and desired size and composition of the governing board. Identify key skills, areas of expertise, and constituencies that are or will be represented on the governing board.
- F. Describe how board members have been and will be selected including term limits and selection of officers.
- G. Explain how this structure and composition will ensure that the school will be an academic, operational, and financial success.
- H. Complete the table below (add lines as necessary) and for each individual identified here provide 1) a completed and signed Board Member Information Sheet (template provided), and 2) resume

Name	Current or	Role on Board (e.g.	Submission Requirements
<i>EX: John Doe</i>	<i>Current</i>	<i>Secretary</i>	<input checked="" type="checkbox"/> Information Sheet <input checked="" type="checkbox"/> Resume
			<input type="checkbox"/> Information Sheet <input type="checkbox"/> Resume
			<input type="checkbox"/> Information Sheet <input type="checkbox"/> Resume
			<input type="checkbox"/> Information Sheet <input type="checkbox"/> Resume
			<input type="checkbox"/> Information Sheet <input type="checkbox"/> Resume

- I. Describe the plans for board member recruitment and development, including the orientation process for new members and ongoing professional development to increase the capacity of the board.
- J. Describe the board’s ethical standards and procedures for identifying and addressing conflicts of interest.

- K. Describe, if applicable, any school advisory bodies or councils that are in place or will be formed, including the roles and duties of each and the reporting structure of such entity relative to the school's governing board and leadership.
- L. Briefly explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school. The entire process or policy does not have to be developed; however, applicants should be able to articulate the primary steps.

If the school is filing the application in conjunction with a college, university, museum, educational institution, another non-profit organization or any other partner, provide the following information:

- M. Name of the partner organization.
- N. Name of the contact person at the partner organization and that person's full contact information.
- O. A description of the nature and purpose of the school's partnership with the organization.
- P. An explanation of how the partner organization will be involved in the governance of the school.

Evaluation Criteria: Governance

Reviewers will look for:

- 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.

Section 11: Management and Staffing

- A. Submit as Attachment M organization charts that show the school governance, management, and staffing structure in
 - The pre-operational year;
 - The first year of school operations;
 - At the end of the charter term; and
 - When the school reaches full capacity, if in a year beyond the first charter term.

Each organization chart should clearly delineate the roles and responsibilities of and lines of authority and reporting among the governing board, staff, and any related bodies (such as advisory bodies or parent or teacher councils), and any external organizations that will play a role in managing the school. The organization charts should also specifically document lines of authority and reporting within the school.

- B. Identify the principal or head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Summarize the proposed leader’s academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. Discuss the evidence of the leader’s ability to effectively serve the anticipated population. Also provide, as Attachment N, the proposed job description and resume for this individual.

--OR--

If no candidate has been identified, discuss the process and timeline for recruiting, selecting, and hiring the school leader. Describe the criteria to be used in selecting this leader, and provide as Attachment O the position’s qualification requirements. What are the key skills and competencies for the school leader? What qualities must the school leader have for this school to be successful?

- C. Describe the management structure of the school. As Attachment P provide job descriptions for each administrative or leadership position that identifies key roles, responsibilities, and accountability.
- D. Provide a staffing plan for each year of the charter term that includes all anticipated personnel and is aligned with the school’s projected enrollment and with all other sections of the application. Provide as Attachment Q the proposed job description and qualification requirements for the school’s teachers.
- E. Explain the school’s plan for recruitment, selection, and development of a highly qualified and appropriately certified instructional staff that is aligned with applicable federal laws and state requirements as well as the school’s design.

Evaluation Criteria: Management and Staffing

Reviewers will look for:

- 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.

Section 12: Human Resources and Employment

- A. Explain the relationship that will exist between the school and its employees, including whether the employees will be at-will. Discuss the school's tentative plan regarding use of employment contracts. If the school will use contracts, explain the nature and purpose of the contracts. Use and nature of employment contracts may be finalized after application approval.
- B. Provide the performance evaluation or a general outline of the performance evaluation plan, consistent with the substantive requirements included in s. 1012.34, F.S. (the Student Success Act), for administrators and instructional personnel including who will conduct the evaluations, what instrument will be used, and how the results will be used to guide performance and professional development. A final, detailed outline will be required after application approval.
- C. Provide the compensation structure or a general outline of the compensation structure for all employees, including salary ranges and employment benefits as well as any incentives or reward structures, if applicable. How will compensation and other components factor into the staff retention plan?
- D. Outline the school's procedures for hiring and dismissing school personnel, including conducting criminal background checks.
- E. If personnel policies have been developed, include as Attachment R. If personnel policies and procedures have not been developed provide a clear plan, including timeline, for the development and approval by governing board.
- F. Explain how the governing board and school leadership would handle unsatisfactory leadership, teacher, or staff performance, as well as leadership or teacher turnover.

Evaluation Criteria: Human Resources and Employment

Reviewers will look for:

- 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.

Section 13: Professional Development

- A. Describe the school's professional development expectations and opportunities for administrators and instructional personnel, including the following:
1. Identify the person or position responsible for overseeing professional development activities.
 2. Discuss the core components of professional development and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform. Describe how the effectiveness of professional development will be evaluated.
 3. Describe any professional development that will take place prior to school opening. What will be covered during this induction period? How will instructional personnel be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods?
 4. Describe the expected number of days or hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration and how such time will typically be used.

Evaluation Criteria: Professional Development

Reviewers will look for:

- 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.

Section 14: Student Recruitment and Enrollment

- A. Describe the plan for recruiting students that will result in the school meeting its projected enrollment. Include strategies for reaching the school's targeted populations and those that might otherwise not have easy access to information on available educational options including, but not limited to, families in poverty; academically low-achieving students; students with disabilities; and English Language Learners.
- B. Explain how the school will achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other local public schools in accordance with section 1002.33(7)(a)8., F.S.
- C. Describe the school's proposed enrollment policies and procedures, including an explanation of the enrollment timeline, any preferences for enrollment and lottery process. Provide proposed enrollment application as Attachment S.

Evaluation Criteria: Student Recruitment and Enrollment

Reviewers will look for:

- 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.

Section 15: Parent and Community Involvement

- A. Briefly explain the general plan to engage parents in the life of the school (in addition to any proposed governance roles described in previous sections of this application, if applicable) as well as plans for regular communication with parents about school matters. This *could* include building family-school partnerships to strengthen support for learning, volunteer opportunities, or activities the school will seek from, or offer to parents. This *must* include the governing board's appointment of a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes, s. 1002.33(7)(d)1., F.S.
- B. Discuss any established community resources that will be available to students and parents, if applicable. Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning.
- C. Provide, as Attachment T, any existing evidence of demand for the school or support from intended community partners, if available (e.g. letters of intent/commitment, memoranda of understanding, or contracts).

Evaluation Criteria: Parent and Community Involvement

Reviewers will look for:

- 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.

III. BUSINESS PLAN

Section 16: Facilities

If the site is acquired:

- A. Describe the proposed facility, including location, size, and layout of space.
- B. Describe the actions that will be taken to ensure the facility is in compliance with applicable laws, regulations, and policies and is ready for the school's opening.
- C. Describe how the facility aligns with the proposed educational program and other requirements such as mandated class sizes.
- D. Document the anticipated costs for the facility, including renovation, rent, utilities, and maintenance. Identify, if applicable, any funding sources (other than state and local funding) that will be applied to facilities-related costs and include evidence of such (e.g. letter, MOU) as Attachment U. If renting an existing facility, provide draft lease agreement as Attachment V.
- E. Describe the back-up facilities plan. What is the alternate plan for facilities if the proposed facility is not available or is determined to be inappropriate for the school's opening?

If the site is not yet acquired:

- F. Explain the school's facility needs, including desired location, size, and layout of space.
- G. Provide an estimate of the costs of the anticipated facility needs and describe how such estimates have been derived. Identify, if applicable, any funding sources (other than state and local funding) that will be applied to facilities-related costs and include evidence of such (e.g. letter, MOU) as Attachment U.
- H. Explain the strategy and schedule that will be employed to secure an adequate facility.
- I. Describe the back-up facilities plan.

Evaluation Criteria: Facilities

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.

Section 17: Transportation Service

Describe the school's plan for transportation to ensure that transportation is not a barrier to equal access for all students residing within a reasonable distance of the school, s. 1002.33(20)(c) F.S.

Evaluation Criteria: Transportation

Reviewers will look for 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.

Section 18: Food Service

Describe the school's plan for food services, including any plans for contracting services or plans to participate in the National School Lunch Program. Explain how the school's food service plan will ensure healthy, well-rounded meals for students.

Evaluation Criteria: Food Service

Reviewers will look for:

- 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.

Section 19: School Safety and Security

Outline the plan for school safety and security for students, staff, the facility, and property. Explain the types of security personnel, technology, equipment, and policies that the school will employ. A full plan that also includes procedures for unanticipated emergency situations will be required prior to school opening.

Evaluation Criteria: School Safety and Security

Reviewers will look for a plan that will reasonably ensure the safety of students and staff and the protection of the school facility and property. Note that a fully-developed plan will be completed upon approval of the application.

Section 20: Budget

- A. Provide as Attachment X, an operating budget covering each year of the requested charter term that contains revenue projections (using the Florida charter school revenue estimate worksheet as Attachment W for at least the first year of operation), expenses, and anticipated fund balances. The budget should be based on the projected student enrollment indicated in Section 2 of the application. A template for the operating budget may be available from the sponsor upon request.
- B. Provide a start-up budget as Attachment Y that contains a balance sheet, revenue projections, including source of revenues, expenses, and anticipated fund balance. The start-up budget must cover any period prior to the beginning of FTE payments in which the school will expend funds on activities necessary for the successful start-up of the school.
- C. If the budget is contingent upon sources of funding beyond those typically provided by local, state, and federal governments (such as funding from foundations, donors, grants), provide evidence of such funding (e.g. MOU, letters) as Attachment Z.
- D. Provide a detailed narrative description of the line-item revenue and expenditure assumptions on which the operating and start-up budget are based. The budget narrative should provide sufficient information to fully understand how budgetary figures were determined.
- E. Discuss the school's contingency approach and plan to meet financial needs if anticipated revenues are not received or are lower than estimated. This may include budgets for 75% and 50% of revenue projections or a budget for whatever percentage the applicant considers the minimum percentage at which they could operate the educational plan presented.
- F. Explain in detail the year one cash flow contingency plan, in the event that revenue projections are not met (or not met on time).
- G. Provide monthly cash flow projections for the school's start-up period (i.e. from the date on which the application is approved to the beginning of the first fiscal year of operation) through the first year of operation.

Evaluation Criteria: Budget

Reviewers will look for:

- 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.

Section 21: Financial Management and Oversight

- A. Describe who will manage the school's finances and how the school will ensure strong internal controls over financial management and compliance with all financial reporting requirements.
- B. Explain the mechanisms the governing board will use to monitor the school's financial health and compliance.
- C. Describe the school's plans and procedures for conducting an annual audit of the financial operations of the school.
- D. Describe the method by which accounting records will be maintained.
- E. Describe how the school will ensure financial transparency to the authorizer and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and financial report.
- F. Describe any key back-office services to be outsourced via contract, such as business services, payroll, and auditing services. Include the anticipated costs of such services and criteria for selecting such services.
- G. Describe how the school will store financial records.
- H. Describe the insurance coverage the school will obtain, including applicable health, workers compensation, general liability, property insurance, and directors' and officers' liability coverage.

Evaluation Criteria: Financial Management and Oversight

Reviewers will look for:

- 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.

Section 22: Start-Up Plan

- A. Present a projected timetable for the school's start-up, including but not limited to the following key activities:
- i. Applying for and securing appropriate legal status (e.g. status as a state corporation, federal non-profit)
 - ii. Identifying and securing facility
 - iii. Recruiting and hiring staff (leaders, teachers, and other staff)
 - iv. Staff training
 - v. Finalizing curriculum and other instructional materials
 - vi. Governing board training
 - vii. Policy adoption by Board (if necessary)
 - viii. Recruiting students
 - ix. Enrollment lottery, if necessary
 - x. Establishing financial procedures
 - xi. Securing contracted services
 - xii. Fundraising, if applicable
 - xiii. Finalizing transportation and food service plans
 - xiv. Procuring furniture, fixtures and equipment
 - xv. Procuring instructional materials

The activities included should align with the start-up budget described earlier in the application. If an activity will be paid for by a source of funding not included in the start-up budget, it should be clearly indicated. (This timetable is a projection and is not meant to be binding on the school or sponsor. A formal timeline may be negotiated in the charter agreement)

Evaluation Criteria: Start-Up Plan

Reviewers will look for a thoughtful and realistic implementation plan that covers major operational items and provides flexibility for addressing unanticipated events.

Chart of Attachments

Please tab or separate attachments as noted below

- A. Evidence of teacher and parental support for conversion, if applicable.
- B. Sample daily school schedule and annual school calendar
- C. Sample curriculum scope and sequence
- D. Reading curriculum
- E. Pupil Progression plan, if applicable
- F. Assessment Schedule
- G. Proposed discipline policy or student code of conduct, if applicable
- H. Articles of incorporation
- I. 501(c)(3) tax-exempt status determination letter (or copy of the filing form)
- J. Governing board by-laws
- K. Governing board code of ethics and conflict of interest policy
- L. For each board member, a Board Member Information Sheet, resume, and Statement of Assurances (templates provided)
- M. Organization charts that show the school governance, management, and staffing structure in
 - 1) the pre-operational year; 2) the first year of operation; 3) at the end of the charter term; and
 - 4) when the school reaches full capacity, if in a year beyond the first charter term
- N. Job description for the school leader and, if this person is already identified, his or her resume
- O. If the school leader is not yet identified, the qualifications the school will look for in a school leader
- P. Job description(s) and qualification requirements for each administrative or leadership position other than the school leader
- Q. Job description(s) and qualification requirements for the school's teachers
- R. Personnel policies, if developed
- S. Student enrollment application
- T. Evidence of demand for the school (e.g. petitions or intent to apply forms) or support from intended community partners (e.g. letters of intent/commitment, memoranda of understanding, or contracts), if applicable
- U. Evidence of facility funding sources, if applicable
- V. Draft rental agreement or lease for facility, if applicable
- W. Florida Charter School Revenue Estimating Worksheet
- X. Proposed Operating Budget
- Y. Proposed Startup Budget
- Z. Evidence of external funding (e.g. foundations, donors, grants), if applicable.

Addendum (as applicable)

- AA. Commissioner's letter(s) of verification of high-performing status
- BB. ESP's organization chart
- CC. ESP's organization chart after any anticipated growth
- DD. Applicant history worksheet (*Form IEPC-M1A*, found at:
<http://www.fldoe.org/schools/school-choice/charter-schools/charter-school-reference>)
- EE. Draft contract between school and ESP
- FF. Applicant may attach up to an additional ten pages of supplemental material.

IV. STATEMENT OF ASSURANCES

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

As the authorized representative of the applicant group, I hereby certify that the information submitted in this application for a charter for _____ is accurate and true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

- Will be nonsectarian in its programs, admission policies, employment practices and operations.
- Will enroll any eligible student who submits a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case students will be admitted through a random selection process.
- Will adhere to the antidiscrimination provisions of section 1000.05, F.S.
- Will adhere to all applicable provision of state and federal law relating to the education of students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.
- Will adhere to all applicable provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.
- Will participate in the statewide assessment program created under section 1008.22, F.S.
- Will comply with Florida statutes relating to public records and public meetings, including Chapter 119, Florida Statutes, and section 286.011, F.S., which are applicable to applicants even prior to being granted a charter.
- Will obtain and keep current all necessary permits, licenses, and certifications related to fire, health, and safety within the building and on school property.
- Will provide for an annual financial audit in accordance with section 218.39, F.S.

The governing board, at its discretion, allows _____ (name), _____(title) to sign as the legal correspondent for the school.

Signature

Date

Printed Name

IV. Board Member Information Form

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve _____
2. Full name _____
Home Address _____
Business Name and Address _____
Phone Number _____
E-mail address _____
- Resume and professional bio are attached here.
- Resume and professional bio are attached elsewhere in the application (specify). _____
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
 Yes No
4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).
 Yes No
5. Why do you wish to serve on the board of the proposed charter school? _____
6. What is your understanding of the appropriate role of a public charter school board member? _____
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. _____

8. Describe the specific knowledge and experience that you would bring to the board.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

2. What is your understanding of the school's proposed educational program?

3. What do you believe to be the characteristics of a successful school?

4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

5. What do you see as your role regarding the school leaders?

Governance

1. Describe the role that the board will play in the school's operation.

2. How will you know if the school is successful at the end of the first year of operation?

3. How will you know at the end of four years of the school is successful?

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

6. If your school intends to contract with a third-party ESP:

- a. Summarize your involvement in the selection process;
- b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
- c. Indicate whether you have been involved in the review/negotiation of the management agreement.

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.
 Yes No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

- (a) *A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. [112.313](#)(2), (3), (7), and (12) and [112.3143](#)(3).*
- (b) *A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. [112.3145](#), which relates to the disclosure of financial interests.*
- (c) *An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.*

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

- (a) *This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:*
 - 1. *“Charter school personnel” means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.*
 - 2. *“Relative” means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.*
- (b) *Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.*
- (c) *The approval of budgets does not constitute “jurisdiction or control” for the purposes of this subsection.*

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: _____

Signature

Date

Model Florida Charter School Application Addendum

Instructions

This addendum to the Model Florida Charter School Application is required of any applicant seeking any of the following:

- Replication of existing schools or school models*
- School operation or management via contract with a third-party education service provider (ESP**)

*An applicant may be considered to be replicating an existing school design if: 1) the proposed school is substantially similar overall to at least one school, AND 2) the individuals or organization involved in the establishment and operation of the proposed school are deeply involved in the operation of the similar school(s). For example, a plan to implement a specific program, such as a widely-used curriculum, would not be categorized as the replication of an existing school design.

**An ESP is any third-party entity, whether non-profit or for-profit, that provides comprehensive education management services to a school via contract with the school's governing board.

Complete each section as applicable:

Addendum A – Applicants seeking to replicate an existing school or school model

Addendum A1 – Applicants seeking to replicate a high-performing charter school per s. 1002.331, F.S.

Addendum B – Applicants contracting with a third-party ESP

Applicants must complete all applicable sections of the addendum. Some applicants will be required to complete multiple addenda. Schools replicating a high-performing charter school pursuant to s. 1002.331, F.S., are not required to complete Addendum A.

Addendum A: REPLICATIONS

- A. Identify the existing school(s), including MSID number(s), to be replicated and provide evidence that the existing design has been effective in raising student achievement. The effectiveness of an existing school design should include evidence of the success of the academic program as well as organizational and financial viability. It should show a direct relationship between program elements and student achievement.
- B. Discuss the key components or non-negotiable elements of the educational program that make the school design what it is and that the operator will expect to remain consistent and essential to the successful replication of the model.
- C. Describe how the target population for the proposed school compares with the population(s) currently being served. Explain why the model will be effective and successful in raising student achievement with the applicant's target population.
- D. To the extent that the target population for the proposed school differs from the populations being served in existing schools, explain any anticipated modifications and adjustments to the educational program.
- E. Describe any other ways in which features of the proposed school's educational program will differ from that of the school(s) to be replicated. Explain the rationale for the change(s) and any new resources that the variation(s) will require.
- F. Discuss the plan for replication, including if the operator will need to acquire and allocate additional financial and human resources necessary to replicate the design successfully. If additional resources are necessary, describe the plan for securing.
- G. Discuss the results of any past replication efforts, if applicable, and lessons learned – including particular challenges or troubles encountered; how you have addressed them; and how you will avoid or minimize such challenges for the proposed school.

Evaluation Criteria: Replications

Reviewers will look for:

- 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.

Addendum A1: HIGH-PERFORMING REPLICATIONS

- A. Identify the High-Performing Charter School that is submitting the application and include as Attachment AA the Commissioner of Education letter pursuant to s. 1002.331(5)F.S., designating such school as High-Performing.
- B. Identify the High-Performing Charter School that the applicant intends to replicate, if different from the school identified in the previous question.
- C. Describe how the proposed school will be substantially similar to the high-performing school that is being replicated.
- D. If the applicant's projected student population is substantially different than the student population in the high-performing school that is being replicated, describe any modifications to the educational program that are necessary to ensure student success.
- E. Explain how 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.

Evaluation Criteria: High-Performing Replications

Reviewers will look for:

- 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.

Addendum B: EDUCATION SERVICE PROVIDERS

An Education Service Provider (ESP) is an organization, either for-profit or nonprofit, that contracts with a charter school or a network of charter schools to provide comprehensive educational and business services. In addition to Addendum B, applicants must also complete Form IEPC-M1A if the governing board plans to contract with an ESP. The following section allows the applicant to demonstrate the ESP's track record of success and its ability to provide services for a new school(s).

ESP Selection

- A. Explain why the applicant is seeking to contract with an ESP rather than operate the school(s) directly.
- B. Explain how and why the ESP was selected. If this is the first time the applicant has contracted with this ESP, explain when and how the applicant learned of the ESP, what other ESPs were considered, and why the ESP was selected over other ESPs.
- C. For applicants working with an ESP for the first time, provide summary information from reference checks conducted by the applicant (regarding the ESP), identifying each reference.
- D. Describe whether and how the school's board has assessed the capacity of the ESP to successfully carry out the functions necessary to operate a high-quality charter school.

ESP Background

- A. Provide the mission of the ESP and an overview of the organization's strategic vision, including, if applicable, a five-year growth plan, and rationale for managing new schools.
- B. Identify the ESP's leadership team and their specific roles and responsibilities. Include as Attachment BB an organization chart for the ESP.

ESP Track Record

- A. Provide evidence of organizational capacity to open and operate high-quality schools in Florida and, if applicable, elsewhere in accordance with the overall growth plan. Outline specific timelines for building or deploying organizational capacity to support the proposed school. If the ESP intends to build capacity and add positions during the term of this proposed charter school, include an organizational chart of the proposed growth within the ESP leadership structure as Attachment CC.
- B. Provide a comprehensive listing of ESP-operated charter schools (current and past) by completing form IEPC-M1A, which can be found at <http://www.fl DOE.org/schools/school-choice/charter-schools/charter-school-reference> and attach as Attachment DD.
- C. Explain the ESP's success in serving student populations similar to the target population of the school. Describe the ESP's demonstrated academic track record (provide specific academic results on all schools using Form IEPC-M1A, attached as Attachment DD).
- D. List and explain any management contract terminations as well as any charter revocations, non-renewals, withdrawals or non-openings that the ESP has experienced in the past five (5) years.

Legal Relationships

- A. Describe how the school’s governing board is independent from the ESP and self-governing, including evidence of arm’s-length negotiating.
- B. Explain whether the school has or will have any legal or contractual relationships with any subsidiaries or other entities or individuals that are affiliated⁴ with or owned in whole or in part by the ESP. If so, identify the nature of those entities’ business activities and describe how the governing board will ensure that any such relationships will not pose a conflict of interest or hinder the board’s authority or ability to terminate the contract with the ESP.
- C. Explain the supervisory responsibilities of the ESP (if any), including which school employees the ESP will supervise, how the ESP will supervise these employees, and how the school’s governing board will oversee the ESP’s supervisory responsibilities.
- D. If the school’s governing board intends to enter into a financing agreement (promissory notes, loans, leases, lease-purchase agreements, other negotiable instruments, or any other facility or financing relationships) with the ESP:
 - Ensure that such agreements are or will be separately documented and not part of or incorporated in the school management contract and do not hinder the governing board’s authority and practical ability to terminate the management agreement and continue operation of the school.
 - Provide evidence that the agreement was or will be reviewed by the governing board’s independent legal counsel or attorney and subject to a fair market analysis.
 - Describe how such agreements will be repaid. Repayments should be reflected in the budget.

Organizational Structure

- A. Provide a description of the roles and responsibilities of the ESP. This may include whether and how the specific roles and responsibilities set forth below may or may not be provided by the ESP, in order to summarize school- and ESP-level responsibilities. If some portions of a function are the responsibility of both the ESP and the governing board, please explain. The description should align with the management agreement with the ESP and provide a clear picture of what the ESP is responsible for.

Setting Performance Goals

Selecting Curriculum

Selecting Professional Development programs

Data Management & Selecting Interim Assessments

Determining Promotion Criteria

Setting a School Culture

Student Recruitment

School Staff Recruitment & Hiring

Providing Human Resources (HR) services (payroll, benefits, etc.)

⁴ The term “affiliated” means and includes one or more corporations or entities under the same or substantially the same control of a group of business entities which are connected or associated so that one entity controls or has the power to control each of the other business entities. The term “affiliated” includes, but is not limited to, the officers, directors, executives, shareholders active in management, employees, and agents of the affiliated corporation. The ownership by one business entity of a controlling interest in another business entity or a pooling of equipment or income among business entities shall be prima facie evidence that one business is affiliated with the other.

Fundraising
Managing Community Relations
Selecting and Providing Information Technology
Managing Facilities
Procuring Vendors
Other Operational and Administrative Services, if Applicable

- B. Describe the oversight and evaluation methods that the board will use to oversee the ESP. What are the school-wide and student achievement results that the ESP is responsible for achieving? How often, and in what ways, will the board review and evaluate the ESP's progress toward achieving agreed-upon goals (e.g. external evaluator, surveys, or performance data analyses)? What are the conditions, standards, and procedures for board intervention, if the ESP's performance is deemed unsatisfactory?
- C. Describe the payment schedule, including all fees, bonuses, early termination penalties, and any other compensation to be paid to the ESP.
- D. Describe the types of spending decisions the management organization can make without obtaining board approval? What reports must the ESP submit to the board on financial performance, and on what schedule? How will the school governing board provide financial oversight?
- E. What is the term (duration) of the management agreement? Explain the conditions and procedures (including time frames, notice, and decision-making procedures) for renewal and termination of the contract? Describe the conditions that both the ESP and the school must satisfy for the management agreement to be renewed. On what grounds may the ESP or the governing board terminate the management agreement for cause? List any indemnification provisions in the event of default or breach by either party. If these provisions are addressed in the management agreement, the applicant may cite the specific sections.
- F. Provide as Attachment EE, a draft of the proposed management agreement with the ESP.

Evaluation Criteria: Education Service Providers

Reviewers will look for:

- 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.

Florida Charter School Application Evaluation Instrument

Each section presents criteria for a response that meets the standard, and these criteria should guide the overall rating for the section. The Strengths and Weaknesses boxes provide space to identify data and other evidence that supports the rating. The rationale for each rating is important, especially if some of the data or evidence does not fit neatly into the criteria provided.

Capacity Interview:

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

The following definitions should guide the ratings:

- Meets the Standard:** The response reflects a thorough understanding of key issues 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
<input type="checkbox"/>	<input type="checkbox"/>

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

Strengths	Reference
Concerns and Additional Questions	Reference

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

Strengths	Reference

Concerns and Additional Questions	Reference

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

Strengths	Reference

Concerns and Additional Questions	Reference

4. Curriculum Plan

The Curriculum Plan section should explain not only *what* the school will teach but also *how* and *why*.

Statutory Reference(s):

s. 1002.33(6)(a)2.; s. 1002.33(6)(a)4.; s. 1002.33(7)(a)2.; s.1002.33(7)(a)4.

A response that meets the standard will present a curriculum plan that:

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

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

Strengths	Reference

Concerns and Additional Questions	Reference

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

Strengths	Reference

Concerns and Additional Questions	Reference

6. Exceptional Students

The Exceptional Students section should demonstrate an understanding of the requirements of the school to serve all students and provide a concrete plan for meeting the broad spectrum of educational needs and providing all students with a quality education.

Statutory Reference(s):

s. 1002.33(16)(a)3.

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of the programs, strategies and supports the school will provide to students with disabilities that will ensure appropriate access for students with disabilities and that the school will not discriminate based on disability.
- A clear description of how the school will ensure students with disabilities will have an equal opportunity of being selected for enrollment.
- A comprehensive and compelling plan for appropriate identification of students with special needs to ensure they are served in the least restrictive environment possible, have appropriate access to the general education curriculum and schoolwide educational, extra-curricular, and culture-building activities in the same manner as non-disabled students, receive required and appropriate support services as outlined in their Individual Education Plans and 504 plans, and participate in standardized testing.
- An understanding and commitment to collaborating with the sponsor to ensure that placement decisions for students with disabilities will be made based on each student’s unique needs through the IEP process.
- An appropriate plan for evaluating the school’s effectiveness in serving exceptional students, including gifted.
- A realistic enrollment projection (SWD) and a staffing plan that aligns with the projections.

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

Strengths	Reference

Concerns and Additional Questions	Reference

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

Strengths	Reference

Concerns and Additional Questions	Reference

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

Strengths	Reference

Concerns and Additional Questions	Reference

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

Concerns and Additional Questions	Reference

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

Strengths	Reference

Concerns and Additional Questions	Reference

11. Management and Staffing

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths	Reference

Concerns and Additional Questions	Reference

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

Strengths	Reference

Concerns and Additional Questions	Reference

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

Concerns and Additional Questions	Reference

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

Strengths	Reference

Concerns and Additional Questions	Reference

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

Concerns and Additional Questions	Reference

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

Strengths	Reference

Concerns and Additional Questions	Reference

17. Transportation

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

Statutory Reference(s):

s. 1002.33(20)

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths	Reference

Concerns and Additional Questions	Reference

18. Food Service

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

Statutory Reference(s):

s. 1002.33(20)(a)1.

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths	Reference

Concerns and Additional Questions	Reference

19. School Safety and Security

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

Statutory Reference(s):

s. 1002.33(7)(a)11.

Evaluation Criteria:

A response that meets the standard will present:

- A plan that will reasonably ensure the safety of students and staff and the protection of the school facility and property. Note that a fully-developed plan will be completed upon approval of the application.

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

Strengths	Reference

Concerns and Additional Questions	Reference

20. Budget

The Budget section should provide financial projections for the school over the term of its charter.

Statutory Reference(s):

s. 1002.33(6)(a)5.; s. 1002.33(6)(b)2.

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths	Reference

Concerns and Additional Questions	Reference

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

Strengths	Reference

Concerns and Additional Questions	Reference

22. Start-Up Plan

The Start-Up Plan should provide a clear roadmap of the steps and strategies that will be employed to prepare the school to be ready to serve its students well on the first day of operation.

Statutory Reference(s):

s. 1002.33(7)(a)16.

Evaluation Criteria:

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

- Provides a thoughtful and realistic implementation plan that covers major operational items and provides flexibility for addressing unanticipated events.

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

Strengths	Reference

Concerns and Additional Questions	Reference

Addendum

Addendum A: Replications

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

Statutory Reference(s):

s. 1002.33(6)

Evaluation Criteria:

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

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

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

Strengths	Reference

Concerns and Additional Questions	Reference

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

Strengths	Reference

Concerns and Additional Questions	Reference

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

Strengths	Reference

Concerns and Additional Questions	Reference

Applicant History Worksheets (Form IEPC-M1A)

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

Statutory Reference(s):

s. 1002.33(6)(a)

Evaluation Criteria:

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

Strengths	Reference

Concerns and Additional Questions	Reference

THE SCHOOL BOARD OF _____ COUNTY, FLORIDA

THIS CHARTER entered into as of the ___ day of _____ by and between

THE SCHOOL BOARD OF _____, FLORIDA, a body corporate operating
and existing under the Laws of the State of Florida

and

(Contracting Party/Legal Entity on behalf of Name of School DBA)

(Address)

(former name/location, if applicable)

a non-profit organization

Definitions

Definitions: The following terms shall have the following meanings herein unless the context clearly requires otherwise:

Application shall mean the School's application for a Charter (including amendments) as submitted to and approved by the School Board.

Governing Board shall mean the governing board or body of the School.

Charter shall mean this charter entered into between the School and the Sponsor.

County shall mean _____ County, Florida.

District shall mean the school district for the County as referenced in Art. IX, Section 4, Florida Constitution.

FDOE shall mean the Florida Department of Education.

School shall mean _____ (contracting party/legal entity and dba).

Sponsor shall mean the school board of the District as referenced in Art. IX, Section 4, Florida Constitution.

State shall mean the State of Florida.

Superintendent shall mean the superintendent of schools for the District as referenced in Art. IX, Section 4, Florida Constitution.

Section 1

- A. Application is Approved. The Application is approved by the Sponsor. A copy of the Application is attached hereto as Appendix 1 and constitutes a part of this Charter. In the event of any conflict between the Application and any other provision of this Charter, the Charter provision shall control.
- B. Term of Charter.
1. Effective Date. This Charter shall become effective on the date it is approved by the both parties.
 2. Term. The term of this Charter shall be [4,5 or up to 15] years commencing on _____ and ending on _____ unless terminated sooner as provided herein. The term shall be automatically extended on a month-to-month basis until the Charter has been renewed, nonrenewed, or terminated by the Sponsor. If the parties cannot reach agreement on the terms of a new contract, either party may request mediation from the FDOE, pursuant to section 1002.33(6)(h), Florida Statutes. If the Commissioner of Education determines that the dispute cannot be settled through mediation, the dispute may be appealed to an administrative law judge appointed by the Division of Administrative Hearings. The administrative law judge has final order authority to rule on whether proposed provisions of the charter violate the intended flexibility granted charter schools by statute.
 3. Start-Up Date. For the first year of operating under this Charter the School shall begin classes on the same day as the Sponsor or at such other time as otherwise agreed to by the Parties. The school cannot open absent submission of all required Pre-Opening documents as specified in Section 11 of this contract. In the event that the School has not submitted all Pre-Opening documents the School shall be afforded the opportunity to take one (1) planning year. The planning year does not extend the term of this Contract. Failure to open the School within 24 months of application approval is good cause for termination of this Charter.
 4. Charter Modification. This Charter may be modified during its initial term or any renewal term only upon approval of both parties. No such modification shall be enforceable unless it is in writing and approved by both the Governing Board and the Sponsor. If the modification involves changes to the grade levels, except as provided by law for high-performing charter schools, the School must provide information acceptable to the Sponsor relating to curriculum, budget, facilities, and staff.

5. Charter Renewal. This Charter may be renewed as provided for in section 1002.33, or 1002.331, Florida Statutes. A Sponsor may not require a charter school to waive the provisions of s. 1002.331, Florida Statutes, or require a student enrollment cap that prohibits a high-performing charter school from increasing enrollment in accordance with s. 1002.331(2), Florida Statutes, as a condition of approval or renewal of a charter.

C. Education Program and Curriculum

1. Any material change to the education program and/or curriculum as described in the approved Application or Charter requires Sponsor approval.
2. The School agrees to implement its educational and related programs as specified in the Application unless otherwise modified by this Charter.
3. The School shall make reading a primary focus of the curriculum and provide sufficient resources to identify and provide specialized instruction for students who are reading below grade level. The reading curriculum and instructional strategies shall be consistent with Florida Standards and grounded in scientifically-based reading research.
4. The School shall adopt the District's plan for English Language Learners, or implement an alternate District approved plan. If applicable, the School's plan for English Language Learners is attached hereto as Appendix 3. The plan must include sufficient information and detail to allow the Sponsor to determine legal sufficiency.
5. The School will establish the current incoming baseline standard of student academic achievement, the outcomes to be achieved, and the method of measurement that will be used, as described in the approved Application or otherwise described in this Charter.

D. Renewal/Non-Renewal/ Termination

1. Non-Renewal/Termination of this Charter. The Sponsor shall make student academic achievement for all students the most important factor when determining whether to renew or terminate this Charter. The Sponsor may choose not to renew or terminate this Charter for any of the following reasons as set forth in section 1002.33(8), Florida Statutes.
 - i. Failure to participate in Florida's education accountability system created in s. 1008.31, as required in this section, or failure to meet the requirements for student performance stated in the charter.

- ii. Failure to meet generally accepted standards of fiscal management.
- iii. Violation of law.
- iv. Other good cause shown, which may include, but is not limited to, any of the following:
 - a. Failure to cure a material breach of any term or condition of this charter after written notice of noncompliance;
 - b. Failure to implement a reading curriculum that is consistent with effective reading strategies grounded in scientifically based reading research if not timely cured after written notice;
 - c. Filing for voluntary bankruptcy, adjudication of bankruptcy or of insolvency, or other state of financial impairment by the School such that the School can no longer operate or is no longer financially viable;
 - d. Failure by the School to provide the District with access to records as required by law or this Charter;
 - e. Failure of the School to maintain minimum insurance coverage as described in this Charter if not timely cured after written notice;
 - f. Violation by the School of any court order pertaining to the operation of the School;
 - g. A criminal conviction upon matters involving the School against either the Governing Board, its members (collectively or individually), or the management company where the Board knew or should have known of the conduct underlying the conviction and failed to take corrective action;
 - h. Failure by the School to timely submit to the District a financial corrective action plan or financial recovery plan and required supporting documents following a notification from the District, Auditor General, or FDOE, that such a plan is required;
 - i. Failure by the School to implement any financial corrective

action plan or financial recovery plan approved by the Florida Commissioner of Education pursuant to section 218.503, Florida Statutes;

- j. Failure to provide periodic progress reports as required by the financial recovery plan if not timely cured after written notice;
 - k. Perpetration of a material fraud upon the District or material intentional misrepresentation in the Application;
 - l. Failure to comply with background screening and other requirements set forth in section 1002.33, Florida Statutes;
 - m. Failure by the School to comply with all applicable laws, ordinances and codes of federal, state and local governance including, without limitation, the Individuals with Disabilities Education Act (IDEA) and applicable laws relating to English Language Learners (ELL).
 - n. Failure to make sufficient progress in attaining the student achievement objectives of the Contract and a showing that it is not likely that such objectives can be achieved before the end of the Contract term;
 - o. Willfully or recklessly failing to manage public funds in accordance with the law;
 - p. Any action by the School that is detrimental to the health, safety, or welfare of its students that is not timely cured after written notice;
 - q. Failure to maintain the minimum number of governing board members for more than 30 days;
 - r. Failure to obtain and maintain all necessary licenses, permits, zoning, use approval, facility certifications, and any other approval required by the local government or any other governmental authorities having jurisdiction at any time during the term of this Charter.
2. The Sponsor shall notify the Governing Board in writing at least ninety days prior to renewing, non-renewing, or terminating this Charter.

- i. If the Sponsor issues a notice of non-renewal or termination, the notice shall state in reasonable detail the grounds for the proposed action and stipulate that the Governing Board may, within 14 calendar days of receipt of the notice, request a hearing.
 - ii. A request for a hearing must be authorized by a vote of the Governing Board and be submitted pursuant to the Notice provisions of this Contract.

- 3. The Sponsor may immediately terminate this charter pursuant to section 1002.33(8)(d), Florida Statutes.
 - i. Upon receipt of notice of immediate termination from the Sponsor, the School shall immediately provide the Sponsor access to the School's facilities along with security system access codes and access codes for all School owned/leased computers, software, networking, switching and all other technical systems in the School's facilities or remotely located areas serving the School, and shall immediately make accessible all educational and administrative records of the School. Moreover, within two (2) business days, the School shall turn over to the Sponsor copies of all records and information regarding the accounts of all of the public funds held by the School. The Sponsor shall assume operation of the school throughout the pendency of the hearing as provided for in s. 1002.33(8)(d), Florida Statutes, unless the continued operation of the School would materially threaten the health, safety or welfare of the students. Failure by the Sponsor to assume and continue operation of the School shall result in the awarding of reasonable costs and attorney's fees to the School if the School prevails on appeal. If the School prevails in an appeal through a final adjudication and mandate by the appellate court, or by the final order of the School Board (if no appeal is filed), the Sponsor shall, immediately, return to School all keys, security codes, all educational and administrative records of the School, and the School's facility. In that case, the School's Governing Board shall resume operation and oversight of the School.

 - ii. The School's instructional and operational employees may continue working in the School during the time that the Sponsor operates the School, at the Sponsor's option, but will not be considered employees of the Sponsor. Any existing employment contracts that any School personnel may have with the School may not be assumed or transferred to the Sponsor or any entity created by the Sponsor during the assumption of operations of the School unless the Sponsor or its entity, and the School, agree otherwise. The Sponsor reserves the right to take any appropriate personnel action regarding the School's employees.

4. If the School elects to terminate or non-renew the Charter, it shall provide reasonable prior notice of the election to the Sponsor indicating the final date of operation as voted by the Governing Board at a publicly noticed meeting. A board resolution signed by the School's Governing Board chair and secretary, indicating support of this action, shall accompany the written notification provided to the Sponsor. The School agrees that such notification shall be considered a voluntary termination by the governing board and a waiver of its right to a hearing or appeal.
5. Upon notice of termination or non-renewal the School shall not remove any public property from the premises.

E. Post Termination Provisions

1. If this Charter is not renewed or is terminated, the School shall be responsible for all the debts of the School. The District shall not assume the debt from any contract for services including lease or rental agreements, made between the School and a third party, except for a debt previously detailed and agreed upon, in writing, by both the Sponsor and the Governing Board and that may not reasonably be assumed to have been satisfied by the Sponsor.
2. In the event of termination or non-renewal of this charter, any and all leases existing between the District and the School shall be automatically cancelled, unless the lease provides otherwise. In no event shall the District be responsible under any assignment of a lease for any debts or obligations of the School incurred prior to such assignment.
3. In the event of termination or non-renewal any students enrolled at the School may be enrolled at their home District school, or any another school, consistent with the District's student transfer procedures including transfer of all student records to the receiving school. All assets of the School purchased with public funds, including supplies, furniture and equipment, will revert to full ownership of the Sponsor (subject to any lawful liens or encumbrances) or as otherwise provided by law. Any unencumbered public funds from the charter school, district school board property and improvements, furnishings, and equipment purchased with public funds, or financial or other records pertaining to the School, in the possession of any person, entity, or holding company, other than the charter school, shall be held in trust upon the Sponsor's request, until any appeal is resolved. If the School's accounting records fail to clearly establish whether a particular asset was purchased with public funds, then it shall be presumed public funds were utilized and ownership of the asset shall automatically revert to the Sponsor.

4. Final Audit: Pursuant to section 1002.33, Florida Statutes, upon notice of non-renewal, closure, or termination, an independent audit shall be completed within 30 days to account for all public funds and assets. During the fiscal year in which the termination or non-renewal occurs, the Sponsor may withhold from the School's FEFP funds, without penalty or interest, an amount necessary to cover the costs for a final financial audit of the School. The audit shall be conducted by an independent certified public accountant.

F. General Statutory Requirements

1. The School shall not discriminate in educational programs/activities or employment and shall provide equal opportunity for all as required by Federal, State and local law, rule, regulation and court order.
2. Additionally, the School shall comply with those statutes that specifically apply to charter schools as set forth in section 1002.33 generally, subsection 1002.33(16), and other applicable State laws. The School agrees that it will abide by all Federal and State laws, statutes, rules, and regulations applicable to charter schools and also abide by the terms and conditions of the Charter.

Section 2: Academic Accountability

Student academic achievement for all students shall be the most important factor when considering whether to renew, non-renew, or terminate this charter.

A. Annual Objectives

1. By September 15th of each year the Sponsor shall provide the School with academic student performance data on state required assessments for each student attending the School that was enrolled the prior year in another public school, pursuant to s. 1002.33(7)(a)3., Florida Statutes. The Sponsor may fulfill this requirement by providing the School access to the data.
2. By September 15th of each year the Sponsor shall provide the School the rates of academic progress for the prior year for comparable student populations in the district school system. The data shall include proficiency and growth on state assessments for English Language Arts and Mathematics by grade grouping (grades 3-5, 6-8, 9-11) for the following student groups:
 - i. Students scoring a level 1 on prior year assessment
 - ii. Students scoring a level 2 on prior year assessment
 - iii. Students scoring a level 3 or higher on prior year assessments
 - iv. Students with disabilities
 - v. English Language Learners

3. By October 15th of the first year of the School's operation, the School shall provide its proposed academic achievement goals for the current year to the Sponsor. The academic achievement goals shall include, at a minimum, growth and proficiency on state assessments, and may include performance on additional assessments included in the approved charter application. If the school will not serve students in grades that participate in the statewide assessments the academic achievement goals shall be based on the assessments included in the approved application, and at least one assessment administered in traditional public schools in the District.
 - i. The Sponsor shall review the proposed academic achievement goals within 30 days of receipt. If the Sponsor does not accept the proposed academic achievement goals it shall provide the School a written explanation. If the School and Sponsor cannot agree on academic achievement goals either party may request mediation pursuant to section 1002.33(6), Florida Statutes. If the Sponsor does not provide written notification within 30 days of receipt, the goals shall be deemed accepted by the Sponsor.
4. By October 15th of the second year of the School's operation, the school shall provide its proposed academic achievement goals for the remaining years of the contract, up to a maximum of four years or the end of the current contract term, whichever occurs first, using the same parameters and testing set forth in Section 2.A.3, above. Schools that have contracts in excess of five years shall resubmit proposed academic achievement goals every four years pursuant to the process described in this paragraph.
 - i. The Sponsor shall review the proposed academic achievement goals within 30 days of receipt. If the Sponsor does not accept the academic achievement goals it shall provide the School a written explanation. If the Sponsor does not respond within 30 days of receipt the academic achievement goals are deemed accepted. If the School and Sponsor cannot agree on academic achievement goals either party may request mediation pursuant to section 1002.33(6), Florida Statutes. The goals may be adjusted at any time upon mutual written consent of both parties.
5. Annually, the School shall report its performance against the academic goals. If the School falls short of the academic achievement goals set forth under the provisions of this contract the Sponsor shall report such shortcomings to the FDOE.
6. The School and Sponsor may agree to adjust the goals through a contract amendment or addendum.
7. **Methods of Measurement:** The methods used to identify the educational strengths and needs of students are set forth in the approved Application.

8. School Improvement Plans: The School shall develop and implement a School Improvement Plan as required by section 1002.33(9)(n), Florida Statutes and applicable State Board of Education Rules or applicable federal law.

B. Assessments

1. State required assessments: All students at the School will participate in all State assessment programs and assessments required by law. The School shall facilitate required alternate assessments and comply with state reporting procedures.
2. Additional Assessments: Students may participate in any or all District assessment programs in which the District students in comparable grades/schools participate and shall participate in any other assessments as described in the Application. The School shall be responsible for the costs of District assessments that are not required by law or this Charter, except those developed with federal funds or those developed using Florida's Item Bank and Test Platform
3. If an IEP, 504 Plan and/or an EP for a student indicates accommodations or an alternate assessment for participation in a State assessment, or District assessment, as applicable, the School will facilitate the accommodations or alternate assessment and comply with State reporting procedures.
4. All School personnel involved with any aspect of the testing process must abide by State policies, procedures, and standards regarding test administration, test security, test audits, and reporting of test results. The Sponsor shall invite the School staff to District offered training related to State assessment administration and, as applicable, District Assessment administration, at no cost to the School. The Sponsor shall provide to the applicable School staff all services/support activities that are routinely provided to the Sponsor's staff regarding implementation of District and State-required assessment activities. The School shall designate a testing coordinator and shall be responsible for proper test administration. The School shall permit the Sponsor to monitor and/or proctor all aspects of the School's test administration, if the Sponsor deems it necessary.
5. The District shall provide the School with reports on District and State assessments in the same manner and at the same time as for all public schools in the District.
6. The School shall, at its expense, provide adequate technological infrastructure to support all required online test administration.

- C. Student Promotion/Graduation: The School's student promotion policy shall be consistent with the provisions of the Application. The School [will/will not] adopt the Sponsor's

student progression plan.

The School's policy for determining that a student has satisfied the requirements for graduation shall be consistent with the provisions of the Application, and Florida Law.

Schools that serve students in grade 12 shall annually notify parents in writing the accreditation status of the school and the implications of non-accreditation, if applicable. The notification may be provided in the parent handbook.

D. Data Access and Use Pursuant to Statute

The School agrees to allow the District reasonable access to review data sources in order to assist the District in making a valid determination about the degree to which student performance requirements, as stated in this Charter, have been met.

Section 3: Students

A. The School will serve students in grades _____ through _____.

The School may provide enrollment preferences as allowed for in section 1002.33(10), Florida Statutes. Further, the School may limit the enrollment process to target specific student populations as set forth in section 1002.33(10)(e), Florida Statutes as described in the approved application.

The School will accept all eligible students in accordance with federal and state anti-discrimination laws and in accordance with the Florida Educational Equity Act, section 1000.05(2) (a), Florida Statutes. The School will not discriminate on the basis of race, gender, ethnicity, religion, national or ethnic origin or disability in the admission of students. The school may not request prior to enrollment, through the application or otherwise, information regarding the student's prior academic performance.

The School shall be non-sectarian in its programs, admissions policies, employment practices and operations. The School will meet all applicable state and local health, safety, and civil rights requirements.

B. The School shall make reasonable efforts, in accordance with federal law, to achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other public schools in the District and shall not discriminate against students with disabilities who are served in Exceptional Student Education programs (ESE) and students who are served as English Language Learners (ELL).

If the District is operating under a federal order or other resolution or settlement agreement, the School shall comply with those requirements applicable to charter schools that are not considered a local education agency (LEA). The charter school is not

required to comply with federal requirements applicable to charter schools also considered to be an LEA.

C. Recruitment

The School will recruit throughout all segments of the community. This may include direct mailings, public advertisement utilizing the local and community press and informational meetings at a variety of locations using both English and other languages where appropriate.

D. Eligible Students

1. Each year, the School agrees to enroll an eligible student by accepting a timely application through deadlines as determined by the Governing Board and publicly advertised. If the target goal of students is not met by the deadline, and the school wishes to extend, the School will give sufficient public notice and extend the application deadline for a set time as determined and publicized by the governing board. If, at the 10 day count, the registered enrollment as reflected in the Sponsor's data system is less than 75% of the School's total projected enrollment as described in either the approved application for the first year or as determined under the provisions of Section 3.G. of this contract, the School shall, upon request by the Sponsor, submit a revised budget within 30 days taking into account the reduced enrollment. Failure to provide the revised budget may constitute good cause for termination.
2. If the number of applications exceeds the capacity of the program, class, grade level, or building, all applicants shall have an equal chance of being admitted through a random selection process. The School may give preference in admission to students or limit the enrollment as provided for in section 1002.33(10), Florida Statutes. The School shall clearly indicate in its Policies and Procedures the lottery procedures, and any/all enrollment preferences the school will utilize.
3. Enrollment is subject to compliance with the provisions of section 1003.22, Florida Statutes, concerning school entry health examinations and immunizations.
4. If this Charter is not renewed or is terminated, a student who attended the School may be enrolled in another public school pursuant to Sponsor policies.
5. A student may withdraw from the School at any time and enroll in another public school, as determined by District policy. The School shall work in conjunction with the parent(s) and the receiving school to ensure that such transfers minimize impact on the student's grades and academic achievement.
6. Students at the School are eligible to participate in an interscholastic

extracurricular activity at the public school to which the student would be otherwise assigned to attend pursuant to section 1006.15(3)(d) and 1002.20(18)(c), Florida Statutes.

E. Class Size

The School shall be in compliance with Florida Constitutional Class Size Requirements, as applicable to charter schools.

F. No later than November 1 of each year, the School shall provide to the Sponsor the School's projected enrollment for the following school year. The projected enrollment shall not constitute a cap on the School's enrollment for the following school year.

G. Annual Enrollment

1. Preliminary Projection: No later than November 1 of each year, the School shall provide to the Sponsor the School's preliminary projected enrollment for the following school year. The projected enrollment shall not constitute a cap on the School's enrollment for the following school year.
2. Annual Enrollment Capacity: The enrollment capacity shall be annually determined by the Governing Board in conjunction with the Sponsor based on the factors set forth in section 1002.33(10), Florida Statutes. The School shall provide to the Sponsor by March 1 of each year of this contract, the proposed enrollment capacity for the subsequent school year.
3. Final Enrollment Projection: No later than June 1 of each year, the School shall provide to the Sponsor the School's final enrollment projection for the upcoming school year. For purposes of this contract, final enrollment projection is not annual capacity, but is the School's projection for how many students will be enrolled when the school year begins as will serve as the basis for initial FEFP payments.

Disagreements between the Sponsor and the School relating to enrollment capacity will be resolved using the dispute resolution provisions in this Charter and section 1002.33, Florida Statutes. The School shall not enroll students in excess of the physical capacity of the building, unless the School operates multiple sessions, in which case, the physical capacity of the School shall not be exceeded during any session.

The enrollment capacity of a School that is designated as High-Performing pursuant to section 1002.331, Florida Statutes, shall be determined by the governing board.

H. Maintenance of Student Records as Required by Statute

1. The School shall maintain confidentiality of student records as required by federal and state law.

2. The School will maintain active records for current students in accordance with applicable Florida Statutes and State Board of Education rules.
3. All permanent (Category A) records of students leaving the School, whether by graduation, transfer to another public school, or withdrawal to attend another school, will be immediately transferred to the District in accordance with Florida Statutes. Records will be transmitted to the District's records retention department.
4. Records of student progress (Category B) will be transferred to the appropriate school if a student withdraws to attend another public school or any other school. The School may retain copies of the departing student's academic records created during the student's attendance at the School.
5. Upon the withdrawal of a student from the School, the School will retain the student's original records, except that such records will be immediately transferred to another District school when requested by that school. Requests for student records from public or private schools outside of the County and private schools within the County must be made in writing. Only copies of requested records may be provided. Copies only of student records may be provided to parents upon their request unless the student is considered an eligible student under FERPA. The School will retain the student's record for three (3) years after student withdrawal or until requested by another District public school in this County, whichever comes first. At the end of the third year all inactive student records will be returned to the District's records retention department.
6. Upon termination or closure of the School, all student education records and administrative records shall be transferred immediately to the Sponsor's records retention office for processing and maintenance.
7. The School will comply with all other public record retention requirements for non-student related records in a manner consistent with applicable Florida law. The School shall comply with Fla. Stat. Chapter 119 (the Public Records Act) and all other applicable statutes pertaining to public records.
8. The Sponsor will ensure that all student records will be provided immediately to the School upon request and upon enrollment of students in the School from a District school.
9. The School must maintain a record of all the students who apply to the School, whether or not they are eventually enrolled. The information shall be made available to the Sponsor upon written request. However such requests may not be made until after the October survey period. The School shall maintain

documentation of each enrollment lottery conducted. Such documentation shall provide sufficient detail to allow the Sponsor to verify that the random selection process utilized by the School was conducted in accordance with section 1002.33(10)(b), Florida Statutes. Records must be maintained in accordance with applicable record retention laws.

- I. Exceptional students shall be provided with programs implemented in accordance with applicable Federal, state and local policies and procedures; and, specifically, the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, sections 1000.05 and 1001.42(4) (1) of the Florida Statutes, and Chapter 6A-6 of the Florida Administrative Code. This includes, but is not limited to:
1. A non-discriminatory policy regarding placement, assessment, identification, and selection.
 2. Free appropriate public education (FAPE).
 3. Individual Educational Plans (IEP's), to include an annual IEP meeting with the student's family.

Students with disabilities will be educated in the least restrictive environment, and will be segregated only if the nature and severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Those students, whose needs cannot be adequately addressed at the School, as determined by the IEP team, will be referred to an appropriate placement within the District. Parents of students with disabilities will be afforded procedural safeguards in their native language, consistent with the manner that those safeguards are provided in the District's traditional schools or using the District's materials. Unless the School is specifically for students with disabilities, the School shall not request through the School's application a student's IEP or other information regarding a student's special needs, nor shall the school access such information prior to the enrollment lottery.

Upon enrollment, or notice of acceptance sent to the student, the School may request from the District information related to the student's program and needs, including the student's most recent IEP, which shall be provided within 10 days. If the School believes, upon review of the IEP, that the student's needs cannot be met at the School an IEP meeting shall be convened within 30 days. The Sponsor shall be invited to and may attend the meeting, at which time the IEP team shall determine whether the School is an appropriate placement for the student.

A representative of the Sponsor shall be invited to participate in all IEP meetings.

The Sponsor retains the right to determine whether or not to send a representative to such meetings.

4. Due Process Hearing:

- i. A student, parent, or guardian who indicates at an IEP, EP, or 504 meeting that they wish to file for a due process hearing or State Complaint pursuant to State law and rules shall be given the appropriate forms by the School. These forms shall also be provided upon request at any other time.
- ii. Due process hearing requests shall be forwarded to the Sponsor's ESE Director and the District's General Counsel within one (1) school day of receipt.
- iii. The Sponsor will select and assign an attorney in consultation with the School. The School may also hire an attorney at its cost to consult and cooperate with the Sponsor. Final decisions on legal strategies shall be made by the Sponsor's attorney in consultation with the School.
- iv. In cooperation with the assigned attorney, the School is responsible for scheduling resolution and mediation meetings as required under State and Federal law.
- v. The Sponsor shall ensure that:
 - (a) The due process hearing is conducted pursuant to applicable State laws and rules;
 - (b) A final decision is reached; and
 - (c) A copy of the decision is mailed to the parties.
- vi. The School shall bear all the costs associated with the administrative due process hearing, legal representation, discovery, court reporter, and interpreter. In the event that the student, parents, or guardians prevail, either through a hearing or settlement, the School shall pay any and all attorneys' fees, reimbursements, compensatory education and any other costs incurred, agreed upon or awarded; however, the District shall assume and/or reimburse the costs of the defense attributable to, caused by or through the fault of the District, if any. Costs and fees incurred will be automatically reduced from the FTE funds passed through the Sponsor to the School, without any penalty of interest, although the School may request and the parties agree to a payment plan.

If the School receives a complaint filed or becomes aware of an investigation with the Office of Civil Rights or any other governmental entity and the complaint or investigation relates to the School and could involve the Sponsor, the School shall within one (1) school day notify the Sponsor and provide the Sponsor any documentation from the agency. The School shall fully cooperate with the Sponsor during the investigation

and proceeding and provide the Sponsor any relevant information. The School shall bear all costs associated with the investigation. However, the Sponsor shall assume and/or reimburse the costs attributable to, caused by, or through the fault of the Sponsor, if any.

- J. ESE administrative services covered by the administrative fee, pursuant to section 1002.33(20), Florida Statutes, includes professional development related to IEP development; access to any electronic IEP system or forms; initial evaluation for ESE placement; and other supports and services as agreed to by the School and the District.
- K. English for Speakers of Other Languages: Students at the School who are English Language Learners will be served by English to Speakers of Other Languages (ESOL) certified personnel who will follow the District's Plan for English Language Learners (ELLs), or an alternate plan that has been approved by the Sponsor. The School shall be invited to attend the District's ESOL Procedures Training(s) and shall comply with applicable rules and regulations.
- L. Dismissal Policies and Procedures

The School shall implement the dismissal policies as described in the approved Application or subsequently submitted to and approved by the Sponsor. If the School materially revises the dismissal policies, it shall provide the Sponsor the revised policies within 30 days of adoption by the Governing Board. If the Sponsor determines that the revised dismissal policies violate applicable law it shall provide the School with written notice within 30 days. The School shall have the opportunity to resubmit.

Upon the School's decision to implement dismissal, the School shall refer the student to the District for appropriate placement with the District. Dismissal procedures shall be clearly defined in writing and included in any Parent Contract, shared with students and parents annually and provided to the District no later than two weeks prior to the opening of school each year. In each instance where dismissal is initiated, the parents will receive written notice of the dismissal including the reasons for dismissal and a summary of the actions taken to assist the student prior to dismissal. The District shall be provided a copy of the dismissal notice on the same day as the parent. The School shall work in conjunction with the parent(s) and the receiving school to assure that, to the greatest extent possible, such dismissals occur at logical transition points in the school year (e.g. grading periods or semester breaks) that minimize impact on the student grades and academic achievement.

The School may withdraw a student involuntarily for failure to maintain eligibility, such as District residency requirements, or for violation of the School's Student Conduct Code, which must also be compliant with IDEA, Section 504 of the Rehabilitation Act, and the American with Disabilities Act (ADA) for student with disabilities.

The School may not withdraw a student involuntarily for poor academic performance or for a minor infraction of the School's Code of Conduct. The school will ensure that no pressure, coercion, negotiation or other inappropriate inducement may be used to attempt to have parents/guardians withdraw students from the School.

M. Student Code of Conduct, Suspension and Expulsion

The School will maintain a safe learning environment at all times. The School shall adopt a Code of Student Conduct as described in the approved Application. The School will report each month to the District the number of violations of the Code, by offense, to be included in the District's discipline reporting, as required by law. The School agrees that it will not engage in the corporal punishment of students. Students recommended for expulsion or placement in an alternative school will be referred to the Sponsor for appropriate disposition. Students with disabilities shall be afforded a manifestation determination if required by the Individual with Disabilities Education Act.

N. School/Parent Contract

The School agrees to submit any proposed Parent Contracts, including amendments, to the Sponsor for review by March 1 annually. The Sponsor shall approve the proposed parent contract or reject it if it does not comply with applicable law, within 30 days of receipt. If the Sponsor rejects the proposed Parent Contract it shall provide its reasons for rejection in writing, detailing the legal insufficiency, and shall allow the School to resubmit a revised draft. If the School or Sponsor elects to resolve any dispute through the dispute resolution procedures, then the deadline for approving the parent contract will be extended through the conclusion of that dispute resolution process. The school may not accept monetary donations in lieu of volunteer hours.

Section 4: Financial Accountability

A. Revenue/State and Local

1. Basis for Funding: Student Reporting

- i. School will report the daily attendance of each student to the District to meet District attendance reporting requirements, as required by law.
- ii. The School agrees to report its student enrollment to the District as provided in section 1011.62, Florida Statutes, and in accordance with the definitions in section 1011.61, Florida Statutes, at the agreed upon intervals and using the method used by the District when recording and reporting cost data by program. The District shall include the School's enrollment when recording and reporting cost data by program. The District shall include the School's enrollment in the District's report of student enrollment. The School shall use the Sponsor's electronic data processing software system and procedures for the processing of student

enrollment, attendance, FTE collection, assessment information, IEP's, ELL plans, 504 plans, and any other required individual student plan. The Sponsor shall provide the School with equal access to the Sponsor's student information systems that are used by traditional public schools in the District.

- iii. If the School submits data relevant to FTE, Federal, or grant funding that is later determined through the audit procedure to be inaccurate, the School shall be responsible for any reimbursement to the State, the United States Department of Education or the District for any errors or omissions in data that the School submitted provided that the District has timely sent notice to the School of alleged errors discovered through such audit(s) so that the School, on its own, or through the sponsor, at the School's expense may participate in any proceedings to challenge or appeal such audit findings. The District shall deduct any such adjustments from the School's subsequent revenue disbursements evenly over the remaining months of the fiscal year or according to an agreed upon payment plan.
- iv. The District agrees to fund the School for the students enrolled as if they are in a basic program or a special program in a District school in a manner fully consistent with Florida law. The basis of the funding shall be the sum of the District's operating funds from the Florida Education Finance Program (FEFP) as provided in section 1011.62, Florida Statutes, and the General Appropriations Act, including gross state and local funds, discretionary lottery funds and funds from the District's current operating discretionary millage levy, divided by the total funded weighted full-time equivalent students (WFTE) in the District; multiplied by the weighted full-time equivalent students for the School.
- v. If the School's students or programs meet the eligibility criteria in law, the School shall be entitled to its proportionate share of categorical program funds included in the total funds available in the FEFP by the Legislature, including transportation.
- vi. Total funding for the School shall be recalculated during the year to reflect the revised calculations under the Florida Education Finance Program by the state and the actual weighted full-time equivalent students reported by the School during the full-time equivalent student survey periods designated by the Commissioner of Education.

2. Millage Levy, if applicable

The District may, at its discretion, provide additional funding to the School via any applicable capital outlay or operating millage levied by the

Sponsor.

3. Fees to be Charged to the School By the District.

The Sponsor may charge the School an administrative fee in an amount not to exceed the maximum rate allowed under section 1002.33(20), Florida Statutes. Such fee shall be withheld ratably from the distributions of funds, defined in section 1002.33(17)(b), Florida Statutes, to be made to the School under this Charter. Such fee shall cover only those services provided by the Sponsor which are required to be covered under such statute. If the School requests services from the Sponsor beyond those provided for in statute, the Sponsor and the School will enter into a separate written agreement approved by both parties.

The District shall provide the distribution of funds reconciliation simultaneously with each revenue disbursement to the School including any administrative and other fees and charges withheld.

4. Distribution of Funds Schedule

- i. The Sponsor shall calculate and submit twelve (12) monthly payments to the account specified by the School. Each payment will be one-twelfth (1/12) of the funds described in Section 4.A.1., above, less the administrative fee set forth in Section 4.A.3, above. The first payment will be made by July 15. Subsequent payments will be made no later than the 15th of each month beginning with August 15.
- ii. For the first year of this Contract, monthly payments will be calculated as follows:
 - a. July through October payment shall be based on the School's projected enrollment as described on the cover sheet of the approved application, if a minimum of 75 percent of the projected enrollment is entered into the Sponsor's Student Information System by the first day of the current month. Otherwise, the Sponsor shall fund the School based on the number of students actually entered in the Sponsor's Student Information System as of the first day of the current month.
 - b. Thereafter, the results of full-time equivalent student membership surveys shall be used in adjusting the amount of funds distributed monthly to the charter school for the remainder of the fiscal year.

- d. Payments will be adjusted retroactively for prior period adjustments.
- iii. For the second year and following years of the Contract, monthly payments will be calculated as follows:
 - a. July through October payment shall be based on the School's final projected enrollment as determined under the provisions of Section 3.G. of this contract, if a minimum of 75 percent of the final projected enrollment is entered into the Sponsor's Student Information System by the first day of the current month. Otherwise, the Sponsor shall fund the School based on the number of students actually registered as of the first day of the month.
 - b. Thereafter, the results of full-time equivalent student membership surveys shall be used in adjusting the amount of funds distributed monthly to the charter school for the remainder of the fiscal year.
 - c. Payments will be adjusted retroactively for prior period adjustments.
- iv. Payment shall not be made, without penalty of interest, for students in excess of the School facility's valid capacity as determined by the School's Certificate of Occupancy, Certificate of Use, or Fire Permit or in excess of the annual enrollment capacity for the school year (whichever is less). In the event that the required county and/or municipality facility permits do not indicate a facility capacity, the School must submit a letter from the architect of record certifying the capacity of the facility.
- v. The Sponsor may withhold monthly payments, without penalty of interest, if the School's Certificate of Occupancy, Certificate of Use, or Fire Permit has expired or has otherwise become invalid. The Sponsor shall release, in full, all funds withheld under this provision when the School has cured the deficiency.

Additionally, funding for the School shall be adjusted during the year as follows:

- a. In the event of a state holdback or a proration, which reduces District funding, the School's funding will be reduced proportionately to the extent required by law.
- b. In the event that the District exceeds the state cap for WFTTE for

Group 2 programs established by the Legislature resulting in unfunded WFTE for the District, then the School's funding shall be reduced to reflect its proportional share of any unfunded WFTE.

- vi. The District shall make every effort to ensure that the School receives timely and efficient reimbursement of funds. Other than those payments provided for in this Contract, for which other requirements for timely payments have been made, the payment shall be issued no later than ten (10) working days after the District receives a distribution of state or federal funds. If a warrant for payment is not issued within ten (10) working days after the receipt of funding by the District, or the due date set forth in this Charter, the District shall pay to the School, in addition to the amount of the scheduled disbursement, interest at a rate of one percent (1%) per month calculated on a daily basis on the unpaid balance from the expiration of the ten (10) day period until such time as the warrant is issued.

Payment shall be made to the account in a state approved depository specified and approved by the Governing Board at a public meeting. Nothing herein shall prevent the Governing Board from directing the deposit of payments with a trustee or other agent in connection with any financing or extension of credit.

Notwithstanding the foregoing, distribution of FTE funds may be withheld, upon written notice by the Sponsor, if any of the following required documents are more than thirty (30) day overdue:

- i. The school's monthly/quarterly financial statement as required by State Board of Education Rule 6A-1.0081, F.A.C.
- ii. The School's annual financial audit as required by section 218.39, F.S and this Contract .

The Sponsor shall release, in full, funds withheld under this provision within 10 days of receipt of the documents that resulted in the withholding of funds.

B. Federal Funding

Pursuant to section 1002.33(17), Florida Statutes, unless otherwise mutually agreed to by the School and Sponsor, and consistent with state and federal rules and regulations governing the use and disbursement of federal funds, the Sponsor shall reimburse the charter school on a monthly basis for all invoices submitted by the charter school for federal funds available to the Sponsor for the benefit of the charter school, the charter

school's students, and the charter school's students as public students in the school district. If the School elects to receive funds in lieu of services, the following provisions apply:

1. The Sponsor shall provide to the School by August 15 of each year a projected annual allocation for all federal funds, as described above, that the School may draw as reimbursement for services provided. The projected annual allocation shall be based upon the School's final projected enrollment as provided for in 3.G. of this Contract.
2. The School shall provide to the Sponsor a plan that describes how the funds will be used in accordance with applicable federal requirements as required by law. The plan must include sufficient detail to allow review of the plan for compliance with applicable federal regulations. The Sponsor shall have 30 days to review and approve the plan. If the Sponsor deems the plan unacceptable, the Sponsor shall provide the School with written notice detailing the deficiencies and provide an opportunity to cure.
3. The School shall submit invoices by the 15th of each month to receive reimbursement for allowable expenses incurred during the prior month. The School shall maintain documentation of all expenditures in accordance with applicable law and provide to the Sponsor upon request. Expenditures shall be included in required monthly/quarterly financial statements.
4. The Sponsor shall reimburse the school within 30 days of receipt of the invoice. If the Sponsor determines that the invoice is insufficient, it shall provide written notice to the School within ten (10) days of receipt.
5. The per pupil allocation of Title I funds will be determined annually in accordance with federal and state Title I regulations by the District for that purpose. The allocation of Title I Funds shall be made in accordance with the Public Charter Extension Act of 1998 and all corresponding guidance and regulations and applicable Florida law.
6. Any capital outlay item purchased with Title I must be identified and labeled for Title I property audits. The property must be returned to the District if the School is no longer eligible for Title I funding.
7. Should the School receive Title I funds it will employ highly qualified staff: teachers that are certified and teaching infield; Para-educators with two years of college, an AA degree, or that have passed an equivalent exam.
8. If the School accepts Title I funds, the School will receive a separate parent involvement allocation that must be spent in support of parental involvement

activities and the School will implement a parent involvement program subject to the provisions of Title I federal law, currently section 1118 of NCLB.

9. The District and regional Title I staff will provide technical assistance and support in order to ensure that Title I guidelines are being followed at the School and that students are meeting high content and performance standards.
10. Medicaid School Match Program Participation: Under the Medicaid Certified School Match Program, the School may be eligible to seek reimbursement for certain services provided to Medicaid-eligible students who qualify for services under the IDEA part B or C. In order to seek reimbursements, the School shall follow the procedures established by the Agency for Health Care Administration for Medicaid-reimbursable services to eligible students in the School.

C. Federal Grants

The School agrees to comply with the District's rules, policies and procedures for federal and state Grants Management for grants submitted through the District, which include, but are not limited to:

1. Working with the appropriate District staff to facilitate District's approval for all federal and state grant applications developed by the School for which the District will serve as fiscal agent
2. Submitting a grant application executive summary and grant description for each such grant processed, and submitting an annual end-of-the-year Grant Final Report.
3. Ensuring that all grant indirect costs are appropriated, if allowed, to the district for applicable Federal Grants that are approved, monitored and/or disbursed by the Sponsor. For purposes of the Public Charter School Program Grant, authorized under Title V, Part B, of the Elementary and Secondary Education Act, no indirect costs may be appropriated to the Sponsor unless the School voluntarily agrees to such appropriation.

D. Charter School Capital Outlay Funds

1. Application

If the School meets the FDOE criteria for Charter School Capital Outlay Funds, the School must submit a Capital Outlay Plan pursuant to the process required by FDOE.

2. Distribution

Should the School receive a Capital Outlay allocation, the District shall distribute such funds to the School within 10 days of receipt of such funds from the FDOE.

E. Restriction on Charging Tuition

The School shall not charge tuition or fees, except those fees allowable by statute that are normally charged by other public schools in the District. If the School intends to charge fees, it shall submit its proposed fee schedule to the District for review no later than March 1 prior to the School Year in which the fees are intended to be charged, or within 30 days of contract execution for the initial school year. If the District believes that the proposed fee schedule does not meet the requirements of this subsection or applicable law, it will submit comments to the School and request additional information no later than thirty (30) days following receipt of the proposed fee schedule. If the parties are unable to resolve such issues, the matter will be submitted for alternative dispute resolution as set forth herein and Florida law. Fees shall not be a barrier to enrollment.

F. Budget

1. Annual Budget

The School shall annually prepare an operating budget for the School. The budget shall be formally adopted by the Governing Board at a scheduled public meeting. The adoption of the budget shall be documented in the minutes of the meeting. The School shall provide to the Sponsor a copy of the approved budget and a copy of the minutes of the Governing Board meeting documenting adoption of the budget, no later than August 30, for the fiscal year.

2. Amended Budget

Any amendments to the adopted budget shall be approved by the Governing Board at a scheduled meeting thereof and a copy provided to the District within 10 business days of the meeting at which the budget was amended.

G. Financial Records, Reports and Monitoring

1. Maintenance of Financial Records

The School shall use the standard state format contained in the Financial and Program Cost Accounting and Reporting for Florida Schools (The Red Book) for all financial transactions and maintenance of financial records.

2. Financial and Program Cost Accounting and Reporting for Florida Schools

The School agrees to do an annual cost accounting in a form and manner

consistent with generally accepted governmental accounting standards in Florida. The financial statements are to be prepared in accordance with the provisions of section 1002.33(9), Florida Statutes.

3. Financial Reports

i. Monthly Financial Reports

The School will submit a monthly financial statement pursuant to section 1002.33(9), Florida Statutes, and Rule 6A-1.0081, Florida Administrative Code, to the Sponsor no later than the last day of the month following the month being reported or in the case of a High-Performing charter school, financial reports shall be submitted quarterly as provided by Florida law. The monthly/quarterly report will be in the format prescribed by the FDOE.

The parties agree that the Sponsor may reasonably request, in accordance with section 1002.33(5)(b)1.j., Florida Statutes, documents on the School's financial operations beyond the monthly financial statement and the School shall provide in a reasonable timeframe.

ii. Annual Property Inventory

The School will submit annually to the Sponsor a property inventory of all capital assets or additions to capital assets purchased with public funds (including grant funds). This includes land or existing buildings, improvements to grounds, construction of buildings, additions to building, remodeling of buildings, initial equipment, new and replacement equipment, and software. This shall include furniture, fixtures, and equipment. The property inventory shall include the date of purchase, description of the item purchased, the cost of the item, and the item location. The property inventory shall be submitted to the sponsor annually at the same time School's Annual Audit is submitted.

iii. Program Cost Report

The School agrees to deliver to the Sponsor its annual cost report in a form and manner consistent with generally accepted governmental accounting standard in Florida, no later than the last business day in July.

iv. Annual Financial Audit

The School will annually obtain a financial audit, from a licensed Certified Public Accountant or Auditor, selected pursuant to section 218.391,

Florida Statutes. The audit will be performed in accordance with Generally Accepted Auditing Standards; Governing Standards and the Rules of the Auditor General for the State of Florida. The School will provide a copy of its annual financial audit (including any School responses to audit findings) to the Sponsor no later than September 30.

The Sponsor reserves the right to perform additional audits and investigations at its expense as part of the Sponsor's financial monitoring responsibilities as it deems necessary to ensure fiscal accountability and sound financial management.

- v. Form 990, if applicable

A Charter School shall organize as, or be operated by, a nonprofit organization. If the School has obtained federal tax exempt status as a 501(c) (3) organization, the School shall provide the Sponsor copies of any correspondence from the Internal Revenue Service (IRS) confirming the School's 501(c)(3) status and will provide to the Sponsor a copy of its annual Form 990 within 15 business days after filing it with the IRS. Notwithstanding anything set forth in this Contract, the Sponsor does not covenant to extend or pledge its own tax-exempt status in any way for the use and benefit of the School.

- vi. The School shall provide all required financial documents noted herein in a timely manner consistent with the terms of this Charter.

4. The School's Fiscal year shall be July 1 – June 30
5. If the School's annual financial audit reveals a deficit financial position, the auditors are required to notify the School's Governing Board, the Sponsor and the FDOE in writing. The auditor shall report such findings in the form of an exit interview to the principal or the principal administrator of the School and the chair of the Governing Board within seven (7) business days after finding the deficit position.
6. A final annual financial audit report shall be provided to the entire Governing Board, the Sponsor and the FDOE within fourteen (14) business days after the exit interview.
7. If the School experiences one of the financial conditions included in section 1002.345, Florida Statutes, it shall address such findings as required by law.

H. Financial Management of School

1. The Governing Board shall be responsible for the operation and fiscal management of the School. The fiscal management of the School shall be conducted in a manner consistent with the provisions of the Application.
2. The School shall adhere to any additional applicable financial requirements mandated by the State and/or Federal laws and regulations.
3. Notwithstanding anything else herein to the contrary, the Sponsor shall not
 - i. Guarantee payment for any purchases made by the School;
 - ii. Guarantee payment for any debts incurred by the School;
 - iii. Guarantee payment for any loans taken out by the School.
 - iv. Lend its good faith and credit in order for the School to obtain a loan or other forms of credit.

The School shall not suggest or represent to third parties, including, but not limited to, lenders, vendors, creditors, other business entities or their representatives, governmental entities, or other individuals anything to the contrary of the immediately preceding sentences.

4. The School agrees to provide to the District, upon request, proof of sufficient funds or a letter of credit to assure prompt payment of operating expenses associated with the School, including but not limited to, the amount of any lease payments, teacher and other staff salaries and benefits, transportation cost, etc. The parties stipulate that provision of a financially feasible, adopted budget, shall be sufficient for meeting this requirement.

I. Description of Internal Operating Procedures

The School shall develop and implement sufficient internal operating procedures as described in the approved Application to ensure sound financial management.

Section 5: Facilities

- A. The School shall be located at [INSERT PHYSICAL ADDRESS OF FACILITY]. The School must provide a copy of the lease agreement, use agreement, or ownership documents and certificate of occupancy or temporary certificate of occupancy documenting compliance with all applicable codes no later than fifteen (15) days prior to the School's opening. The School shall make facilities accessible to Sponsor for safety inspection purposes. A facility for students to utilize during the class day is a material

requirement of this Contract. If the facility is sub-leased, the School shall provide, upon request, documentation verifying the owner of the facility has approved the School's use of the facility.

Any proposed change in location must be requested in writing to the Sponsor, and any new location must meet the same standards contained herein and applicable law. If the proposed location will not result in a substantial change to the student population or burden to the currently enrolled students and their families and does not alter the school's mission, approval shall not be unreasonably withheld. The School shall not change locations without prior written approval from the Sponsor, Superintendent or Superintendent's designee.

Notwithstanding the aforementioned, in unforeseen circumstances or emergencies, if the facility is damaged or unable to safely house students/staff, the School must notify the Sponsor, immediately, and secure an alternative location to ensure no interruption in instruction. The alternative location shall be subject to all facility requirements indicated in this section and applicable law. If the circumstances result in limited interruption of instruction the School shall ensure that the required number of instructional hours is provided.

- B. The School shall use facilities that comply with the requirements in section 1002.33(18), Florida Statutes. The School shall provide the District with a list of the facilities to be used and their location. The School agrees to periodic health and safety inspections conducted by District safety staff.
- C. In the event a charter school is dissolved or is otherwise terminated, all district school board property and improvements, furnishings, and equipment purchased with public funds shall automatically revert to full ownership by the district school board, subject to complete satisfaction of any lawful liens or encumbrances. Any unencumbered public funds from the charter school, district school board property and improvements, furnishings, and equipment purchased with public funds, or financial or other records pertaining to the charter school, in the possession of any person, entity, or holding company, other than the charter school, shall be held in trust upon the district school board's request, until any appeal status is resolved.
- D. If the School is a Conversion School pursuant to section 1002.33, Florida Statutes, the Sponsor shall maintain the facilities as required by section 1002.33(18), Florida Statutes.
- E. The School shall not display any religious or partisan political symbols, statues or artifacts, on the property and facilities where the School will operate.

Section 6: Transportation

- A. The School shall provide transportation to the School's students consistent with the

requirements of Part I.E. of Chapter 1006, Florida Statutes, section 1012.45 and section 1002.33(20)(c), Florida Statutes. The School may provide transportation through an agreement or contract with the Sponsor, a private provider, and/or parents.

- B. Reasonable Distance [for purposes of this contract]: The School and Sponsor shall cooperate in making arrangements that ensure that transportation is not a barrier to equal access for all students residing within [INSERT REASONABLE DISTANCE]..
- C. The parties may agree for the District to provide transportation to and from the School. If such agreement is reached it shall be the subject of a separate contract. If agreement is reached with the Sponsor the School may utilize, at the School's expense, the District's transportation services for extracurricular events, field trips, and other activities on the same basis and terms as other District schools.
- D. The School shall comply with all applicable transportation safety requirements. Should the School choose to implement its own transportation plan rather than contract with the District for transportation services, it shall submit a transportation plan to the District for review and approval. The School shall provide the District the name of the private transportation provider and a copy of the signed contract no later than 10 business days prior to the use of the service.
- E. If the School submits data relevant to FTE funding for transportation that is later determined through the audit procedure to be inaccurate, the School shall be responsible for any reimbursement to the Sponsor and/or State arising as a result of any errors or omissions, misrepresentations or inaccurate projections for which the School is responsible. Any transportation FTE adjustment, which is attributable to error or substantial non-compliance by the School, the Sponsor shall deduct such assessed amount from the next available payment otherwise due to the School, without penalty of interest. Any deficit incurred by the School shall be the sole fiscal responsibility of the School and the Sponsor shall have no liability for the same.

Section 7: Food Services

The School shall provide food services to its students consistent with applicable Florida Statutes. If the School elects to participate in the National School Lunch Program it shall follow all applicable federal rules and regulations.

Section 8: Insurance & Indemnification

- A. The School agrees to provide the following proof of insurance:
 - 1. Errors and Omissions coverage to include prior acts, sexual harassment, civil rights and employment discrimination, breach of contract, insured versus insured, consultants and independent contractors and with minimum policy limits of

\$2,000,000.00. The insurance shall be subject to a maximum deductible not to exceed \$25,000 per claim. If the insurance is on a claims-made basis, the School shall maintain, without interruption, the Professional Liability Insurance until three (3) years after termination of this Contract;

2. General liability coverage written on an occurrence form with minimum policy limits of \$1,000,000.00 per occurrence and an aggregate limit of \$2,000,000.00;
 3. Business automobile coverage with the same limits as general liability.
- B. Property insurance shall be secured for buildings and contents. Property Insurance coverage for the “Building” includes the structure, including permanently installed fixtures, machinery and equipment, outdoor fixtures, and personal property to service the premises. If the Building is under construction, the School shall provide evidence of property insurance for the additions under construction and alterations, repairs, including materials, equipment, supplies, and temporary structures within 100 feet of the premises. If the School leases the site location, then the School shall provide on a form acceptable to the Sponsor evidence of business personal property insurance, to include furniture, fixtures, equipment and machinery used in the School.
- C. The School further agrees to secure and maintain property insurance for the School’s personal property, and to insure all of the District’s owned property, if any, to be used by the School to its full fair market value with the Sponsor named as loss payee. The insurance must be sufficient to provide for replacement of property.
- D. The School agrees to provide adequate Workers’ Compensation insurance coverage as required by Chapter 440, Florida Statutes.
- E. Fidelity Bond/Crime Coverage: The school shall purchase Employees Dishonesty/Crime Insurance for all Governing Board members and employees, including Faithful Performance of duty coverage for the School’s administrators/principal and Governing Board with an insurance carrier authorized to do business in the State of Florida and coverage shall be in the amount of no less than one million (\$1,000,000) dollars per loss /two million (\$2,000,000) dollars annual aggregate. In lieu of Employee Dishonesty/Crime Insurance, Sponsor is willing to accept Fidelity Bond coverage of equal coverage amount.
- F. No later than 30 days prior to the opening of school, the School shall furnish the District with fully completed certificates of all insurance policies, signed by an authorized representative of the insurer(s) confirming the coverage begins by July 1. The certificates shall be issued to the Sponsor and name the Sponsor as an additional insured. Until such time as the insurance is no longer required to be maintained by the School, the School shall provide the School Board evidence of the renewal or replacement of the insurance

no less than thirty (30) days before expiration or termination of the required insurance for which evidence was provided. Should any of the above described policies (A-E) be cancelled before the expiration date, written notice to the Sponsor shall be delivered in accordance with the policy provisions or within 10 days of cancellation, whichever is sooner.

G. Failure to secure and continuously maintain all insurance listed in items A-E without cure after written notice above may constitute grounds for termination of this charter.

H. The School agrees to indemnify and hold harmless the Sponsor, its members, officers, employees and agents, harmless from any and all claims, actions, costs, expenses, damages, and liabilities, including reasonable attorney's fees, arising out of, connected with or resulting from: (a) the negligence, intentional wrongful act, misconduct or culpability of the School's members, officers, or employees or other agents in connection with and arising out of any services within the scope of this Charter; (b) the School's material breach of this Charter or law; (c) any failure by the School to pay its suppliers or any subcontractors. In addition, the School shall indemnify, protect and hold the District harmless against all claims and actions brought against the District by reason of any actual or alleged infringement of patent or other proprietary rights in any material, process, machine or appliance used by the School, except when Sponsor supplied, or required School to use that material, process, machine, or appliance, and any claims or actions related to violation of any state or Federal statutes or regulations including those referenced in this Charter. The School shall not indemnify Sponsor for intentional or negligent conduct of Sponsor or any other cause of action caused by or through the fault of the Sponsor.

I. Applicable to All Coverages the School Procures

1. Other Coverages: The insurance provided by the School shall apply on a primary basis and any other insurance or self-insurance maintained by the Sponsor or its members, officers, employees, or agents, shall be in excess of the insurance provided by or on behalf of the School.
2. Deductibles/Retention: Except as otherwise specified, the insurance maintained by the School shall apply on a first-dollar basis without application of deductible or self-insurance retention.
3. Liability and Remedies: Compliance with the insurance requirements of this Contract shall not limit the liability of the School, its subcontractors, its sub-subcontractors, its employees or its agents to the Sponsor or others. Any remedy provided to the Sponsor or its members, officers, employees, or agents by the insurance shall be in addition to and not in lieu of any other remedy available under the Contract or otherwise.

4. Subcontractors: The School shall require its subcontractors and its sub-subcontractors to maintain any and all insurance required by law.
 5. Waiver of Subrogation: All policies will be endorsed for waiver of subrogation in favor of the Sponsor.
 6. Defense outside the limits: Whenever possible, coverage for School Leader's Errors and Omission and Sexual Abuse Liability policies should be written with "Defense Costs outside the limits". This term ensures that limits are available to pay claims rather having attorney's fees erode the available claim dollars.
- J. The District agrees to indemnify and hold harmless the School, its members, officers, employees and agents, harmless from any and all claims, actions, costs, expenses, damages, and liabilities, including reasonable attorney's fees, arising out of, connected with or resulting from: (a) the negligence, intentional wrongful act, misconduct or culpability of the District's members, officers, employees or other agents in connection with and arising out of any services within the scope of this Charter; or (b) the District's material breach of this Charter or law. In addition, the Sponsor shall indemnify, protect and hold the School harmless against all claims and actions brought against the School by reason of any actual or alleged infringement of patent or other proprietary rights in any material, process, machine or appliance used by the District or required by the District to be used by the School, and any claims or actions related to violation of any state or Federal statutes or regulations including those referenced in this Charter.
- K. Notwithstanding anything to the contrary contained herein, through such indemnification set forth in Section 8(H) above, the District does not waive sovereign immunity to the extent sovereign immunity is available. In the event of any claims described in Section 8(H) above, the School and Sponsor shall notify one another of any such claim promptly upon receipt of same. The School and Sponsor shall each have the option to defend such claims with their own counsel at the expense of the other party. If the Sponsor or School choose to not hire their own counsel to defend, the other party shall assume the defense of any such claim and have authority in the defense thereof. The parties' obligation to indemnify one another shall survive the termination of this Charter.
- L. Notification of Third-Party Claim, Demand, or Other Action: The School and Sponsor shall notify each other of the existence of any third-party claim, demand or other action giving rise to a claim for indemnification under this provision (a "third-party claim") and shall give each other a reasonable opportunity to defend the same at its own expense and with its own counsel, provided that the Sponsor shall at all times have the right to participate in such defense at its own expense. If, within a reasonable amount of time after receipt of notice of a third-party claim, the School or Sponsor fails to undertake to defend, the other party shall have the right, but not the obligation, to defend and to compromise or settle (exercising reasonable business judgment) the third-party claim for the account. The School or the Sponsor shall make available to each other, at their expense, such information and assistance as each shall request in connection with the

defense of a third-party claim.

M. Notice of Claims

1. Time to Submit

The School shall provide the Sponsor with proof of insurance pursuant to Section 8(F) of this Contract.

2. Notice of Cancellation

The evidence of insurance shall provide that the District be given no less than sixty (60) days written notice prior to cancellation.

3. Renewal/Replacement

Until such time as the insurance is no longer required to be maintained by the School, the School shall provide the District with evidence of the renewal or replacement of the insurance no less than thirty (30) days before the expiration or termination of the required insurance for which evidence was provided.

Section 9: Governance

A. Governance of the School will be in accordance with the Bylaws or other organizational documents of the School and as described in the Application. The general direction and management of the affairs of the School shall be vested in the Governing Board with a minimum of 3 members. A majority of the voting members of the Governing Board shall constitute a quorum. A majority of those members of the Governing Board present shall be necessary to act. The Governing Board's primary role will be to set policy, provide financial oversight, annually adopt and maintain an operating budget, exercise continuing oversight over the School's operations, and communicate the vision of the School to community members. It shall be the duty of the Governing Board to keep a complete record of all its actions and corporate affairs and supervise all officers and agents of the School and to see that their duties are properly performed.

The governing board must appoint a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes. The representative must reside in the school district in which the charter school is located and may be a governing board member, charter school employee, or individual contracted to represent the governing board. If the governing board oversees multiple charter schools in the same school district, the governing board must appoint a separate individual representative for each charter school in the district. The representative's contact information must be provided annually, in writing, to parents and posted prominently on the charter school's website.

All meetings and communications involving members of the Governing Board shall be held in compliance with Florida's Sunshine Law.

The Board shall have at least two public meetings per school year within the District. The meetings must be noticed, open, and accessible to the public, and attendees must be provided an opportunity to receive information and provide input regarding the charter school's operations. The appointed representative and charter school principal or director, or his or her equivalent, must be physically present at each meeting.

All members of the Governing Board will be required to attend Governance training and refresher courses as required by section 1002.33, Florida Statute, and Rule 6A-6.0784, Florida Administrative Code.

The Governing Board will serve as the sole responsible fiscal agent for setting the policies guiding finance and operation. School policies are decided by the Governing Board, and the Principal ensures that those policies are implemented.

The School will be a [private employer/public employer] and [will/will not] participate in the Florida Retirement System.

- B. The School shall be organized as a Florida nonprofit organization.
- C. The Bylaws or other organizational documents of the School shall establish the procedures by which members of the Governing Board are appointed and removed and the election of officers. The Governing Board will develop and implement policies regarding educational philosophy, program, and financial procedures. The Governing Board will oversee assessment and accountability procedures to assure that the School's student performance standards are met or exceeded.
 - 1. The Governing Board shall exercise continuing oversight over charter school operations and will be held accountable to its students, parents/guardians, and the community at large, through a continuous cycle of planning, evaluation, and reporting as set forth in section 1002.33, Florida Statutes.
 - 2. The Governing Board will be responsible for the over-all policy decision making of the School, including the annual approval of the budget.
 - 3. Upon nomination and prior to appointment to the Governing Board, a member shall be fingerprinted pursuant to section 1002.33(12)(g), Florida Statutes. The cost of the fingerprinting is the responsibility of the School or governing board member. Prospective governing board members whose fingerprint check results warrant disqualification under the Statute shall not be appointed to the board.
 - 4. The Governing Board shall ensure that the school has retained the services of a

certified public accountant or auditor for the annual financial audit, pursuant to section 1002.345(2), Florida Statutes, who shall submit the report to the Governing Board.

5. The Governing Board shall review and approve the audit report, including any audit findings and recommendations for the financial recovery plan.
 6. The Governing Board shall perform the duties set forth in section 1002.345, Florida Statutes, including monitoring any financial corrective action plan or financial recovery plan.
 7. No member of the Governing Board or their immediate family will receive compensation, directly or indirectly from the School or the School's operations. No School or management company employee, or his/her spouse, shall be a member of the Governing Board. Violation of this provision or any violation of sections 112.313(2),(3),(7) and (12) and section 112.3143, Florida Statutes, by a member of the Board, shall constitute a material breach of this Charter.
 8. Any change in governing board membership must be reported to Sponsor in writing within 5 business days of the change.
- D. The School shall allow reasonable access to its facilities and records to duly authorized representatives of the District. Conversely, the District shall allow reasonable access to its records to duly authorized representatives of the School to the extent allowable by law.

To the extent the School is provided access to Sponsor's data systems, all School employees and students will be bound by Sponsor's computer policies and standards regarding data privacy and system security.

- E. If an organization (management organization), including but not limited to: 1) a management company, 2) an educational service provider, or 3) a parent organization, will be managing or providing significant services to the School, the contract for services between the management organization and the Governing Board shall be provided to the Sponsor and attached as an appendix to this Charter. Any contract between the management organization and the School must ensure that:
1. Members of the Governing Board or their spouses will not be employees of the management organization, nor should they be compensated for their service on the Board or selected to serve on the Board by the management organization.
 2. The Governing Board retains the right to hire an independent attorney, accountant, and audit firm representing and working for, or on behalf of, the School. Notwithstanding, the Governing Board and the management organization may contract for such services as determined by the management agreement and

as otherwise allowed by law. The Governing Board shall use an audit firm that is independent from the management organization for the purposes of completing the annual financial audit required under section 218.39, Florida Statutes.

3. The contract will clearly define each party's rights and responsibilities including specific services provided by the management organization and the fees for those services and specifies reasonable and feasible terms under which either party may terminate the contract.
 4. All equipment and furnishings that are purchased with public funds will be the property of the School, not the management organization and any fund balance remaining at the end of each fiscal year will belong to the School, not the management organization.
 5. All loans from the management organization to the School, such as facility loans or loans for cash flow, will be appropriately documented and will be repaid at a rate no higher than market rates at the time of the loan.
 6. A copy of any material changes to the contract between the management organization and the Governing Board shall be submitted to the District within five (5) days of execution. The Sponsor shall have 30 days to review the material changes. If the changes violate the terms of this Contract or applicable law the Sponsor shall provide written notice to the School which shall include a description of the violations. The School may address the concerns or initiate the dispute resolution process included in this Charter.
 7. The management organization will perform its duties in compliance with this Charter.
- F. Any default or breach of the terms of this Charter by the management company shall constitute a default or breach under the terms of this Charter by the School unless the School cures such breach after written notice.

Section 10: Human Resources

- A. The School shall select its own personnel.
- B. The School's employment practices shall be nonsectarian.
- C. The teachers employed by or under contract to the School shall be certified as required by Chapter 1012.
- D. Employees of the School may participate in professional development activities offered by the District. Any costs associated with professional development for which there is an

additional fee, and for which no Federal funding has been provided for such purposes to the Sponsor, will be the responsibility of the School or individual School employee.

- E. The School may not employ an individual to provide instructional services or to serve as a teacher's aide if the individual's certification or licensure as an educator is suspended or revoked by this or any other state.
- F. This Contract makes the following full disclosure of the identity of all relatives employed by the School who are related to the School owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the School who has equivalent decision-making authority per Fla. Stat. § 1002.33(7) (a) (18):

[INSERT NAMES/RELATIONSHIPS HERE]

If the relative is employed after execution of this Contract, the School shall disclose to the District, within 10 business days, the employment of any person who is a relative as defined in section 1002.33(7)(a)18., Florida Statutes.

The School shall comply with the restriction on employment of relatives provisions included in section 1002.33(24), Florida Statutes.

- G. The School may not knowingly employ an individual who has resigned from a school or school district in lieu of disciplinary action with respect to child welfare or safety or who has been dismissed for just cause by any school or school district with respect to child welfare or safety or who is under current suspension from any school or school district.
- H. The School shall disclose to the parents the qualifications of its teachers in the manner required by law. The School shall provide to the District, prior to the opening of school, the qualifications and assignments of all staff members using the Sponsor's designated database. Teaching assignments must match the State's course code directory numbers. Changes will be provided to the District within 3 work days of hiring, granting leaves of absence, and/or terminating teachers.
- I. The School shall implement policies and procedures for background screening of all prospective employees, volunteers and mentors.
- J. The School shall require all employees and the members of the Governing Board to be fingerprinted by an authorized law enforcement agency or an employee of the School or Sponsor who is trained to take fingerprints, pursuant to section 1002.33(12), Florida Statutes. The cost of fingerprinting shall be borne by the School or the individual being fingerprinted. The results of all such background investigations and fingerprinting will be reported in writing to the Superintendent of Schools or his/her designee. No School employee or member of the Governing Board may be on campus with students until

his/her fingerprints are processed and cleared. The School shall ensure that it complies with all fingerprinting and background check requirements, including those relating to vendors, pursuant to, sections 1012.32, 1012.465, 1012.467, and 1012.468, Florida Statutes, and shall follow Sponsor's policy with regard to the fingerprinting and background check requirements of volunteers. The School shall notify the District's Human Resource Department when a staff member is no longer employed at the School.

The School shall require all employees and Board members to self-report within 48 hours to appropriate authorities any arrest and final disposition of such arrest other than minor traffic violations. The School shall then take appropriate action relating to the employment of that individual.

- K. The School shall not violate the anti-discrimination provisions of section 1000.05, Florida Statutes, and the Florida Education Equity Act.

Section 11: Required Reports/Documents

- A. Pre-Opening
 - 1. Policies and Procedures Manual
 - 2. List of members of the Governing Board and Principal, including current contact information.
 - 3. Facility [zoning, certificate of occupancy, fire inspection, etc.]
 - 4. Other
 - a. Current lease or ownership documents
 - b. Copy of current insurance certificates or policies for all types of insurance required by the charter
 - c. List of current staff members including certifications and teaching assignments for teachers
 - d. Documentation of fingerprinting of all staff and Governing Board members
 - e. Student Code of Conduct
 - f. Updated list of currently registered students
 - g. Contract for transportation rates and services or transportation plan, if

applicable.

- h. Letter specifying that the School will adopt/not adopt the district reading plan
- i. Tentative dates and times of the meetings of the Governing Board for the first year
- j. Crisis Response Plan
- k. Dismissal policies and procedures
- l. School's parental contract, if applicable
- m. Student Progression Plan (if different from District's)

B. Monthly

- 1. Financial Reports, per State Board of Education Rule (quarterly if School is designated High-Performing pursuant to section 1002.331, Florida Statute.)
- 2. Governing Board meeting agenda and minutes

C. Annual

- 1. Annual Student Achievement Report
- 2. Annual Financial Audit
- 3. Program Cost Report
- 4. Annual Inventory Report [capital purchases with public funds]
- 5. Policies and Procedures of the school [if materially revised]
- 6. School based Student Code of Conduct [if materially revised]
- 7. Dismissal Policies and Procedures [if materially revised]
- 8. Crisis Response Plan [if materially revised]
- 9. Employee Handbook [if materially revised]
- 10. Current List of members of the Governing Board and Principal

11. School's Parental Contract [if materially revised]
 12. Projected Enrollment [for subsequent school year]
 13. Capacity [for subsequent school year]
 14. School Calendar [for subsequent school year] if different than the District
 15. Evidence of Insurance
 16. Management Organization Agreement [if materially revised]
 17. Student Progression Plan [if materially revised]
- D. The Sponsor may request additional reports if the request is provided in writing and provides reasonable and specific justification.
- E. In connection with its oversight responsibilities, the District may provide information, upon request, to third parties, including creditors and other parties doing business with the School, regarding (i) the School's compliance with its reporting obligations and other obligations hereunder or under applicable law, (ii) the status of the School's charter, and (iii) any disciplinary action that has been taken, including the existence of any Corrective Action Plan and the School's compliance with the requirements thereof.

Section 12: Miscellaneous Provisions

A. Impossibility

Neither party shall be in default of this Charter, if the performance of any or all of this Charter is prevented, delayed, hindered or otherwise made impracticable or impossible by reason of any strike, flood, hurricane, riot, fire, explosion, war, act of God, sabotage or any other casualty or cause beyond either party's control, and which cannot be overcome by reasonable diligence and without unusual expense.

B. Drug Free Workplace: The School shall be a workplace free of drugs.

C. Entire Agreement

This Charter shall constitute the full, entire, and complete agreement between the parties hereto. All prior representations, understandings and agreements whether written or oral are superseded and replaced by this Charter. This Charter may be altered, changed, added to, deleted from or modified only through the voluntary, mutual written consent of the parties. Any amendment to this Charter shall require approval of the School Board and the Governing Board.

D. No Assignment without Consent

This Charter shall not be assigned by either party without mutual written consent.

E. No Waiver

No waiver of any provision of this Charter shall be deemed or shall constitute a waiver of any other provision unless expressly stated. The failure of either party to insist in any one or more instances upon the strict performance of any one or more of the provisions of this Charter shall not be construed as a waiver or relinquishment of said term or provision, and the same shall continue in full force and effect. No waiver or relinquishment to any provision of this Charter shall be deemed to have been made by either party unless in writing and signed by the parties.

F. Default Including Opportunity to Cure

In the event that the School should default under any provision hereto, absent any circumstance permitting immediate termination, the School shall have thirty (30) days from written notice of default to cure, unless otherwise agreed to by the parties in writing.

G. Survival Including Post Termination of Charter: All representations and warranties made herein shall survive termination of this Charter.
Severability

H. If any provision or any part of this Charter is determined to be unlawful, void, or invalid, that determination shall not affect any other provision or any part of any other provision of this Charter and all such provisions shall remain in full force and effect.

I. Third Party Beneficiary: This Charter is not intended to create any rights in a third party beneficiary.

J. Choice of Laws, Jurisdiction and Venue of Disputes and Waiver of Jury Trial

This Charter is made and entered into in the County and shall be interpreted according to the laws of the State. The exclusive jurisdiction and venue for any litigation between the parties arising out of or related to this Charter, shall be the Circuit Court, the County Court in and for the County, or the appropriate appellate or federal court. The parties forever waive the right to trial by jury for any and all litigation between the parties arising out of or related to this Charter. The parties agree to have any such dispute settled by a judge alone, without a jury.

K. Notice

Official correspondence between the School and the District shall be in writing, and signed by an officer of the Governing Board or the Principal of the School. Every notice, approval, consent or other communication authorized or required by this Charter shall not be effective unless same shall be in writing and sent postage prepaid by United States mail, directed to the other party at its address hereinafter provided or such other address as either party may designate by notice from time to time in accordance herewith:

Each of the persons executing this Charter represents and warrants that he/she has the full power and authority to execute the Charter on behalf of the party for whom he or she signs and that he or she enters into this Charter of his or her own free will and accord and in accordance with his or her own judgment, and after consulting with anyone of his or her own choosing, including but not limited to his or her attorney.

L. Conflict Between Charter and Florida Law

In any case where this charter conflicts with Florida law, the terms of the applicable Florida Statute, State Board Rule, or case law will control over the Charter.

M. Conflict/Dispute Resolution

Subject to the applicable provisions of section 1002.33, Florida Statutes, as amended from time to time, all disagreements and disputes relating to or arising out of this Charter which the parties are unable to resolve informally, may be resolved according to the following dispute resolution process, unless otherwise directed or provided for in the aforementioned statute. Nothing herein shall be construed to limit the Sponsor's ability to immediately terminate this Charter in accordance with section 1002.33(8)(d), Florida Statutes. It is anticipated that a continuing policy of open communication between the Sponsor and the School will prevent the need for implementing a conflict/dispute resolution procedure.

The following dispute resolution process, not otherwise pre-empted by section 1002.33, Florida Statutes, shall be equally applicable to both parties to this Charter in the event of a dispute. All disagreements and disputes relating to or arising out of this Charter which the parties are unable to resolve informally, may be resolved according to the following dispute resolution process:

Step 1 -- The persons having responsibility for implementing this Charter for the grieving party will write to the other party to identify the problem, propose action to correct the problem and explain reasons for the proposed action.

Step 2 -- The person having responsibility for implementing this Charter for the other party will respond in writing within fifteen (15) calendar days, accepting the proposed action or offering alternative solution(s) to the problem. A meeting of representatives of the parties may be held to reach agreement on the solution and subsequent action.

Step 3 -- Upon resolution of the problem, the responsible personnel from both parties will develop a joint written explanation indicating the resolution. This document will be retained with this Charter. If an amendment to the Charter is necessary, the amendment will be submitted for action by both parties.

Step 4 -- If efforts at agreement within a reasonable time are unsuccessful, the parties may have recourse to their available legal remedies, including, without limitation, mediation through the FDOE or those additional remedies set forth in section 1002.33(6)(h), Florida Statutes.

N. Citations

Whenever a Florida Statute or State Board of Education Rule is referenced in this Charter, it shall be construed to mean the statute or rule in effect on the effective date of this Charter, and as it is amended from time to time.

School Board policies will not control this Charter or be incorporated herein absent written consent of the Governing Board, as provided by Florida law, unless the School agreed to such policies in the approved Application or otherwise agreed to by the Governing Board in writing.

If the Sponsor subsequently amends any agreed-upon Sponsor policy the version of the policy in effect at the time of the execution of the charter, or any subsequent modification thereof, shall remain in effect and the Sponsor may not hold the charter school responsible for any provision of a newly revised policy unless the revised policy is mutually agreed upon.

Upon the Sponsor's revision of a mutually agreed upon Sponsor policy, the Sponsor shall provide written notification to the School and Governing Board. The written notification shall include the revised policy and shall allow the Governing Board 45 days to reject the revised policy. If the Governing Board does not provide written notice of its rejection of the policy, the revised policy is deemed accepted by the Governing Board. If the Governing Board rejects the revised policy it shall remain bound by the policy as it existed at the time the Governing Board agreed to it.

O. Interpretation

The headings in the Charter are for convenience and reference only and in no way define,

limit or describe the scope of the contract and shall not be considered in the interpretation of the Charter or any provision hereof. This Charter is the product of negotiation between the parties and therefore the terms of this Charter shall not be construed against either party as the drafter.

Appendices

1. The Application
2. Governance Documents
3. ELL Plan, if different than Sponsors
4. Management Contract (if applicable)



Florida Principles & Standards

for Quality Charter School Authorizing



Dear colleagues,

Florida has taken a significant step toward the establishment of a high-achieving and highly accountable sector of charter schools. Over the course of one year, charter school sponsors and operators in the Sunshine State came to the same table to draft the document you are now reading, the *Florida Principles and Standards for Quality Charter School Authorizing*. I encourage anyone with a stake in the future of Florida's charter schools to heed the best practices herein.

Florida now educates more than 230,000 students at more than 600 charter schools. While a great many of these schools are providing excellent educational opportunities, others are not living up to their promise and are failing the children and the communities they are meant to serve. It is the responsibility of every school district in Florida to make sure that the charter schools they authorize are fully capable of delivering on the charter promise. Such a burden requires support.

For the past fourteen years, the National Association of Charter School Authorizers has worked to provide this help. NACSA prepared the original *Principles & Standards for Quality Charter School Authorizing* as a resource to help decision-makers ensure that every charter school is a great school and to help fulfill the "grand bargain" of chartering: give these schools the freedom and autonomy to do things differently, but hold them accountable for results. NACSA's guidelines reflect the best practices developed through years of experience working with entities of all types who are engaged in the daily work of charter school authorizing. They are guidelines animated by the belief that quality authorizing is the foundation for quality charter schooling.

It's rare for any state to tailor these Principles and Standards to its charter school environment, much less bring school districts and charter schools together to jointly hammer out such optimal guidelines. Florida has helped to blaze a trail with this effort, and it has done so while keeping student achievement in the forefront. I am confident the *Florida Principles and Standards for Quality Charter School Authorizing* will lead to the quality charter school environment that all Florida residents deserve.

Sincerely,

A black rectangular redaction box covering the signature of Greg Richmond.

Greg Richmond,
President and Chief Executive Officer,
National Association of Charter School Authorizers



Table of Contents

Introduction

. **.2** Purposes of the Florida Principles and Standards

. **.2** How the Florida Principles and Standards were developed

. **.2** Who should use this resource **.3**

Glossary

. **.3**

Three Core Principles of Charter Authorizing

. **.4** Principle I - Maintain High Standards

. **.4** Principle II - Uphold School Autonomy

. **.4** Principle III - Protect Student and Public Interests **.5**

Standards for Quality Charter School Authorizing

. **.6** Standard 1 - Sponsor Commitment and Capacity

. **.6** Standard 2 - Application Process and Decision Making

. **.8** Standard 3 - Performance Contracting

. **.11** Standard 4 - Ongoing Oversight and Evaluation

. **.14** Standard 5 - Termination and Renewal Decision Making **.17**

Key Elements for Special Topics:

. **.19 Acknowledgements**



Introduction

Florida has been a national leader in the charter school movement since the state passed its own charter law in 1996. Few major cities and school systems have outpaced the growth of student enrollment at charter schools seen in Florida's largest urban areas. Moreover, the National Alliance for Public Charter Schools has consistently ranked Florida's law among the best in terms of what it does to create high-quality charter schools and to hold them accountable.

To build on this success, Florida's district, charter, and state leaders are continually examining their policies and practices to help ensure that students have access to the best charter schools. One of the single most important ways to accomplish this goal is to improve charter school authorizing. A charter sponsor has the power to approve a charter school and, if necessary, shut it down; it's no surprise that states and regions with some of the best charter authorizing practices have some of the best charter schools.

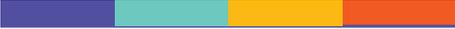
Purposes of the Florida Principles and Standards

The National Association of Charter School Authorizers (NACSA) has given us a blueprint for effective authorizing, one that helps charter school sponsors balance diverse and competing interests, regardless of the policies and laws of a given state. NACSA's defining publication, the *Principles & Standards for Quality Charter School Authorizing*, includes founding principles as well as basic and advanced standards for implementation and provides a critical roadmap to the best practices in the industry.

To be sure, however, Florida does have unique challenges and opportunities—the state's 67 school districts are currently charged with the responsibility for charter school authorizing. Sponsors and charter operators alike in Florida have recognized a need for their own strategy, using NACSA's as a model.

How the Florida Principles and Standards were developed

Starting in the summer of 2013, representatives from school districts, charter schools, charter support organizations, and the Florida Department of Education met many times over the course of the year to develop the document you're reading now: the *Florida Principles and Standards for Quality Charter School Authorizing*. Consistent with NACSA's own efforts (NACSA, in fact, helped to facilitate this endeavor) this publication is the outcome of an unprecedented collaboration between charter schools and school districts to find common ground and to strive for high standards in the charter sector. It sets as a goal the same best practices reflected in NACSA's original document while meeting Florida's requirements and particular needs.



Who should use this resource

The Florida Principles and Standards are not designed to be a step-by-step list of tasks for charter sponsors to follow. Nor is it intended to be a tool for legislative action or sponsor evaluation. The Principles and Standards are intended to be a roadmap that can guide sponsors at all stages and levels of experience. It is designed to provide practical guidance to help local school boards and their staffs carry out their work as a standards-based profession. And it highlights the complexity and challenges of quality authorizing—and the need for local and state policy to contemplate and invest adequately in authorizing to achieve a quality charter school sector.

Glossary

High Stakes Review:	An in-depth sponsor review of important charter school performance data utilizing the agreed upon goals and objectives referenced in the charter contract. Differs from routine annual reports in terms of the depth and comprehensiveness of the data reviewed.
Human Resources:	The component of the school’s operation that deals with personnel including recruitment, selection and/or termination of staff, staff training and development, and implementation of policies and procedures governing those activities.
Management Company:	An organization, either for-profit or nonprofit, that contracts with a charter school or a network of charter schools to provide comprehensive educational and business services.
Performance Management:	The process whereby sponsors and schools agree to the establishment, execution, and appraisal of certain goals, standards, and expectations.
Portfolio:	The full set of schools a sponsor has authorized described in terms of total numbers of schools and students as well as relevant breakdowns such as program types, special populations, and cumulative subgroup numbers.
Request for Proposal (RFP):	As used in this document a Request for Proposal (RFP) represents an invitation to qualified charter school applicants to submit an application to a sponsor for consideration. Frequently, RFP’s include specific criteria such as the student population or geographic area to be served by the charter application.
Strategic Planning:	A process that helps sponsors and schools determine and clearly communicate the long-range vision of their respective organizations and desired outcomes and how their goals will be evaluated and achieved.



Three Core Principles of Charter Authorizing

The Three Core Principles of Charter Authorizing comprise the foundation of a high quality authorizing process and should be reflected in all components of the sponsor’s work . Essential to the adoption and implementation of the core principles is a commitment to ensure high standards for application approval and school operation, holding charter schools accountable for performance while, at the same time, respecting each charter school’s autonomy (consistent with statutory requirements) and protect students and the public interest in all authorizing and sponsorship functions. The Three Core Principles (adapted from NACSA Principles) include:

Principle i	a Quality sponsor Will:
Maintain High Standards	<ul style="list-style-type: none"> • Set high standards for approving charter applicants, • Maintain high standards for the schools it monitors, • Effectively cultivate and consider quality charter schools that meet identified educational needs in the community, • Monitor charter schools that meet the performance standards and targets, on a range of measures and metrics set forth in their charter contracts, and • Close schools that fail to meet standards and targets set forth in law and by contract.
Principle ii	a Quality sponsor Will:
Uphold School Autonomy	<ul style="list-style-type: none"> • Understand and preserve core autonomies crucial to school success including: <ul style="list-style-type: none"> ▪ Governing board independence, ▪ Personnel, ▪ School vision and culture, ▪ Instructional programming, design, and use of time, and ▪ Budgeting, • Assume responsibility, not for the success or failure of individual schools, but for holding schools accountable for their performance consistent with the terms of their charter contracts, • Minimize administrative and compliance burdens on schools, and • Focus on holding schools accountable for measurable outcomes rather than processes.

Principle iii

Protect Student and Public Interests

a Quality sponsor Will:

- Make the well-being and interests of students the fundamental value informing all of the sponsor's actions and decisions,
- Hold schools accountable for fulfilling fundamental public education obligations to all students which includes providing:
 - Nonselective, non-discriminatory access to all eligible students,
 - Fair treatment in admissions and disciplinary actions for all students, and
 - Appropriate services for all students including those with disabilities and English language learners, in accordance with applicable law,
- Hold schools accountable for fulfilling fundamental obligations to the public, which includes providing:
 - Sound governance, management, and stewardship of public funds, and
 - Public information and operational transparency in accordance with law,
- Ensure in its own work:
 - Ethical conduct,
 - Focus on the mission of authorizing high quality schools,
 - Clarity, consistency, and public transparency in authorizing policies, practices and decisions,
 - Effective and efficient public stewardship,
 - Compliance with applicable laws and regulations, and
 - Support for parents, students and the community in being well-informed about the quality of education provided by charter schools.

These Principles for Quality Charter School Authorizing serve as the foundation of each sponsor's Standards for Quality Charter School authorizing and the day-to-day work necessary to make high quality authorizing a reality for students and families in their respective communities. These standards provide a set of benchmarks in five critical areas of charter school authorizing to assist each sponsor in their dual responsibilities to ensure accountability for high achievement while maintaining each school's autonomy in day-to-day operations.

Standards for Quality Charter School Authorizing

Standard 1 - Sponsor Commitment and Capacity

A quality sponsor engages in chartering as a means to foster excellent schools that meet identified needs, clearly prioritizes a commitment to excellence in education and in authorizing practices, and creates organizational structures and commits human and financial resources necessary to conduct its authorizing duties effectively and efficiently.

stanDarD 1(a)	a Quality sponsor Will:
Planning and Commitment to Excellence	<ul style="list-style-type: none"> • Support and advance the purposes of charter school law, • Ensure that the sponsor’s governing board, leadership, and staff employ the three Core Principles of authorizing, • Comply with statutory provisions to protect the authorizing functions from conflicts of interest, • Implement policies, processes, and practices that streamline its work toward stated goals, and executes its duties efficiently, • Strive to create a culture of communication, collaboration, and transparency with its charter schools, • Evaluate its work regularly against state standards for quality authorizing and recognized effective practices, and develop and implement timely plans for improvement as necessary, and • State a clear mission for quality authorizing. <p>Advanced Standards</p> <ul style="list-style-type: none"> • Articulate and implement a clear strategic vision and plan for authorizing, including clear priorities, goals, and time frames for achievement, • Evaluate its work regularly against its authorizing mission and strategic plan goals, and implement plans for improvement when necessary, and • Provide an annual public report on the sponsor’s progress and performance in meeting its strategic plan goals.



stanDarD 1(B)

Human Resources

- Enlist expertise and competent leadership pursuant to Florida statutes, for all areas essential to charter school oversight including, but not limited to, curriculum, instruction, assessment, school operations, performance management and accountability, law, and school finance,
- Employ competent personnel at a staffing level appropriate and sufficient to carry out all authorizing responsibilities in accordance with state standards, and commensurate with the number of schools sponsored by the school district,
- Seek to employ leadership and staff who prioritize communication, collaboration, and cooperation between charter schools and the district sponsor, and
- Provide resources for regular professional development for the sponsor's leadership and staff to achieve and maintain high standards of professional authorizing practice and to enable continual sponsor improvement.

stanDarD 1(c)

Financial Resources

- Define the financial needs of the authorizing office and devote appropriate financial resources to fulfill its authorizing responsibilities in accordance with state standards and commensurate with the number of schools monitored by the sponsor, and
- Deploy funds effectively and efficiently with the public's interests in mind.





Standard 2 - Application Process and Decision Making

A quality sponsor implements a comprehensive application process that includes clear application questions and guidance; follows fair, transparent procedures and rigorous criteria; and grants charters only to applicants who demonstrate strong capacity to establish and operate a quality charter school.

stanDarD 2(a)

Proposal Information,
Questions, and Guidance

a Quality sponsor Will:

- Issue a charter application information packet and/or a Request for Proposal (RFP) that:
 - States any authorizing priorities the sponsor may have established,
 - Articulates comprehensive application questions to elicit the information needed for rigorous evaluation of applicants' plans and capacities, and
 - Provides clear guidance and requirements regarding application content and format, while explaining evaluation criteria,
- Accept proposals from first-time charter applicants as well as existing school operators/replicators, while taking into consideration past performance, experience and capacity,
- Support expansion and replication of charter schools that demonstrate success over time, capacity for growth, and a commitment to the community and stakeholders, and
- Consider diverse educational philosophies and approaches, and ensure non-discrimination in enrollment and admission of students with diverse needs.

Advanced Standards

- Incorporate the sponsor's strategic vision and authorizing priorities into the application packet in order to make that information available to prospective charter applicants, while still considering applications that propose to fulfill other goals.



stanDarD 2(B)

Fair, Transparent and Quality Focused Procedures

- Implement a charter application process that is open, well publicized and transparent, and is organized around clear, realistic timelines,
- Allow sufficient time for each stage of the application and school pre-opening process to be carried out with quality and integrity,
- Explain how each stage of the application process is conducted and evaluated,
- Communicate authorizing processes, approval criteria, and decisions clearly to the public, and
- Inform applicants of their rights and responsibilities and promptly notify applicants of approval or denial, and explain the factors that determined the decision.

stanDarD 2(c)

Rigorous Approval Criteria

- Require all applicants to present a clear and compelling mission, a quality educational program, a solid business plan, effective governance and management structures and systems, founding team members who demonstrate diverse and necessary capabilities, and clear evidence of the applicant's capacity to execute its plan successfully,
- Exercise due diligence in reviewing applications of existing school operators or replicators and their performance capabilities in operating successful charter schools. A successful charter school is defined by the performance expectations set forth in the charter contract,
- Exercise due diligence in examining applicants who propose to contract with educational service or management providers and their performance capabilities in operating successful charter school(s), and
- Employ state requirements and criteria for applicants that propose to operate virtual or online charter schools.

stanDarD 2(D)

Rigorous Decision Making

- Grant charters only to applicants that have demonstrated competence and capacity to succeed in all aspects of the school, consistent with the stated approval criteria,
- Rigorously evaluate each application through a thorough review of the written proposal, a substantive interview with the applicant group, and other due diligence to examine the applicant's experience and capacity, conducted by knowledgeable and competent evaluators,
- When possible, engage for both written application reviews and applicant interviews, highly competent teams of internal and external evaluators with relevant educational, organizational (governance and management), financial, and legal expertise, as well as a thorough understanding of the essential principles of charter school autonomy and accountability,
- Provide orientation or training to application evaluators (including interviewers) to ensure consistent evaluation standards and practices, observance of essential protocols, and fair treatment of applicants, and
- Conduct application-review and decision-making processes that are free of conflicts of interest, and require full disclosure of any potential or perceived conflicts.



Standard 3 - Performance Contracting

A quality sponsor executes contracts with charter schools that articulate the rights and responsibilities of each party regarding school autonomy, funding, administration and oversight, outcomes, measures for evaluating success or failure, performance consequences, and other material terms. The contract is an essential document, separate from the charter application, that establishes the legally binding agreement and terms under which the school will operate and be held accountable.

stanDarD 3(a)

Contract Term, Negotiation, and Execution

a Quality sponsor Will:

- Execute a contract with a legally incorporated governing board independent of the sponsor,
- Grant initial charter contracts for a term of five years or longer only with periodic high-stakes reviews every five years or more frequently as mutually agreed by the parties,
- Define the material terms of the contract,
- Ensure good faith negotiation of the charter contract and encourage review and understanding of the terms of the contract by the school's governing board prior to authorization or charter granting by the sponsor, and
- Require contract amendments for material changes to a school's charter, but does not require contract amendments for non-material modifications, as mutually agreed by the parties.

stanDarD 3(B)

Rights and Responsibilities

a Quality sponsor Will:

- Execute charter contracts that clearly:
 - State the rights and responsibilities of the school and the sponsor,
 - State and respect the autonomies to which schools are entitled based on statute including those relating to the school's authority over educational programming, staffing, budgeting, and scheduling,
 - Define performance standards, criteria, and conditions for renewal, intervention, termination, and non-renewal, while establishing the consequences for meeting or not meeting standards or conditions,
 - State the statutory, regulatory, and procedural terms and conditions for the school's operation,



	<ul style="list-style-type: none">▪ State reasonable pre-opening requirements or conditions for new schools to ensure that they meet all health, safety, and other legal requirements prior to opening and are prepared to open in a timely manner consistent with contract requirements,▪ State the responsibility and commitment of the school to adhere to essential public education obligations, including admitting and serving all eligible students so long as space is available, and not dismissing students except pursuant to the school’s discipline policy as approved by the sponsor and incorporated in the charter contract, and▪ State the responsibilities of the school and the sponsor in the event of school closure, and• Ensure that any fee-based services that the sponsor provides are set forth in a services agreement that respects charter school autonomy and treats the charter school equitably compared to district schools, if applicable, and ensures that purchasing such services is explicitly not a condition of charter approval, continuation or renewal.
stanDarD 3(c)	
Performance Standards	<ul style="list-style-type: none">• Establish the performance standards under which schools will be evaluated, using objective and verifiable measures of student achievement as the primary measure of school quality,• Specify expectations for appropriate access and education support services for students with disabilities,• Define the sources of academic data that will form the evidence base for ongoing and renewal evaluation, including state-mandated and other standardized assessments, qualitative reviews, and comparisons with other comparable public schools in the district and state,• Define the sources of financial data that will form the evidence base for ongoing and renewal evaluation, grounded in professional standards for sound financial operations and sustainability,• Define the sources of organizational data that will form the evidence base for ongoing and renewal evaluation, focusing on fulfillment of legal obligations, fiduciary duties, school climate, sound public stewardship and ethical practices, and



	<ul style="list-style-type: none">• Include clear and measurable performance standards to judge, within statutory requirements, the effectiveness of alternative schools, if applicable — requiring and appropriately weighting rigorous mission-specific performance measures and metrics that credibly demonstrate each school’s success in fulfilling its mission and serving its target population. <p>Additional elements critical to establish and monitoring appropriate performance standards are included in Box 1.</p>
<p>stanDarD 3(D)</p> <p>Provisions for Education Service or Management Contract (if applicable)</p>	<ul style="list-style-type: none">• Provide additional contract provisions for any charter school that contracts with an external (third-party) provider for education design and operation or management to ensure rigorous, independent contract oversight by the charter governing board and the school’s independence from the external provider as specified in Box 3, and• Review the proposed third-party contract as a condition of charter approval to ensure that it is consistent with applicable law and the public interest and contains the provisions identified in Box 2.





Standard 4 - Ongoing Oversight and Evaluation

A quality sponsor conducts contract oversight that competently evaluates performance and monitors compliance; ensures schools' legally entitled autonomy; protects student rights; informs intervention, termination, and renewal decisions; and provides annual public reports on school performance.

stanDarD 4(a)

Performance Evaluation and Compliance Monitoring

- Conduct a comprehensive performance accountability and compliance monitoring system that is defined by:
 - The terms of the charter contract and including the information necessary to make rigorous and standards-based renewal, termination, and intervention decisions, and
 - Alignment with federal, state, and local performance expectations and compliance requirements while protecting schools' legally entitled autonomy and minimizing schools' administrative and reporting burdens,
- Define and effectively communicate to schools the process, methods, and timing of gathering and reporting school performance accountability and compliance data,
- Provide clear technical guidance to schools as needed to ensure timely compliance with applicable rules and regulations,
- Conduct school visits as appropriate and necessary for collecting data that cannot be obtained otherwise and in accordance with the contract, while ensuring that the frequency, purposes, and methods of such visits respect school autonomy and avoid operational interference to the extent possible,
- Monitor each school at least annually on its performance and progress toward meeting the standards and targets stated in the charter contract, including essential compliance requirements, and clearly communicate results to the school's governing board and leadership,
- Require and review annual financial audits of schools, conducted by a qualified independent auditor,
- Communicate regularly with schools, including both the school leaders and governing boards, and provide timely notice of contract violations or performance deficiencies,



- Provide an annual written report to each school, summarizing its performance and compliance to date and identifying areas of strength and areas needing improvement, and
- Articulate and enforce stated consequences for failing to meet performance expectations or compliance requirements.

stanDarD 4(B)

Respecting School Autonomy

- Respect the school's authority over its day-to-day operations,
- Collect required information from the school in a manner that minimizes administrative burdens on the school, while ensuring that performance and compliance information is collected with sufficient detail and timeliness to protect student and public interests to the extent possible,
- Periodically review compliance requirements and school autonomy based on flexibility in the law, demonstrated school performance, streamlining needs, or other considerations, and
- Refrain from directing or participating in educational decisions or choices that are appropriately within a school's purview under the charter law or contract.

stanDarD 4(c)

Protecting Student Rights

- Require that schools admit students through a random selection process that is open to all students, is publicly verifiable, and does not establish undue barriers to application that exclude students based on socioeconomic, family, or language background, prior academic performance, special education status, or parental involvement,
- Ensure, via oversight of contractual provisions, that the rights of parents and students to an open enrollment and admissions process are protected,
- Ensure that schools provide access and services to students with disabilities as required by applicable federal and state law, including compliance with student individualized education programs, Section 504 plans, facilities access, and educational opportunities,
- Ensure clarity in the roles and responsibilities of all parties involved in serving students with disabilities,



- Ensure that schools provide access to and appropriately serve other special populations of students, including English language learners, homeless students, and gifted students, as required by federal and state law, and
- Ensure that schools' student discipline policies and actions are legal and fair, foster stable student enrollment and ensure that no student is dismissed outside of that process.

stanDarD 4(D)

Intervention

- Establish and clearly communicate at the outset an intervention process that states the general conditions that may trigger intervention and the types of actions and consequences that may ensue,
- Give schools clear, adequate, evidence-based, and timely notice of contract violations or performance deficiencies,
- Allow schools reasonable time and opportunity for remediation in non-emergency situations, and
- Where intervention is needed, engage in intervention strategies that clearly preserve school autonomy and responsibility (identifying what the school must remedy without prescribing solutions).

stanDarD 4(e)

Public Reporting

- Produce an annual public report that provides clear, accurate performance data for the charter schools it oversees, reporting on individual school performance according to the framework set forth in the charter contract.





Standard 5 - Termination and Renewal Decision Making

A quality sponsor designs and implements a transparent and rigorous process that uses comprehensive academic, financial, and operational performance data to make merit-based renewal/non-renewal decisions, and terminates or non-renews charters when necessary to protect student and public interests.

stanDarD 5(a)	a Quality sponsor Will:
Termination	<ul style="list-style-type: none"> • Terminate a charter during the charter term for good cause and/or clear evidence of significant underperformance or violation of law or the public trust that imperils students or public funds.
stanDarD 5(B)	a Quality sponsor Will:
Renewal/Non-Renewal Decisions Based on Merit and Inclusive Evidence	<ul style="list-style-type: none"> • Base the renewal process and renewal decisions on thorough analyses of a comprehensive body of objective evidence defined in the charter contract, • Grant renewal only to schools that have achieved the standards and targets stated in the charter contract, are organizationally and fiscally viable, and have been faithful to the terms of the contract and applicable law, and • Not make renewal decisions, including granting probationary or short-term renewals, on the basis of political or community pressure or solely on promises of future improvement.
stanDarD 5(c)	a Quality sponsor Will:
Cumulative Report and Renewal Application	<ul style="list-style-type: none"> • Provide to each school, in advance of the renewal decision: <ul style="list-style-type: none"> ▪ A summary of the school’s performance record over the term of the charter, and ▪ A statement of the sponsor’s summative findings concerning the school’s performance and its prospect for renewal, and • Require any school seeking renewal to apply for it through a renewal application, which provides the school a meaningful opportunity and reasonable time to respond to the finding; to correct the record, if needed, and to present additional evidence regarding its performance.
stanDarD 5(D)	a Quality sponsor Will:
Fair, Transparent Process	<ul style="list-style-type: none"> • Clearly communicate to schools the criteria for charter termination, renewal, and non-renewal decisions that are consistent with the charter contract,



- Promptly notify each school of its renewal (or, if applicable, non-renewal or termination) decision, including written explanation of the reasons for the decision,
- Promptly communicate renewal, non-renewal or termination decisions to the school community and public within a time frame that allows parents and students to exercise choices for the coming school year,
- In a timely manner, explain in writing any available rights of legal or administrative appeal through which a school may challenge the sponsor's decision, and
- Regularly update and publish the process for renewal/non-renewal decision making, providing guidance regarding required content and format for renewal applications and including any provisions that apply specifically to high performing charter schools.

stanDarD 5(e)

Closures

- In the event of a school closure, oversee and work with the school governing board and leadership in carrying out a detailed closure protocol that ensures timely notification to parents; orderly transition of students and student records to new schools; and disposition of school funds, property, and assets in accordance with law.





Key Elements for Special Topics:

Box 1 | *Performance Standards*

The charter contract should define clear, measurable and attainable academic, financial and organizational performance standards and targets that the school must meet (or make significant progress toward meeting) as a condition of renewal, including but not limited to state and federal measures. Ideally, these would include:

- Goals for student academic achievement status or proficiency,
- Goals for student academic growth including adequacy of growth toward state standards,
- Goals relating to state and federal accountability systems,
- As applicable, goals for postsecondary readiness (including graduation rates for high school students),
- Mission specific performance goals unique to the school as mutually agreed by the parties,
- Financial reporting data sufficient to allow the sponsor to evaluate the school's short-term financial stability and viability as well as the school's long term financial sustainability,
- A description of the required financial reporting and fiscal management process required by the sponsor,
- Required documentation related to the school's governance including board meeting notices and minutes, board compliance with by-laws, public records and public notice statutes, adoption of the school's budget and required school policies, and
- Expectations related to the school's environment, health and safety, transportation and facilities.

Box 2 | *Education Service or Management Contracts*

A quality sponsor will ensure that any third party agreement for operation and and/or management services will:

- Clearly establish the primacy of the charter contract over the third-party contract,
- Clearly identify the school governing board as the party ultimately responsible for the success or failure of the school, and clearly define the external provider as a vendor of services,
- Prohibit the third party from selecting, approving, employing, compensating or serving as school governing board members,
- Require the school governing board to directly select, retain, and compensate the school attorney, accountant, and audit firm,

- Provide for payments from the sponsor to the school to be made to an account controlled by the school governing board, not the third party,
- Require all instructional materials, furnishings, and equipment purchased or developed with public funds to be the property of the school, not the third party,
- Define roles and responsibilities of the school governing board and the service provider, including all services to be provided under the contract,
- Clearly identify the performance measures, consequences, and mechanisms by which the school governing board will hold the provider accountable for performance, aligned with the performance measures in the charter contract,
- Identify all compensation to be paid to the provider, including all fees, bonuses, and what such compensation includes or requires,
- Define the terms of any facility agreement that may be part of the relationship,
- Clearly identify financial reporting requirements and provisions for the school governing board's financial oversight,
- Identify all other financial terms of the contract, including disclosure and documentation of all loans or investments by the provider to the school, and provision for the disposition of assets in accordance with law,
- Clearly specify that the school governing board, at all times maintains independent fiduciary oversight and authority over the school budget and ultimate responsibility for the school's performance,
- Identifies criteria for contract termination without excessive penalties that would threaten the school's ability to operate, and
- Identifies the respective responsibilities of the governing board and service provider in the event of school closure.

Box 3 | *Requirement for Applicants Proposing to Contract with Education Service or Management Providers*

For any applicant proposing to contract with a Education or Management Provider a quality sponsor will require the applicant to provide additional contract provisions including:

- Evidence of the service provider's educational and management success,
- A draft (or existing) service/management contract that sets forth proposed key terms, including roles and responsibilities of the school governing board, the school staff, and the service provider; the services and resources to be provided; performance-evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider; financial controls and oversight investment disclosure; methods of contract oversight and enforcement; and conditions for contract renewal or termination, and
- Disclosure and explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities.

Acknowledgements

The Office of K-12 School Choice of the Florida Department of Education is indebted to workgroup members and other staff who gave generously of their time and talent to participate in the development of the *Florida Principles and Standards for Quality Charter School Authorizing*. It is hoped that this document will be of value to all charter school stakeholders as Florida continues its efforts to make high quality charter schools an important and viable school choice option for Florida's students and families.





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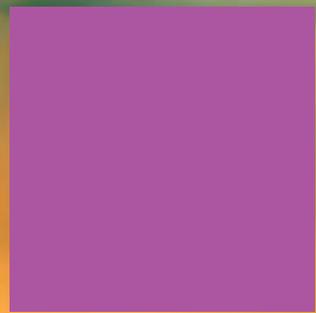
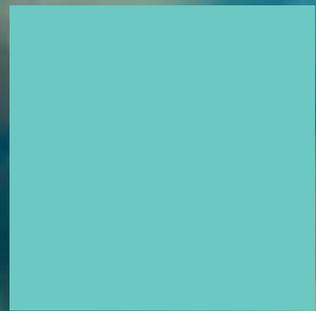
FLORIDA'S
CHARTER
Schools

Office of K-12 School Choice
325 West Gaines Street, Suite 1044
Tallahassee, FL 32399-0400

www.floridaschoolchoice.org/information/charter_schools/
850-245-0502

Student Achievement in Florida's Charter Schools:

A Comparison of the Performance of Charter School Students with Traditional Public School Students



About This Report

Section 1002.33(23), Florida Statutes, requires the Florida Department of Education to prepare an annual statewide analysis of student achievement in charter schools versus the achievement of comparable students in traditional public schools. This report of charter school student performance fulfills the statutory requirement for the 2013-14 school year. The analysis examines the average performance of charter school students and traditional public school students using 2013-14 state assessment data from the FCAT 2.0 Reading, Mathematics and Science, and the Algebra end-of-course exams. Only students who were enrolled in a charter school or a traditional public school for an entire school year are included in the analysis. Limiting the analysis to include only full-year students is consistent with the state's school accountability system for awarding school grades. The report compares charter and traditional public schools in terms of proficiency, learning gains and achievement gap. The data included in this report is based on over 3.3 million test scores from the 2013-14 school year, and includes all state assessment test scores reported to the department.

The analysis and production of this report was a coordinated effort between the Office of Independent Education and Parental Choice and the Bureau of Accountability Reporting in the Division of Accountability, Research and Measurement. Additional information about charter schools and other school choice options is available on the department's Website at:

<http://www.fldoe.org/schools/school-choice/>.

Section 1002.33(23), Florida Statutes (23) ANALYSIS OF CHARTER SCHOOL PERFORMANCE.--Upon receipt of the annual report required by paragraph (9)(l), the Department of Education shall provide to the State Board of Education, the Commissioner of Education, the Governor, the President of the Senate, and the Speaker of the House of Representatives an analysis and comparison of the overall performance of charter school students, to include all students whose scores are counted as part of the statewide assessment program, versus comparable public school students in the district as determined by the statewide assessment program currently administered in the school district, and other assessments administered pursuant to s. 1008.22(3).

Student Achievement in Florida's Charter Schools: Key Findings

The data contained in this report, based on more than 3.3 million test scores, is derived from student performance on the Florida Comprehensive Achievement Test (FCAT 2.0) and Algebra end-of-course exams. This report is designed to allow a comparative analysis of the academic achievement of students attending charter schools versus students attending traditional public schools. Using data from the 2013-14 school year, the report makes 177 comparisons in three areas: proficiency, achievement gaps and learning gains. Each of these areas includes overall as well as sub-group comparisons across subject areas and grade levels.

The FCAT 2.0 and Algebra end-of-course exam proficiency percentages are used to measure both overall rates of proficiency by grade groupings, and comparisons of subgroup performance. This section of the report contains 63 separate comparisons of student achievement. In 52 of the 63 comparisons students enrolled in charter schools demonstrated higher proficiency rates. In 11 of the 63 comparisons students enrolled in traditional public schools demonstrated higher proficiency rates.

The achievement gap section of the report contains data that are used to analyze the gap between white students and African-American students, and white students and Hispanic students, in reading, mathematics and science. This section of the report includes 18 separate comparisons of current achievement gaps. The achievement gap was lower for charter school students in 16 of the 18 comparisons while the achievement gap was lower for traditional public schools in two of the 18 comparisons.

The learning gains section of the report includes 96 comparisons. The report compares the percentage of students in charter schools making learning gains against the percentage of students in traditional public schools making learning gains, by subject, grade level and subgroup. The percentage of students making learning gains was higher in charter schools in 86 of the 96 comparisons. The percentage of students making learning gains was higher in traditional public schools in five of the 96 comparisons. There was no difference in the percentage of students making learning gains in five of the 96 comparisons.

Table of Contents

Demographics	2
School Grades	3
FCAT Reading: All and Subgroup Comparisons	4
FCAT Mathematics: All and Subgroup Comparisons	8
FCAT Science: All and Subgroup Comparisons	12
Algebra: All and Subgroup Comparisons	16
Achievement Gap: Reading	20
Achievement Gap: Mathematics	21
Achievement Gap: Science	22
Achievement Gap: Algebra	23
Learning Gains Comparison in Reading and Mathematics	24
FCAT Proficiency Data	36
FCAT Learning Gains Data	39



Students Served by Florida Charter Schools

Charter schools provide parents with additional choices for selecting the most effective educational programs for their children and offer creative solutions for improving student achievement in Florida. The charter school sector in Florida strives to improve student learning, increase parental choice, and foster innovative instructional and leadership approaches. Charter school enrollment has grown by more than 200 percent over the last decade. As shown below, charter schools served more than 230,000 students in the 2013-14 school year.

Race/Ethnicity/ Gender	Charter Schools	Percent Charter	Traditional Public Schools (TPS)	Percent TPS	Total Enrollment
Total White	79,548	34.56%	1,033,473	41.49%	1,113,021
Total Black	50,568	21.97%	572,487	22.99%	623,055
Total Asian	5,257	2.28%	65,200	2.62%	70,457
Total Hispanic	87,656	38.08%	727,592	29.21%	815,248
Total Pacific Is or Haw	265	0.12%	3,274	0.13%	3,539
Total Indian	871	0.38%	8,225	0.33%	9,096
Total Multiracial	6,024	2.62%	80,357	3.23%	86,381
Male	115,229	50.06%	1,282,339	51.49%	1,397,568
Female	114,960	49.94%	1,208,269	48.51%	1,323,229
Total Enrollment	230,189		2,490,608		2,720,797

Special Categories					
FRPL*	112,994	49.09%	1,477,635	59.33%	1,590,629
ELL**	20,682	8.98%	238,172	9.56%	258,854
SWD***	20,787	9.03%	329,734	13.24%	350,521
Gifted	8,721	3.79%	148,056	5.94%	156,777
Total ESE (SWD + Gifted)	29,508	12.82%	477,790	19.18%	507,298

* FRPL: Free and Reduced Priced Lunch

** ELL: English Language Learners

*** SWD: Students with Disabilities

Grading Charter Schools

Like traditional public schools, charter schools are assigned a performance grade if they meet the eligibility criteria and are not an alternative school or Exceptional Student Education (ESE) center that elects to receive a school improvement rating instead of a grade. To receive a school grade a public school (charter or traditional) must have at least 10 full-time students that have two years of FCAT performance data in reading and mathematics.

2013-14 Comparison of Graded vs. Ungraded Schools

	Charter	Traditional
Number of schools with membership in tested grades	584	3,129
Number of graded/rated schools	545	2,916
Number of ungraded/unrated schools	39	213
Percent of ungraded/unrated schools	7%	7%

2013-14 School Grades for Charter and Traditional Schools

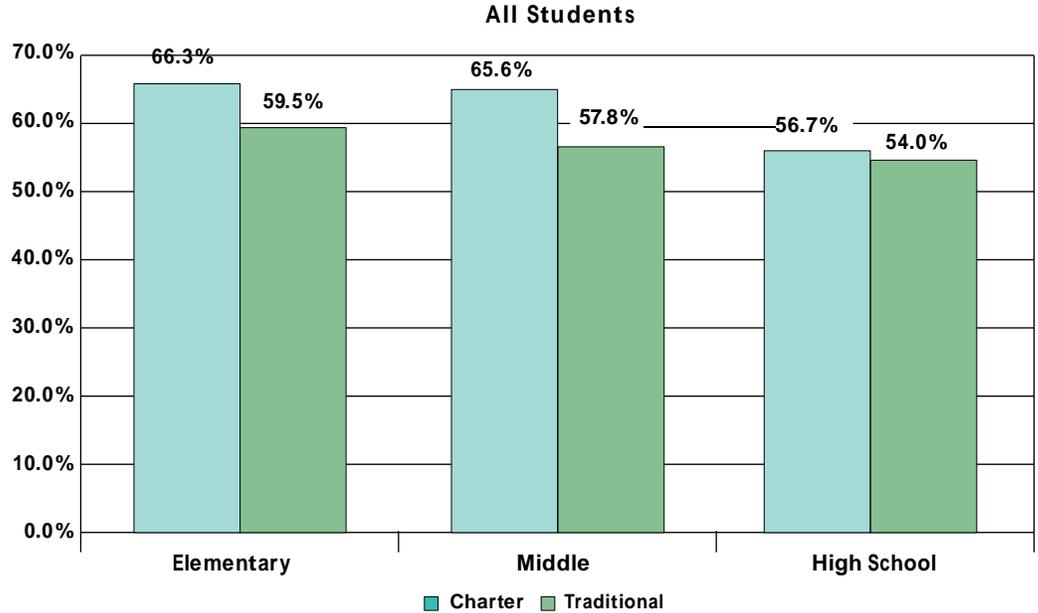
	Charter	% of Graded	Traditional	% of Graded	All	% of Graded
A	220	46%	950	34%	1,170	36 %
B	75	16%	537	19%	612	19 %
C	96	20%	793	29%	889	27 %
D	36	8%	334	12%	370	11 %
F	49	10%	143	5%	192	6 %
Total A-F	476	100%	2,757	100%	3,233	100 %

*Percentages may not equal 100% due to rounding.

FCAT Reading Traditional Public Schools and Charter Schools

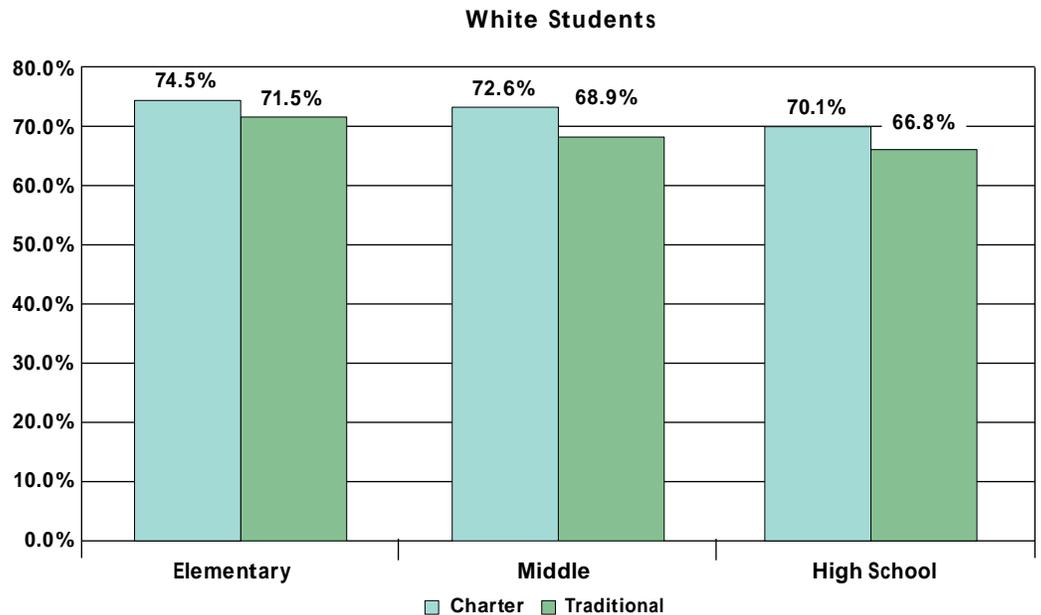
ALL STUDENTS COMPARISONS 2014

Percent of Students Scoring a Level 3 or Above on FCAT 2.0 Reading
Charter Schools and Traditional Public Schools



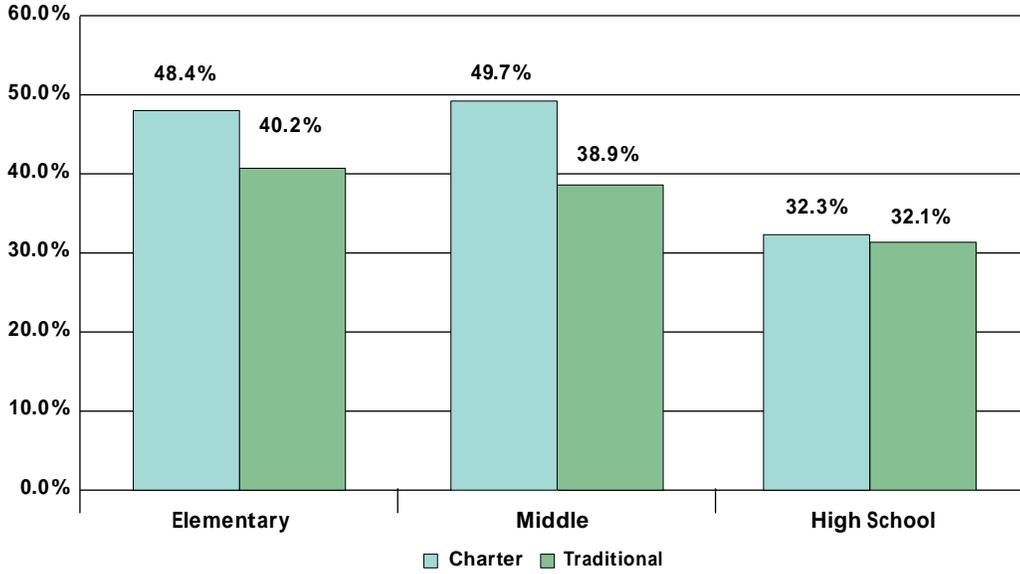
SUBGROUP COMPARISONS 2014

Percent of Students Scoring a Level 3 or Above on FCAT 2.0 Reading
Charter Schools and Traditional Public Schools

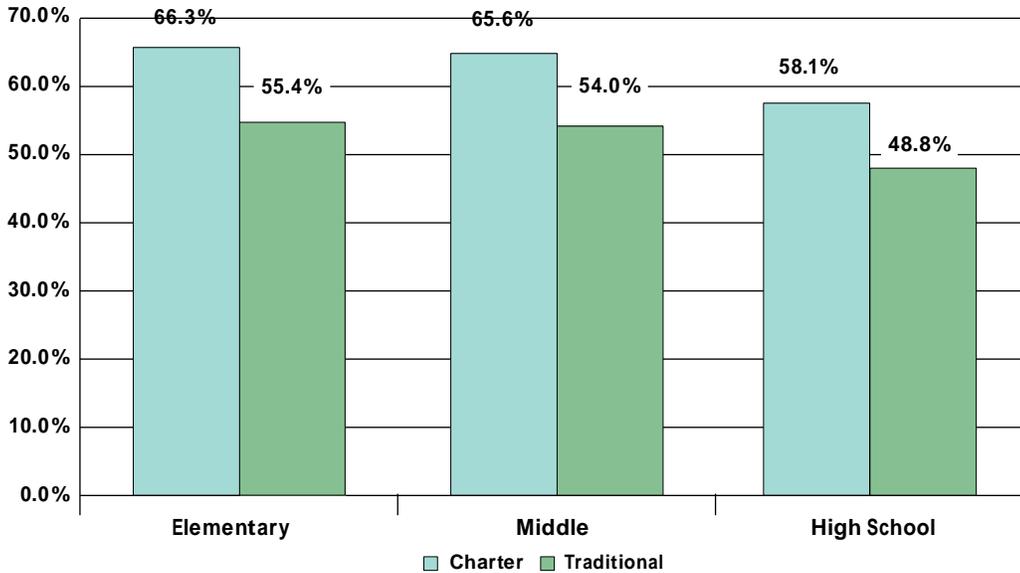


READING

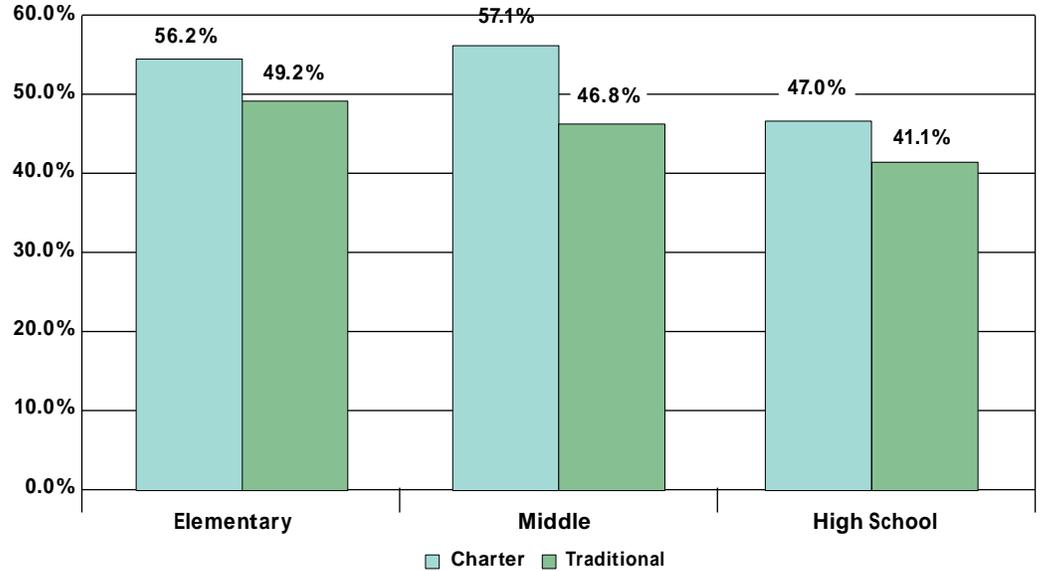
**Percent of Students Scoring a Level 3 or Above on FCAT 2.0 Reading
Charter Schools and Traditional Public Schools
African-American Students**



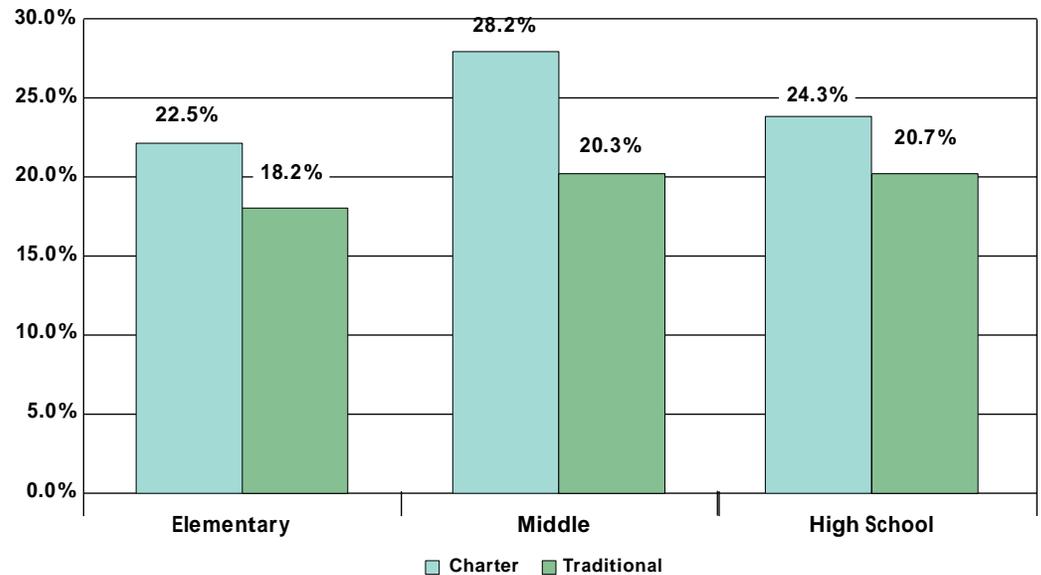
**Percent of Students Scoring a Level 3 or Above on FCAT 2.0 Reading
Charter Schools and Traditional Public Schools
Hispanic Students**



**Percent of Students Scoring a Level 3 or Above on FCAT 2.0 Reading
Charter Schools and Traditional Public Schools
Free and Reduced Lunch (FRL)**

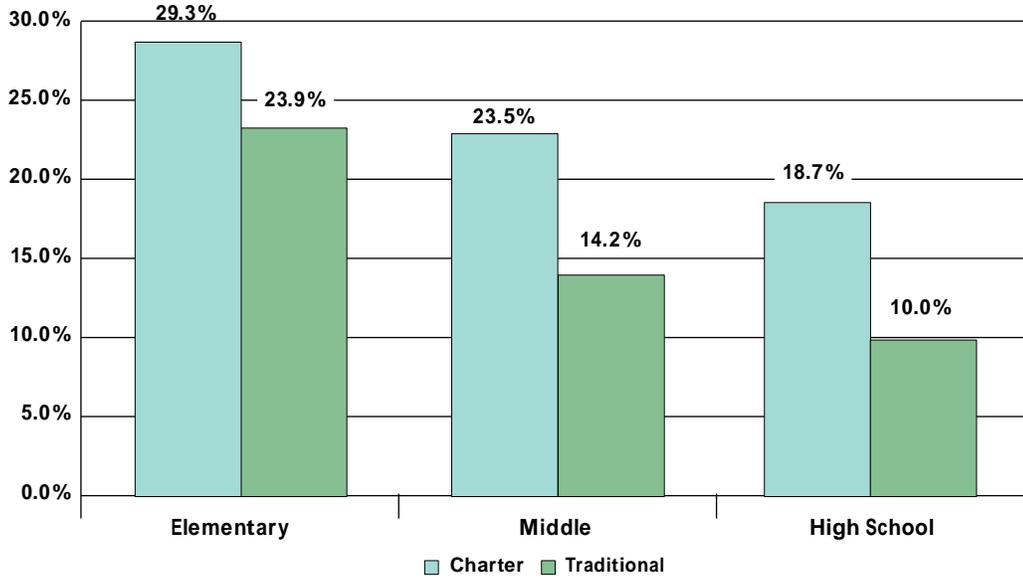


**Percent of Students Scoring a Level 3 or Above on FCAT 2.0 Reading
Charter Schools and Traditional Public Schools
Students with Disabilities**



READING

**Percent of Students Scoring a Level 3 or Above on FCAT 2.0 Reading
Charter Schools and Traditional Public Schools
English Language Learner Students**

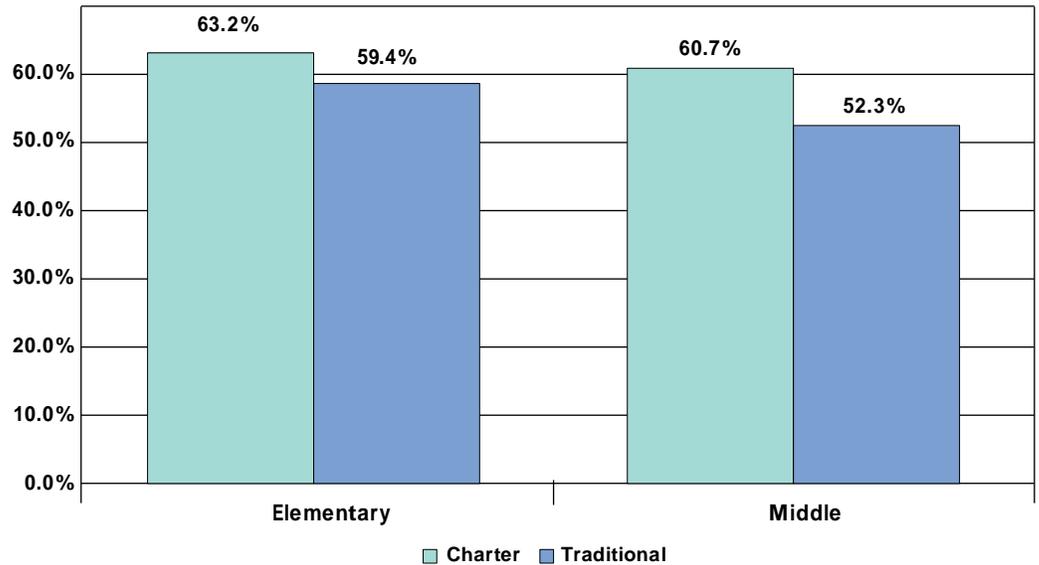


MATHEMATICS

**FCAT Mathematics
Traditional Public Schools and Charter Schools**

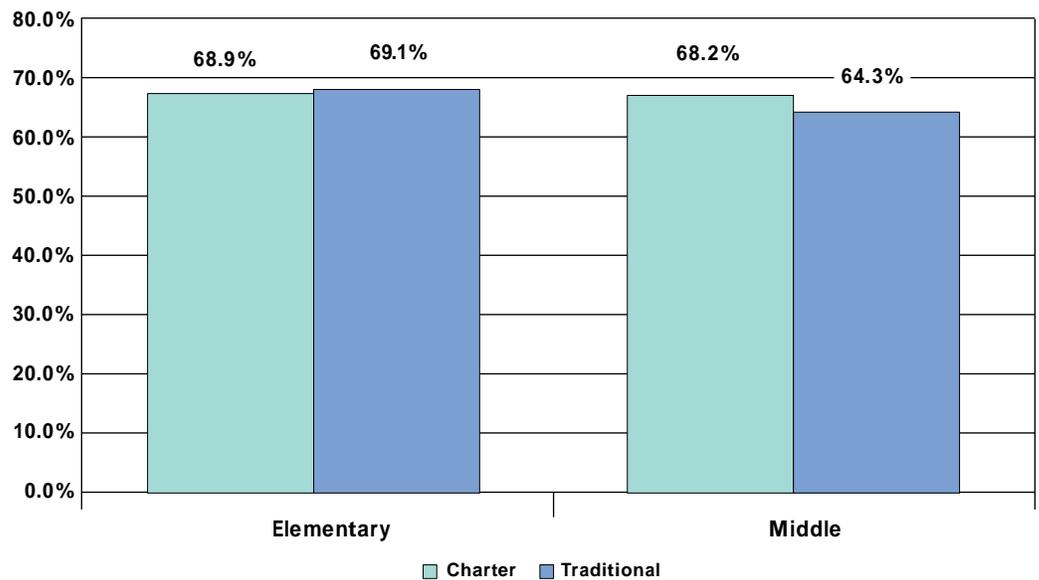
ALL STUDENTS COMPARISONS 2014

**Percent of Students Scoring a Level 3 or Above on FCAT 2.0 Mathematics
Charter Schools and Traditional Public Schools
All Students**



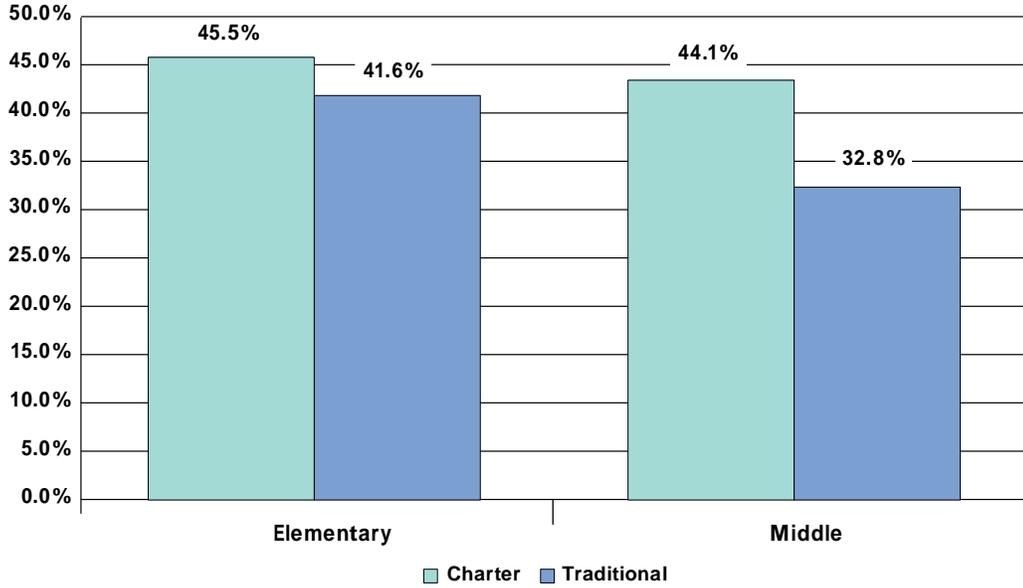
SUBGROUP COMPARISONS 2014

**Percent of Students Scoring a Level 3 or Above on FCAT 2.0 Mathematics
Charter Schools and Traditional Public Schools
White Students**

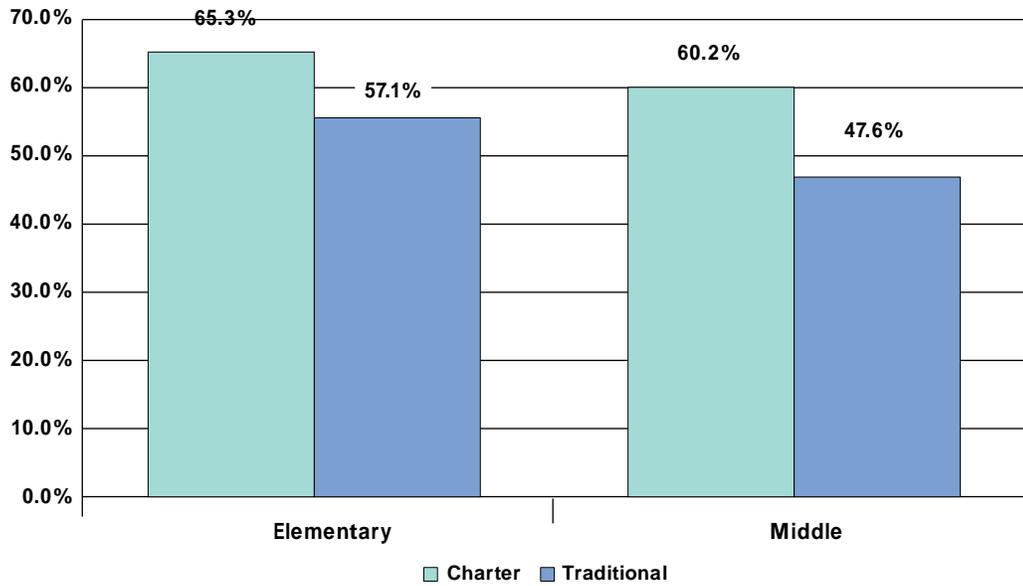


MATHEMATICS

**Percent of Students Scoring a Level 3 or Above on FCAT 2.0 Mathematics
Charter Schools and Traditional Public Schools
African-American Students**

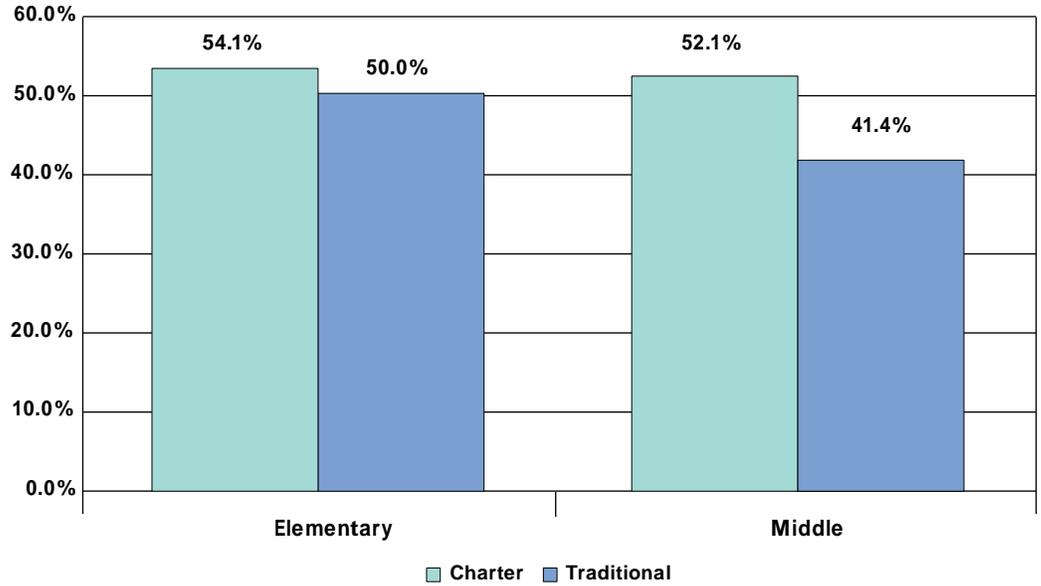


**Percent of Students Scoring a Level 3 or Above on FCAT 2.0 Mathematics
Charter Schools and Traditional Public Schools
Hispanic Students**

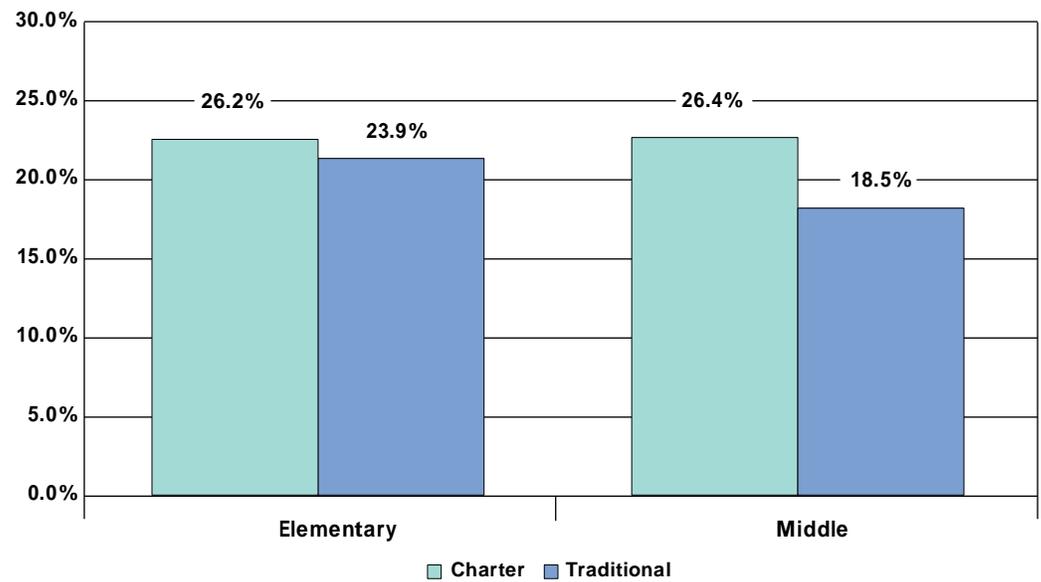


MATHEMATICS

**Percent of Students Scoring a Level 3 or Above on FCAT 2.0 Mathematics
Charter Schools and Traditional Public Schools
Free and Reduced Lunch (FRL)**

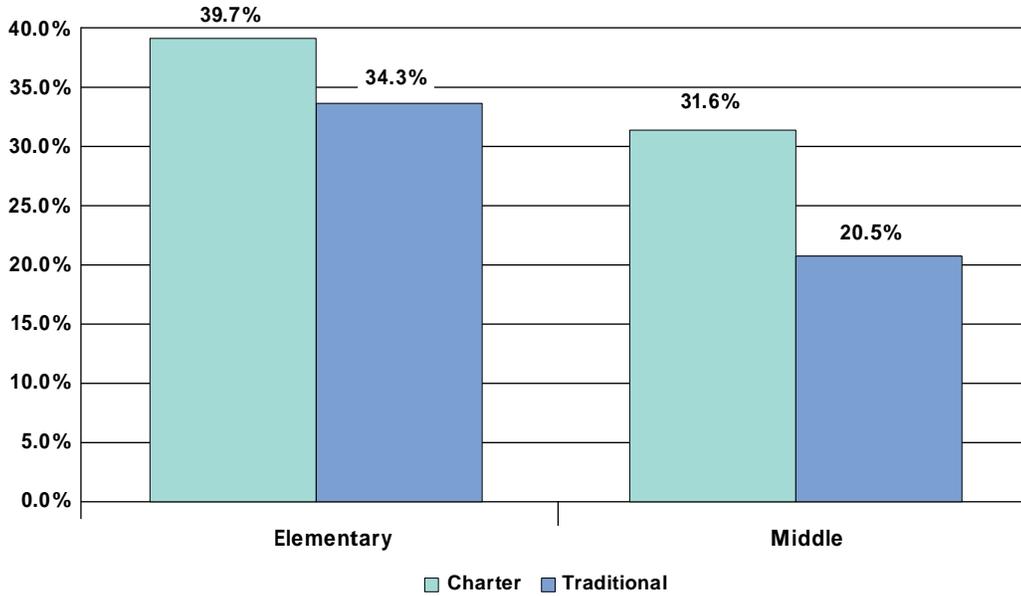


**Percent of Students Scoring a Level 3 or Above on FCAT 2.0 Mathematics
Charter Schools and Traditional Public Schools
Students with Disabilities**



MATHEMATICS

**Percent of Students Scoring a Level 3 or Above on FCAT 2.0 Mathematics
Charter Schools and Traditional Public Schools
English Language Learner Students**

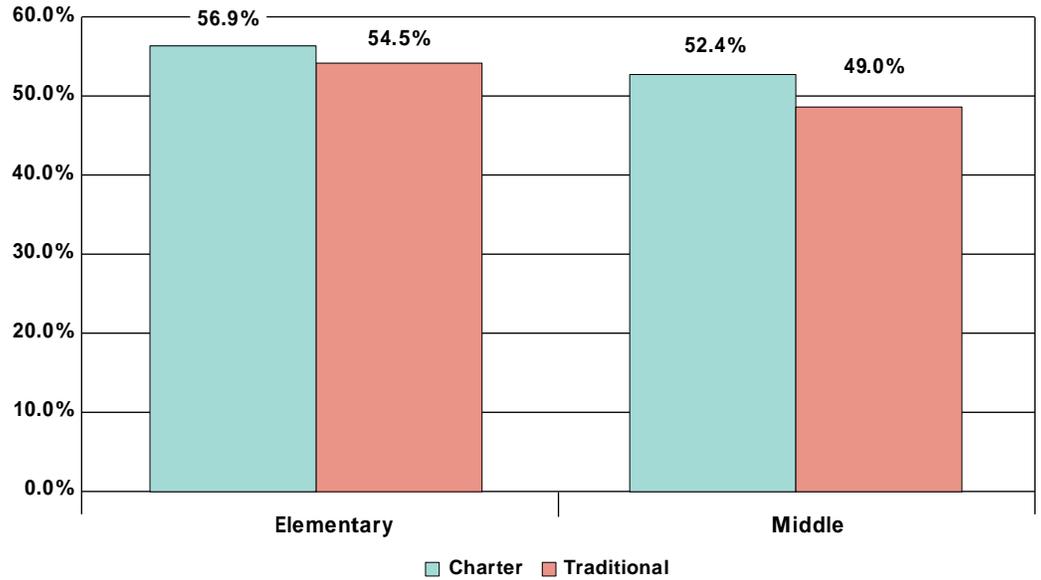


SCIENCE

FCAT Science Traditional Public Schools and Charter Schools

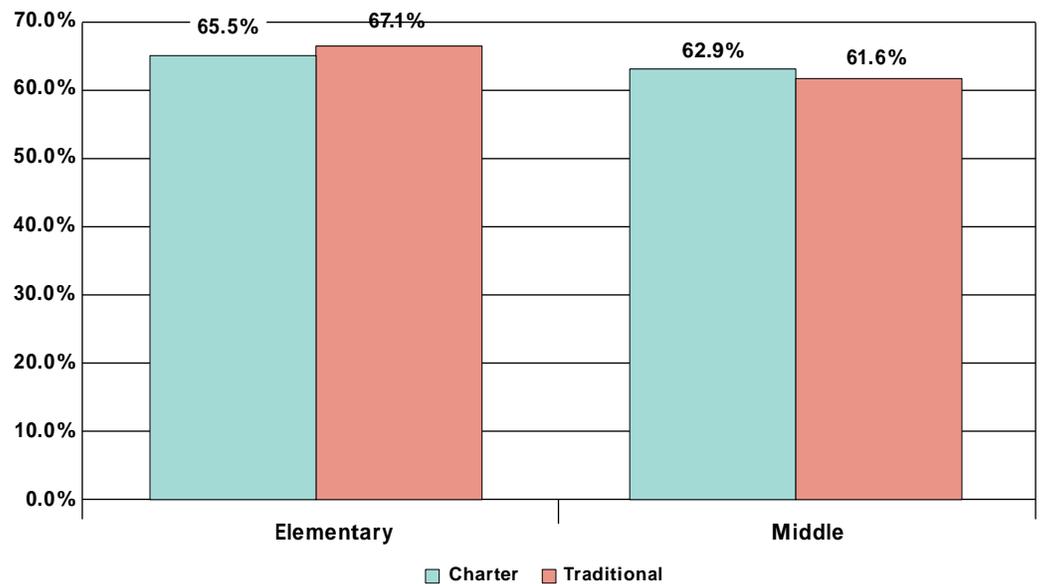
ALL STUDENTS COMPARISONS 2014

Percent of Students Scoring a Level 3 or Above on FCAT 2.0 Science
Charter Schools and Traditional Public Schools
All Students



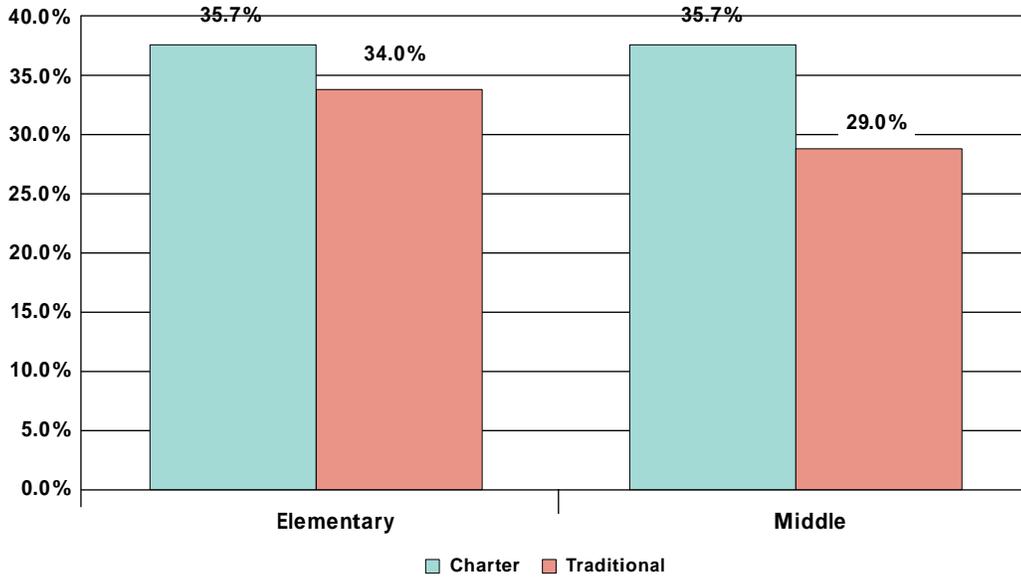
SUBGROUP COMPARISONS 2014

Percent of Students Scoring a Level 3 or Above on FCAT 2.0 Science
Charter Schools and Traditional Public Schools
White Students

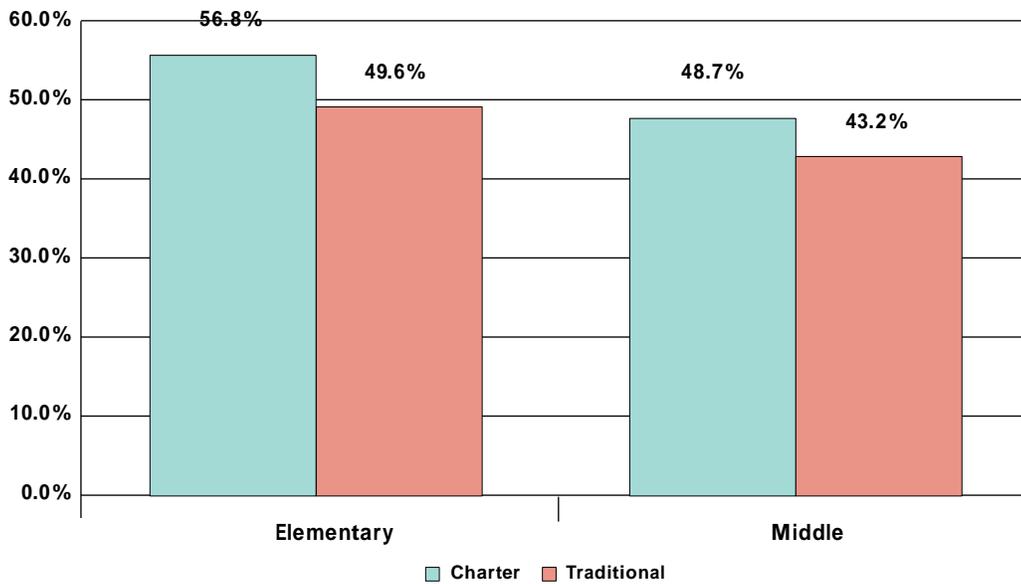


SCIENCE

**Percent of Students Scoring a Level 3 or Above on FCAT 2.0 Science
Charter Schools and Traditional Public Schools
African-American Students**

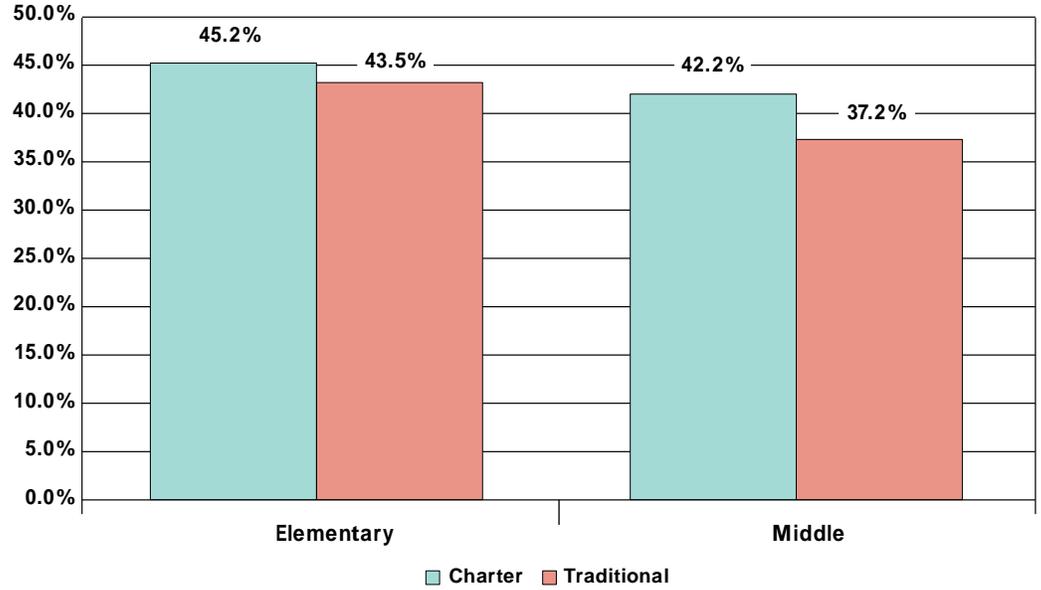


**Percent of Students Scoring a Level 3 or Above on FCAT 2.0 Science
Charter Schools and Traditional Public Schools
Hispanic Students**

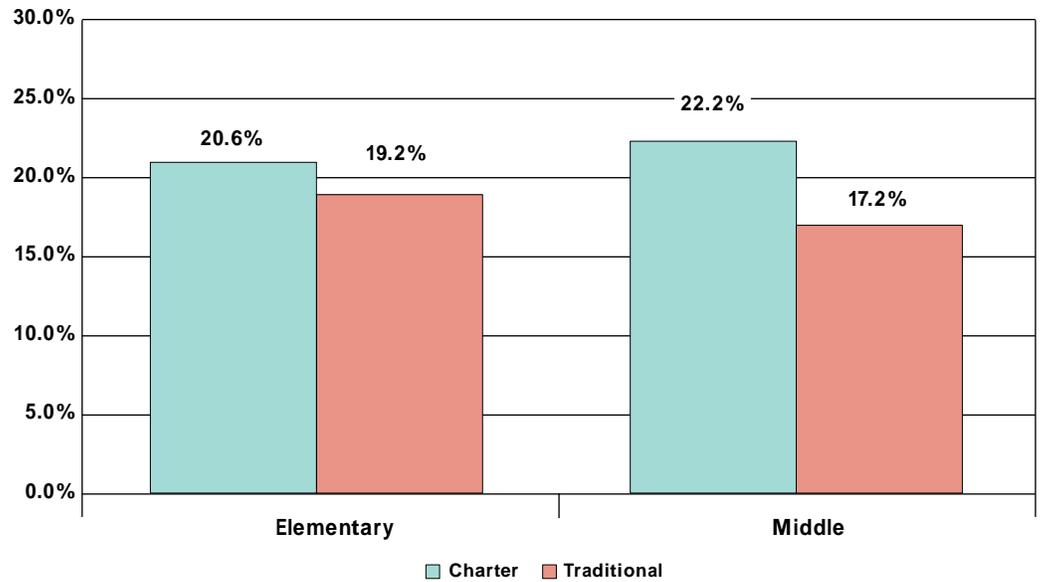


SCIENCE

**Percent of Students Scoring a Level 3 or Above on FCAT 2.0 Science
Charter Schools and Traditional Public Schools
FRL Students**

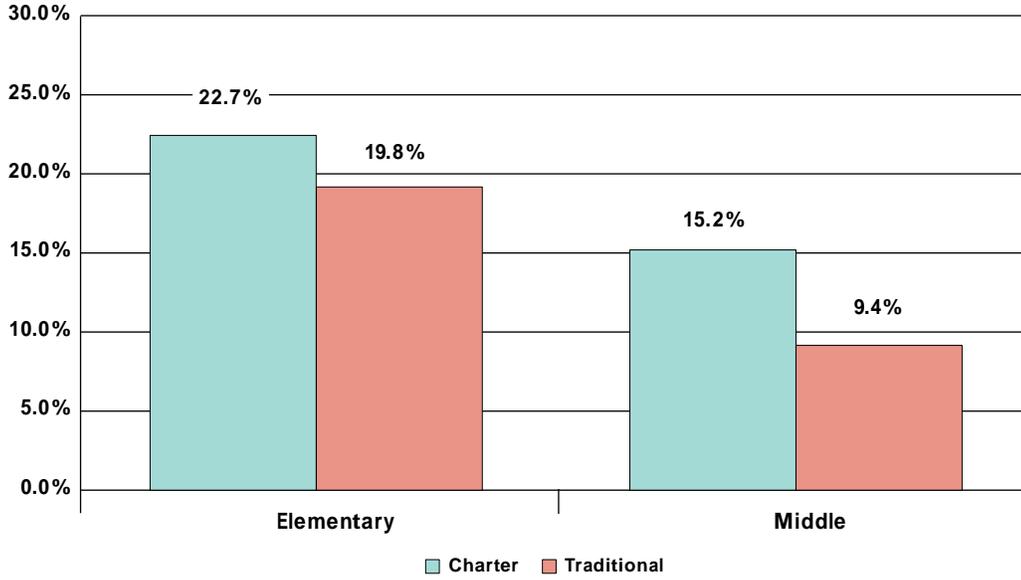


**Percent of Students Scoring a Level 3 or Above on FCAT 2.0 Science
Charter Schools and Traditional Public Schools
Students with Disabilities**



SCIENCE

**Percent of Students Scoring a Level 3 or Above on FCAT 2.0 Science
Charter Schools and Traditional Public Schools
English Language Learner Students**



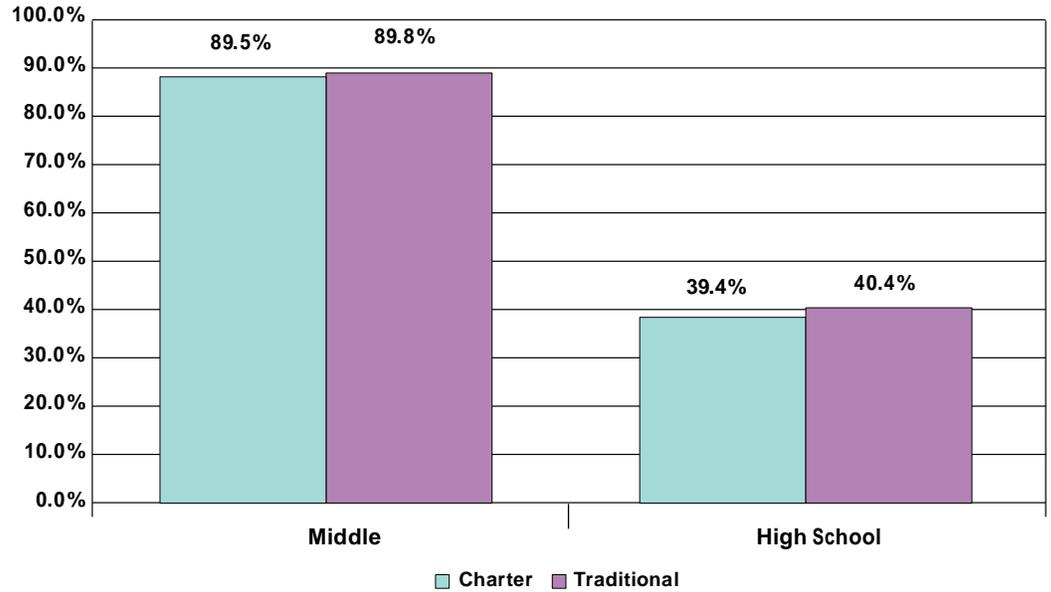
ALGEBRA

Algebra End-of-Course Exam Traditional Public Schools and Charter Schools

ALL STUDENTS COMPARISONS 2014

Percent of Students Scoring a Level 3 or Above on Algebra End-of-Course Exam
Charter Schools and Traditional Public Schools

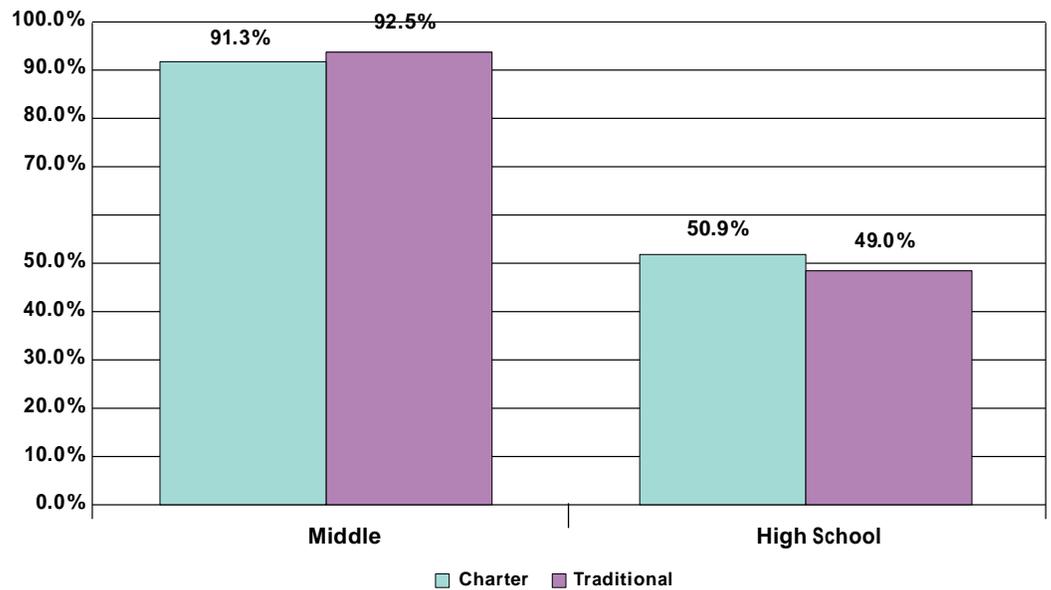
All Students



SUBGROUP COMPARISONS 2014

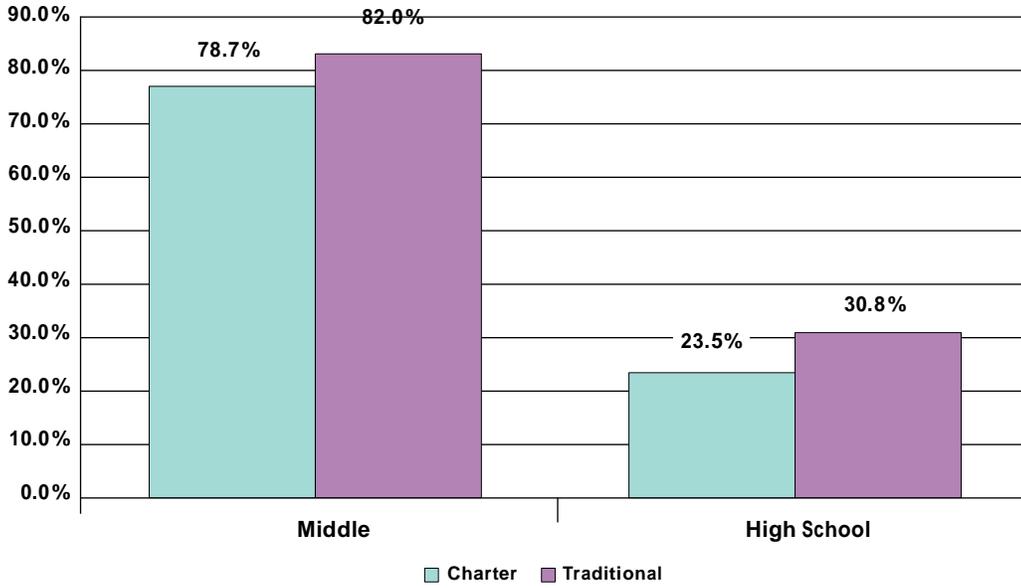
Percent of Students Scoring a Level 3 or Above on Algebra End-of-Course Exam
Charter Schools and Traditional Public Schools

White Students

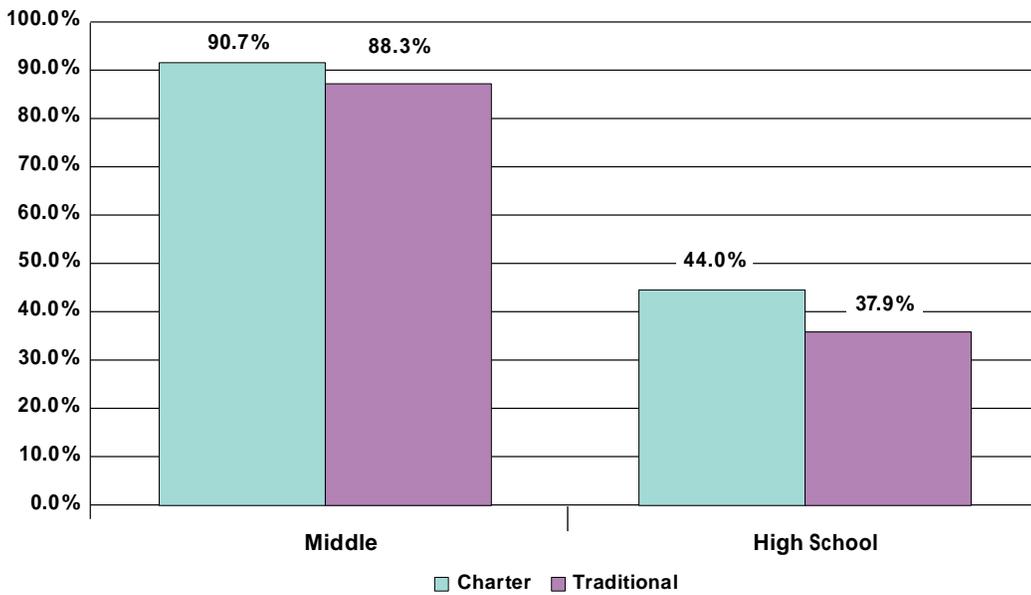


ALGEBRA

**Percent of Students Scoring a Level 3 or Above on Algebra End-of-Course Exam
Charter Schools and Traditional Public Schools
African-American Students**



**Percent of Students Scoring a Level 3 or Above on Algebra End-of-Course Exam
Charter Schools and Traditional Public Schools
Hispanic Students**

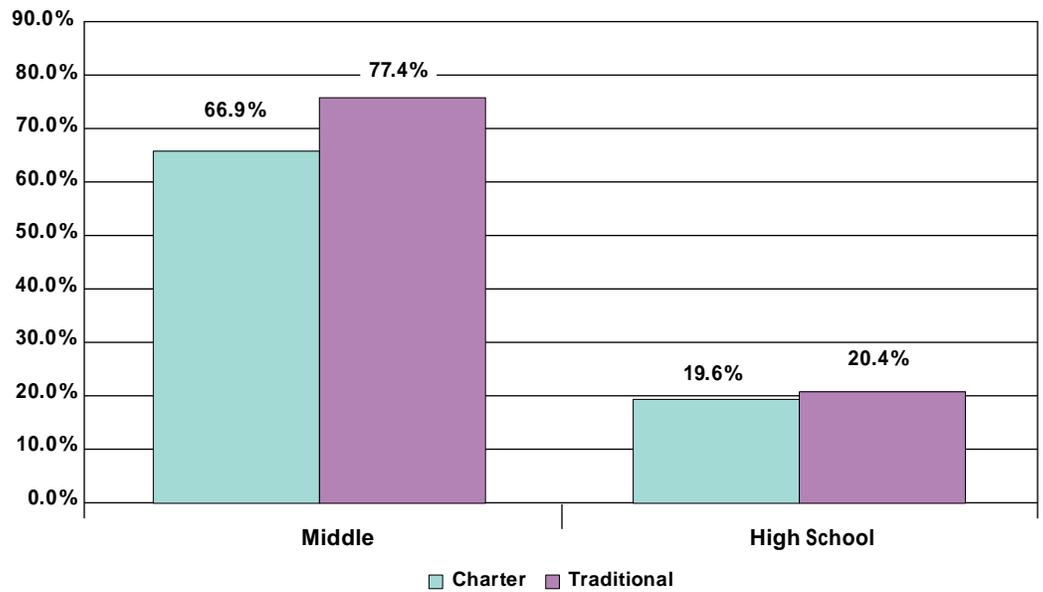


ALGEBRA

**Percent of Students Scoring a Level 3 or Above on Algebra End-of-Course Exam
Charter Schools and Traditional Public Schools
FRL Students**

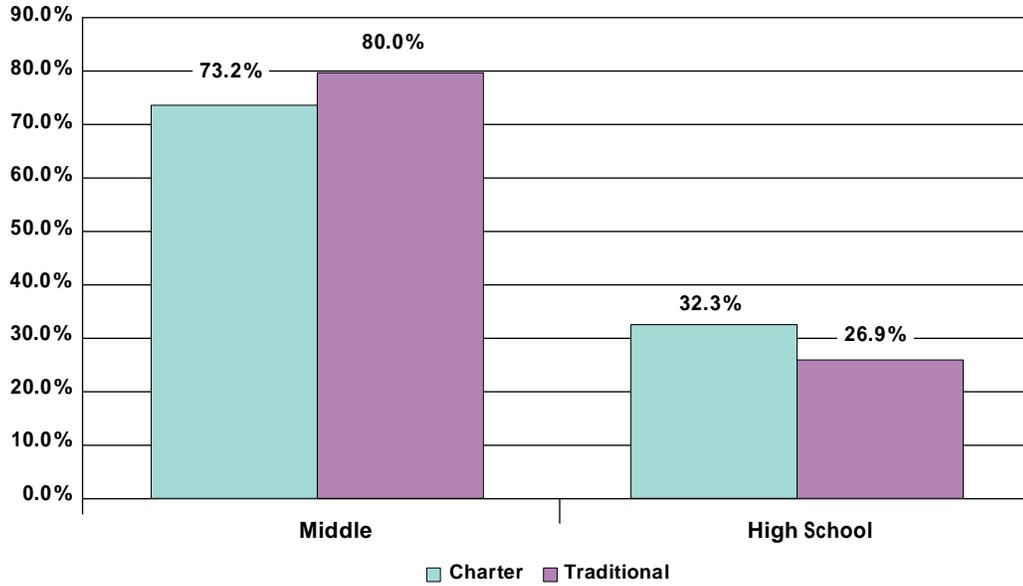


**Percent of Students Scoring a Level 3 or Above on Algebra End-of-Course Exam
Charter Schools and Traditional Public Schools
Students with Disabilities**



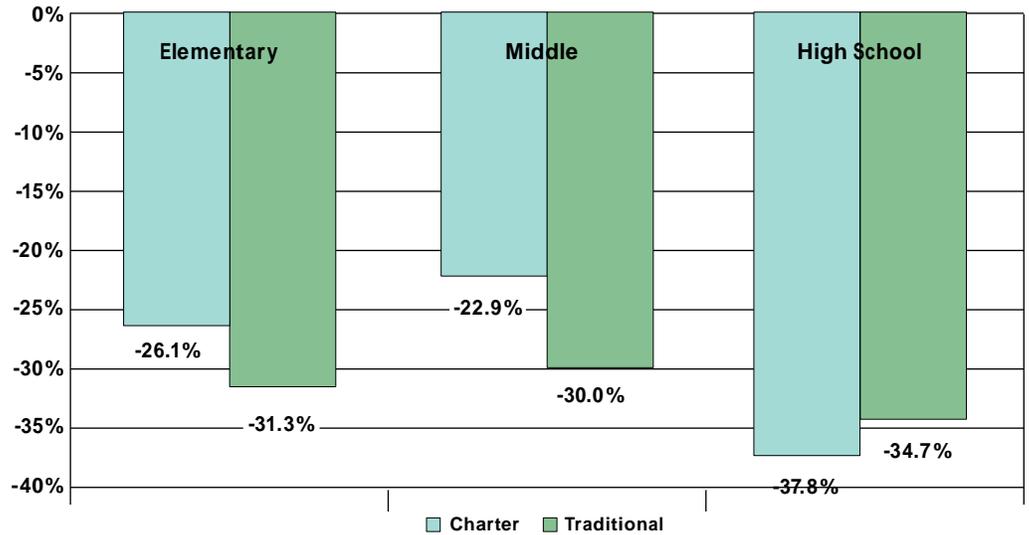
ALGEBRA

**Percent of Students Scoring a Level 3 or Above on Algebra End-of-Course Exam
Charter Schools and Traditional Public Schools
English Language Learner Students**

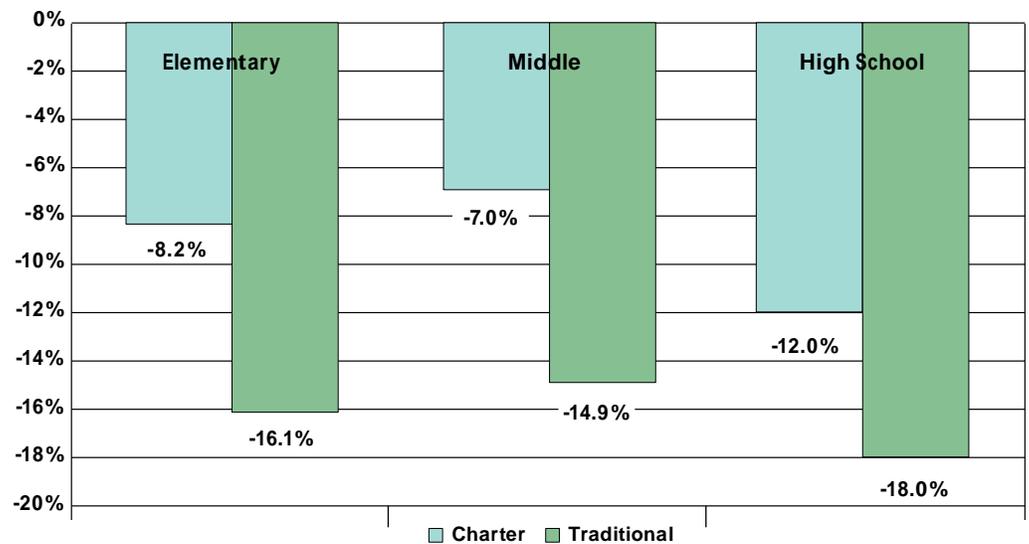


Achievement Gap Summary Data 2012-13 School Year

**Achievement Gap in Reading
Charter Schools and Traditional Public Schools
African-American and White Students**

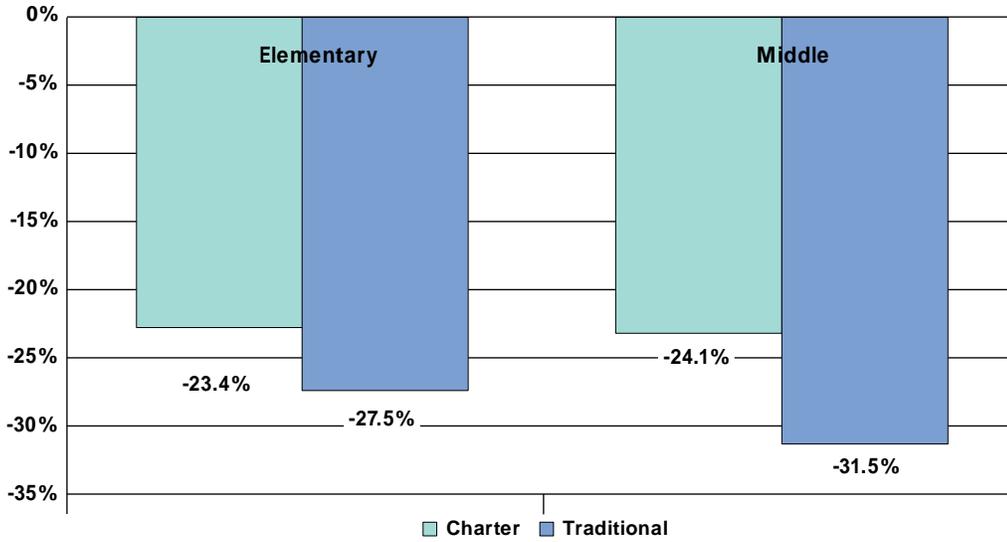


**Achievement Gap in Reading
Charter Schools and Traditional Public Schools
Hispanic and White Students**

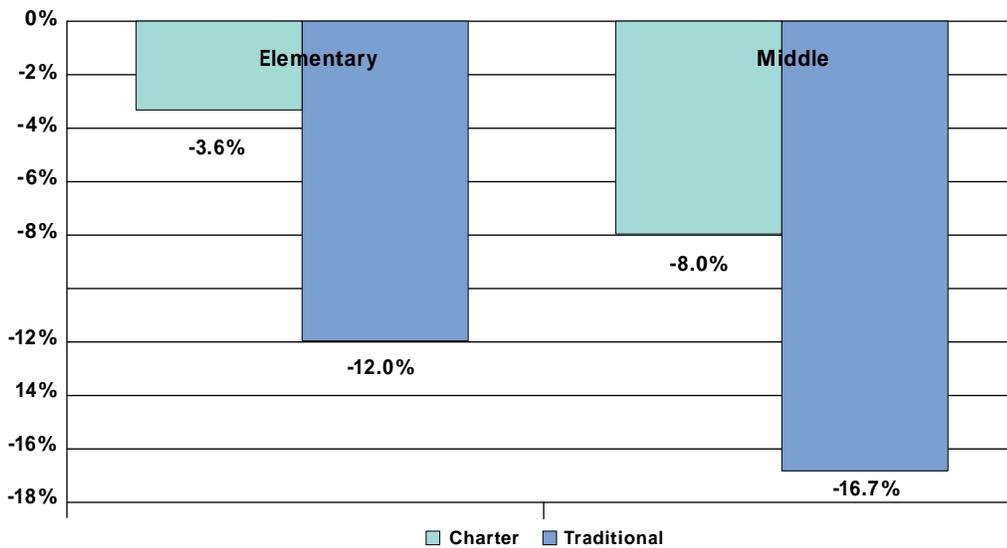


MATHEMATICS

**Achievement Gap in Mathematics
Charter Schools and Traditional Public Schools
African-American and White Students**

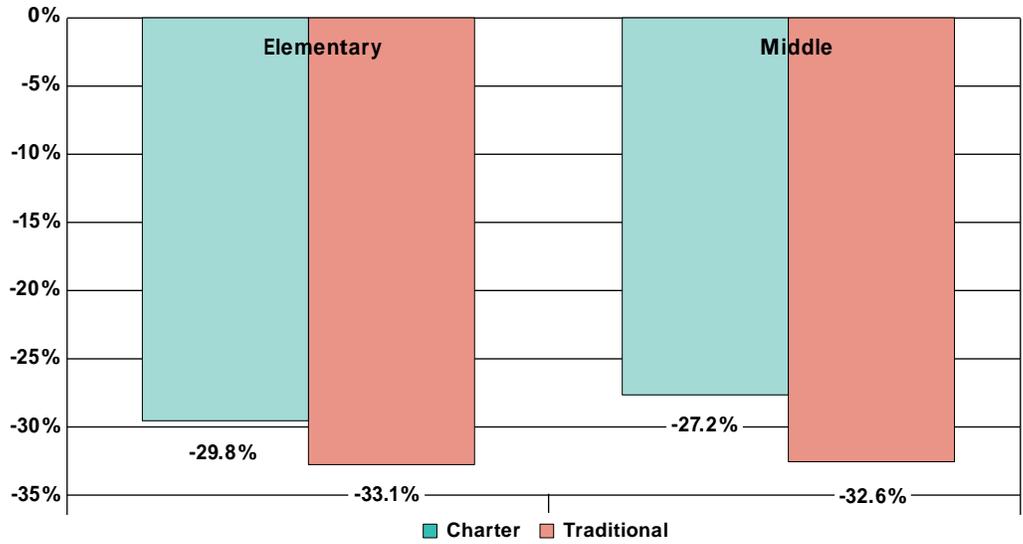


**Achievement Gap in Mathematics
Charter Schools and Traditional Public Schools
Hispanic and White Students**

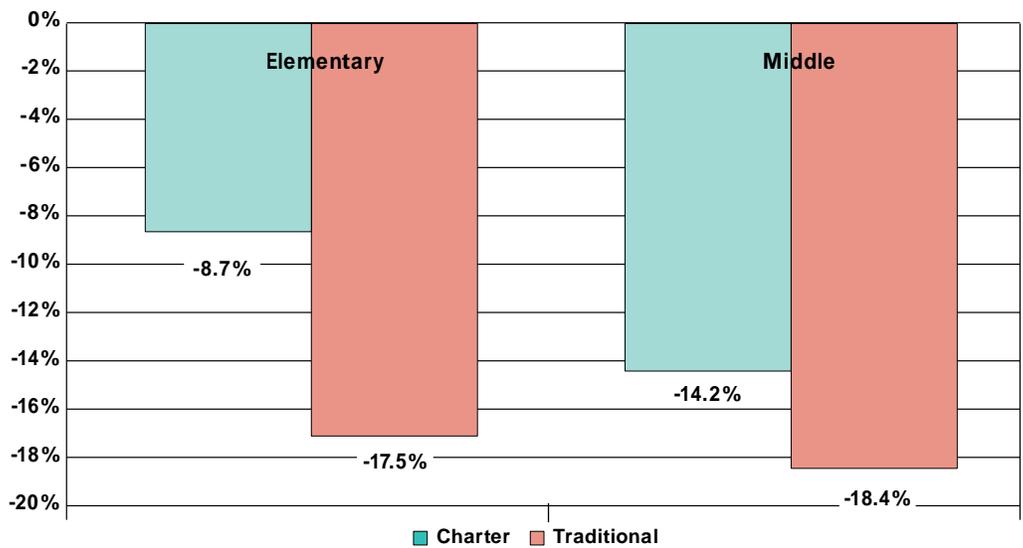


SCIENCE

**Achievement Gap in Science
Charter Schools and Traditional Public Schools
African-American and White Students**

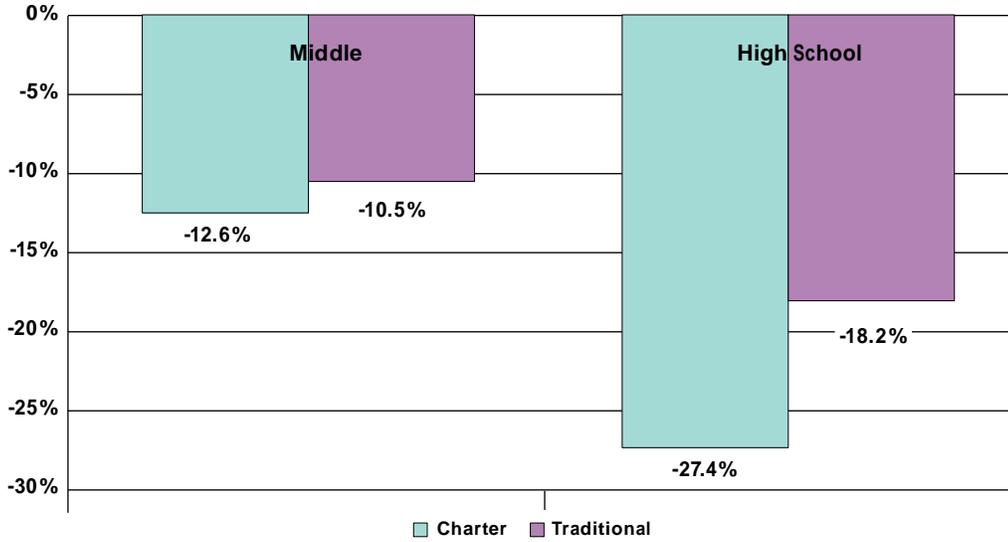


**Achievement Gap in Science
Charter Schools and Traditional Public Schools
Hispanic and White Students**

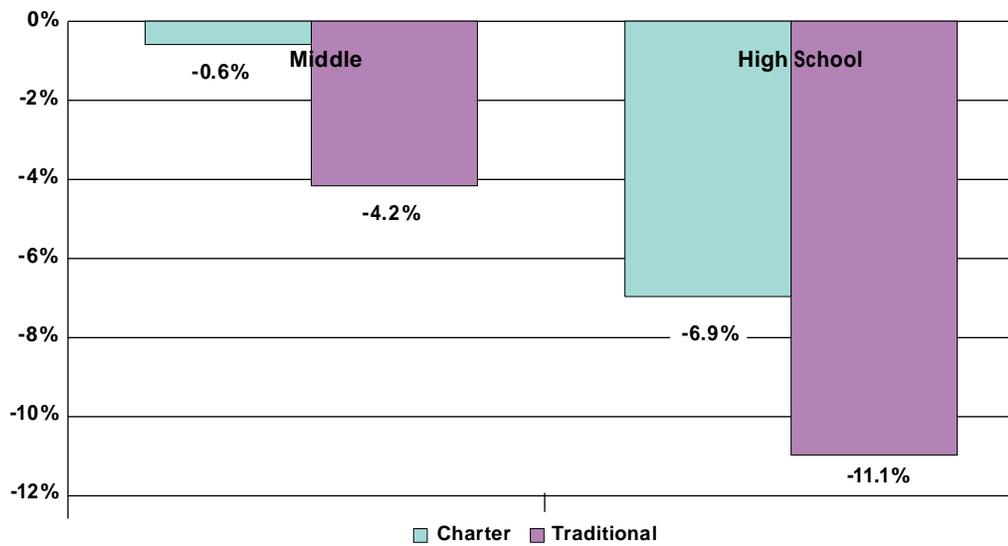


ALGEBRA

**Achievement Gap in Algebra
Charter Schools and Traditional Public Schools
African-American and White Students**

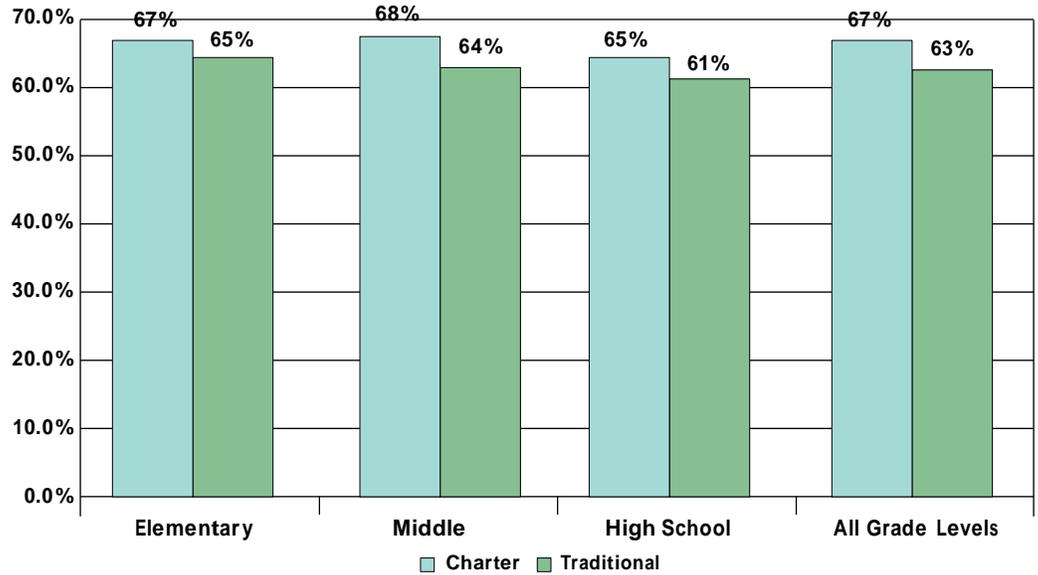


**Achievement Gap in Algebra
Charter Schools and Traditional Public Schools
Hispanic and White Students**

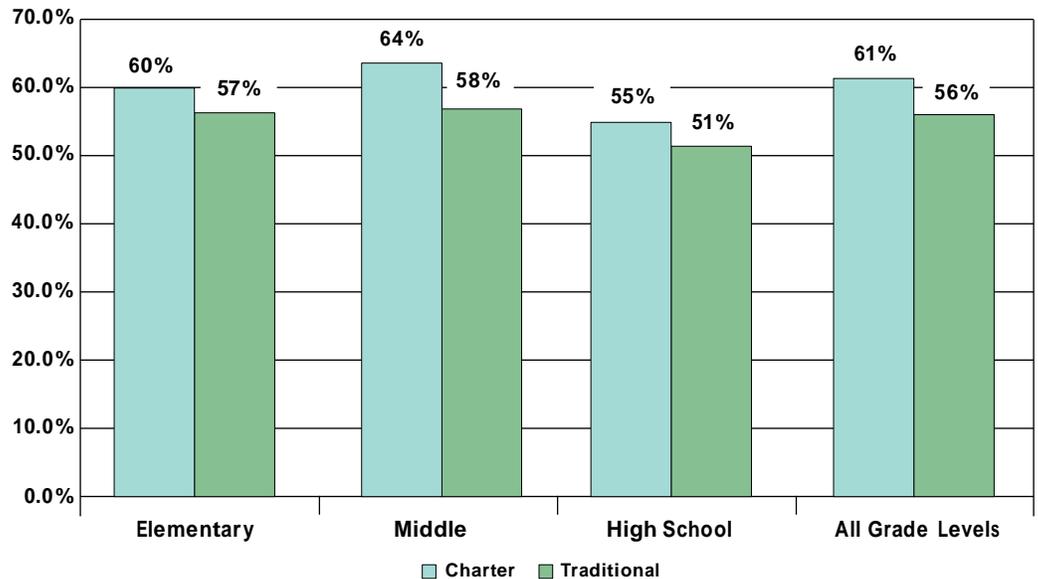


Learning Gains Comparison 2013-2014 School Year

**Percent of Students Making Learning Gains in Reading
All Students**

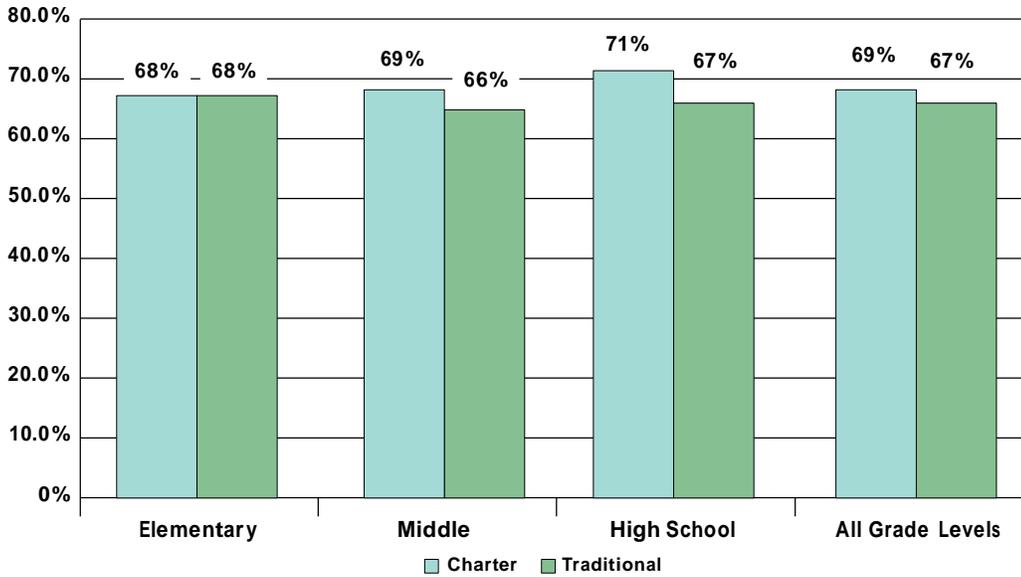


**Percent of Students Making Learning Gains in Reading
African-American Students**

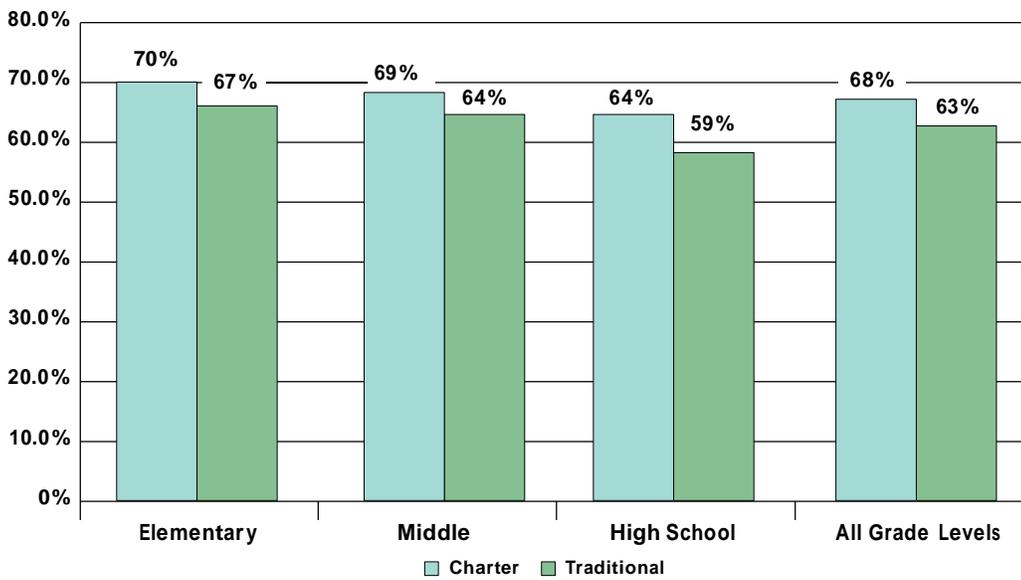


READING

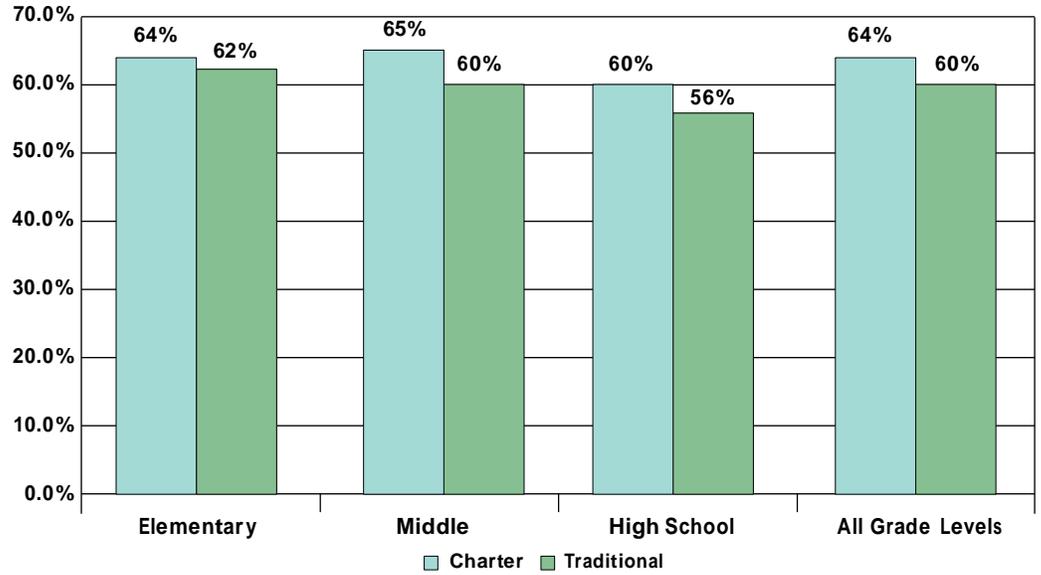
**Percent of Students Making Learning Gains in Reading
White Students**



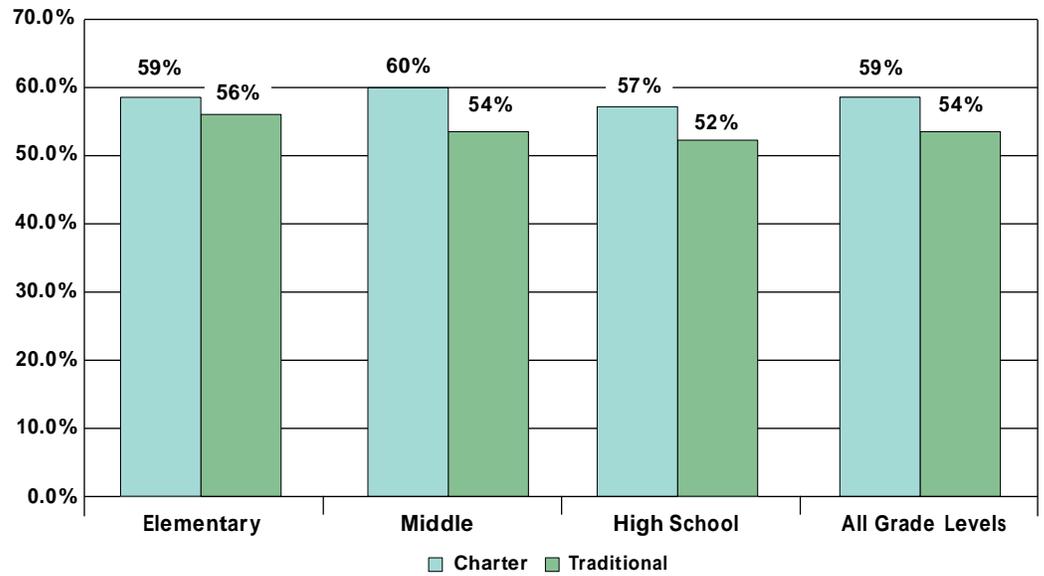
**Percent of Students Making Learning Gains in Reading
Hispanic Students**



**Percent of Students Making Learning Gains in Reading
FRL Students**

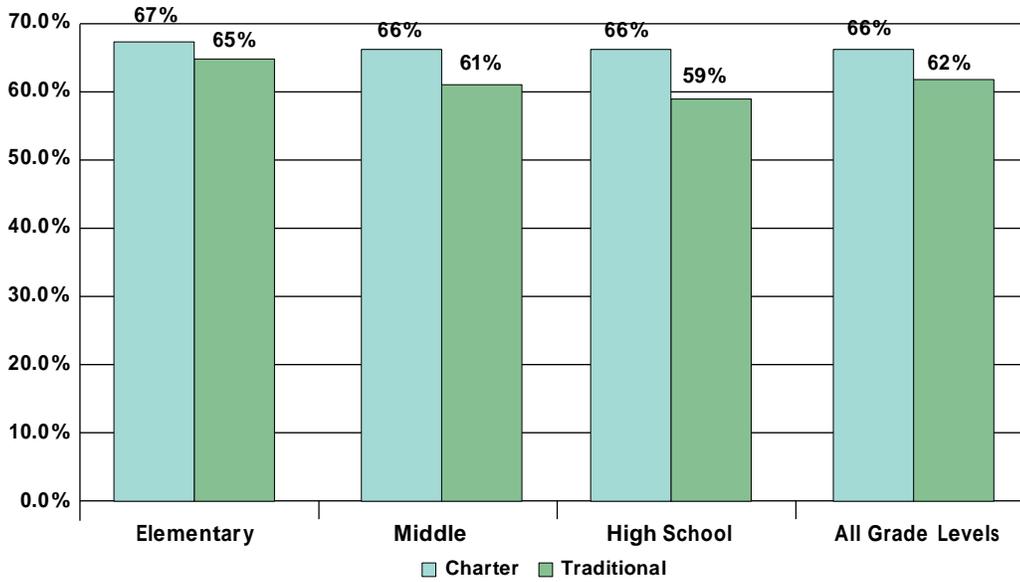


**Percent of Students Making Learning Gains in Reading
Students with Disabilities**

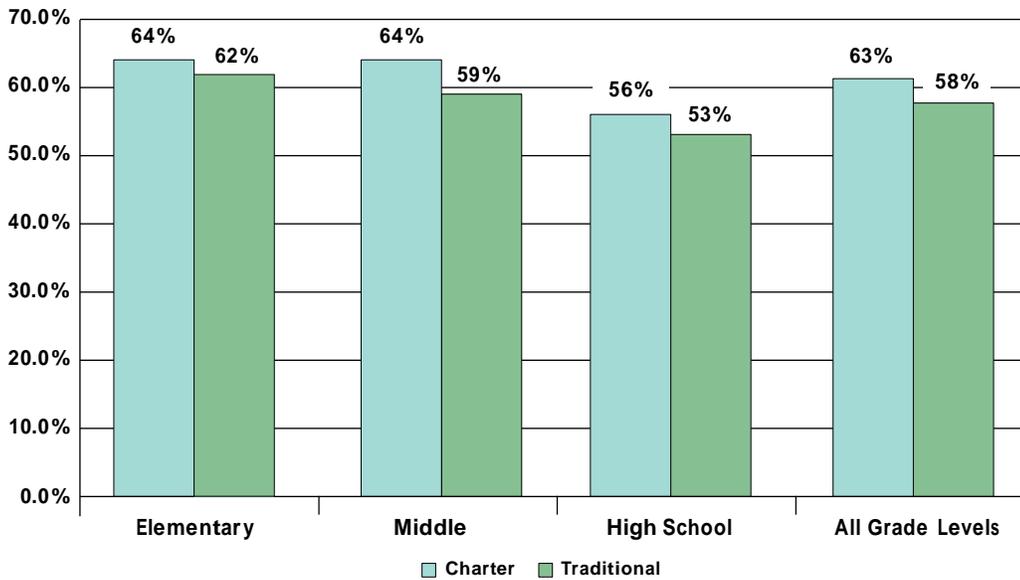


READING

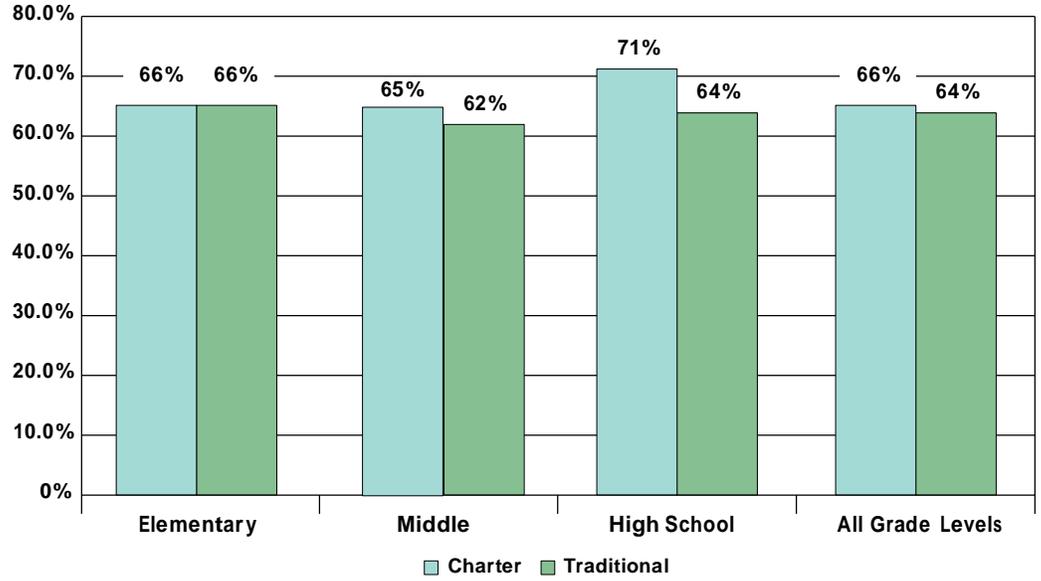
Percent of Students in Lowest Quartile Making Learning Gains in Reading All Students



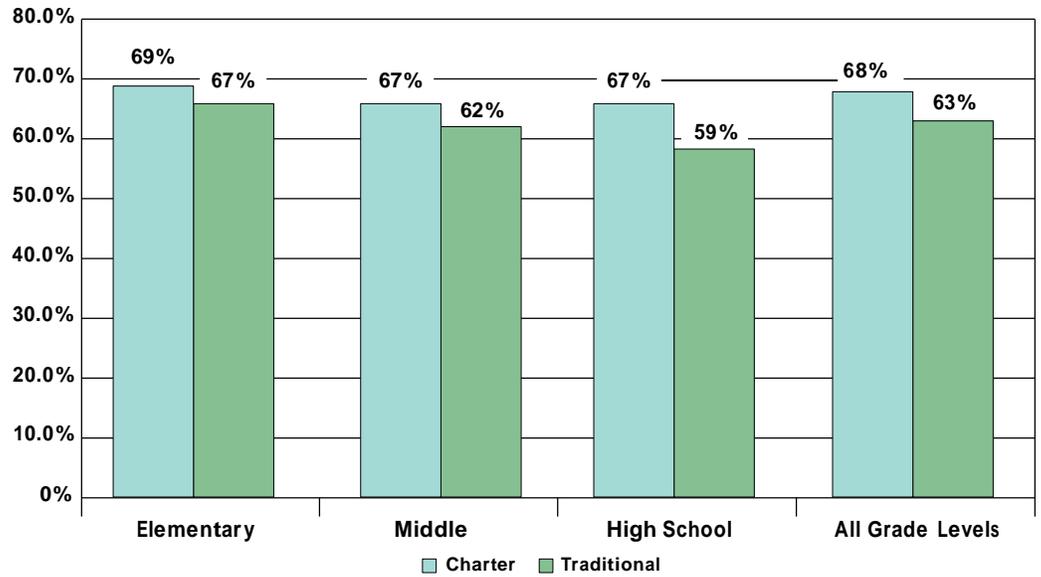
Percent of Students in Lowest Quartile Making Learning Gains in Reading African-American Students



Percent of Students in Lowest Quartile Making Learning Gains in Reading White Students

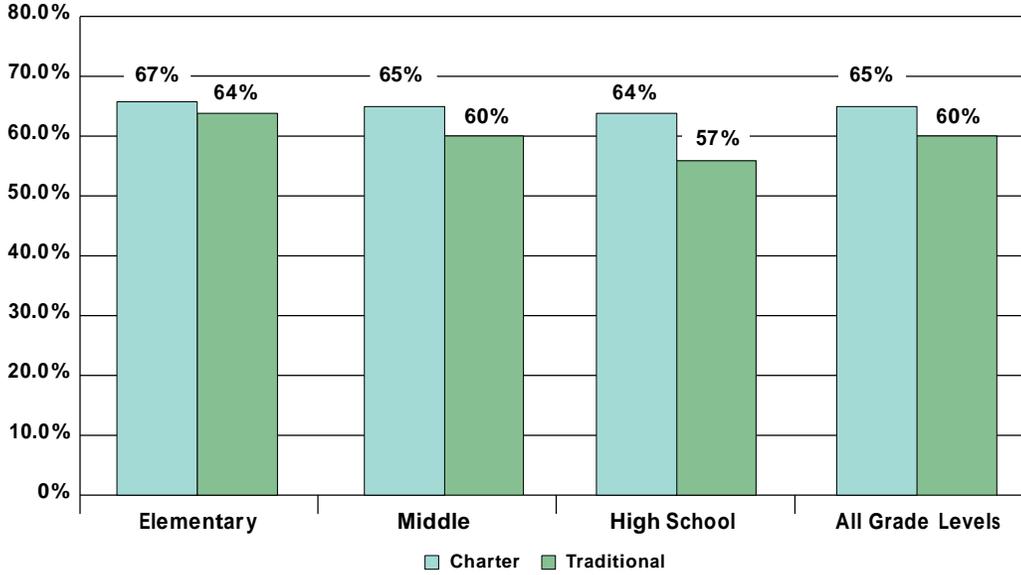


Percent of Students in Lowest Quartile Making Learning Gains in Reading Hispanic Students

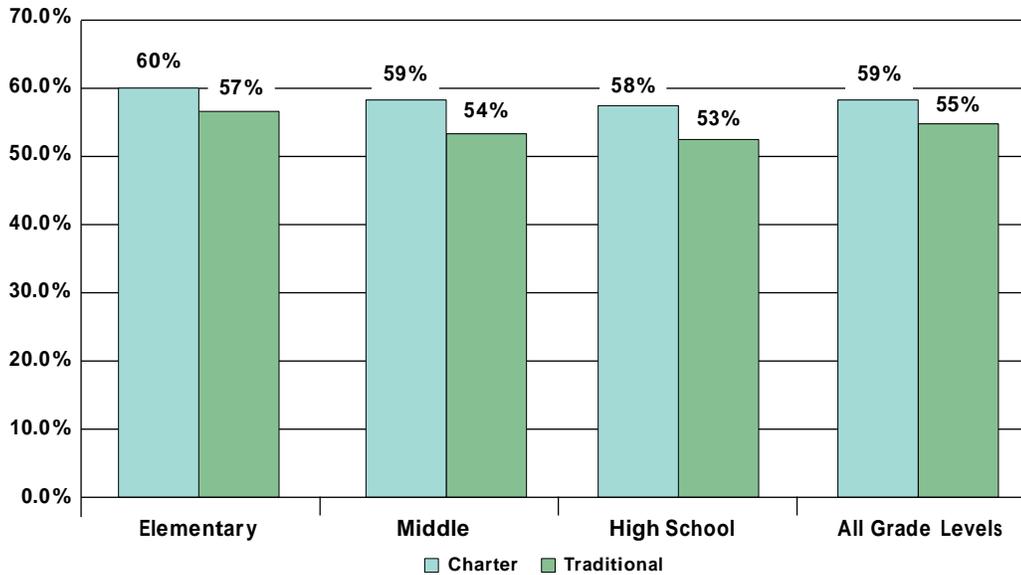


READING

Percent of Students in Lowest Quartile Making Learning Gains in Reading FRL Students

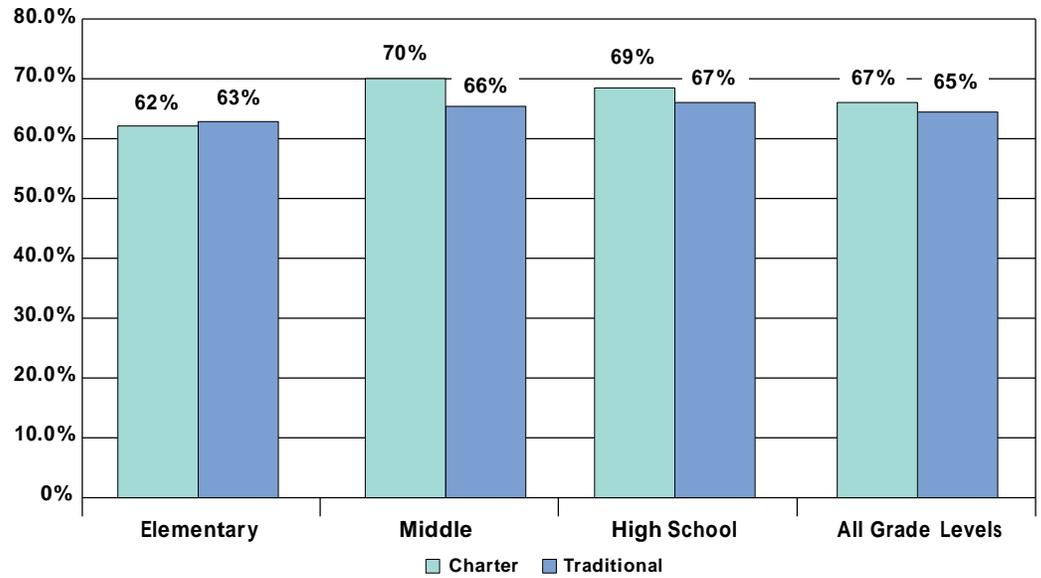


Percent of Students in Lowest Quartile Making Learning Gains in Reading Students with Disabilities

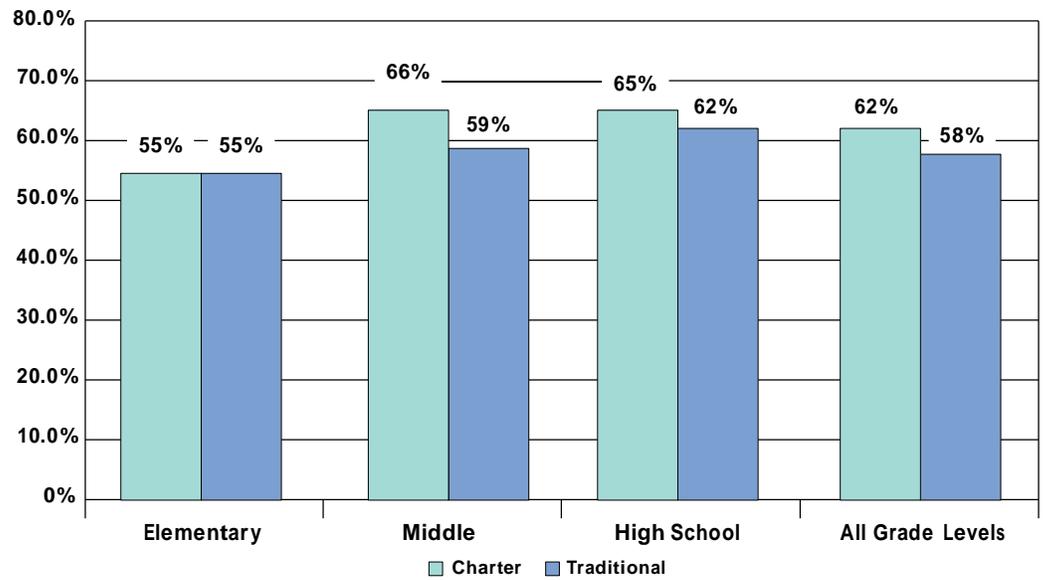


MATHEMATICS

**Percent of Students Making Learning Gains in Mathematics
All Students**

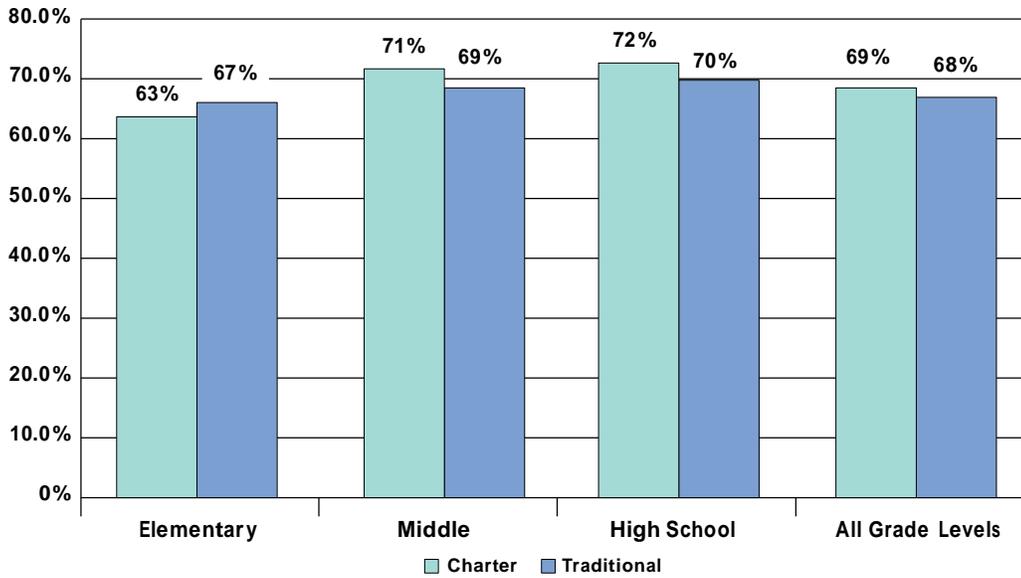


**Percent of Students Making Learning Gains in Mathematics
African-American Students**

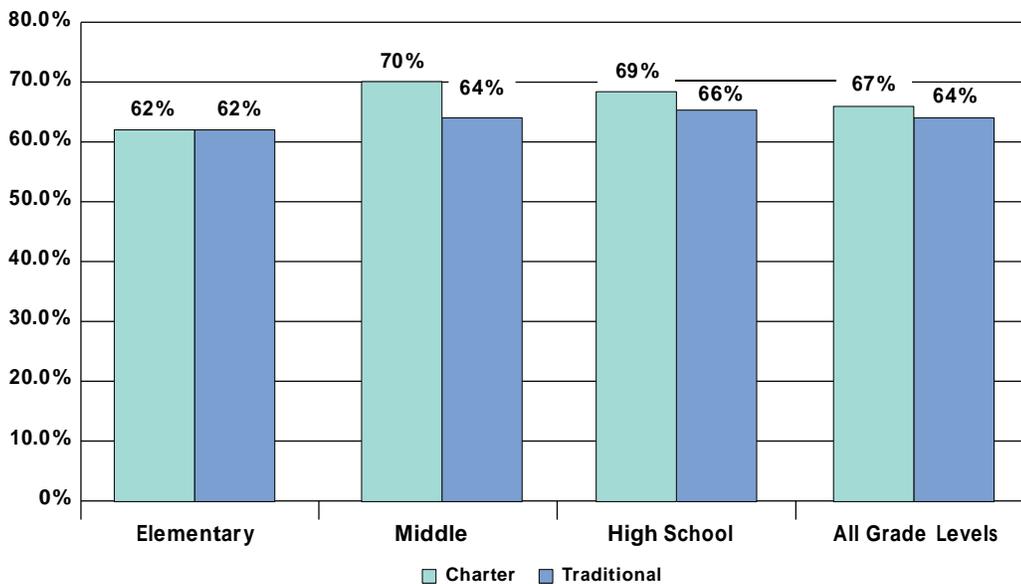


MATHEMATICS

**Percent of Students Making Learning Gains in Mathematics
White Students**

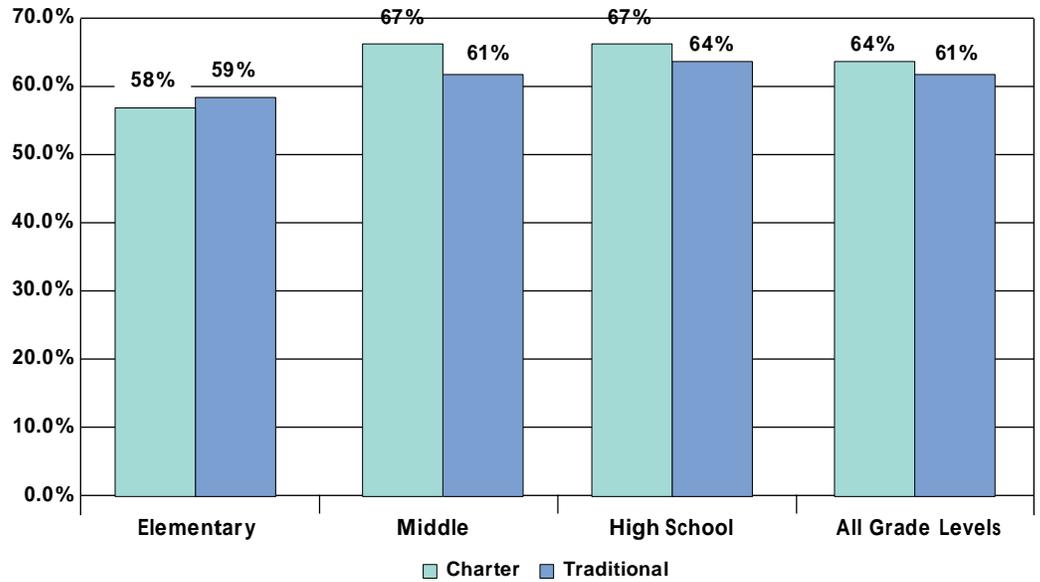


**Percent of Students Making Learning Gains in Mathematics
Hispanic Students**

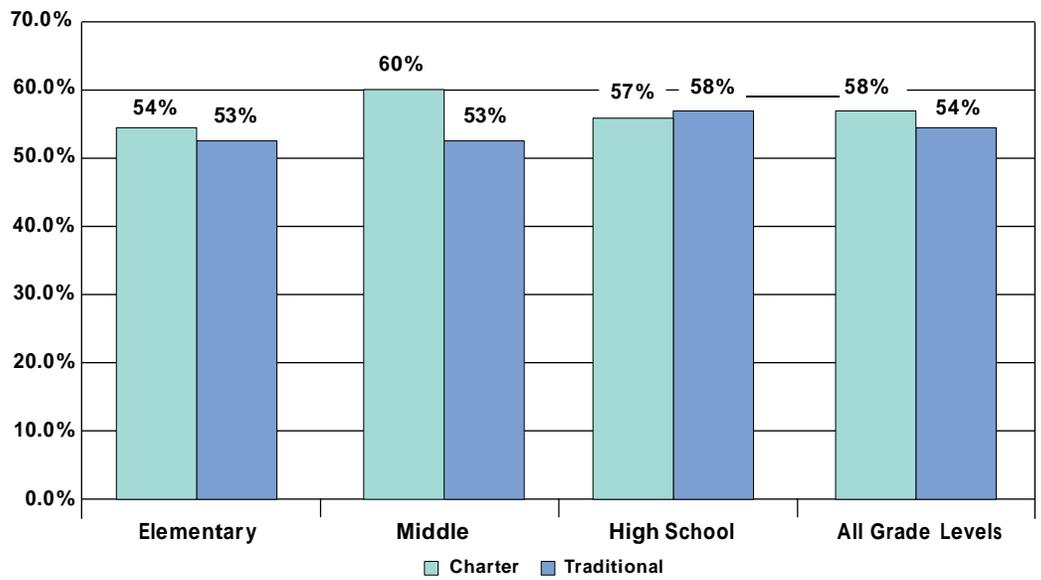


MATHEMATICS

**Percent of Students Making Learning Gains in Mathematics
FRL Students**

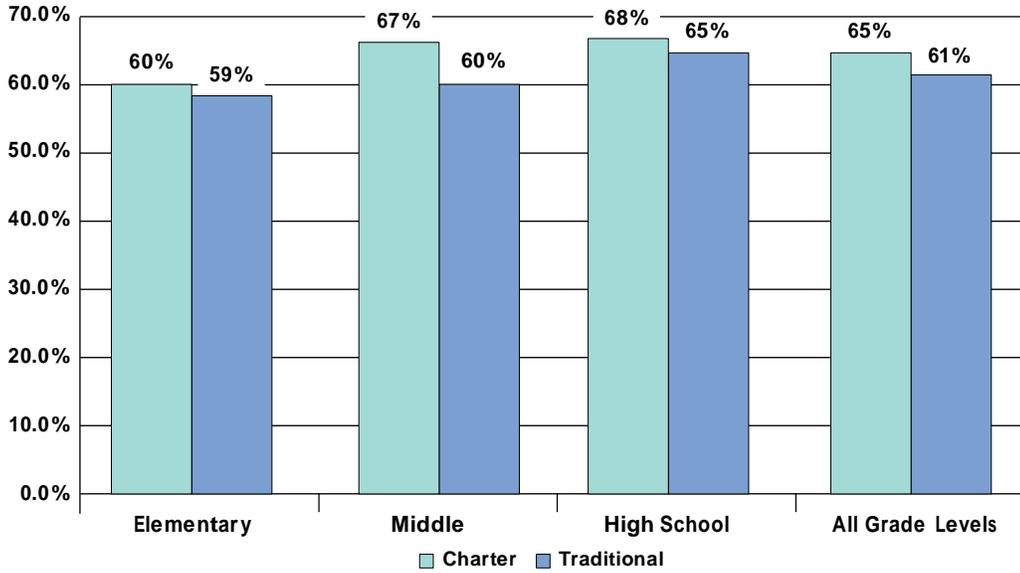


**Percent of Students Making Learning Gains in Mathematics
Students with Disabilities**

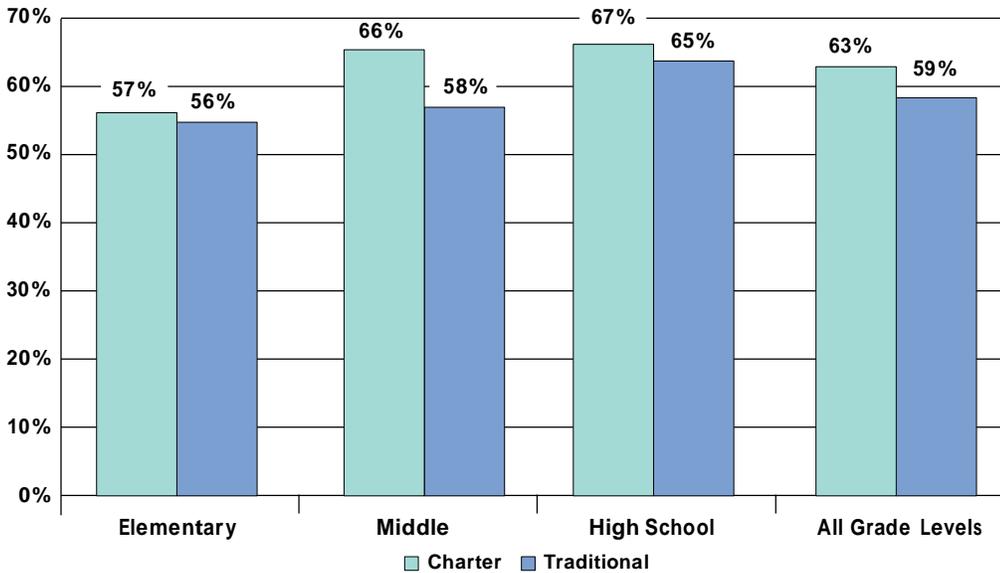


MATHEMATICS

**Percent of Students In Lowest Quartile Making Learning Gains in Mathematics
All Students**

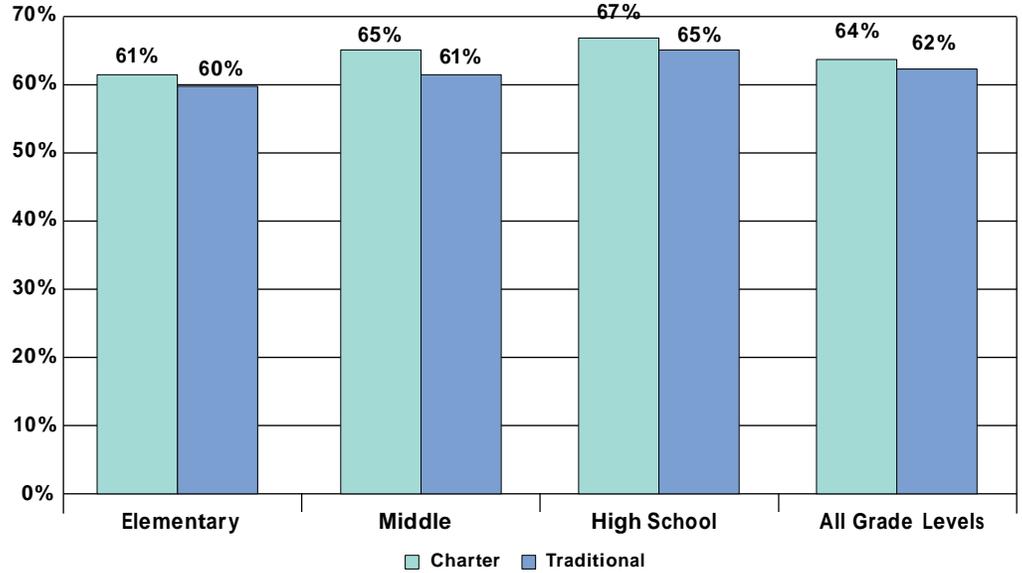


**Percent of Students In Lowest Quartile Making Learning Gains in Mathematics
African-American Students**

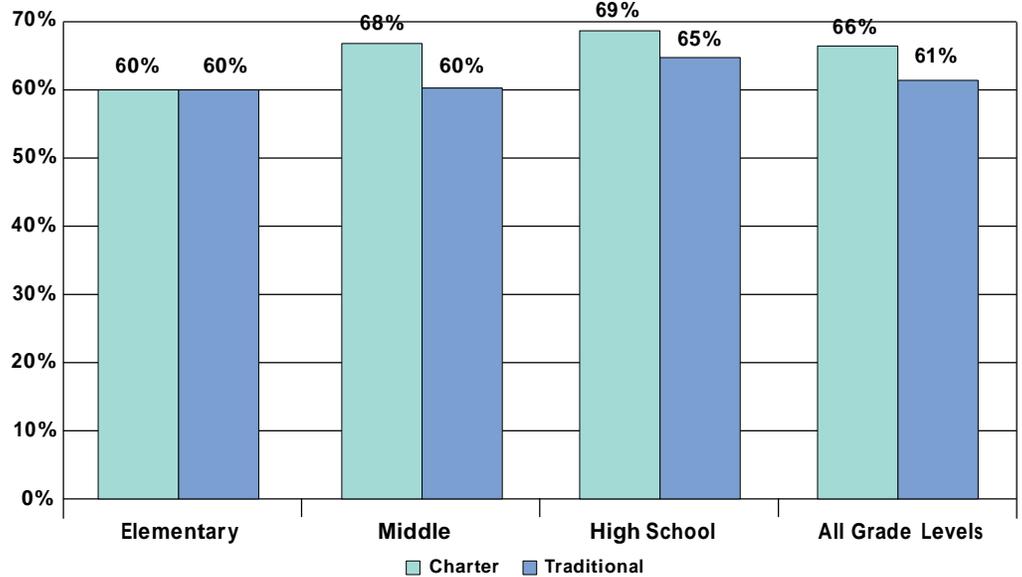


MATHEMATICS

**Percent of Students In Lowest Quartile Making Learning Gains in Mathematics
White Students**

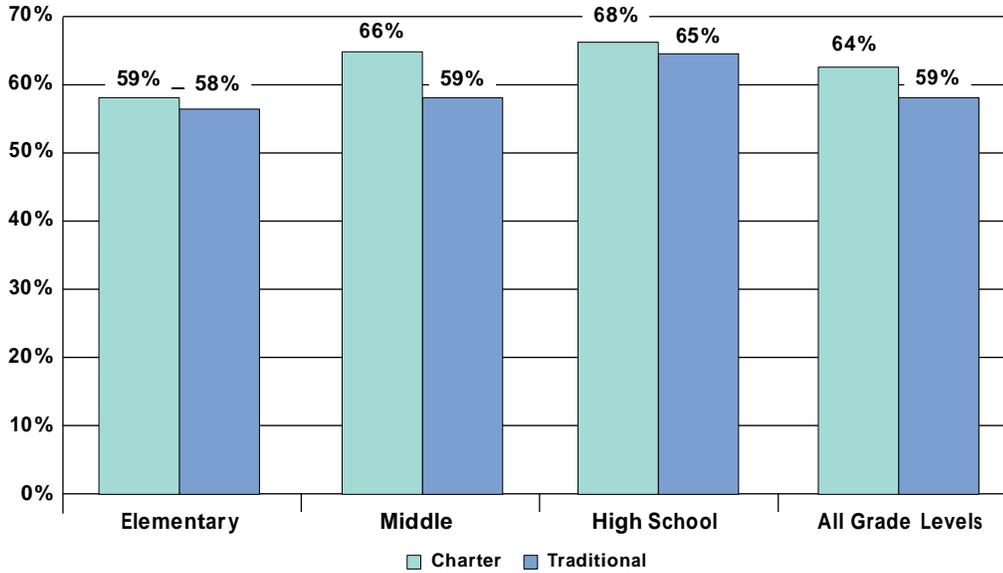


**Percent of Students In Lowest Quartile Making Learning Gains in Mathematics
Hispanic Students**

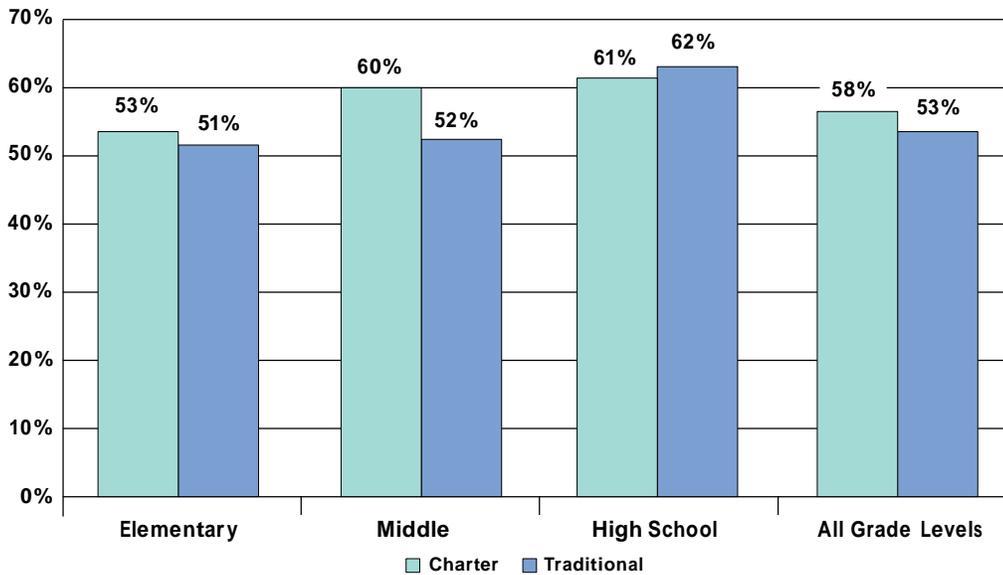


MATHEMATICS

**Percent of Students In Lowest Quartile Making Learning Gains in Mathematics
FRL Students**



**Percent of Students In Lowest Quartile Making Learning Gains in Mathematics
Students with Disabilities**



DATA

FCAT PRoFiCiEnCY DATA 2013 2014		Charter	Traditional
Total # of Students with FCAT results	Reading	132,519	1,414,116
	Mathematics	106,926	1,015,085
	Science	33,195	348,536
	Algebra	22,134	289,221

Total % Proficient					
	Reading	%	Total Students	%	Total Students
	Total % Proficient	Elem	66.3	52,420	59.5
Mid		65.6	58,413	57.8	521,315
High		56.7	21,680	54.0	361,052
Mathematics					
Elem		63.2	52,378	59.4	531,444
Mid		60.7	54,542	52.3	483,629
High		N/A	N/A	N/A	N/A
Science					
Elem		56.9	16,584	54.5	173,384
Mid		52.4	16,610	49.0	175,152
High		N/A	N/A	N/A	N/A
Algebra					
Elem	N/A	N/A	N/A	N/A	
Mid	89.5	7,508	89.8	74,918	
High	39.4	14,626	40.4	214,297	

Total % Proficient by Race					
White Students	Reading White				
	Elem	74.5	19,171	71.5	216,463
	Mid	72.6	21,019	68.9	218,221
	High	70.1	6,829	66.8	156,933
	Mathematics White				
	Elem	68.9	19,155	69.1	216,252
	Mid	68.2	20,128	64.3	202,496
	High	N/A	N/A	N/A	N/A
	Science - White				
	Elem	65.5	6,227	67.1	71,283
	Mid	62.9	6,323	61.6	74,420
	High	N/A	N/A	N/A	N/A
	Algebra White				
	Elem	N/A	N/A	N/A	N/A
	Mid	91.3	2,941	92.5	36,256
	High	50.9	3,791	49.0	77,090

DATA

African-American Students	Reading African Am.				
	Elem	48.4	10,216	40.2	119,738
	Mid	49.7	10,978	38.9	118,844
	High	32.3	4,591	32.1	79,833
	Mathematics - African Am.				
	Elem	45.5	10,209	41.6	119,649
	Mid	44.1	10,467	32.8	113,496
	High	N/A	N/A	N/A	N/A
	Science - African Am.				
	Elem	35.7	3,137	34.0	38,392
	Mid	35.7	3,124	29.0	39,755
	High	N/A	N/A	N/A	N/A
	Algebra - African Am.				
	Elem	N/A	N/A	N/A	N/A
Mid	78.7	1,022	82.0	11,514	
High	23.5	4,686	30.8	61,081	

Hispanic Students	Reading Hispanic				
	Elem	66.3	19,792	55.4	160,155
	Mid	65.6	23,119	54.0	150,972
	High	58.1	9,387	48.8	102,254
	Mathematics - Hispanic				
	Elem	65.3	19,779	57.1	160,157
	Mid	60.2	20,849	47.6	137,370
	High	N/A	N/A	N/A	N/A
	Science Hispanic				
	Elem	56.8	6,173	49.6	52,024
	Mid	48.7	6,281	43.2	50,063
	High	N/A	N/A	N/A	N/A
	Algebra Hispanic				
	Elem	N/A	N/A	N/A	N/A
Mid	90.7	2,996	88.3	20,711	
High	44.0	5,650	37.9	66,246	

		Charter		Traditional	
Total % Proficient by Free and Reduced Lunch	Reading				
	Elem	56.2	26,953	49.2	338,528
	Mid	57.1	31,140	46.8	322,306
	High	47.0	11,561	41.1	200,269
	Mathematics				
	Elem	54.1	26,927	50.0	338,331
	Mid	52.1	29,157	41.4	305,099
	High	N/A	N/A	N/A	N/A
	Science				
	Elem	45.2	8,335	43.5	108,119
	Mid	42.2	8,643	37.2	105,835
	High	N/A	N/A	N/A	N/A
	Algebra				
	Elem	N/A	N/A	N/A	N/A
	Mid	86.1	3,312	85.1	35,055
	High	34.0	8,896	35.1	141,729

		Charter		Traditional	
Total % Proficient by Students with Disabilities	Reading				
	Elem	22.5	3,126	18.2	58,892
	Mid	28.2	4,127	20.3	57,192
	High	24.3	1,858	20.7	37,225
	Mathematics				
	Elem	26.2	3,124	23.9	58,847
	Mid	26.4	4,071	18.5	56,660
	High	N/A	N/A	N/A	N/A
	Science				
	Elem	20.6	1,079	19.2	19,771
	Mid	22.2	1,243	17.2	19,255
	High	N/A	N/A	N/A	N/A
	Algebra				
	Elem	N/A	N/A	N/A	N/A
	Mid	66.9	136	77.4	1,918
	High	19.6	1,831	20.4	31,316

		Charter		Traditional	
Total % Proficient by ELL	Reading				
	Elem	29.3	4,159	23.9	55,249
	Mid	23.5	3,217	14.2	30,814
	High	18.7	1,067	10.0	17,732
	Mathematics				
	Elem	39.7	4,153	34.3	55,387
	Mid	31.6	3,138	20.5	30,497
	High	N/A	N/A	N/A	N/A
	Science				
	Elem	22.7	1,159	19.8	15,757
	Mid	15.2	758	9.4	9,156
	High	N/A	N/A	N/A	N/A
	Algebra				
	Elem	N/A	N/A	N/A	N/A
	Mid	73.2	123	80.0	927
	High	32.3	1,105	26.9	18,686

DATA

LEARNinG GAINs DATA

Reading	All Students	African American	White	Hispanic	FRL	SWD
	% who made learning gains					
Charter Schools						
Grades 4 and 5	67	60	68	70	64	59
Grades 6, 7 and 8	68	64	69	69	65	60
Grades 9 and 10	65	55	71	64	60	57
All Grade levels	67	61	69	68	64	59
Traditional Schools						
Grades 4 and 5	65	57	68	67	62	56
Grades 6, 7 and 8	64	58	66	64	60	54
Grades 9 and 10	61	51	67	59	56	52
All Grade levels	63	56	67	63	60	54

LEARNinG GAINs OF THE LoWESTQuARTILE

Reading	All Students	African American	White	Hispanic	FRL	SWD
	% in the low 25% who made learning gains	% in the low 25% who made learning gains	% in the low 25% who made learning gains	% in the low 25% who made learning gains	% in the low 25% who made learning gains	% in the low 25% who made learning gains
Charter Schools						
Grades 4 and 5	67	64	66	69	67	60
Grades 6, 7 and 8	66	64	65	67	65	59
Grades 9 and 10	66	56	71	67	64	58
All Grade levels	66	63	66	68	65	59
Traditional Schools						
Grades 4 and 5	65	62	66	67	64	57
Grades 6, 7 and 8	61	59	62	62	60	54
Grades 9 and 10	59	53	64	59	57	53
All Grade levels	62	58	64	63	60	55

Note: Retained 3rd grade students eligible for gains therefore included with grades 4 and 5.

LEARNinG GAINs DATA

Mathematics	All Students	African American	White	Hispanic	FRL	SWD
	% who made learning gains					
Charter Schools						
Grades 4 and 5	62	55	63	62	58	54
Grades 6, 7 and 8	70	66	71	70	67	60
Grades 9 and 10	69	65	72	69	67	57
All Grade levels	67	62	69	67	64	58
Traditional Schools						
Grades 4 and 5	63	55	67	62	59	53
Grades 6, 7 and 8	66	59	69	64	61	53
Grades 9 and 10	67	62	70	66	64	58
All Grade levels	65	58	68	64	61	54

LEARNinG GAINs OF THE LoWESt QuARTILE

Mathematics	All Students	African American	White	Hispanic	FRL	SWD
	% in the low 25% who made learning gains	% in the low 25% who made learning gains	% in the low 25% who made learning gains	% in the low 25% who made learning gains	% in the low 25% who made learning gains	% in the low 25% who made learning gains
Charter Schools						
Grades 4 and 5	60	57	61	60	59	53
Grades 6, 7 and 8	67	66	65	68	66	60
Grades 9 and 10	68	67	67	69	68	61
All Grade levels	65	63	64	66	64	58
Traditional Schools						
Grades 4 and 5	59	56	60	60	58	51
Grades 6, 7 and 8	60	58	61	60	59	52
Grades 9 and 10	65	65	65	65	65	62
All Grade levels	61	59	62	61	59	53

Note: Retained third-grade students eligible for gains therefore included with grades 4 and 5.



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Florida Department of Education



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Tallahassee, FL 32399-0400
850/245-0429
www.fldoe.org/evaluation/

Office of K-12 School Choice
325 West Gaines Street, Suite 1044
Tallahassee, FL 32399-0400
850/245-0502
www.floridaschoolchoice.org

June 2015

Charter Schools Project Tracking

Charter Schools Project Tracking
Yolanda Miranda-Hill | [Sign out](#)

Home
Subgrantees
Notifications
Tickets
Resources
Profile
Reports

Citrus MYcro School of Integrated Academics and Technologies

Overview

Status: Active

Menu
Overview
Basic Information
Documents
Award Info
Budgets
Tickets
Specialist
Reports
Timeline

Task	Status
1. Contact Information	Complete
2. Required Documents	14/14 uploaded, 14/14 approved
3. Budgets	Implementation budget is approved.
4. Expenditure Reports	Report for 1/1/2016 is approved. Next report due on 2/1/2016
5. Inventory Reports	Next inventory report is due on 7/1/2016
6. Site Visit	N/A

Notifications

5/18/2016 - You haven't submitted your expenditure Report for 4/1/2016

5/6/2016 - You haven't submitted your expenditure Report for 4/1/2016

5/2/2016 - New optional document is available

5/2/2016 - New optional document is available

4/29/2016 - You haven't submitted your expenditure Report for 4/1/2016

4/13/2016 - Expenditure report for 1/1/2016 is approved.

4/7/2016 - The document for - Non-Profit Documentation is approved.

4/7/2016 - Your document for - Non-Profit Documentation is disapproved.

12/4/2015 - Expenditure report for 1/1/2016 is being reviewed.

12/4/2015 - Expenditure report for 1/1/2016 is approved.

Subgrantee Information

School: Citrus MYcro School of Integrated Academics and Technologies	Current Phase: Implementation
CSP_ID: 2015-321	Begin Date: 5/18/2015
District: Citrus	End Date: 5/17/2017
Project Begin Date: 5/18/2015	Total Award Amount: \$375,000.00
Project End Date: 5/17/2017	Total Release: \$174,642.00
Management Company: N/A	Amount Remaining: \$200,358.00
MSID: 090216	DOE Reported Expenditures: \$74,864.80 as of: 1/31/2016 Subgrantee Reported Expenditures: \$74,869.30
Projected Enrollment: 100 Actual Enrollment: 96	Co-location: Yes

Subgrantee Details

Year	Total Enrollment	School Grade	School Improvement Rating	% Free/Reduced Lunch	% Minority
2015-16	96				

Citrus MYcroSchool of Integrated Academics and Technologies

Required Documents

Planning Documents

Status

Governing Board Membership List Date Created: 6/27/2015; Date approved: 7/22/2015	Approved
Non-Profit Documentation Date Created: 4/7/2016; Date approved: 4/7/2016	Approved
GEPA Plan Date Created: 4/22/2015; Date approved: 6/19/2015	Approved
EMO/CMO Response Date Created: 7/21/2015; Date approved: 7/22/2015	Approved

Implementation Documents

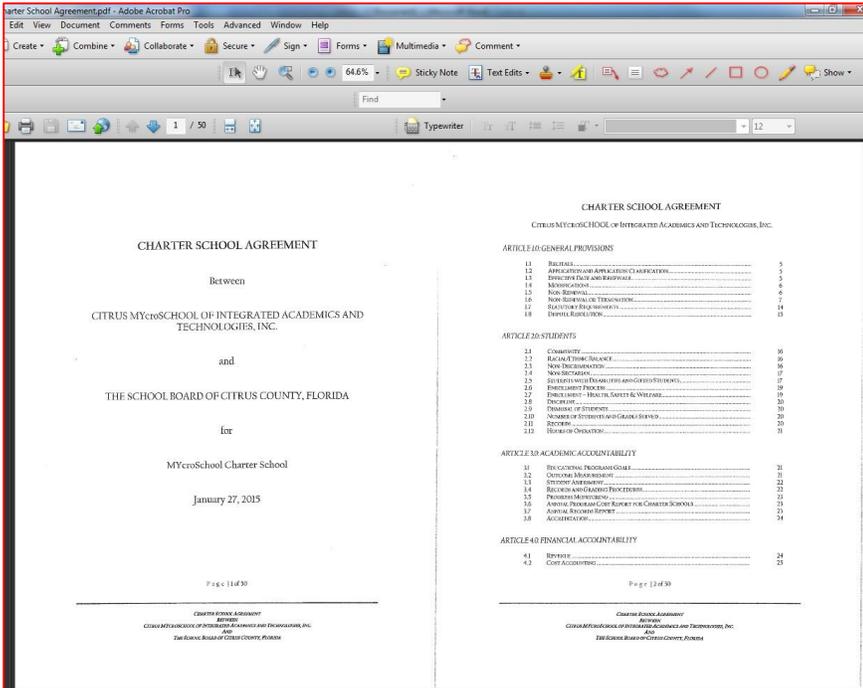
Status

Charter Contract Date Created: 4/22/2015; Date approved: 6/19/2015	Approved
Signed Lease Date Created: 6/12/2015; Date approved: 6/24/2015	Approved
Co-Location Questionnaire Date Created: 6/24/2015; Date approved: 6/24/2015	Approved
Governing Board By-Laws Date Created: 7/22/2015; Date approved: 7/22/2015	Approved
Procurement Policy Date Created: 7/21/2015; Date approved: 7/22/2015	Approved
Enrollment/Admissions Policy Date Created: 7/9/2015; Date approved: 7/21/2015	Approved
Conflict of Interest Policy Date Created: 7/9/2015; Date approved: 7/21/2015	Approved
Segregation of Financial Duties Policy Date Created: 7/20/2015; Date approved: 7/21/2015	Approved
Inventory Control Policy Date Created: 7/20/2015; Date approved: 7/21/2015	Approved
Governing Board Training Date Created: 7/22/2015; Date approved: 7/22/2015	Approved

Citrus MYcro School of Integrated Academics and Technologies
Required Documents

Planning Documents	Status
Governing Board Membership List Date Created: 8/27/2015; Date approved: 7/22/2015	Approved
Non-Profit Documentation Date Created: 4/7/2016; Date approved: 4/7/2016	Approved
GEPA Plan Date Created: 4/22/2015; Date approved: 8/19/2015	Approved
EMO/CMO Response Date Created: 7/21/2015; Date approved: 7/22/2015	Approved

Implementation Documents	Status
Charter Contract Date Created: 4/22/2015; Date approved: 8/19/2015	Approved
Download Submitted File	Change Status



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Home | Subgrantees | Notifications | Tickets | Resources | Profile | Reports

Citrus MYcroSchool of Integrated Academics and Technologies

Optional Documents

Menu | Overview | Basic Information | Documents | Award Info | Budgets | Tickets | Specialist | Reports | Timeline

Upload File

Documents

- PROJECT AWARD NOTIFICATION 7/24/15** Delete
Orig Budget
- Board Meeting minutes 7-29-15** Delete
Minutes which document the board's acceptance of revisions to multiple policies already submitted via FLCSP.
- Itemized Expenditure Report - October 2015** Delete
Itemized expenditure report due 10/1/15. Submitted 9/28/15. Approved 9/29/15...dsc
- PROJECT AWARD 5/2/16** Delete
AMDT. #1
- Segregation of Duties Roster** Delete

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Home | Subgrantees | Notifications | Tickets | Resources | Profile | Reports

Citrus MYcroSchool of Integrated Academics and Technologies

GMS Data

Menu | Overview | Basic Information | Documents | Award Info | Budgets | Tickets | Specialist | Reports | Timeline

Project 5/18/2015 - 5/17/2017
Amount: \$375,000.00

Implementation: 5/18/2015 - 5/17/2017
Projected Amount: \$375,000.00
Released Amount: \$174,642.00

Grant ID	Amendment Number	Program Number	Start	End	Amount
0052557	00	090-2982A-5C001	5/18/2015	7/31/2016	\$75,000.00
0052557	01	090-2982A-5C001	5/18/2015	7/31/2016	\$174,642.00

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Home | Subgrantees | Notifications | Tickets | Resources | Profile | Reports

Citrus MYcro School of Integrated Academics and Technologies

Track Award Paperworks

Menu | Overview | Basic Information | Documents | **Award Info** | Budgets | Tickets | Specialist | Reports | Timeline

[New Record](#)

Phase	Type	GM Intake	Init Review	Init Review Complete	Final Review Intake	Final Review Complete	
Implementation	New	5/1/2015	6/23/2015	7/23/2015	7/23/2015	7/24/2015	Edit Delete
Implementation	Amendment	2/25/2016	3/29/2016	4/25/2016	4/27/2016	5/2/2016	Edit Delete

Notes: [Add a note](#)

Note	Author	Last modified by	Last update time	
6/1/15 - Gave DOE920 pkg to SDC for review...ymh 6/19-6/24 - completed review and re-review of resubmitted materials. School is co-located with	Heather Harrell	Heather Harrell	2015-08-28 11:57:31	
9/15/2015 - Budget created 9/15/15 - ...HLT	Stacey Cahan	Stacey Cahan	2015-09-15 12:09:05	
lft msg for S.Griffin ref. missing budget expenditure entries. Joy Baldree entered data again after system hiccups, but entries either did not save or have been	Yolanda Miranda-Hill	Yolanda Miranda-Hill	2015-09-28 12:49:38	Edit Delete
9/19/15 several rpts uploaded via ficsp. dsc requested instructions frm ymh w/t response; told to not respond, as this has to do w/ budget tool testing. dsc	Stacey Cahan	Stacey Cahan	2015-09-28 14:26:21	
Rec'd DOE920 on 2/25 from Fabio for IMP II increase. Gave to DSC to review & process..ymh	Yolanda Miranda-Hill	Yolanda Miranda-Hill	2016-02-29 13:01:00	Edit Delete
2/29/16 YMH gave 920 to DSC, DSC conducted cursory review to ensure ok to pass along to another specialist while DSC works on training project, DSC	Stacey Cahan	Stacey Cahan	2016-03-01 12:14:40	
Sent DOE920 to HNH for review.	Jahisa Taylor	Jahisa Taylor	2016-03-29 16:09:28	
Returned to JKT for follow up on line items requiring additional documentation.	Heather.sub Harrell	Heather.sub Harrell	2016-04-07 15:12:05	
Completed Lead Specialist Review. School must supply roster of positions/duties for segregation of duties policy. Forward DOE 920 Packet to YMH for	Heather.sub Harrell	Heather.sub Harrell	2016-04-25 12:10:23	
Final review of DOE920 pkg for increase of \$99,642. Sent to GM...ymh	Yolanda Miranda-Hill	Yolanda Miranda-Hill	2016-04-27 14:28:52	Edit Delete
Reviewed DOE200. Gave to A.Miller to sign...ymh	Yolanda Miranda-Hill	Yolanda Miranda-Hill	2016-05-02 09:48:22	Edit Delete

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Home | Subgrantees | Notifications | Tickets | Resources | Profile | Reports

Citrus MYcro School of Integrated Academics and Technologies

Manage Budgets

Menu | Overview | Basic Information | Documents | Award Info | **Budgets** | Tickets | Specialist | Reports | Timeline

Budget/Reports	Status
Implementation Budget (5/18/2015 - 5/17/2017)	Approved
1/1/2016 Quarterly Report	Approved

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Home | Subgrantees | Notifications | Tickets | Resources | Profile | Reports

Manage Budget Item

Back to List

Budget Status: Approved [Change Status](#)

Function Code: 5100 -- Basic (FEFP K-12) **Object Code:** 642 -- Noncapitalized Furniture, Fixtures, and Equipment **Total Amount:** \$597.00

Quantity/FTE	Item	Notes	Amount/Per
24	Equipment	8' Power Strips used in classrooms to provide power to student and staff laptops.	13.54
9	Equipment	15' Power Strips	19.28
3	Equipment	25' Power Strips	32.84

Function Code: 5100 -- Basic (FEFP K-12) **Object Code:** 643 -- Capitalized Computer Hardware **Total Amount:** \$67,516.00

Quantity/FTE	Item	Notes	Amount/Per
2	Computer Hardware	High Capacity Wireless Access Points (AP) for Staff and Students	1560
1	Computer Hardware	Battery Backup Unit for power servers and network equipment.	1100
1	Computer Hardware	Network Router	1850
38	Computer Hardware	Laptops for daily use in all classrooms for student use.	1463
4	Computer Hardware	Laptops for daily use in all classrooms for staff.	1463

Budget Totals

Projected Amount: \$75,000.00

Available Amount: \$0.00

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Home | Subgrantees | Notifications | Tickets | Resources | Profile | Reports

Manage Budget Item

Back to List

Budget Status: Approved [Save](#) [Cancel](#)

Function Code: 5100 -- Basic (FEFP K-12) **Object Code:** 642 -- Noncapitalized Furniture, Fixtures, and Equipment **Total Amount:** \$597.00

Quantity/FTE	Item	Notes	Amount/Per
24	Equipment	8' Power Strips used in classrooms to provide power to student and staff laptops.	13.54

Budget Totals

Projected Amount: \$75,000.00

Available Amount: \$0.00

Manage Expenditure and Inventory

Back to List

Note - any current expenditures that are above 10% of the total for all of the same function and object codes are displayed in red.

Function Code: 5100-Basic (FEFP K-12) Price per item: \$1,560.00 Budget amount: \$3,120.00
 Object Code: 643-Capitalized Computer Hardware Quantity: 2
 Description: High Capacity Wireless Access Points (AP) for Staff and Students Remaining balance: \$1.50
 Quantity Purchased: 2 Expended Amount Per Item: 1559.25 Current expenditure: \$3,118.50
 Comments:

Budget Totals
Released: \$75,000.00

Inventory for Current Expenditure:

Item	Status	Location	Tag Number
643-Capitalized Compi	In Use	143B	000101
643-Capitalized Compi	In Use	138A	000102

Function Code: 5100-Basic (FEFP K-12) Price per item: \$516.00 Budget amount: \$516.00
 Object Code: 644-Noncapitalized Computer Hardware Quantity: 1
 Description: Standard Wireless Access Point Bundle for staff and student wi-fi access Remaining balance: \$-0.38
 Quantity Purchased: 1 Expended Amount Per Item: 516.38 Current expenditure: \$516.38
 Comments:

Inventory for Current Expenditure:

Item	Status	Location	Tag Number
644-Noncapitalized Co	In Use	141	000100

Function Code: 6500-Instructional-Related Technology Price per item: \$102.00 Budget amount: \$102.00
 Object Code: 360-Rentals Quantity: 1
 Description: Wireless Access Points operation controlled via cloud Remaining balance: \$0.00
 Quantity Purchased: 1 Expended Amount Per Item: 102 Current expenditure: \$102.00
 Comments:

Function Code: 5100-Basic (FEFP K-12) Price per item: \$13.54 Budget amount: \$324.96
 Object Code: 642-Noncapitalized Furniture, Fixtures, and Equipment Quantity: 24
 Description: 8' Power Strips used in classrooms to provide power to student and staff laptops Remaining balance: \$0.00
 Quantity Purchased: 24 Expended Amount Per Item: 13.54 Current expenditure: \$324.96
 Comments:

Budget Totals
Released: \$75,000.00

Inventory for Current Expenditure:

Item	Status	Location	Tag Number
642-Noncapitalized Fu	In Use	140A	000120
642-Noncapitalized Fu	In Use	140A	000121
642-Noncapitalized Fu	In Use	140A	000122
642-Noncapitalized Fu	In Use	140A	000123
642-Noncapitalized Fu	In Use	140A	000124
642-Noncapitalized Fu	In Use	140A	000125
642-Noncapitalized Fu	In Use	140A	000126
642-Noncapitalized Fu	In Use	140A	000127
642-Noncapitalized Fu	In Use	140A	000128
642-Noncapitalized Fu	In Use	140A	000129
642-Noncapitalized Fu	In Use	140A	000130
642-Noncapitalized Fu	In Use	140A	000131
642-Noncapitalized Fu	In Use	140A	000132
642-Noncapitalized Fu	In Use	140A	000133
642-Noncapitalized Fu	In Use	140A	000134
642-Noncapitalized Fu	In Use	140A	000135
642-Noncapitalized Fu	In Use	140A	000136
642-Noncapitalized Fu	In Use	140A	000137
642-Noncapitalized Fu	In Use	140A	000138
642-Noncapitalized Fu	In Use	140A	000139
642-Noncapitalized Fu	In Use	140A	000140
642-Noncapitalized Fu	In Use	140A	000141
642-Noncapitalized Fu	In Use	140A	000142
642-Noncapitalized Fu	In Use	140A	000143

Charter Schools Project Tracking Citrus MYcroSchool of Integrated Academics and Techn... | [Sign out](#)

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Home | Contact Information | Documents | Resources | Budgets | Tickets | Reports | Implementation Timeline

Manage Expenditure and Inventory

Function Code: 5100-Basic (FEFP K-12) **Price per item:** \$1,560.00 **Budget amount:** \$3,120.00
Object Code: 643-Capitalized Computer Hardware **Quantity:** 2
Description: High Capacity Wireless Access Points (AP) for Staff and Students **Remaining balance:** \$1.50
Quantity Purchased: 0 **Expended Amount Per Item:** \$0 **Current expenditure:** \$0.00
Comments:

Inventory for Current Expenditure: Need System Generated Tag Number (format: CSP_ID+primary key)?

Item	Status	Location	Tag Number	Delete
643-Capitalized Computer Hardware	In Use	143B	000101	
643-Capitalized Computer Hardware	In Use	139A	000102	

Save Cancel

Inventory for Previous Expenditures

Item	Status	Location	Tag Number
643-Capitalized Computer Hardware	In Use	143B	000101
643-Capitalized Computer Hardware	In Use	139A	000102

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Home | Subgrantees | Notifications | Tickets | Resources | Profile | Reports

Citrus MYcroSchool of Integrated Academics and Technologies

Tickets

Menu | Overview | Basic Information | Documents | Award Info | Budgets | Tickets | Specialist | Reports | Timeline

[View Closed Tickets](#) [Create New Ticket](#)

Upcoming Report Due Date

Created by: Stacey Cahan To: (2015-321) Citrus MYcroSchool of Integrated Academics and Technologies

Days since Last Update: 231 Ticket Opened: 9/25/2015 [Reply](#) [Close Ticket](#)
Date of Last Communication: 9/28/2015 Ticket Number: 2200

[Date Sent:](#) 9/28/2015
Joy, I have printed and queued the uploaded report for review and will upload it as an optional document on FLCSP once I have completed my review. Thank you, Stacey

[Date Received:](#) 9/28/2015

[Date Received:](#) 9/28/2015

Download File: [Itemized Expenditure Report.xlsx](#)

[Date Sent:](#) 9/25/2015
Dear Joy Baldree: Per the Charter Schools Program RFP requirements, the quarterly Itemized Expenditure Report for Citrus MYcroSchool of Integrated Academics and Technologies is due on October 1, 2015. Please respond to this ticket and upload your school's report as an attachment. Your prompt response is greatly appreciated. Thank you, Stacey (850-245-5138)

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Home | Subgrantees | Notifications | Tickets | Resources | Profile | Reports

Citrus MYcroSchool of Integrated Academics and Technologies

Implementation Timeline

Menu | Overview | Basic Information | Documents | Award Info | Budgets | Tickets | Specialist | Reports | **Timeline**

Implementation Timeline	Projected Date	Actual Date	Status
What is anticipated opening date of School?	08/10/2015	06/12/2015	Finished
Charter contract fully executed and approved by the Sponsoring School Board	01/30/2015	06/12/2015	Finished
School facility identified	03/31/2015	06/12/2015	Finished
Facility Secured and Lease Executed	05/01/2015	06/12/2015	Finished
Principal/Administrator Hired	02/27/2015	06/12/2015	Finished
Certificate of Occupancy for Facility Obtained	05/01/2015	07/12/2015	Finished
90% of Teachers and Staff Hired	07/31/2015	07/22/2015	Finished
Student Recruitment and Marketing Efforts Implemented	07/31/2015	07/12/2015	Finished
75% of projected enrollment registered with school.	07/31/2015	08/23/2015	Finished

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Home | Contact Information | Documents | **Resources** | Budgets | Tickets | Reports | Implementation Timeline

Resources

- [Review Standards for CSP Documents](#)
List of all Required CSP Documents with Minimum Review Standards
- [Co-Location Questionnaire](#)
Required document for all CSP grant recipients. Questionnaire to confirm compliance of Section 5202(d)(1) of the ESEA.
- [Charter/Education Management Organization Questionnaire](#)
All CSP sub-recipients must complete the Charter/Education Management Organization questionnaire. Please complete this form, save, and upload into the required documents section. The form can only be completed electronically by using Adobe Acrobat or Adobe Reader. Adobe Reader can be download for free at <http://get.adobe.com/reader/>.
- [FDOE PROJECT AMENDMENT REQUEST FORM \(DOE150\) revised April 2015](#)
Official FDOE (department) form to request budget amendment. Form requires authorized signature and certification from the appropriate school district.
- [CSP Allowable Costs Guide Handout](#)
A guide to CSP allowable costs broken down by grant phase (Planning, Implementation I, & Implementation II)

Note: the process forms can be downloaded from the link below.

<http://www.fldoe.org/schools/school-choice/charter-schools/charter-school-program-grant/grant-forms.stml>

Florida Department of Education
For technical support contact FCIM, support+charter@fcim.org or 800-357-1072

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

To add more Budget Narrative attachments, please use the attachment buttons below.

Budget Narrative

Florida 2016 CSP Grant

Strategic Objective: Drive, support and sustain the continued evolution of Florida's charter school sector into a high-impact system that dramatically improves opportunities and outcomes for educationally disadvantaged students.

The budget submitted by the Florida Department of Education aligns resources with priorities and ensures that the conditions exist to successfully achieve our strategic objective and accomplish our project goals. The Department requests a five-year grant award of \$116,812,503.

Sub-grants to High-Quality Charter Schools

The vast majority of the total budget (\$111,250,000) will be used to provide direct financial support for new high-quality charter schools. The Department will provide program planning and implementation awards to 40 new charter schools per year for a total of 200 new high-quality charter schools. Additionally, the Department will fund three dissemination grants of \$500,000 each.

As described in the project narrative, the Department will award CSP grants using a multi-tiered review process that differentiates between new operators (operates less than five charter schools) and established operators. New operators will receive grant awards of \$525,000, while established operators will receive grant awards of \$500,000. The Department will provide high-need grant awards (\$800,000) to operators who will open high-quality charter schools in Florida's highest-need neighborhoods. The Department will also award three dissemination grants of \$500,000 each. The breakdown is below.

	Grant Information	Year 1	Year 2	Year 3	Year 4	Year 5
High-Need Grants	5 per year at \$800,000	\$4,000,000	\$4,000,000	\$4,000,000	\$4,000,000	\$4,000,000
New Operator Awards	18 per year at \$525,000	\$9,450,000	\$9,450,000	\$9,450,000	\$9,450,000	\$9,450,000
Established Operators	17 per year at \$500,000	\$8,500,000	\$8,500,000	\$8,500,000	\$8,500,000	\$8,500,000
Dissemination Grants	1 per year at \$500,000	\$500,000	\$500,000	\$500,000	\$0	\$0

Personnel

The Department requests [REDACTED] for personnel and fringe benefits supporting [REDACTED] FTE. This funding will support the following positions. This represents [REDACTED] percent of the budget.

Charter Schools Director [REDACTED]): The Charter Schools Director provides overall leadership for the CSP grant and is responsible for successful implementation of all activities associated with the grant.

CSP Grant Director [REDACTED] The CSP Grant Director is responsible for the administration of the sub-grant program, including CSP sub-grant competitions and monitoring and oversight of CSP sub-grantees.

Grant Specialist [REDACTED] Each of the Grant Specialists provides direct support and assistance to a group of assigned sub-grantees. Grant Specialists are responsible for reviewing and approving all documentation submitted by sub-grantees, including expenditure and inventory reports. Grant Specialists also conduct on-site monitoring visits.

Support Specialists (██████): Support specialists will provide contract support services related to initiatives funded through the contracted-services budget (described below). This includes contract management, partner support, and other duties as necessary.

Staff Assistant (██████) This position will provide clerical support to the CSP grant director and the grant specialists.

Contractual Services

The Department requests \$3,045,000 in contractual services. This represents 2.6% of the budget. These services will support the Department's initiatives related to statewide improvements and reforms as well as effective administration of the CSP grant. Each of these initiatives is briefly described below.

CSP Grant Tracking System (\$125,000)

The CSP Grant Tracking System is the Department's web-based grant tracking system that includes the following functions:

- Allows sub-grantees to submit all required documents and reports
- Allows Grant Specialists to review and approve all documents and reports
- Integrates information from across the Department into a single portal
 - Grant award data
 - Official expenditure data
 - Enrollment and demographic data
 - Performance data (school grades)
- Risk assessment tool
- Onsite monitoring evaluation tool

The funds will support maintenance and planned enhancements to the system to improve the Department's oversight and management of the CSP grant.

Authorizer Training (\$180,000)

The Department will partner with the National Association of Charter School Authorizers (NACSA) to provide a minimum of six trainings per year to Florida authorizers. Four trainings per year will focus on charter application reviews, ensuring that authorizers have skills and knowledge necessary to conduct rigorous and comprehensive charter application reviews. The Department will also provide at least two additional trainings per year to support authorizers in adopting and implementing the *Florida Principles and Standards of Quality Charter School Authorizing*.

CSP Sub-grant Reviews (\$875,000)

The Department will contract with teams of expert reviewers to conduct our CSP grant review process. This rigorous grant application process will ensure that Florida invests CSP sub-grant funds in operators that have the vision, plan and capacity to operate a high-quality charter school.

As described in Section D of the project narrative, each application will be fully reviewed by a team of three reviewers. Each reviewer will first independently review the entire application using the evaluation instrument and then participate in a team debrief meeting.

The review team will then conduct an in-person interview with the charter school applicant team. At the conclusion of the capacity interview, the review team will develop and deliver a detailed consensus recommendation report which will include an overview of each aspect of the charter application with analysis of the degree to which the application meets or

does not meet the evaluation criteria. The recommendation will also include a final score by which to rank the application. The final score will include preference points for schools that will primarily serve educationally disadvantaged students in high-need areas.

This will also include the costs associated with offering an online portal for applicants to submit proposals to the Department.

School Leaders Fellowship (\$745,000)

The Department will develop a model for identifying, preparing and supporting high-caliber individuals with the vision, passion and capacity to open and operate high-quality public charter schools in high-need areas. The model will include a rigorous candidate selection process, intensive training and preparation, school visits, internship or practicums, and support to develop a charter school application. The Department has initiated discussions with organizations such as KIPP, Achievement First and the SPA program at Columbia University, and plans to continue leveraging the expertise of these national leaders as we develop our program. Candidates who successfully complete the School Leaders Fellowship program and submit a charter school application to open a charter school in a high need area will earn priority treatment in Florida's CSP sub-grant selection process.

Governance Pipeline Project (\$595,000)

The Department has partnered with Charter Board Partners (www.charterboards.org) to develop a pilot project in Florida aimed at identifying, recruiting, training and preparing highly skilled and committed civic and business leaders to serve on governing boards in Tampa, Florida. While still in its early stages, this partnership shows great promise, and the Department will expand this partnership as part of this CSP grant. Charter Board Partners has long had a

focus on improving the quality of public schools serving students from low-income families, and this partnership will directly support the Department's efforts to improve outcomes for educationally disadvantaged students by developing an executive leadership pipeline.

The Governance Pipeline Project will expand into at least four additional counties over the course of the five years of the grant project.

Charter School Performance Framework (\$315,000)

The Department, in collaboration with authorizers, operators, and national experts, will develop a statewide charter school performance framework that will provide authorizers, schools and the public with a standardized set of objective measures to evaluate the academic, financial, and organizational performance of regular (including virtual) and alternative charter schools.

Upon completing the framework, the Department will develop a delivery mechanism to allow authorizers, operators and the public to view each charter school's performance on the measures included in the framework.

Authorizer Report Card (\$60,000)

The Department, in collaboration with authorizers, operators and national experts, will develop a statewide authorizer report card that will evaluate and publicly report on authorizer performance and outcomes. This project will include the use of a facilitator, several in-person meetings with stakeholders, identification of metrics to be included in the framework and the development of the report card.

Florida Leaders in Authorizing (\$140,000)

The Florida Leaders in Authorizing (FLA) will provide select, high-potential leaders within the Florida authorizing community an opportunity to strengthen and hone their skills in authorizing. The Department will partner with the Florida Association of Charter School Authorizers (FACSA) to create the FLA and select the participants. The FLA will develop and build capacity of individual leaders as well as the authorizing community through a train-the-trainer model, in which participants will be expected to disseminate information through FACSA.

Professional Development for Grant Staff (\$10,000)

The Department will offer development opportunities to support the continued growth of professional staff in the Charter Schools Office. These may include trainings in the areas of grant management, budget, accounting, or other areas that will directly enhance the Department’s support of high-quality charter schools and authorizing.

Equipment and Supplies (\$19,500)

The Department will purchase laptops for grant specialists and miscellaneous supplies.

Travel (\$175,000)

The Department requests \$175,000 for travel related expenses. This represents .1% of the budget. The travel budget will cover the costs associated with conducting between 25-30 onsite monitoring visits per year, travel to national conferences as both attendees and presenters, and travel to the required Project Directors Conference. Below is a breakdown of the travel budget.

	Year 1	Year 2	Year 3	Year 4	Year 5
--	--------	--------	--------	--------	--------

CSP Site Visits (25-30) visits per year)	27,000	27,000	27,000	27,000	27,000
Conferences	5,000	5,000	5,000	5,000	5,000
Project Directors	3,000	3,000	3,000	3,000	3,000

Other (\$695,312)

This includes the Department's negotiated indirect costs (14.6%) as well as costs associated with Informational Technology (IT) expenses, including contract IT support and database housing and storage costs.

**U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424**

1. Project Director:

Prefix: Mr.	First Name: Adam	Middle Name:	Last Name: Emerson	Suffix:
----------------	---------------------	--------------	-----------------------	---------

Address:

Street1:	325 West Gaines Street
Street2:	
City:	Tallahassee
County:	
State:	FL: Florida
Zip Code:	32399-0400
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
	

Email Address:


2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?
 Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?
 Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?
 Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 06/30/2017

Name of Institution/Organization

Florida Department of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel	35,000.00	35,000.00	35,000.00	35,000.00	35,000.00	175,000.00
4. Equipment	4,500.00	0.00	0.00	0.00	0.00	4,500.00
5. Supplies	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	15,000.00
6. Contractual	623,000.00	628,000.00	628,000.00	583,000.00	583,000.00	3,045,000.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	22,540,811.00	22,540,311.00	22,540,311.00	22,042,023.00	22,042,023.00	111,705,479.00
9. Total Direct Costs (lines 1-8)	23,525,466.00	23,525,466.00	23,525,466.00	22,998,136.00	22,998,136.00	116,572,670.00
10. Indirect Costs*	47,035.00	47,035.00	47,035.00	49,364.00	49,364.00	239,833.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)						

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2015 To: 06/30/2017 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is | 14.60 %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
 Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

PR/Award # U282A160012

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
Florida Department of Education		

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524