

# Florida Charter School Application Evaluation Instrument

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

The following definitions should guide the ratings:

**Meets the Standard:** The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.

**Partially Meets the Standard:** The response addresses most of the criteria, but the responses lack meaningful detail and require important additional information.

**Does Not Meet the Standard:** The response lacks meaningful detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant's understanding of the issue in concept and/or ability to meet the requirement in practice

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## ACCLAIM ACADEMY

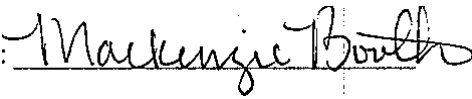
<b>OVERALL ASSESSMENT – COMPLETE THIS SECTION LAST</b>
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Would you recommend approval of this application for a public charter school? Explain your recommendation in the Summary Comments section, below.

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

Name of Person Completing Assessment: Mackenzie Booth Date: October 1, 2013

Title: Charter School Manager

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

**Evaluation Criteria:**

A response that meets the standard will present:

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

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

Strengths	Reference
Concerns and Additional Questions	Reference
<ol style="list-style-type: none"> <li>1. Has the school been approved for a ROTC chapter, and, if so, which branch?</li> <li>2. Given the high number of ROTC chapters in Volusia County schools, how is Acclaim Academy creating a unique niche for itself in Volusia?</li> <li>3. Where will this school be located?</li> </ol>	<p>pp. 5-6</p> <p>p. 6</p> <p>p. 27</p>

**2. Target Population and Student Body**

The Target Population and Student Body section should describe the anticipated target population of the school and explain how the school will be organized by grade structure, class size and total student enrollment over the term of the school’s charter.

**Statutory Reference(s):**

s. 1002.33(10)(e); s. 1002.33(6)(b)(2); s. 1002.33(7)(a)(1); s. 1003.03

**Evaluation Criteria:**

A response that meets the standard will present:

- An understanding of the students the charter school intends to serve.
- If the applicant proposes to target certain populations, the projected student body should align with the overall mission of the school.

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

Strengths	Reference

Concerns and Additional Questions	Reference
<ol style="list-style-type: none"> <li>1. “While our program can benefit all students, we used CSGF data to position our school in Volusia County. We plan to locate in the Pine Hills/North MetroWest area.” This is not an area in Volusia County.</li> <li>2. The numbers projected for 2014-2015 seem difficult to attain (for example: 198 students for 6<sup>th</sup> grade).</li> <li>3. “AA has opened and is opening charter schools within Volusia and Duval Counties and the response has been overwhelming. We will open both schools filled to capacity for 2013-14 Academic Year. Based upon over 100 inquiries received from out of county residents living in Volusia County, we strongly believe that our enrollment projections will be met.” Which charter school does AA currently operate in Volusia County? Where are the “out of county residents living in Volusia County” currently living, and to which county is being referred? There is no current charter being operated by Acclaim Academy in Volusia County.</li> </ol>	<p>p. 27</p> <p>p. 28</p> <p>p. 29</p>



#### 4. Curriculum Plan

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

##### Statutory Reference(s):

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

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

- Provides a clear and coherent framework for teaching and learning;
- Is research-based;
- Is consistent with the school’s mission, educational philosophy and instructional approach;
- Will enable students to attain Sunshine State-Common Core Standards and receive a year’s worth of learning for each year enrolled; and
- Will be appropriate for all students at all levels.

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

Strengths	Reference
Math 1. Offering a variety of courses using GradPoint. 2. Will be assessing students using FCAT 2.0, EOC, PERT, ACT/SAT. 3. Using diagnostic, formative, and summative assessments.	pp. 90-91

Concerns and Additional Questions	Reference
Math 1. How many years of math are students expected to complete? There must be at least 4 credits of math to meet state graduation requirements. a. “Four years of math, covering, at a minimum, geometry, data analysis, statistics, advanced algebra, and problem solving” (p. 90) b. “three years of math (including completion of Algebra 2)” (p.91) 2. On page 5, there is reference to a GPA improvement from 2.04 to 2.74 for students who participated in a character development and leadership program. On page 91, there is a statement about increasing rigor to students by offering acceleration courses through AP and IB. The target population of the academy does not seem aligned to the expectations required of AP and IB courses. Has any consideration been given to the process for becoming an IB	pp.90-91       p. 5, p. 91

<p>school, or for offering AP courses?</p> <p>Science</p> <ol style="list-style-type: none"> <li>3. The term “annually assessed benchmarks” is used several times. All benchmarks in science are now considered annually assessed. The school must be careful that they are not saying they are only going to teach and assess the parent benchmarks.</li> <li>4. The following statement indicates a lack of understanding about the content and timing of FCAT science assessments: “It should align with annually assessed benchmarks that will be assessed on FCAT Science in 11<sup>th</sup> grade.” This assessment has not been offered for several years.</li> <li>5. High school science offerings would permit students to earn only a standard Florida high school diploma, rather than also allowing students the opportunity to earn the scholar or merit designations through more rigorous coursework.</li> <li>6. The graduation table is not updated. Students who entered in 2012-2013 the Biology EOC had no value on their grade or pass/fail.</li> </ol> <p>Social Studies</p> <ol style="list-style-type: none"> <li>7. Many Social Studies Courses are offered. However, there is not any information regarding required Social Studies Courses for Middle or High School students in attendance. There also is no mention of the required State EOC’s for Civics and US History.</li> <li>8. There is mention of the required credits/courses for Math, English Language Arts and Science. There does not seem to be adequate attention to Social Studies graduation requirements, except brief mention on the graduation table on pp. 128-129.</li> </ol>	<p>p. 144</p> <p>p. 144</p> <p>p. 144</p> <p>pp. 128-129</p> <p>pp. 87-91</p> <p>pp. 90-91, pp. 128-129</p>
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**5. Student Performance, Assessment and Evaluation**

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

**Statutory Reference(s):**

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

**Evaluation Criteria:**

A response that meets the standard will present:

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

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

Strengths	Reference
<ol style="list-style-type: none"> <li>1. Measureable goals that set high standards are established.</li> <li>2. Clear evidence of a range of valid and reliable assessments.</li> <li>3. Frequent assessment activities will be provided.</li> <li>4. Data analysis through Professional Learning Communities, teachers/parents.</li> <li>5. Detailed plan for parent communication of student progress.</li> </ol>	<p>p. 116-120</p> <p>p. 135</p> <p>p. 133-134</p> <p>p. 135-137</p> <p>p. 138-140</p>

Concerns and Additional Questions	Reference
<ol style="list-style-type: none"> <li>1. Some Florida graduation requirements were impacted with the passing of SB1076. Be sure to know the specific impacts for students as some information in the application is not in line with the newest legislation.</li> </ol>	<p>p. 142</p>

**6. Exceptional Students**

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

**Statutory Reference(s):**

s. 1002.33(16)(a)(3)

**Evaluation Criteria:**

A response that meets the standard will present:

- Clear description of the levels of service the school will provide to students with disabilities.
- A clear description of how the school will ensure that students with disabilities (SWD) will have an equal opportunity of being selected for enrollment.
- An understanding and commitment to collaborating with the sponsor to ensure that placement decisions for students with disabilities will be made based on each student’s unique needs.
- An appropriate plan for evaluating the school’s effectiveness in serving exceptional students, including gifted.
- A realistic enrollment projection (SWD) and a staffing plan that aligns with the projection.

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

Strengths	Reference
1. Committed to providing an inclusionary setting for all students with disabilities (SWD). Described flexibility of educational environments. Factored in individual student needs consistently throughout Section 6 of application.	pp.148-166
2. Commits to following same rules and procedures as required by the district. Clearly sets forth plan for collaborating with the district.	p. 148 pp. 151-154
3. Explains standards for making facilities accessible to all students regardless of disability or physical challenges.	pp. 154-155
4. Addresses discipline for SWD specifically; conforms to rules, regulations and mandates. Demonstrates understanding of IDEA policies.	pp.188-190 p. 193

Concerns and Additional Questions	Reference
1. Requiring 80% or more time with non-disabled peers would exclude ESE students based-on their time with non-disabled peers.	p.148
2. Concern that the Sponsor is responsible for the review of	p. 154



<p>the Matrix following completion or revision of an Individual Education Plan.</p> <p>3. Projections for students with disabilities are not realistic when they will only accept students who spend 80% of their day with non-disabled peers.</p>	<p>p. 164</p>
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**7. English Language Learners**

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

**Statutory Reference(s):**

s. 1002.33(10)

**Evaluation Criteria:**

A response that meets the standard will present:

- Demonstrated understanding of state and federal requirements regarding the education of English language learner students.
- Sound plans for educating English language learner students that reflect the full range of programs and services required to provide all students with a high quality education.
- Demonstrated capacity to meet the school's obligations under state and federal law regarding the education of English language learner students.

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

<b>Strengths</b>	<b>Reference</b>
1. The application shows a good understanding of entry procedures into the ELL program.	pp. 167-168
2. School has good understanding of monitoring procedures.	pp. 176-177
3. The Service Options sound like helpful services for ELLs.	p. 183

<b>Concerns and Additional Questions</b>	<b>Reference</b>
1. ESOL does not require staffing specialists.	p. 167
2. The score used for placement is not the normed score.	p. 168
3. Unclear which scores on the reading and writing will be used for placement into ESOL program.	p. 169
4. How will the school address students with little or no formal education?	p. 171
5. Not clear on whether the ESOL teacher will assist ELLs in math, science, and social studies only or also in language arts.	p. 172
6. Unclear as to what ESOL strategies will be implemented.	p. 173
7. What kind of dictionary will ELLs be allowed to use on statewide assessments?	p. 173
8. Will the school allow ELLs to exit using IPT scores?	p.174
9. Parent notification does not require a district ESOL supervisor's signature.	p. 175 p.177

10. Why are teachers limited as to when they can take ESOL classes to fulfill their requirement?

p. 178

**8. School Climate and Discipline**

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

**Statutory Reference(s):**

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

**Evaluation Criteria:**

A response that meets the standard will present:

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

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

Strengths	Reference
1. Will adopt VCS Code of Conduct.	pp. 185-194

Concerns and Additional Questions	Reference
1. Does not spell out Safety and Security Plan in any detail.	p. 120

**II. Organizational Plan**

The Organizational Plan should provide an understanding of how the school will be governed and managed. It should present a clear picture of the school’s governance and management priorities, what responsibilities various groups and people will have, and how those groups will relate to one another.

**9. Governance**

The Governance section should describe how the policy-making and oversight function of the school will be structured and operate.

**Statutory Reference(s):**

s. 1002.33(7)(a)(15); s. 1002.33(9)

**Evaluation Criteria:**

A response that meets the standard will present:

- Documentation of proper legal structure of the governing board, or a plan to organize in conformity with the laws of Florida.
- A clear understanding and description of the governing board’s responsibilities.
- Evidence that the proposed governing board will contribute to the wide range of knowledge and skill needed to oversee a charter school.
- A clear, sensible delineation of roles and responsibilities in relation to governance and school management.
- A sensible method for resolving disputes between parents and the school.

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

Strengths	Reference

Concerns and Additional Questions	Reference
1. There are material deficiencies in the application in the area of governance. Each application is required to complete the Model Florida Charter School Application, Form Number IEPC-M1 (“Model Application”), established by state statute and rule.	pp. 208-209
2. Article II, Section 9 (“Governance”), of the Model Application, requires the Applicant to address eight (8) points in its application. See, p. 12, paragraphs A – H of the Model Application. Based on the limited information provided in the application, the Applicant does not provide a sufficient response paragraph G by demonstrating that the	pp. 208-209

<p>proposed charter school board evidences “a wide range of knowledge and skill needed to oversee a charter school,” which is one of the required evaluation criteria. Background on each member is limited to a paragraph. Listing of the qualifications of these board members constitutes less than one entire page.</p> <p>3. As referenced in section 17 of this review, the Applicant’s June 30, 2013, financial statement submitted to Osceola County Schools for its charter school in that district appears to reflect a “deteriorating financial condition” as defined in section 1002.345, Fla. Stat. A deteriorating financial condition means a circumstance that significantly impairs the ability of a charter school to generate enough revenues to meet its expenditures without causing the occurrence of a condition such as a failure to pay wages and salaries owed to employees. Accordingly, the district expresses a concern about the financial viability of the school in section 17 of the review. Osceola County School District records reveal that the Applicant reported a deficit of unassigned fund balance of \$137,905. The July 2013 statement then reflects a fund balance of only \$4,371 and a loan of \$30,000 recorded. Evidence of a deficit is concerning and a reflection on the governance of the school.</p>	<p>See section 17 of this evaluation</p>
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**10. Management**

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

**Statutory Reference(s):**

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

**Evaluation Criteria:**

A response that meets the standard will present:

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

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

<b>Strengths</b>	<b>Reference</b>
1. A new teacher program is explained and is in place.	p. 214
2. The school will use the Marzano evaluation system.	p. 216

<b>Concerns and Additional Questions</b>	<b>Reference</b>
1. School will hire a principal if budget permits.	p. 211
2. There is no evidence of a clear delineation of the roles and responsibilities for administering the day-to-day activities of the school.	

**11. Education Service Providers**

The term “education service provider” (ESP) refers to any number of organizations that contract with the governing board of a school to provide comprehensive services. The three major types of ESPs that serve charter schools are education management organizations, comprehensive school design providers, and virtual school management organizations. The Education Service Provider section should describe, if applicable, the contractual arrangement between the school’s governing board and such a provider.

**Statutory Reference(s):**

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

**Evaluation Criteria:**

A response that meets the standard will present:

- A persuasive explanation of the reasons for contracting with an education service provider.
- A persuasive explanation of how the proposed relationship with the ESP will further the school’s mission.
- A clear description of the services to be provided by the ESP.
- A clear delineation of the roles and responsibilities between the school’s governing board and the ESP.
- A clearly defined performance-based relationship between the school’s governing board and the ESP.

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

Strengths	Reference

Concerns and Additional Questions	Reference
1. There are material deficiencies in the application in the area of education service providers. The application fails to provide the information required in the Model Florida Charter School Application, Form Number IEPC-M1 (“Model Application”), established by state statute and rule.	p. 222
2. Article II, Section 11 (“Education Service Providers”), of the Model Application provides five (5) evaluation criteria in this area.	
3. The Applicant does not make the required election whether to utilize an education service provider. The Applicant	p. 222



acknowledges the “complexity of managing a school and the high level of expertise required,” but then states the charter school may retain an education service provider if the application is approved by the school board or several years after operation. The Applicant has failed to comply with the requirements of this section.

4. While the Applicant does not make the required election to utilize an education service provider in this section, it states in section 10 of the application, Management, its intention to use a charter school contract staffing company, American United Employers II, Inc. According the website for that service provider, that company is a charter school “contract staffing company and program” that assumes “by contract all employer responsibilities for a clients assigned employees, providing a total package of benefits, payroll and tax administration, HR services, risk management and loss control services, work. comp. insurance administration, hiring and personnel replacement services, with full assumption of employer liability.” <http://www.achcorp.com/whoweare.htm> . That website also indicates the company offers charter school administration services. <http://www.achcorp.com/schooladministration.htm> . Use of this company is clearly comprehensive and qualifies as an education service provider under the evaluation instrument: “The term ‘education service provider’ (ESP) refers to any number of organizations that contract with the governing board of a school to provide comprehensive services. The three major types of ESPs that serve charter schools are education management organizations, comprehensive school design providers, and virtual school management organizations. The Education Service Provider section should describe, if applicable, the contractual arrangement between the school’s governing board and such a provider.” Section 11, Florida Charter School Evaluation Instrument. American United Employers II, Inc. is identified as associated with ACH of America, Inc. on the ACH of America, Inc. website. <http://www.achcorp.com/whoweare.htm> . The Florida Division of Corporations website reveals that both Florida corporations are located at the same address and its corporate officers are identical. See, Florida Division of Corporations Document Nos. P01000021343 and L02000025498.

pp. 211-221, 222

<p><a href="http://search.sunbiz.org/Inquiry/CorporationSearch/ByDocumentNumber">http://search.sunbiz.org/Inquiry/CorporationSearch/ByDocumentNumber</a> .</p> <p>5. Conclusion that ACH qualifies as an education service provider is supported by the fact that ACH is identified as an education service provider/management company on the 2011-2012 Florida Department of Education charter school accountability report for another Florida charter school in Lee County.  <a href="http://charter.leeschools.net/Documents/AR/FY12/2012AR The Island School.pdf">http://charter.leeschools.net/Documents/AR/FY12/2012AR The Island School.pdf</a> . Charter school accountability reports are prepared by the charter school.  <a href="https://www.floridaschoolchoice.org/information/charterSchools/files/2011-12 Annual Report Instructions for Charter Admin.pdf">https://www.floridaschoolchoice.org/information/charterSchools/files/2011-12 Annual Report Instructions for Charter Admin.pdf</a> .</p> <p>6. The Application fails to include any reference to ACH or American United Employers II, Inc. as education service providers in this section. Without this required disclosure, the sponsor is unable to apply the required evaluation criteria to the application and the Applicant bypasses the required disclosure of the background, performance history and financial arrangement with the Applicant. This is a material omission from this Application. Accordingly, the response lacks meaningful detail, demonstrates lack of preparation, and raises substantial concerns about the Applicant’s understanding of the issue in concept and/or ability to meet the requirement in practice.</p> <p>7. Selection of an education service provider must be approved by the school board and part of the negotiated charter contract under state law. See, section 1002.33(7)(a)(9), Fla. Stat. Alternatively, a charter school can select an education service provider after commencement of operation but only upon approval of the school board and amendment to the charter contract. The Applicant appears to acknowledge it needs the expertise of an education service provider, but fails to identify that education service provider, provide a persuasive explanation of the reasons for contracting with an education service provider, persuasive explanation of how the proposed relationship with the education service provider will further the school’s mission, provide a clear description of the roles and responsibilities between the school’s governing board and the education service provider, nor clearly define a performance-based</p>	<p></p> <p>pp. 222-223</p> <p>p. 222</p>
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<p>relationship between the school's governing board and ESP. Each of these are the established state evaluation criteria for this section. Accordingly, the Applicant fails to satisfy any of the five (5) evaluation criteria under the state Model Application.</p> <p>8. The effect of the Applicant's response to this section is it bypasses perhaps one of the most critical areas for evaluation by the school board – whether the proposed charter school will be managed by experienced and competent individuals that can operate an academically and financially viable school. This is a decision that must be made by an applicant by the time of application. Because the Applicant failed to do so, the application cannot be fully evaluated.</p>	
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**12. Employment**

The Employment section should define the policies and procedures that frame the school’s relationship with its staff.

**Statutory Reference(s):**

s. 1002.33(7)(a)(14); s. 1002.33(12)

**Evaluation Criteria:**

A response that meets the standard will present:

- A compensation plan that will attract and retain quality staff.
- Policies and procedures that hold staff to high professional standards or a sound plan for development of policies and procedures.

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

Strengths	Reference
<ol style="list-style-type: none"> <li>1. All ELL teachers will be ESOL endorsed.</li> <li>2. Good hiring procedures with detailed screening, interviewing and hiring.</li> <li>3. Outsourcing all H.R. services to a private company (ACH)</li> <li>4. Will provide a wide range of comprehensive benefits</li> <li>5. Acclaim has an employee handbook of policy and procedures in place.</li> <li>6. Expectations of job performance and employee misconduct are clear and concise.</li> </ol>	<p>p. 213</p>

Concerns and Additional Questions	Reference
<ol style="list-style-type: none"> <li>1. 90 day probation of teachers –violation of state statute.</li> <li>2. Hiring principal only if funding available.</li> <li>3. Copied from Orange County application.</li> <li>4. Old copy of Form I-9, Employment Eligibility Verification</li> <li>5. Governing board must be back ground screened as well.</li> </ol>	<p>p.214 p.198 p.27 Tab N p.506</p>

**13. Student Recruitment and Enrollment**

The Student Recruitment and Enrollment section should describe how the school will attract and enroll its student body.

**Statutory Reference(s):**

s. 1002.33(7)(a)(7); s. 1002.33.(7)(a)(8); s. 1002.33(10)

**Evaluation Criteria:**

A response that meets the standard will present:

- A student recruitment plan that will enable the school to attract its targeted population.
- An enrollment and admissions process that is open, fair, and in accordance with applicable law.

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

Strengths	Reference
1. Mission Statement speaks to process to disseminate critical information regarding recruitment.	p. 8
2. All students are eligible to apply including ESE and ELL.	p. 228
3. “Aggressive” publicizing through press conference (local media) press releases, contact with community organizations, direct mail campaign, “town hall” meetings, and multiple language brochures.	p. 228
4. Will not discriminate in accordance with Federal Law.	p. 229
5. Social agencies to assist with harder to reach families.	p. 232
6. Lottery process is in place; public random drawing.	

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.

**14. Facilities**

The Facilities section should provide an understanding of the school’s anticipated facilities needs and how the school plans to meet those needs.

**Statutory Reference(s):**

s. 1002.33(7)(a)(13); s. 1002.33(18)

**Evaluation Criteria:**

A response that meets the standard will present:

- A realistic plan for acquiring a facility that is appropriate and adequate for the school’s program and targeted population.
- Evidence that the school has access to the necessary resources to fund the facilities plan.

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

Strengths	Reference

Concerns and Additional Questions	Reference
<p>1. Application fails to identify a specific location or facility. References throughout the application are internally inconsistent with reference to whether there is having a facility, leasing vs. owning a facility, negotiating for a facility, and/or constructing a facility. Failure to identify a realistic facility by this point in the application process generally indicates future difficulty in meeting the deadline established in the charter contract to open for the following school year.</p> <p>2. Application indicates that proposed location is within Deltona but also indicates it is providing relief from the “current state of overcrowding.” Decline in Deltona student enrollments has been occurring for the past five years. Further it references that it is looking to locate in an area recommended by the CSGF (Charter School Growth Fund) and specifies Pine Hills/North MetroWest. The CSGF does not specify Volusia County as a preferred</p>	<p>pp. 25, 236-238, 247</p> <p>pp. 25, 27, 29-30, 236</p>

<p>geography nor is there a Pine Hills/North MetroWest in Volusia County.</p> <p>3. Depending upon the exact layout and method of operation 60,000-100,000 sq. ft. may not be sufficient space for the projected 1400 students according to the 2010 Florida Building Code, Section 1004, Table 1004.1.1.</p> <p>4. Application references two prospective sites and indicates a commitment letter is attached but no detail on sites nor letter is attached.</p> <p>5. Estimated opening enrollments appear overly optimistic.</p> <p>6. The application is littered with references to an existing Acclaim Academy in Volusia County that opened in August 2012.</p> <p>7. The timeline is unrealistic given that no evidence of a known facility is provided.</p>	<p>p. 236</p> <p>p. 237</p> <p>p. 29 pp. 73,75, 81, 209</p> <p>p. 239, 266</p>
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**15. Transportation**

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

**Statutory Reference(s):**

s. 1002.33(20)

**Evaluation Criteria:**

A response that meets the standard will present:

- A transportation plan that will serve all eligible students.

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

Strengths	Reference

Concerns and Additional Questions	Reference
<ol style="list-style-type: none"> <li>1. Expenditures are a little low compared to reasonable cost expenses.</li> <li>2. Did not budget for ESE students.</li> <li>3. Under budgeted fuel 6.0 miles per day travel (based on current fuel cost).</li> <li>4. Number of buses is not defined.</li> <li>5. How would the school manage maintenance, inspections and repairs?</li> </ol>	<p>Tab Z p. 4</p> <p>Tab Z p. 4</p> <p>Tab Z p. 4</p> <p>Tab S pp. 3-4</p> <p>Tab S p. 4</p>



**16. Food Service**

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

**Statutory Reference(s):**

s. 1002.33(20)(a)(1)

**Evaluation Criteria:**

A response that meets the standard will present:

- A food service plan that will serve all students.

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

Strengths	Reference

Concerns and Additional Questions	Reference
<ol style="list-style-type: none"> <li>1. They have two plans; one is to be their own sponsor. However, it takes at least a year to become a sponsor. There is no budget for the equipment they say they will purchase or for personnel to serve and record meals.</li> <li>2. The second plan is to satellite the meals, but again, they will need equipment, personnel and possibly a vehicle to retrieve the meals.</li> </ol>	pp. 243-245

**17. Budget**

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

**Statutory Reference(s):**

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

**Evaluation Criteria:**

A response that meets the standard will present:

- Budgetary projections which are consistent with all parts of the application, including the school’s mission, educational program, staffing plan and facility.
- A realistic assessment of the projected sources of revenue and expenses that ensure the financial viability of the school.
- A sound plan to monitor the budget and make adjustments as necessary.

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

Strengths	Reference

Concerns and Additional Questions	Reference
<ol style="list-style-type: none"> <li>1. Application mentions a Developer/Landlord agreeing to fund all building, furniture, fixtures &amp; equipment, textbooks, uniforms, and computer costs in a loan to be repaid over five years. The Projected Operating Budget without Start Up Funding has a \$1,000,000 loan listed. Although the budget addresses debt payments, only \$436,358 in principal would be paid off in five years. Repayment of a \$1,000,000 loan in five years will drastically reduce the projected ending fund balances.</li> <li>2. Pursuant to §1002.33(9)3, Florida Statutes, charter schools are required to provide the sponsor with a monthly financial statement. Acclaim Academy’s unaudited financial statement submitted to Osceola County Schools as of June 30, 2013 appears to reflect a “deteriorating financial condition” as defined in §1002.345. A deteriorating financial condition means a circumstance that significantly impairs the ability of a charter school to generate enough revenues to meet its expenditures without causing the occurrence of a condition such as failure to pay wages and salaries owed to employees. According to Osceola County</li> </ol>	<p>p. 247 and the Projected Operating Budget without Start Up Funding</p>

<p>Schools' records, Acclaim Academy reported a deficit of unassigned fund balance of \$137,905. Salaries, benefits and payroll taxes payable as well as payroll deductions and withholdings payable totaled \$163,916. Acclaim's July financial statement reflected a fund balance of \$4,371, however, enrollment increased from 232 to 455 students and they now have a \$30,000 loan recorded. Since school was not in session in July, the increase in revenue hasn't been offset by an increase in expenditures resulting from the increase in student enrollment. The District is still concerned about the school's financial viability.</p>	
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**18. Financial Management and Oversight**

The Financial Management and Oversight section should describe how the school’s finances will be managed and who will be responsible for the protection of student and financial records.

**Statutory Reference(s):**

s. 1002.33(6)(a)(5); s. 1002.33(7)(a)(9); s. 1002.33(7)(a)(11)

**Evaluation Criteria:**

A response that meets the standard will present:

- A clear description of how the school’s finances will be managed. The description must include assurances that the governing board retains ultimate control over the school’s finances.
- A clear description of strong internal controls. The system of internal controls must be sufficient to safeguard finances.

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

Strengths	Reference
<p>1. The school has not (nor is required to at this time) secured any insurance, however, they seem to have a total understanding of what is required. The application has referenced all the required areas of insurance and for the most part the required amounts of coverage. Please refer to VCSB Charter School Policy #104 and Florida Statues 1002.33 for further details of the exact amounts of coverage.</p>	<p>pp. 264-265</p>

Concerns and Additional Questions	Reference

**19. Action Plan**

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

**Statutory Reference(s):**

s. 1002.33(7)(a)(16)

**Evaluation Criteria:**

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

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

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

Strengths	Reference
1. A clear timeline for implementation is in place.	pp. 266-267

Concerns and Additional Questions	Reference
1. Timeline does not provide sufficient plans for building acquisition and/or remodeling/modification projects, if necessary.	pp. 266-267