

Jacksonville Classical Academy East
Initial Evaluation Instrument

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.)

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

Part 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.				
The applicant's response to part A:					
<table border="1"> <thead> <tr> <th>Meets the Standard <input checked="" type="checkbox"/></th> <th>Partially Meets the Standard <input type="checkbox"/></th> <th>Does Not Meet the Standard <input type="checkbox"/></th> </tr> </thead> </table>			Meets the Standard <input checked="" type="checkbox"/>	Partially Meets the Standard <input type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>
Meets the Standard <input checked="" type="checkbox"/>	Partially Meets the Standard <input type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>			
Strengths of the Response for Part A:		Reference:			
<p>ELA: The applicant's response "Meets the Standard." The applicant's Vision and Mission Statements together provide the purpose for this school, how it will operate, and its long-term goals.</p> <p>Math: The applicant's response "Meets the Standard."</p> <p>Science: The applicant's response "Meets the Standard." Applicant's Vision and Mission are clear and concise.</p> <p>Social Studies: The applicant's response "Meets the Standard." "To train the minds and improve the hearts of young people through a content-rich classical education in the liberal arts and sciences, with instruction in the principles of moral character and civic virtue."</p> <p>Vision Statement: To have a citizenry worthy of the legacy of our country's founders</p>		<p>Page 1</p>			

Jacksonville Classical Academy East
Initial Evaluation Instrument

and the continuation of our American experiment, developed through a classical, great-books curriculum designed to engage the student in the highest matters and deepest questions of truth, justice, virtue, and beauty.		
Concerns and Additional Questions for Part A:		Reference:
Part B	<p>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.</p> <p><i>In accordance with the law, charter schools shall be guided by the following principles:</i></p> <ul style="list-style-type: none"> - <i>Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state’s public school system.</i> PAGE(S) _____ - <i>Promote enhanced academic success and financial efficiency by aligning responsibility and accountability.</i> PAGE(S) _____ - <i>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.</i> PAGE(S) _____ 	
	The applicant’s response to part B:	
Meets the Standard <input checked="" type="checkbox"/>	Partially Meets the Standard <input type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>
Strengths of the Response for Part B:		Reference:
<p>ELA: The applicant’s response “Meets the Standard.” The applicant plans provided page numbers.</p> <p>Math: The applicant’s response “Meets the Standard.”</p> <p>Science: The applicant’s response “Meets the Standard.” Applicant provides appropriate page numbers requested.</p> <p>Social Studies: The applicant’s response “Meets the Standard.” Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the State’s public-school system. Pages 1-3,6-13 Promote enhanced academic success and financial efficiency by aligning responsibility and accountability. Pages 104-108 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. Pages 20-22, 34, 51, 181-186</p>		<p>Page 3</p> <p>Page 3</p>
Concerns and Additional Questions for Part B:		Reference:

Jacksonville Classical Academy East
Initial Evaluation Instrument

<p>Part C</p>	<p>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.</p> <p><i>In accordance with the law, charter schools shall fulfill the following purposes:</i></p> <ul style="list-style-type: none"> - <i>Improve student learning and academic achievement.</i> PAGE(S) _____ - <i>Increase learning opportunities for all students, with a special emphasis on low-performing students and reading.</i> PAGE(S) _____ - <i>Encourage the use of innovative learning methods.</i> PAGE(S) _____ - <i>Require the measurement of learning outcomes.</i> PAGE(S) _____ 			
<p>The applicant's response to part C:</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;"> <p>Meets the Standard <input checked="" type="checkbox"/></p> </td> <td style="width: 33%; text-align: center;"> <p>Partially Meets the Standard <input type="checkbox"/></p> </td> <td style="width: 33%; text-align: center;"> <p>Does Not Meet the Standard <input type="checkbox"/></p> </td> </tr> </table>		<p>Meets the Standard <input checked="" type="checkbox"/></p>	<p>Partially Meets the Standard <input type="checkbox"/></p>	<p>Does Not Meet the Standard <input type="checkbox"/></p>
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<p>Strengths of the Response for Part C:</p> <p>ELA: The applicant's response "Meets the Standard." The applicant provided page numbers.</p> <p>Math: The applicant's response "Meets the Standard."</p> <p>Science: The applicant's response "Meets the Standard." Applicant provides appropriate page numbers requested.</p> <p>Social Studies: The applicant's response "Meets the Standard." Improve student learning and academic achievement. Pages 6-14, 25-30. Increase learning opportunities for all students, with a special emphasis on low-performing students and reading. Page 16-18, 26-36, 40-41. Encourage the use of innovative learning methods. Page 2. Require the measurement of learning outcomes. Pages 25-36</p>	<p>Reference:</p> <p>Page 3</p> <p>Page 10-12</p>			
<p>Concerns and Additional Questions for Part C:</p>	<p>Reference:</p>			
<p>Part D</p>	<p>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.</p> <p><i>In accordance with the law, charter schools may fulfill the following purposes:</i></p> <ul style="list-style-type: none"> - <i>Create innovative measurement tools.</i> PAGES(S) _____ - <i>Provide rigorous competition within the public school district to stimulate continual improvement in all public schools.</i> PAGE(S) _____ - <i>Expand the capacity of the public school system.</i> PAGE(S) _____ - <i>Mitigate the educational impact created by the development of new residential dwelling units.</i> PAGE(S) _____ - <i>Create new professional opportunities for teachers, including ownership of the learning program at the school site.</i> PAGE (S) _____ 			

Jacksonville Classical Academy East
Initial Evaluation Instrument

The applicant's response to part D:		
Meets the Standard <input checked="" type="checkbox"/>	Partially Meets the Standard <input type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>
<p>Strengths of the Response for Part D:</p> <p>ELA: The applicant's response "Meets the Standard." The applicant provided page numbers.</p> <p>Math: The applicant's response "Meets the Standard."</p> <p>Science: The applicant's response "Meets the Standard." Applicant provides appropriate page numbers requested.</p> <p>Social Studies: The applicant's response "Meets the Standard." Create innovative measurement tools. Pages 29-30, 182-183. Provide rigorous competition within the public-school district to stimulate continual improvement in all public schools. Pages 6-14, 19-28. Expand the capacity of the public-school system. Pages 5-6, 67-71. Mitigate the educational impact created by the development of new residential dwelling units. Pages 5-6. Create new professional opportunities for teachers, including ownership of the learning program at the school site. Pages 15-26, 69-71, 80-85.</p>		<p>Reference:</p> <p>Page 4</p> <p>Pages 10-12</p>
<p>Concerns and Additional Questions for Part D:</p> 		<p>Reference:</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)

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.

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

Part A	<p>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.</p> <p>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. <i>See</i> Charter Schools Program, Title V, Part B of the ESEA, Non-regulatory Guidance, Section E. (Lottery, Recruitment and Admissions).</p>
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The applicant's response to part A:

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

<p>Strengths of the Response for Part A:</p> <p>ELA: The applicant's response "Meets the Standard."</p> <p>Math: The applicant's response "Partially Meets the Standard" and provides anticipated target population to be served but does not clearly describe how it aligns to the mission. Statement of enrollment preference is given and described in Section 14 of application.</p> <p>Science: The applicant's response "Meets the Standard." Anticipated student population to be served is listed along with alignment. Enrollment preference list in Section 14.</p> <p>Social Studies: They will come from the pool that are currently attending public schools, home school, and private schools. Duval students will not be displaced by students from other Florida counties as required by F.S. 1002.31(4)(d)</p>	<p>Reference:</p> <p>Page 2</p> <p>Section 14: Pages 82-87</p> <p>Pages 2, 87</p> <p>Page 12</p>
<p>Concerns and Additional Questions for Part A:</p> <p>ELA: No enrollment preferences given in Part A, but target students identified in</p>	<p>Reference:</p>

Jacksonville Classical Academy East
Initial Evaluation Instrument

Section 14, p. 82 of application.		
Math: Discussed students desire to learn and yearning for knowledge but has a focus on moral character development through instruction...		
Science:		
Social Studies: "target population includes those students who desire to learn and who have a yearning for knowledge." How will you know? Is there an application?		Page 12
"enrollment preferences to certain student populations as allowed in section 1002.33(10)(d) and required by F.S. 102.31(2)(c) – Exactly which group are you referencing?		
Part B	If a facility has not been identified in Section 16 of this application, state the geographic area which the applicant intends to serve.	
The applicant's response to part B:		
Meets the Standard <input checked="" type="checkbox"/>		Partially Meets the Standard <input type="checkbox"/>
Does Not Meet the Standard <input type="checkbox"/>		
Strengths of the Response for Part B:		Reference:
ELA: The applicant's response "Meets the Standard." Facility planned for 5900 Fort Caroline Road, Jacksonville, FL 32277		
Math: The applicant's response "Meets the Standard" and has provided a location		Page 2
Science: The applicant's response "Meets the Standard." The school will be located at 5900 Fort Caroline Road, Jacksonville, FL 32277.		Page 2
Social Studies: The applicant's response "Meets the Standard." The school will be located at 5900 Fort Caroline Road, Jacksonville, FL 32277.		
Concerns and Additional Questions for Part B:		Reference:
Part 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.	
The applicant's response to part C:		
Meets the Standard <input checked="" type="checkbox"/>		Partially Meets the Standard <input type="checkbox"/>
Does Not Meet the Standard <input type="checkbox"/>		
Strengths of the Response for Part C:		Reference:
ELA: The applicant's response "Meets the Standard." Applicant provided enrollment table.		Table 2.1

Jacksonville Classical Academy East
Initial Evaluation Instrument

	<p>Math: The applicant's response "Meets the Standard" and has provided a table with enrollment projections for a 5-year period.</p> <p>Science: Projected enrolment listed in table. Scale up each year from 5th grade indicated.</p> <p>Social Studies: The applicant's response "Meets the Standard." Chart located in document on projection of enrollment.</p>	<p>Pages 2-3</p> <p>Page 3</p> <p>Page 13</p>
	Concerns and Additional Questions for Part C:	Reference:
Part D	Provide a brief explanation of how the enrollment projections were developed.	
The applicant's response to part D:		
Meets the Standard <input checked="" type="checkbox"/>	Partially Meets the Standard <input type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>
	<p>Strengths of the Response for Part D:</p> <p>ELA: The applicant's response "Meets the Standard." Explanation for enrollment projections was provided.</p> <p>Math: The applicant's response "Meets the Standard" and provides a brief explanation of how the enrollment projections were created based on numerous factors.</p> <p>Science: Enrollment projections developed based on similar charter schools and a desire to monitor budget and facility constraints the first year.</p> <p>Social Studies: The applicant's response "Meets the Standard." Resource capacity and budget of JXCE in the early years, community demand for charter school seats, and the experiences of other BCSI schools in their initial opening years and beyond. Projections allow for some back-filling of students as natural attrition occurs through the years.</p>	<p>Reference:</p> <p>Page 3</p> <p>Page 3</p>
	Concerns and Additional Questions for Part D:	Reference:
Part 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.	
The applicant's response to part E:		
Meets the Standard <input checked="" type="checkbox"/>	Partially Meets the Standard <input type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>

Jacksonville Classical Academy East
Initial Evaluation Instrument

<p>Strengths of the Response for Part E:</p> <p>ELA: The applicant's response "Meets the Standard." Applicant provided a rationale for student numbers and growth plan.</p> <p>Math: The applicant's response "Meets the Standard" and provided a brief explanation of rational for the number of students and grade levels served in year one plan for growth each subsequent year.</p> <p>Science: Rationale described for enrollment projections describes building school culture and ensuring fiscal responsibility.</p> <p>Social Studies: The applicant's response "Meets the Standard." Based on limiting the first year to kindergarten through fifth grade. This allows the school to hire teachers certified kindergarten through sixth grade. The number of students is based on establishing enough revenue to pay operational expenses, while keeping the school at a desirable, relatively modest size, which allows us to keep quality controls.</p>	<p>Reference:</p> <p>Pages 3-4</p> <p>Page 3</p> <p>Pages 13-14</p>
<p>Concerns and Additional Questions for Part E:</p>	<p>Reference:</p>

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.

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

Part A	Describe the proposed charter school’s educational program.	
The applicant’s response to part A:		
Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strengths of the Response for Part A:		Reference:
ELA: The applicant’s response “Meets the Standard.” Applicant provided description of educational program.		
Math: The applicant’s response “Meets the Standard” and provides an extensive narrative of proposed education program for all grade levels.		Pages 4-7
Science: The applicant’s response “Meets the Standard.” The educational program is described for elementary, middle, and high. Educational program focuses on a study of classical literature, Latin, and primary sources documents.		Page 4
Social Studies: The applicant’s response “Meets the Standard.” The use of Singapore Math and Core Knowledge Sequence are documented and explained through out the section. The Riggs Institute’s “The writing & Spelling Road to Reading & Thinking” teaching literacy and numeracy. Both subjects are foundational to a student’s education.		Page 14-17
Concerns and Additional Questions for Part A:		Reference:
Social Studies: Do not teach Colombus. “They’ll learn why Colombus said he sailed here and the conquest.”		Page 16

Jacksonville Classical Academy East
Initial Evaluation Instrument

Part 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.	
The applicant's response to part B:		
Meets the Standard <input checked="" type="checkbox"/>	Partially Meets the Standard <input type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>
Strengths of the Response for Part B:		Reference:
<p>ELA: The applicant's response "Meets the Standard." Applicant described the learning environment, provided a rationale for class-size and structure that supports the mission.</p> <p>Math: The applicant's response "Meets the Standard" and describes a classroom-based learning environment, classroom expectations of teachers and students that are consistent with the mission.</p> <p>Science: The applicant's response "Meets the Standard." The basic learning environment will primarily be classroom-based. The applicant describes how the environment supports the Mission.</p> <p>Social Studies: The applicant's response "Meets the Standard." Provide students with a content-rich education in the classical tradition and a clear understanding of actions and their consequences that will prepare them to become excellent, highly literate individuals and active, responsible members of their community prepared to articulate and uphold our nation's founding principles.</p>		<p>Pages 9-11</p> <p>Page 8</p> <p>Pages 18-19</p>
Concerns and Additional Questions for Part B:		Reference:
Part C	Describe the research base used to design the educational program.	
The applicant's response to part C:		
Meets the Standard <input checked="" type="checkbox"/>	Partially Meets the Standard <input type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>
Strengths of the Response for Part C:		Reference:
<p>ELA: The applicant's response "Meets the Standard." Classical education was used to design the educational program.</p> <p>Math: The applicant's response "Meets the Standard" and describes in detail the research base used in designing the education program.</p> <p>Science: The applicant's response "Meets the Standard." Applicant discussed basis for classical education beginning in Greece and its alignment to cognitivist learning theories.</p>		<p>Pages 9-11</p> <p>Page 9</p>

Jacksonville Classical Academy East
Initial Evaluation Instrument

<p>Social Studies: The applicant's response "Meets the Standard." Riggs Institute's reading program, The Writing & Spelling Road to Reading & Thinking, is a brain-based approach with multisensory instruction that addresses all learning styles. Singapore Math has a consistent emphasis on problem solving and model drawing, with a focus on in-depth understanding of the essential math skills recommended in the National Council of Teachers of Mathematics Curriculum Focal Points, the National Mathematics Advisory Panel.</p>	<p>Pages 19-21</p>	
<p>Concerns and Additional Questions for Part C:</p>	<p>Reference:</p>	
<p>Part 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)</p>		
<p style="text-align: center;">The applicant's response to part D:</p>		
<p style="text-align: center;">Meets the Standard <input checked="" type="checkbox"/></p>	<p style="text-align: center;">Partially Meets the Standard <input type="checkbox"/></p>	<p style="text-align: center;">Does Not Meet the Standard <input type="checkbox"/></p>
<p>Strengths of the Response for Part D:</p> <p>ELA: The applicant's response "Meets the Standard." Sample daily schedules included in Attachment B starting on p. 112 and was noted in Part D.</p> <p>Math: The applicant's response "Meets the Standard" and provides a sample daily schedule and school annual calendar, including number of days and hours of instructional time.</p> <p>Science: The applicant's response "Meets the Standard." Sample daily learning schedule provided.</p> <p>Social Studies: The applicant's response "Meets the Standard." Chart is located in the appendix.</p>		<p>Reference:</p> <p>Attachment B (page 112)</p> <p>Page 11 Attachment B (pages 112-114)</p> <p>Attachment B</p> <p>Page 122</p>
<p>Concerns and Additional Questions for Part D:</p>		<p>Reference:</p>
<p>Part 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.</p>		
<p style="text-align: center;">The applicant's response to part E:</p>		
<p style="text-align: center;">Meets the Standard <input checked="" type="checkbox"/></p>	<p style="text-align: center;">Partially Meets the Standard <input type="checkbox"/></p>	<p style="text-align: center;">Does Not Meet the Standard <input type="checkbox"/></p>
<p>Strengths of the Response for Part E:</p> <p>ELA: The applicant's response "Meets the Standard." Applicant explained how services support state-adopted standards through core resources.</p> <p>Math: The applicant's response "Meets the Standard" and provides explanation of</p>		<p>Reference:</p> <p>Page 11</p>

Jacksonville Classical Academy East
Initial Evaluation Instrument

<p>how the services school will provide to the target population will support attainment of state-adopted standards. Evidence from Florida Standards assessment results that Core Knowledge Sequence Curriculum aligns well with Florida standards.</p> <p>Science: The applicant’s response “Meets the Standard.” Applicant describes use of Core Knowledge Sequence curriculum, Singapore Math, and Rigg’s Writing and Spelling are similar to state standards. Any differences will be addressed with supplemental curriculum.</p> <p>Social Studies: The applicant’s response “Partially Meets the Standard.” Florida BCSI charter schools aligns well with the standards, based on the evidence of Florida Standards Assessment results.</p>	<p>Page 11</p> <p>Pages 21-22</p>
<p>Concerns and Additional Questions for Part E:</p> <p>ELA: Applicant will supplement when Common Core resources don’t align with Florida Standards. The State of Florida is moving to B.E.S.T. benchmarks in K-2, but there is no mention of that in Section 3.</p> <p>Social Studies: The Singapore Math curriculum is aligned with the Common Core State Standards at each grade level. What supplemental curriculum will be used to address the differences between these standards and Florida Standards?</p>	<p>Reference:</p> <p>Page 21</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 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.

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

Part 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.							
The applicant’s response to part A:								
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Meets the Standard</th> <th style="width: 33%;">Partially Meets the Standard</th> <th style="width: 33%;">Does Not Meet the Standard</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table>			Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard						
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Strengths of the Response for Part A:		Reference:						
<p>ELA: The applicant’s response “Meets the Standard.” Applicant described the correlation between Common Core resources and the intent to supplement when not aligned to the Florida Standards. Instructional strategies and differentiated instruction methods were also described. MTSS model described further in Section 6 of application.</p>								
<p>Math: The applicant’s response “Meets the Standard” and provides description of the school’s curriculum in core academic areas, instructional strategies teachers are expected to use, and the methods and systems for differentiated instruction. Provides in detail use of MTSS model to support students performing below grade level.</p>		Pages 12-16						
<p>Science: The applicant’s response “Meets the Standard.” All components described including instructional strategies like Socratic seminar following a classical model of instruction. Applicant discusses use of MTSS to support student needs. Applicant also discusses additional remediation after school and progress monitoring.</p>		Pages 13-16						
<p>Social Studies: The applicant’s response “Meets the Standard.” JXCE will adopt a curriculum with a core focus on science, math, English Language Arts, and history.</p>		Pages 22-26						

Jacksonville Classical Academy East
Initial Evaluation Instrument

<p>Second to these four cores, though integral to the curriculum, are the subjects of art, music, and foreign language. The two primary instructional strategies employed at JXCE will be the lecture and Socratic method/discussion. The school will provide differentiated instruction in reading, mathematics, science, and social studies through the utilization of primary source documents.</p>		
<p>Concerns and Additional Questions for Part A:</p> <p>ELA: B.E.S.T. benchmarks will be implemented statewide starting in the 2021 school year for K-2 classrooms. The programs mentioned in this section are aligned to Common Core.</p> <p>Math: Doesn't fully address what (but how) school will use curriculum to prepare students to achieve Florida standards.</p>		Reference:
Part B	<ul style="list-style-type: none"> ○ 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. <p>³ Do not include a course code directory.</p>	
The applicant's response to part B:		
Meets the Standard <input type="checkbox"/>	Partially Meets the Standard <input checked="" type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>
<p>Strengths of the Response for Part B:</p> <p>ELA: The applicant's response "Meets the Standard." Core Knowledge used for K-8, supplemented with Riggs for ELA instruction. Attachment C for scope and sequence in grades 1, 6 and 11 begins on page 115.</p> <p>Math: The applicant's response "Meets the Standard" and includes curriculum scope and sequence in Attachment C. Fully provides details of support for students reading on, above, or below grade level.</p>		Reference: Pages 16-18 Attachment C (pages 115-176)

Jacksonville Classical Academy East
Initial Evaluation Instrument

<p>Science: The applicant's response "Meets the Standard." Applicant is using Core Knowledge Program which has science component with planned progression, but they will also use others which include, but are not limited to, the Science Explorer series from Prentice Hall, ScienceSaurus from Houghton Mifflin Harcourt, and Delta Science Content Readers from Delta Education.</p> <p>Social Studies: The applicant's response "Partially Meets the Standard." Core Knowledge Sequence published by the Core Knowledge Foundation.</p>	<p>Page 17</p> <p>Pages 27-28</p>	
<p>Concerns and Additional Questions for Part B:</p> <p>Social Studies: What are the actual resources? Students need to take the state Civics EOCA and Core Knowledge is not aligned to our state standards.</p>	<p>Reference:</p>	
<p>Part 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.</p>		
<p style="text-align: center;">The applicant's response to part C:</p>		
<p style="text-align: center;">Meets the Standard <input checked="" type="checkbox"/></p>	<p style="text-align: center;">Partially Meets the Standard <input type="checkbox"/></p>	<p style="text-align: center;">Does Not Meet the Standard <input type="checkbox"/></p>
<p>Strengths of the Response for Part C:</p> <p>ELA: The applicant's response "Meets the Standard." Latin instruction will begin in Grade 6. Adoption process was described.</p> <p>Math: The applicant's response "Meets the Standard" and describes addition of formal Latin beginning in sixth grade as part of literacy curriculum and describes adoption process.</p> <p>Science: The applicant's response "Meets the Standard." Applicant plans on teaching Latin beginning in 6th grade following Florida Standards.</p> <p>Social Studies: The applicant's response "Meets the Standard." The teaching of Latin is an integral part of the classical school's robust literacy curriculum. Latin provides insight into the meaning of over half of English words. National Latin Exam will help measure their mastery of the Latin language. This exam can be taken as early as seventh grade.</p>		<p>Reference:</p> <p>Pages 18-19</p> <p>Page 19</p> <p>Page 29</p>
<p>Concerns and Additional Questions for Part C:</p> <p>ELA: None listed.</p> <p>Math: How will additional standards contribute to meeting the mission of the school?</p>		<p>Reference:</p> <p>Page 19</p>

Jacksonville Classical Academy East
Initial Evaluation Instrument

Part D	Describe the research base and foundation materials that were used or will be used to develop the curriculum.	
The applicant's response to part D:		
Meets the Standard <input checked="" type="checkbox"/>	Partially Meets the Standard <input type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>
<p>Strengths of the Response for Part D:</p> <p>ELA: The applicant's response "Meets the Standard." Research base comes from collaboration with BCSI, who have worked with other successful charter schools.</p> <p>Math: The applicant's response "Meets the Standard" and fully describes the research base and foundation materials used to develop curriculum.</p> <p>Science: The applicant's response "Meets the Standard." Research base is provided based on previous usage in other charter schools.</p> <p>Social Studies: The applicant's response "Meets the Standard." BCSI provides initial teacher training on its curriculum, continuing professional development each summer, and regular updates to their curricular and resource recommendations. The foundational materials for this curriculum are based in part on the curriculum and the success of Ridgeview Classical School in Fort Collins, Colorado, a nationally-recognized leader in charter schools.</p>		<p>Reference:</p> <p>Page 20</p> <p>Page 20</p> <p>Page 29-30</p>
<p>Concerns and Additional Questions for Part D:</p> <p>ELA: None listed.</p> <p>Math: None listed.</p> <p>Science: No objective studies were performed to illustrate success of such curriculum format.</p> <p>Social Studies:</p>		<p>Reference:</p>
Part E	Describe proposed curriculum areas to be included other than the core academic areas.	
The applicant's response to part E:		
Meets the Standard <input checked="" type="checkbox"/>	Partially Meets the Standard <input type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>
<p>Strengths of the Response for Part E:</p> <p>ELA: The applicant's response "Meets the Standard." Other curricular areas (music, visual arts, world languages, health) were described.</p> <p>Math: The applicant's response "Meets the Standard" and describes three other curriculum areas (Music and Visual Arts, World Languages, and Health) to be included other than the core academic areas.</p> <p>Science: The applicant's response "Meets the Standard." Applicant describes Art, Music, PE/HOPE, and Latin as additional curriculum.</p>		<p>Reference:</p> <p>Page 20</p> <p>Page 20</p>

Jacksonville Classical Academy East
Initial Evaluation Instrument

Social Studies: The fine arts are a fundamental part of classical education, health, and world languages.	Page 30			
Concerns and Additional Questions for Part E:	Reference:			
<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Part F</td> <td>Discuss the system and structures the school will implement for students at risk of not meeting academic requirements or of dropping out.</td> </tr> </table>		Part F	Discuss the system and structures the school will implement for students at risk of not meeting academic requirements or of dropping out.	
Part F	Discuss the system and structures the school will implement for students at risk of not meeting academic requirements or of dropping out.			
The applicant's response to part F:				
<table border="1" style="width: 100%;"> <tr> <td style="width: 33%; text-align: center;">Meets the Standard <input checked="" type="checkbox"/></td> <td style="width: 33%; text-align: center;">Partially Meets the Standard <input type="checkbox"/></td> <td style="width: 33%; text-align: center;">Does Not Meet the Standard <input type="checkbox"/></td> </tr> </table>		Meets the Standard <input checked="" type="checkbox"/>	Partially Meets the Standard <input type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>
Meets the Standard <input checked="" type="checkbox"/>	Partially Meets the Standard <input type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>		
<p>Strengths of the Response for Part F:</p> <p>ELA: The applicant's response "Meets the Standard." Systems and structures addressed. Interventions and special needs accommodations and modifications discussed further in Sections 6 and 7.</p> <p>Math: The applicant's response "Meets the Standard" and describes in detail the system and structures the school will implement for students at risk of not meet academic requirements and additionally addresses safety nets for certain subgroups of students.</p> <p>Science: The applicant's response "Meets the Standard." Applicant lists multiple systems and structures to support students. Applicant has plan for ELL and ESE students and for Drop-out prevention.</p> <p>Social Studies: The applicant's response "Meets the Standard." Multiple systems and structures are listed in the application. Remediation strategies which may include some pull-out tutoring and modification of assignments with the focus on bringing the student up to grade level. In the case of grades 7-12 students, remedial classes or extra tutoring may be assigned in place of electives. Parents will be notified of the particular strategies that are adopted.</p>	<p>Reference:</p> <p>Pages 20-23</p> <p>Page 21</p> <p>Pages 30-33</p>			
Concerns and Additional Questions for Part F:	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.

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

Performance Goals	
Part 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.
The applicant’s response to part A:	
Meets the Standard <input type="checkbox"/>	Partially Meets the Standard <input checked="" type="checkbox"/>
Meets the Standard <input type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>
Strengths of the Response for Part A: District Assessment- Chart of the projected baseline data for grades 3 – 5. Goals listed for grades 3-5 for consecutive years. Specific examples are given for achieving overall results through instruction.	Reference: p.23-24 p.25 p.26

Jacksonville Classical Academy East
Initial Evaluation Instrument

Concerns and Additional Questions for Part A:		Reference:
District Assessment- "Students in grades Kindergarten through two are expected to have the same achievement levels on school-based assessments as those in grades 3 through 5 in the table below." Assessments listed for K-2 is missing.		p.23-24
K-2 goals for consecutive years are missing.		missing
Specific examples are needed here for improving student achievement. "These include extended day and Enrichment/Remediation every day."		missing
Specific examples are needed here for improving student achievement. "These include extended day and Enrichment/Remediation every day."		p.25
Part B	o 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.	
The applicant's response to part B:		
Meets the Standard <input checked="" type="checkbox"/>		Partially Meets the Standard <input type="checkbox"/>
Does Not Meet the Standard <input type="checkbox"/>		
Strengths of the Response for Part B:		Reference:
The school intends to incorporate Latin instruction beginning in 6 th grade. The applicant has a system for measuring this requirement and promotional requirements are clearly outlined in the application.		
Concerns and Additional Questions for Part B:		Reference:
Placement and Progression		
Part C	Describe the school's student grade level and course placement procedures.	
The applicant's response to part C:		
Meets the Standard <input type="checkbox"/>		Partially Meets the Standard <input checked="" type="checkbox"/>
Does Not Meet the Standard <input type="checkbox"/>		
Strengths of the Response for Part C:		Reference:
School Guidance- Elementary School: The application indicates students will be placed in grades K and 1 in accordance with Florida Statutes. Students in grades 1-5 will be placed upon receipt of records from the sending school. Although not addressed in the application, the SPP briefly mentions placement for over-age students enrolling in school for the very first time.		JXCE Pg. 27-28
		JXCE Pg. 191-Pg. 194

Jacksonville Classical Academy East
Initial Evaluation Instrument

<p>Middle School: The applicant indicates that students will be placed in grades 6 through 8 in accordance with Florida Statutes.</p> <p>High School: The applicant states they will follow Florida Administrative Code Rule 6A-1.09941 for Grades 6-12. Applicant includes an overall grade and course level placement. Procedures will include reviewing previous transcripts, report cards and/or academic records and assessments. Applicant provides a provisional placement to reevaluate after the first nine week grading period.</p>	<p>JXCE Pg. 27-28</p>	
<p>Concerns and Additional Questions for Part C:</p> <p>School Guidance-Elementary School: There are minor issues with the grade placement procedures for students in grades 1-5. One, Florida’s age-grade requirement still applies to students in first grade; thus, placement based on prior records only applies to students in grades 2-5, not 1-5, as the application indicates. The only exception in state statute applies to students transferring from an out-of-state school. Two, the application includes no provision for determining placement for students enrolling without records. As a publicly funded entity, the charter school will not have the option to refuse or delay enrollment. Furthermore, federal law prohibits schools from requiring homeless children and youth to produce school records prior to enrollment (McKinney-Vento). Therefore, the placement procedures should be amended to include a plan for conditional enrollment and placement for students enrolling without records. Three, see comments below for additional information regarding the SPP procedures for placement of over-age students.</p> <p>Middle School: The applicant does not include grade placement procedures for students without records, the Home Education Program, an out of state school, or eligibility for ESOL services. Students entering under each of these categories should have a separate set of guidelines for enrollment and placement, since circumstances can vary.</p> <p>High School: The applicant procedures for homeschool students, adult education, students without records and students entering from out-of-county are all under the same process. Students entering under each of these categories should have a separate set of guidelines for enrollment and placement, since the circumstances can vary.</p>	<p>Reference:</p>	
<p>Part D</p>	<p>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.</p>	
<p>The applicant’s response to part D:</p>		
<p>Meets the Standard</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Partially Meets the Standard</p> <p style="text-align: center;"><input checked="" type="checkbox"/></p>	<p>Does Not Meet the Standard</p> <p style="text-align: center;"><input type="checkbox"/></p>

Jacksonville Classical Academy East
Initial Evaluation Instrument

<p>Strengths of the Response for Part D:</p> <p>School Guidance- Elementary School The applicant intends to adhere to Florida’s statutory requirements for promotion and retention of public-school students pursuant to F.S. 1008.25.</p> <p>High School The school does not intend to use the DCPS Student Progression Plan (SPP).</p> <p>The applicant will adhere to Florida’s statutory requirements for promotion and retention of public-school students pursuant to F.S. 1008.25</p>	<p>Reference: JXCE Pg. 28</p>
<p>Concerns and Additional Questions for Part D:</p> <p>School Guidance- Elementary School While the application indicates the charter school will abide by F.S. 1008.25, the application does not provide an explanation for how the Student Progression Plan will abide by other key statues, such as compulsory attendance, MSD school safety act, anti-bullying protections, etc., which can impact enrollment and placement decisions, as well as students’ academic progress. Likewise:</p> <ul style="list-style-type: none"> • The Progress Monitoring Plan (PMP) does not include a process for addressing non-academic barriers to learning (i.e., behavior, emotional regulation, skills, attendance, organization, executive skills, etc.), which at the elementary level has been shown to have a much greater impact on learning acquisition than content area remediation in reading and mathematics combined. In short, failure to address non-academic barriers undermines the effect of content area remediation. • The ACCEL Options procedures do not address additional exceptions and considerations for promotion/acceleration, such as, mid-year promotion from grade 5 to grade 6, full-year promotion from grade 5 to grade 7, mid-year promotion from grade 2 to grade 3, etc. I could not find where the SPP prohibits “double promotion.” • The list of 3rd grade retention exceptions needs to be updated to reflect updated language from Florida DOE, which was effective for the 2020 school year. <p>Middle School: The application indicates the requirements students must meet to advance from one grade level to the next. However, there are no specific promotion requirements for students with a disability. The inclusion of this information will provide clarity regarding students with a disability and students who have been grade adjusted through the EE/SS Review team.</p> <p>High School The applicant states high school students will advance from one grade level designation to the next based upon completion of a school year of attendance. Thus, a student begins high school as a freshman, the second year of high school attendance will carry a designation of sophomore; after the third year of high school attendance, the student will have met the grade level classification to be a senior.</p>	<p>Reference: JXCE Attachment E:</p> <p>SPP, p. 181</p> <p>SPP, p. 183</p> <p>SPP, p. 188 and 189</p> <p>SPP p. 194</p> <p>SPP: pg. 85- 86</p>

Jacksonville Classical Academy East
Initial Evaluation Instrument

	<p>Rising seniors must have 18 credits and a 2.0 GPA.</p> <p>The promotion is solely based on attendance and fails to mention successful completion of the required courses needed for graduation. Students are not required to meet a course requirement for promotion until they enter 12th grade, which could be misinterpreting to students/parents who previously failed courses in 9th-11th grade. I would recommend establishing grade level course requirements for promotion. This would alert students, parents, teachers, and school counselors that a student must retake a course required for graduation and they are scheduled appropriately the following school year.</p>		
Part E	<p>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.</p>		
The applicant's response to part E:			
Meets the Standard <input type="checkbox"/>		Partially Meets the Standard <input checked="" type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>
<p>School Guidance- Strengths of the Response for Part E: High School</p> <p>The applicant will follow the requirements specified in section 1003.428, F.S. The applicant will hire a college advisor the fourth year and will be responsible for ensuring graduation requirements are met for each student utilizing a tracking database. Furthermore, the applicant has additional requirement to enhance student learning and postsecondary options by offering the additional academic courses to meet JXCE graduation requirements.</p> <p>The applicant will follow the requirements specified in section 1003.4282(1)-(8) or 1002.3105(5) or 1003.4282(10) and 1003.4285 Florida Statutes (F.S.) the graduation requirements for students with disabilities.</p>			<p>Reference: JXCE Pg. 28-29</p>
<p>Concerns and Additional Questions for Part E: School Guidance- High School</p> <p>The applicant states they will adhere to section 1003.428, F.S requirements, however, please note the math requirement lists four credits, however only two are listed. Please include the two additional math courses for correction.</p> <p>The applicant reports they plan to hire a college advisor the fourth year, however they do not state the frequency and the instrument tool used to conduct ongoing credit checks and who will be responsible for monitoring this process. The applicant does not provide a specific timeline when this information will be shared with students and families. Furthermore, the applicant does not report the documentation/instrument they intend to utilize to serve as an artifact for the delivery of service (credit checks, classroom guidance, small groups, individual meetings, etc.).</p>			

Jacksonville Classical Academy East
Initial Evaluation Instrument

Part F	Discuss how and when promotion and graduation criteria will be communicated to parents and students.	
The applicant's response to part F:		
Meets the Standard <input type="checkbox"/>	Partially Meets the Standard <input checked="" type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>
<p>Strengths of the Response for Part F:</p> <p>School Guidance- Elementary School: The applicant indicates promotion and retention requirements will be communicated to parents.</p> <p>Middle School: The applicant indicates that promotion and retention requirements will be communicated to parents in writing.</p> <p>High School: The applicant reports parents will be informed of and frequently reminded of requirements and standards for promotion during informational sessions, orientation, and communication with JXCE teachers and staff, especially the college advisor. JXCE's website will also contain our progression plan and graduation requirements. At the beginning of each school year, the progression plan will be provided to new and returning parents. High school student orientation will also review graduation requirements with students and parents with frequent discussion of the progression plan by administrators, instructional personnel, and counselors. The college advisor will communicate frequently with both students and parents on progress towards JXCE graduation requirements. JXCE's goal is to achieve a 100 percent high school graduation rate.</p>		<p>Reference: JXCE p. 29</p> <p>JXCE Pg. 204</p>
<p>Concerns and Additional Questions for Part F:</p> <p>School Guidance- Elementary School: While the SPP addresses the manner in which the school will communicate with the parents of students who are not making adequate progress, the school still has a responsibility to communicate promotion/retention requirements to all parents. Furthermore, the principal has a responsibility to share ACCEL Options with parents, also.</p> <p>Middle School: The applicant does not provide a specific timeline of when this information will be shared with students and families. Communication should not be limited to a possible retention.</p> <p>High School: (same as part E) The applicant does not provide a specific timeline when this information will be shared with students and families. Furthermore, the applicant does not report the documentation/instrument they intend to utilize to serve as an artifact for the delivery of service (credit checks, classroom guidance, small groups, individual meetings,</p>		<p>Reference: SPP, p. 184</p>

Jacksonville Classical Academy East
Initial Evaluation Instrument

etc.).		
Assessment and Evaluation		
Part 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.	
The applicant's response to part G:		
Meets the Standard <input checked="" type="checkbox"/>	Partially Meets the Standard <input type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>
Strengths of the Response for Part G:		Reference:
State Assessment- The Preliminary Florida Statewide Assessment Program 2022-23 Schedule's information is included.		Appendix F p. 197
Concerns and Additional Questions for Part G:		Reference:
State Assessment- Although FDOE provides administration windows, Duval County selects initial administration dates for all schools (charter and non-charter). Selected dates may change		Appendix F p. 197
Part 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?	
The applicant's response to part H:		
Meets the Standard <input checked="" type="checkbox"/>	Partially Meets the Standard <input type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>
Strengths of the Response for Part H:		Reference:
District Assessment- Role for who will be responsible for managing, interpreting and evaluating the data is clearly listed.		p.31
How student assessment and performance data will be used to evaluate and inform instruction is clearly stated.		p.31-32

Jacksonville Classical Academy East
Initial Evaluation Instrument

Concerns and Additional Questions for Part H: None		Reference:
Part I	Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning.	
The applicant's response to part I:		
Meets the Standard <input checked="" type="checkbox"/>		Partially Meets the Standard <input type="checkbox"/>
		Does Not Meet the Standard <input type="checkbox"/>
Strengths of the Response for Part I: District Assessment- Specific training that the school leadership will attend are indicated. Specific responsibilities and actions when analyzing data is clearly stated.		Reference: p.32
Concerns and Additional Questions for Part I: None		Reference:
Part 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.	
The applicant's response to part J:		
Meets the Standard <input checked="" type="checkbox"/>		Partially Meets the Standard <input type="checkbox"/>
		Does Not Meet the Standard <input type="checkbox"/>
Strengths of the Response for Part J: District Assessment- Corrective action trigger is clearly identified. Corrective actions as well as responsible parties for these actions are clearly stated.		Reference: p.32 p.32-33
Concerns and Additional Questions for Part J: None		Reference:
Part K	Describe how student assessment and performance information will be shared with	

Jacksonville Classical Academy East
Initial Evaluation Instrument

students and with parents.		
The applicant's response to part K:		
Meets the Standard <input checked="" type="checkbox"/>	Partially Meets the Standard <input type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>
Strengths of the Response for Part K:		Reference:
<p>District Assessment- Excellent plan for sharing student assessment and performance information is in place.</p> <p>School Guidance: All Levels: Students and parents will have online access to student grades on a real-time basis. Interim report cards will be distributed to students earning below a C. Quarterly report cards, including teacher comments, will be provided to parents. Also, regularly scheduled parent-teacher conferences will be offered. d. Teachers in the lower grades will send graded work, tests, and additional notes (as needed) on a weekly basis in the parent communication folder. FSA and other standardized assessment results will be provided to parents on a timely basis.</p>		<p>p.33</p> <p>JXCE p. 33</p>
Concerns and Additional Questions for Part K:		Reference:
None		
Part L	Describe the plan for protecting the privacy of individual student academic performance data and other student-related information.	
The applicant's response to part L:		
Meets the Standard <input checked="" type="checkbox"/>	Partially Meets the Standard <input type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>
Strengths of the Response for Part L:		Reference:
<p>School Guidance- All Levels: JXCE will adhere to the requirements of the Family Education Rights and Privacy Act (FERPA) and will provide regular and ongoing training to school staff and personnel on the law and the school's policies and procedures to ensure compliance. Parents will be notified of their rights under FERPA as required by the law and the standards set by the Sponsor as the Local Educational Agency for FERPA protects.</p>		<p>JXCE p. 33</p>
Concerns and Additional Questions for Part L:		Reference:

Jacksonville Classical Academy East
Initial Evaluation Instrument

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.

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

Part A	Provide the school’s projected population of students with disabilities and describe how the projection was made.	
The applicant’s response to part A:		
Meets the Standard <input type="checkbox"/>	Partially Meets the Standard <input checked="" type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>
Strengths of the Response for Part A:		Reference:
Use of the 2020 LEA Profile from Florida DOE and the neighborhood schools to obtain an estimate for the projection		Page 34
Concerns and Additional Questions for Part A:		Reference:
Assumption that the estimate will be lower due to tendency of parents of SWD’s may result in a staffing issue if the enrollment mirrors the data from the LEA profile and the neighborhood averages.		Page 34
Part 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.	

Jacksonville Classical Academy East
Initial Evaluation Instrument

The applicant's response to part B:		
Meets the Standard <input type="checkbox"/>	Partially Meets the Standard <input checked="" type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>
Strengths of the Response for Part B: School will adhere to requirements of Florida Statutes Section 1002.33(10)(b).		Reference: Page 34
Concerns and Additional Questions for Part B: Edit is needed to clarify that neither nor "will" ask about information pertaining to needs for ESE services prior to accepting the application.		Reference: Page 34
Part 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).	
The applicant's response to part C:		
Meets the Standard <input type="checkbox"/>	Partially Meets the Standard <input type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>
Strengths of the Response for Part C: Collaborative efforts between the school and the LEA are noted; efforts will be made to determine placement in a timely manner to ensure services are in place on day one of school.		Reference: Page 34
Concerns and Additional Questions for Part C: Response provided may be interpreted to mean that district and school staff will make decisions about student needs, services/related services, and accommodations, but this is the function of an IEP Team. For clarification, DCPS, as the sponsor, will assist with determining placement at a district assigned school if services/related services require a self-contained or specialized setting. All other settings are the responsibility of the charter school. There is also a time span referenced of "10 days". DCPS Placement Team will assist with trying to gather the placement and services information for students who transfer into the district/school, but every effort must be made to make contact and receive the information needed so comparable services can be determined and a DCPS IEP written in a timely manner. It should also be noted that failure to enroll a student that is deemed excessive (denial of Free Appropriate Public Education – FAPE) may result in the requirement to provide compensatory services.		Reference: Pages 34 & 35
Part D	Describe the methods the school will use to identify students with disabilities that have not yet been identified.	
The applicant's response to part D:		
Meets the Standard <input type="checkbox"/>	Partially Meets the Standard <input checked="" type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>

Jacksonville Classical Academy East
Initial Evaluation Instrument

Strengths of the Response for Part D:		Reference:
Recognition that requesting parental consent for evaluations before having Response to Intervention Data is not required in every case; RTI may occur concurrently with evaluations when considering ESE eligibility and need for specialized education services.		Page 35
Concerns and Additional Questions for Part D:		Reference:
In reading the response in the application, it sounds as though the parent is involved with the RTI process and after the Team decides the student may have a disability, they will then ask for permission to evaluate. It sounds as though the Team is not inclusive of the parent input, nor is the review of the progress-monitoring data referenced as a mandatory component of evaluating the progress of the interventions provided.		Page 35
*The reference to the required progress monitoring and review of this data is made in the next section, Part E.		
Part 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.	
The applicant's response to part E:		
Meets the Standard <input type="checkbox"/>	Partially Meets the Standard <input checked="" type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>
Strengths of the Response for Part E:		Reference:
Provision of services will be driven by what is determined as needed by the IEP.		Page 35
Related services are referenced as speech, language, OT, and PT, which are a responsibility of the charter school.		Pages 35 & 36
The school wants to provide every opportunity for the SWD to receive required services, related services, and accommodations in the inclusive setting to the greatest extent possible.		Page 36
Continuum of services is described as ranging from consultation to resource pullout.		Page 37
Concerns and Additional Questions for Part E:		Reference:
Vision services, interpreting services (braille instruction / sign language), orientation and mobility may also occur, which would be a required services for the charter school to avoid. This is not a full, comprehensive list, but information provided for charter school to consider.		Pages 35 & 36
While collaborative efforts and teaming to provide services is referenced in the application, it is crucial to note that the provision of ESE services must be provided and documented by the ESE teacher, the professional that holds the certification. If		Page 37

Jacksonville Classical Academy East
Initial Evaluation Instrument

	<p>services to be provided are consultative only, then the ESE teacher would document the sessions between the ESE and Gen Ed teacher, planning for and assisting with the planning of the supports provided by the Gen Ed Teacher. Support Facilitation and Resource Pullout are to be provided directly to the student by the educated professional.</p> <p>While this is not directly related to the question posed, it is noted that 504 implementation will be monitored by the Special Education Director. While this may be helpful when considering policies and procedures, it remains key to keep at the forefront 504 accommodations, eligibility, provision and compliance do not include requirements for special education providers, as this is a federal requirement for general education students.</p>	Page 37
Part 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.	
The applicant's response to part F:		
Meets the Standard <input type="checkbox"/>	Partially Meets the Standard <input checked="" type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>
Strengths of the Response for Part F:		Reference:
The applicant states they will provide the same level of support as is provided in the neighborhood schools of DCPS.		Page 39
Concerns and Additional Questions for Part F:		Reference:
The narrative provided indicates there may be difficulty in providing the level of services in this area, noting they will work with sponsor to evaluate appropriate placement. While it is noted that the school will provide what comprehensive schools provide in DCPS, this narrative reads as though the school may not be able to provide this level of support effectively. This level of support is a requirement, as this falls into the resource pullout Least Restrictive Environment range.		Page 39
Part 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.	
The applicant's response to part G:		
Meets the Standard <input checked="" type="checkbox"/>	Partially Meets the Standard <input type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>
Strengths of the Response for Part G:		Reference:
Effort is noted to meet the needs of the student to the greatest extent possible in the charter school, which may require agreed upon changes within the IEP. If that level of support is greater than what can be provided at the charter school, the policies and procedures of DCPS will be followed, mirroring what is done in the comprehensive schools within DCPS.		Page 39

Jacksonville Classical Academy East
Initial Evaluation Instrument

Concerns and Additional Questions for Part G:		Reference:
Part 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).	
The applicant's response to part H:		
Meets the Standard <input type="checkbox"/>		Partially Meets the Standard <input checked="" type="checkbox"/>
Does Not Meet the Standard <input type="checkbox"/>		
Strengths of the Response for Part H:		Reference:
The response indicates processes will be developed to collect and monitor data specific to SWD data and will be shared with DCPS to monitor effectiveness of attainment of goals. General Education and ESE teachers will also monitor student growth and will report through quarterly progress reporting.		Pages 39 & 40
Concerns and Additional Questions for Part H:		Reference:
"Whenever possible" the school will provide opportunities for students to earn a standard diploma. There is no other form of a diploma for students to seek in Florida. For SWDs, because the students with IEPs can remain in school to pursue and complete their high school diploma requirements through the age in which they reach 22, this response is incomplete.		Page 40
Part I	Identify the staffing plan, based on the above projection, for the school's special education program, including the number and qualifications of staff.	
The applicant's response to part I:		
Meets the Standard <input type="checkbox"/>		Partially Meets the Standard <input checked="" type="checkbox"/>
Does Not Meet the Standard <input type="checkbox"/>		
Strengths of the Response for Part I:		Reference:
Projected staff for SWDs is calculated at 16%, which mirrors state and local school data. Growth has been taken into account from year to year.		Pages 40 & 41
Concerns and Additional Questions for Part I:		Reference:
It is noted the ESE Director will also assist in providing direct services, and this will be necessary to keep the planned ratios in place. Caution is provided when considering this person has also been designated to support with 504s as well (among other responsibilities). It is recommended staffing look different by grade level, as the ratios should be smaller for elementary, a little larger for middle school years, and then perhaps higher at the high school level.		
There is no Teacher of the Gifted listed in the proposed staffing model within this section.		
Additional related services / required supports such as vision teachers and teachers of the Deaf/Hard of Hearing are not included and may very well be required, which		

Jacksonville Classical Academy East
Initial Evaluation Instrument

<p>would be a responsibility that possibly requires contracting.</p> <p>It is noted there will be teachers with the ESE endorsement. Is this teacher to have sole responsibility for providing ESE services or will this be a general education teacher with the additional criteria? If a general education teacher is to have the endorsement, this may limit the actual personnel who is scheduled to appropriately provide ESE services.</p>		
Part J	Describe how the school's overall effectiveness in serving exceptional education students will be evaluated.	
The applicant's response to part J:		
Meets the Standard <input type="checkbox"/>		Partially Meets the Standard <input checked="" type="checkbox"/>
Meets the Standard <input type="checkbox"/>		Does Not Meet the Standard <input type="checkbox"/>
<p>Strengths of the Response for Part J:</p> <p>Collaborative efforts between Gen Ed and ESE Teachers, also noting the Teachers of the Gifted, Dean and ESE Director.</p>		<p>Reference:</p> <p>Pages 41 & 42</p>
<p>Concerns and Additional Questions for Part J:</p> <p>There was no mention of a required process for monitoring for Lack of Adequate Progress for SWDs. Does the school intend to follow the Student Progression Plan of DCPS or will they develop their own process for this? If a plan is to be developed, that will need to be shared/reviewed.</p> <p>Point of Clarification: Students who are Gifted only have EPs and not IEPs.</p>		<p>Reference:</p> <p>Pages 41 & 42</p> <p>Page 41</p>
Part K	Describe how the school will serve gifted and talented students.	
The applicant's response to part K:		
Meets the Standard <input type="checkbox"/>		Partially Meets the Standard <input checked="" type="checkbox"/>
Meets the Standard <input type="checkbox"/>		Does Not Meet the Standard <input type="checkbox"/>
<p>Strengths of the Response for Part K:</p> <p>Services will be provided and EPs developed for the Gifted students.</p> <p>Services will be contracted by the school and will be provided via push-in supports.</p>		<p>Reference:</p> <p>Page 42</p> <p>Page 42</p>
<p>Concerns and Additional Questions for Part K:</p> <p>The Gifted program will have curriculum provided and approved by BCSI. Without information provided to review this, the reviewer cannot comment to this portion, as there is no data provided to identify "BCSI".</p>		<p>Reference:</p> <p>Page 42</p>

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.

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

Part 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.	
The applicant’s response to part A:		
Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strengths of the Response for Part A:		Reference:
<p>ELL- “All areas will be considered when developing the ELL Plan. The student’s academic ability will be determined outside of their English language fluency to ensure the classes recommended are grade appropriate.”</p>		Page 43,44 and 45
Concerns and Additional Questions for Part A:		Reference:
Part 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.	
The applicant’s response to part B:		

Jacksonville Classical Academy East
Initial Evaluation Instrument

Meets the Standard <input checked="" type="checkbox"/>		Partially Meets the Standard <input type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>
Strengths of the Response for Part B:			Reference:
<p>ELL- Every teacher of an ELL student will develop and submit their ESOL instructional strategies to the ESOL representative to ensure ELLs are provided with comprehensible instruction in the classroom.</p>			Page 46
Concerns and Additional Questions for Part B:			Reference:
<p>Part C Provide plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.</p>			
The applicant's response to part C:			
Meets the Standard <input checked="" type="checkbox"/>		Partially Meets the Standard <input type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>
Strengths of the Response for Part C:			Reference:
<p>ELL- If the student is not progressing academically, an ELL Committee review will begin. The ELL Committee will review documentation (grades, performance tasks, teacher lesson plans, assessments) that must show evidence that the student has been provided instruction and accommodations appropriate to their English language proficiency level.</p>			Page 48
Concerns and Additional Questions for Part C:			Reference:
<p>Part D Describe the staffing plan for the school's English Language Learner program, including the number of and proposed qualifications of staff.</p>			
The applicant's response to part D:			
Meets the Standard <input checked="" type="checkbox"/>		Partially Meets the Standard <input type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>
Strengths of the Response for Part D:			Reference:
<p>ELL- The ESOL representative will manage and monitor student placement and progress, collect and review student evaluation data, create and maintain ELL Plans and provide accommodations. The ESOL representative will also attend all district trainings. All mainstream teachers who have an ELL student in their classroom will receive support from the ESOL representative.</p>			Page 50

Jacksonville Classical Academy East
Initial Evaluation Instrument

Concerns and Additional Questions for Part D:	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.

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

Part 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.	
The applicant's response to part A:		
Meets the Standard <input type="checkbox"/>	Partially Meets the Standard <input checked="" type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>
Strengths of the Response for Part A: N/A		Reference:
Concerns and Additional Questions for Part A: Would like to see clearly defined roles for students, parents, and school stakeholders and how discipline will be administered by school administration.		Reference:
Part B	<p>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:</p> <ul style="list-style-type: none"> ○ 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; 	

Jacksonville Classical Academy East
Initial Evaluation Instrument

<ul style="list-style-type: none"> ○ 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. 		
The applicant's response to part B:		
Meets the Standard <input type="checkbox"/>	Partially Meets the Standard <input checked="" type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>
Strengths of the Response for Part B:		Reference:
N/A		
Concerns and Additional Questions for Part B:		Reference:
There are no code numbers to identify infractions.		Page 202
How are students suspended for reasons other than receiving a referral?		Page 203
There is not an outlined plan or description for handling discipline with students that have a disability. Note states OSS is limited to 10 days. Needs to be defined by infraction and time per infraction.		Page 204
How are the sanctions determined when students commit an infraction?		Page 208
What is meant by other school based consequences as deemed appropriate? Example		
What are the school penalties for Unauthorized Absence or Skipping?		
What plan does the school have to implement restorative practices?		
School has used the same language from the DCPS Code of Student Conduct, Why does Jacksonville Classical not want to adopt the DCPS Code of Student Conduct		Pages 212 & 213
Some Level 4 infractions do not meet the same criteria for alternative placement per DCPS. Example Alcohol and Drug Possession are not automatically assigned to alternative school with DCPS. Students are not automatically assigned to an alternative school, they are referred. The Hearing Office makes the determination for alternative placement.		Page 215
With Level 4 Infractions how are the number of OSS days determined? Is there some form of rubric?		
What is the school's plan for handling Behavior Threat Assessments?		
What is the school's plan for handling Hope Scholarship Process?		

Jacksonville Classical Academy East
Initial Evaluation Instrument

<p>What is the school's plan for police notification?</p> <p>Is there any plan for training on Cultural Bias?</p> <p>Is Bus Transportation Provided for school? How will discipline be handled via Bus.</p> <p>What plan does the school have for mental health services that are required by Senate Bill 720</p>	
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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.

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

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.

The applicant's response to part A:

Strengths of the Response for Part A:

The school will offer various options of after school clubs such as drama, dance, math counts, and other club interests to name a few. In addition, the school will offer sports such as track, volleyball, and basketball for students to participate in after school.

Reference:

Page 52

Concerns and Additional Questions for Part A:

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.

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

Part A	Describe the school’s existing or planned legal status, including non-profit status and federal tax-exempt status.							
The applicant’s response to part A:								
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Meets the Standard</th> <th style="text-align: center;">Partially Meets the Standard</th> <th style="text-align: center;">Does Not Meet the Standard</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table>			Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard						
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Strengths of the Response for Part A:		Reference:						
This section “Meets the Standard”.								
Concerns and Additional Questions for Part A:		Reference:						
Part B	Provide the following documents, if available, as attachments:							

Jacksonville Classical Academy East
Initial Evaluation Instrument

	<ul style="list-style-type: none"> ○ The articles of incorporation for the applicant organization (or copies of the filing form) – Attachment H ○ 501(c)(3) tax exempt status determination letter (or copy of the filing form) – Attachment I ○ Governing board by-laws – Attachment J ○ Governing board code of ethics and conflict of interest policy – Attachment K
The applicant's response to part B:	
Meets the Standard <input checked="" type="checkbox"/>	Partially Meets the Standard <input type="checkbox"/>
Does Not Meet the Standard <input type="checkbox"/>	
Strengths of the Response for Part B:	
The Articles of Incorporation, the Bylaws, the IRS 501(c)3 determination letter, and the updated Conflict of Interest policy "Meets the Standard."	
Reference:	
Concerns and Additional Questions for Part B:	
Not applicable.	
Reference:	
Part 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.
The applicant's response to part C:	
Meets the Standard <input checked="" type="checkbox"/>	Partially Meets the Standard <input type="checkbox"/>
Does Not Meet the Standard <input type="checkbox"/>	
Strengths of the Response for Part C:	
This section "Meets the Standard".	
Reference:	
Concerns and Additional Questions for Part C:	
Not applicable.	
Reference:	
Part D	State the frequency of board meetings and describe how the board will comply with open meetings and records laws.
The applicant's response to part D:	
Meets the Standard <input checked="" type="checkbox"/>	Partially Meets the Standard <input type="checkbox"/>
Does Not Meet the Standard <input type="checkbox"/>	
Strengths of the Response for Part D:	
This section "Meets the Standard", and includes language providing for the requirement of public comment being received at the board meetings.	
Reference:	
Concerns and Additional Questions for Part D:	
Reference:	

Jacksonville Classical Academy East
Initial Evaluation Instrument

Part 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.	
The applicant's response to part E:		
Meets the Standard <input checked="" type="checkbox"/>	Partially Meets the Standard <input type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>
Strengths of the Response for Part E: This section "Meets the Standard".		Reference:
Concerns and Additional Questions for Part E: Not applicable.		Reference:
Part F	Describe how board members have been and will be selected including term limits and selection of officers.	
The applicant's response to part F:		
Meets the Standard <input checked="" type="checkbox"/>	Partially Meets the Standard <input type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>
Strengths of the Response for Part F: This section "Meets the Standard".		Reference:
Concerns and Additional Questions for Part F: Not applicable.		Reference:
Part G	Explain how this structure and composition will ensure that the school will be an academic, operational, and financial success.	
The applicant's response to part G:		
Meets the Standard <input checked="" type="checkbox"/>	Partially Meets the Standard <input type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>
Strengths of the Response for Part G: This section "Meets the Standard".		Reference:

Jacksonville Classical Academy East
Initial Evaluation Instrument

Concerns and Additional Questions for Part G:		Reference:
Not applicable.		
Part 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	
The applicant's response to part H:		
Meets the Standard <input checked="" type="checkbox"/>	Partially Meets the Standard <input type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>
Strengths of the Response for Part H:		Reference:
This section "Meets the Standard".		
Concerns and Additional Questions for Part H:		Reference:
Not applicable.		
Part 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.	
The applicant's response to part I:		
Meets the Standard <input checked="" type="checkbox"/>	Partially Meets the Standard <input type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>
Strengths of the Response for Part I:		Reference:
This section "Meets the Standard".		
Concerns and Additional Questions for Part I:		Reference:
Part J	Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest.	
The applicant's response to part J:		
Meets the Standard <input checked="" type="checkbox"/>	Partially Meets the Standard <input type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>
Strengths of the Response for Part J:		Reference:
The applicant updated its conflict of interest policy in Attachment K		

Jacksonville Classical Academy East
Initial Evaluation Instrument

<p>Concerns and Additional Questions for Part J:</p> <p>The provisions of chapter 112, Part 3, F.S., as applicable to charter schools pursuant to section 1002.33(26), F.S., do not provide authority for the governing board to determine the existence of, or waive, a board member's conflict of interest.</p>	<p>Reference:</p>	
Part K	<p>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.</p>	
The applicant's response to part K:		
<p>Meets the Standard <input checked="" type="checkbox"/></p>	<p>Partially Meets the Standard <input type="checkbox"/></p>	<p>Does Not Meet the Standard <input type="checkbox"/></p>
<p>Strengths of the Response for Part K:</p> <p>The application states that no advisory bodies will be created.</p>	<p>Reference:</p>	
<p>Concerns and Additional Questions for Part K:</p> <p>Not applicable.</p>	<p>Reference:</p>	
Part L	<p>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.</p>	
The applicant's response to part L:		
<p>Meets the Standard <input checked="" type="checkbox"/></p>	<p>Partially Meets the Standard <input type="checkbox"/></p>	<p>Does Not Meet the Standard <input type="checkbox"/></p>
<p>Strengths of the Response for Part L:</p> <p>This section "Meets the Standard".</p>	<p>Reference:</p>	
<p>Concerns and Additional Questions for Part L:</p> <p>Not applicable.</p>	<p>Reference:</p>	
<p>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:</p>		

Jacksonville Classical Academy East
Initial Evaluation Instrument

Part M	Name of the partner organization.		
The applicant's response to part M:			
Complete <input checked="" type="checkbox"/>		Incomplete <input type="checkbox"/>	Not Applicable <input type="checkbox"/>
Part N	Name of the contact person at the partner organization and that person's full contact information.		
The applicant's response to part N:			
Complete <input checked="" type="checkbox"/>		Incomplete <input type="checkbox"/>	Not Applicable <input type="checkbox"/>
Part O	A description of the nature and purpose of the school's partnership with the organization.		
The applicant's response to part O:			
Meets the Standard <input checked="" type="checkbox"/>	Partially Meets the Standard <input type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>	Not Applicable <input type="checkbox"/>
Strengths of the Response for Part O: This section "Meets the Standard."			Reference:
Concerns and Additional Questions for Part O: Not applicable.			Reference:
Part P	An explanation of how the partner organization will be involved in the governance of the school.		
The applicant's response to part P:			
Meets the Standard <input checked="" type="checkbox"/>	Partially Meets the Standard <input type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>	Not Applicable <input type="checkbox"/>
Strengths of the Response for Part P: This section "Meets the Standard".			Reference:
Concerns and Additional Questions for Part P: Not applicable.			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.

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

Part A	Submit as Attachment M organization charts that show the school governance, management, and staffing structure in <ul style="list-style-type: none"> ○ 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.		
	The applicant's response to part A:		
	Meets the Standard <input checked="" type="checkbox"/>	Partially Meets the Standard <input type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>
Strengths of the Response for Part A:		Reference:	
The applicant's response "Meets the Standard." The response provides a clear staffing structure from the initial pre-operational year to when the school reaches full capacity.			
Concerns and Additional Questions for Part A:		Reference:	

Jacksonville Classical Academy East
Initial Evaluation Instrument

Part B	<p>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.</p> <p>--OR--</p> <p>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?</p>	
The applicant’s response to part B:		
Meets the Standard <input checked="" type="checkbox"/>	Partially Meets the Standard <input type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>
<p>Strengths of the Response for Part B:</p> <p>The applicant’s response “Meets the Standard.” The response provides detailed job descriptions for the school leader.</p>		Reference:
<p>Concerns and Additional Questions for Part B:</p>		Reference:
Part C	<p>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.</p>	
The applicant’s response to part C:		
Meets the Standard <input checked="" type="checkbox"/>	Partially Meets the Standard <input type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>
<p>Strengths of the Response for Part C:</p> <p>The applicant’s response “Meets the Standard.” The response provides detailed job descriptions for projected leadership roles at the school.</p>		Reference:
<p>Concerns and Additional Questions for Part C:</p>		Reference:
Part D	<p>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</p>	

Jacksonville Classical Academy East
Initial Evaluation Instrument

	sections of the application. Provide as Attachment Q the proposed job description and qualification requirements for the school's teachers.		
The applicant's response to part D:			
Meets the Standard <input checked="" type="checkbox"/>	Partially Meets the Standard <input type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>	
Strengths of the Response for Part D: The applicant's response "Meets the Standard." The staffing plan is clear and contains a detailed list of projected positions.			Reference:
Concerns and Additional Questions for Part D: Though the staffing plan is extremely thorough, the plan fails to address the anticipated number of students for each year of operation.			Reference:
Part 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.		
The applicant's response to part E:			
Meets the Standard <input checked="" type="checkbox"/>	Partially Meets the Standard <input type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>	
Strengths of the Response for Part E: The applicant's response meets the standard. The response provides a clear process for the recruitment and continual development of high-quality staff.			Reference:
Concerns and Additional Questions for Part E:			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.

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

Part 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.		
The applicant's response to part A:			
Meets the Standard		Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Strengths of the Response for Part A:			Reference:
The applicant's response "Meets the Standard." The plan identifies that employees will be classified as at will. Additionally, staff will be issued contracts.			
Concerns and Additional Questions for Part A:			Reference:
Part 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.		
The applicant's response to part B:			

Jacksonville Classical Academy East
Initial Evaluation Instrument

Meets the Standard <input checked="" type="checkbox"/>		Partially Meets the Standard <input type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>
Strengths of the Response for Part B:			Reference:
The applicant's response and attached documents "Meets the Standard." Plan states how performance evaluation will be used for instructional and administrative personnel as well as the frequency of evaluations conducted.			
Concerns and Additional Questions for Part B:			Reference:
Part 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?		
The applicant's response to part C:			
Meets the Standard <input checked="" type="checkbox"/>		Partially Meets the Standard <input type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>
Strengths of the Response for Part C:			Reference:
The response "Meets the Standard". The applicant has clearly articulated its compensation plan to attract and retain quality staff. In addition, the applicant has outlined a plan for incentives and rewards.			
Concerns and Additional Questions for Part C:			Reference:
Part D	Outline the school's procedures for hiring and dismissing school personnel, including conducting criminal background checks.		
The applicant's response to part D:			
Meets the Standard <input checked="" type="checkbox"/>		Partially Meets the Standard <input type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>
Strengths of the Response for Part D:			Reference:
The response "Meets the Standard". The hiring and dismissal procedures are clear and aligns with applicable Florida Statutes.			
Concerns and Additional Questions for Part D:			Reference:

Jacksonville Classical Academy East
Initial Evaluation Instrument

Part 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.		
The applicant's response to part E:			
Meets the Standard <input checked="" type="checkbox"/>		Partially Meets the Standard <input type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>
Strengths of the Response for Part E: The response "Meets the Standard". The applicant has submitted its proposed personnel policies as Attachment R. The policies are detailed and hold staff to high professional standards.			Reference:
Concerns and Additional Questions for Part E:			Reference:
Part F	Explain how the governing board and school leadership would handle unsatisfactory leadership, teacher, or staff performance, as well as leadership or teacher turnover.		
The applicant's response to part F:			
Meets the Standard <input checked="" type="checkbox"/>		Partially Meets the Standard <input type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>
Strengths of the Response for Part F: The applicant's response and attached documents "Meets the Standard." The plan includes how to address unsatisfactory staff and administrator performance. Also, there is a plan for addressing teacher turnover in a timely matter.			Reference:
Concerns and Additional Questions for Part F:			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.

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

Part A	<p>Describe the school’s professional development expectations and opportunities for administrators and instructional personnel, including the following:</p> <ol style="list-style-type: none"> Identify the person or position responsible for overseeing professional development activities. 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. 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? 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.
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The applicant’s response to part A:		
Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>Strengths of the Response for Part A:</p> <p>The applicant’s response “Meets the Standard”.</p> <ul style="list-style-type: none"> Clear outline of professional learning opportunities available for core and supplemental subject areas Applicant answered questions throughout each portion of the application and provided examples of training available for staff members Included evaluation of ongoing professional development and program effectiveness 	<p>Reference:</p> <p>Pages 77-81</p> <p>Page 80</p>
<p>Concerns and Additional Questions for Part A:</p>	<p>Reference:</p>

Jacksonville Classical Academy East
Initial Evaluation Instrument

Table 13.1 referenced “A combination of district training and authorized private trainers” for Endorsement opportunities. Please address which private trainers are approved vendors to offer Endorsement trainings for teachers who may be flagged out of field to satisfy appropriate credit per the Certification Office

Page 79

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.

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

Part 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.
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The applicant’s response to part A:

Meets the Standard <input checked="" type="checkbox"/>	Partially Meets the Standard <input type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>
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Strengths of the Response for Part A: The applicant’s response “Meets the Standard.” The applicant presents a school plan whereby advertising will be done on social media, internet search engines, radio or other community publications, and at community events with materials available in both English and Spanish. The applicant also speaks to reaching families in poverty, academically low-achieving students, students with disabilities and English Language Learners. The applicant plans to partner with local businesses and the surrounding churches. Parents will be presented with the benefits of a classical education for students who desire to learn and who have a yearning for knowledge. The characteristics of “desire to learn” and “yearning for knowledge” were also used in Section 2 where the applicant identified its target population.	Reference: Pages 12 & 82
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Concerns and Additional Questions for Part A: How does the applicant plan to identify students with the characteristics of “desire to learn” and “yearning for knowledge”?	Reference: Pages 12 & 82
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Part 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.
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The applicant’s response to part B:

Meets the Standard <input checked="" type="checkbox"/>	Partially Meets the Standard <input type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>
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Jacksonville Classical Academy East
Initial Evaluation Instrument

<p>Strengths of the Response for Part B:</p> <p>The applicant’s response “Meets the Standard.” The applicant states that any student who meets the state of Florida’s eligibility requirements for attending a public school Florida may apply for admission to Jacksonville Classical Academy East. The applicant states that the school will not discriminate among applicants on the basis of age, disability, gender, ethnic or national origin, religion, or academic standing since this information is not included in the application process. The applicant states that marketing materials will be presented in bilingual format. Two tables are presented – Table 14.1: Student Ethnicity in Comparable Schools vs. Duval County Public School District and Table 14.2: Socio-Economic Data per Comparable School, showing the applicant has done research on the ethnic, F/R Lunch status, Gifted and Economically Disadvantaged populations in the surrounding area of where they plan to locate their charter school.</p>	<p>Reference:</p> <p>Pages 82-85</p>	
<p>Concerns and Additional Questions for Part B:</p>	<p>Reference:</p>	
<p>Part 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.</p>		
<p>The applicant’s response to part C:</p>		
<p>Meets the Standard <input checked="" type="checkbox"/></p>	<p>Partially Meets the Standard <input type="checkbox"/></p>	<p>Does Not Meet the Standard <input type="checkbox"/></p>
<p>Strengths of the Response for Part C:</p> <p>The applicant’s response “Meets the Standard.” The applicant explained in detail the following areas: 1) Proposed Enrollment Policies and Procedures; 2) Student Selection Process; 3) Enrollment Deadlines; 4) Non-Discrimination; 5) Selection Process; 6) All Applicants will be Placed into the Lottery; 7) Determine Openings; 8) Determine Students with Allowed Preferences; 9) Select Students by Grade Level; 10) Parent Notification; and 11) Maintenance of the Waiting List. The applicant stated the four (4) allowable student preferences that they would aware pursuant to sections 1002.33(10)(d) and 1002.31(2)(c), F.S. The applicant also presented Table 14.3: Enrollment Timeline to show the timeline from Advertise to Registration.</p> <p>In Attachment S, the applicant indicated that the enrollment process begins with a parent or guardian creating an account of JXCE’s website similar to the DCPS Focus portal. The attachment then listed the fields that would be required for the parent to complete in order to be processed in the school’s lottery. Because the enrollment process is done exclusively online, there is not a copy of a paper application.</p>	<p>Reference:</p> <p>Pages 85-87</p> <p>Page 338</p>	
<p>Concerns and Additional Questions for Part C:</p>	<p>Reference:</p>	

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.

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

Part 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 <i>could</i> include building family-school partnerships to strengthen support for learning, volunteer opportunities, or activities the school will seek from, or offer to parents. This <i>must</i> 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.
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The applicant's response to part A:

Meets the Standard <input checked="" type="checkbox"/>	Partially Meets the Standard <input type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>
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<p>Strengths of the Response for Part A:</p> <p>The response "Meets the Standard". The applicant stated that the parents will be able to volunteer during the lunch hour, serve in after-school clubs, and chaperone for field trips. The application further indicated that the proposed school will have a parent liaison, which is a statutory requirement.</p>	<p>Reference:</p> <p>Page 88</p> <p>1002.33(7)</p>
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<p>Concerns and Additional Questions for Part A:</p>	<p>Reference:</p>
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Part 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.
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The applicant's response to part B:

Jacksonville Classical Academy East
Initial Evaluation Instrument

Meets the Standard <input checked="" type="checkbox"/>	Partially Meets the Standard <input type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>
Strengths of the Response for Part B: The response "Meets the Standard". The applicant indicated that the proposed school will participate in community events such as food drives, parades, tournaments, and so forth. The applicant included the following as partnerships for the proposed school: a) the Boys and Girls Club, b) the YMCA, and c) Tae Kwon Do.		Reference: Pages 88 & 89
Concerns and Additional Questions for Part B:		Reference:
Part 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).	
The applicant's response to part C:		
Meets the Standard <input type="checkbox"/>	Partially Meets the Standard <input checked="" type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>
Strengths of the Response for Part C: The response "Meets the Standard". The applicant provided letters of support from John Delaney from the Fiorentino Group, Nathaniel Glover, and Thomas Petway.		Reference: Attachment T
Concerns and Additional Questions for Part C:		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.

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

If the site is acquired:	
Part A	Describe the proposed facility, including location, size, and layout of space.
The applicant's response to part A:	
Meets the Standard <input type="checkbox"/>	Partially Meets the Standard <input type="checkbox"/>
Does Not Meet the Standard <input type="checkbox"/>	
Strengths of the Response for Part A: N/A	Reference:
Concerns and Additional Questions for Part A:	Reference:
Part 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.

Jacksonville Classical Academy East
Initial Evaluation Instrument

The applicant's response to part B:		
Meets the Standard <input type="checkbox"/>	Partially Meets the Standard <input type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>
Strengths of the Response for Part B: N/A		Reference:
Concerns and Additional Questions for Part B:		Reference:
Part C	Describe how the facility aligns with the proposed educational program and other requirements such as mandated class sizes.	
The applicant's response to part C:		
Meets the Standard <input type="checkbox"/>	Partially Meets the Standard <input type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>
Strengths of the Response for Part C: N/A		Reference:
Concerns and Additional Questions for Part C:		Reference:
Part 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.	
The applicant's response to part D:		
Meets the Standard <input type="checkbox"/>	Partially Meets the Standard <input type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>
Strengths of the Response for Part D: N/A		Reference:
Concerns and Additional Questions for Part D:		Reference:

Jacksonville Classical Academy East
Initial Evaluation Instrument

Part 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?		
The applicant's response to part E:			
Meets the Standard <input type="checkbox"/>		Partially Meets the Standard <input type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>
Strengths of the Response for Part E: N/A			Reference:
Concerns and Additional Questions for Part E:			Reference:
If the site is not yet acquired:			
Part F	Explain the school's facility needs, including desired location, size, and layout of space.		
The applicant's response to part F:			
Meets the Standard <input checked="" type="checkbox"/>		Partially Meets the Standard <input type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>
Strengths of the Response for Part F: The response "Meets the Standard." A detailed narrative description of the facility requirements has been provided. The school has identified a location but has not acquired the property.			Reference:
Concerns and Additional Questions for Part F:			Reference:
Part 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.		
The applicant's response to part G:			
Meets the Standard <input checked="" type="checkbox"/>		Partially Meets the Standard <input type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>
Strengths of the Response for Part G: The response "Meets the Standard." A cost estimate has been provided. The applicant has identified private loans, commercial financing, and bond financing as potential revenue sources.			Reference:

Jacksonville Classical Academy East
Initial Evaluation Instrument

Concerns and Additional Questions for Part G:		Reference:
Part H	Explain the strategy and schedule that will be employed to secure an adequate facility.	
The applicant's response to part H:		
Meets the Standard <input checked="" type="checkbox"/>	Partially Meets the Standard <input type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>
Strengths of the Response for Part H: The response "Meets the Standard." The applicant has established a reasonable timeline.		Reference:
Concerns and Additional Questions for Part H:		Reference:
Part I	Describe the back-up facilities plan.	
The applicant's response to part I:		
Meets the Standard <input checked="" type="checkbox"/>	Partially Meets the Standard <input type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>
Strengths of the Response for Part I: The response "Meets the Standard." The applicant has a backup plan should facilities not be ready in time including adding portable facilities.		Reference:
Concerns and Additional Questions for Part I:		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.

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

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.		
The applicant's response to the question:		
Meets the Standard <input type="checkbox"/>	Partially Meets the Standard <input checked="" type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>
Strengths of the Response: The applicant's document clearly states that the school will ensure that transportation is provided consistent with the requirements of subpart I.E., of Chapter 1006 and Statute 1012.45. The school did reference a piece of the Jessica Lunsford legislation which shows they have some knowledge of the statutory rules. Further, the school will ensure that transportation is not a barrier to equal access for students residing within a reasonable distance of the school.		Reference:
Concerns and Additional Questions: The application does not provide the details of the transportation plan for the school. Information regarding the following was not addressed in the application: <ol style="list-style-type: none"> 1. Providing routes for review to Transportation to ensure the use of approved school bus stops 2. Any transportation plan for resources and/or supplemental services 3. Knowledge regarding the processes for school bus operator certification, fleet approval and fleet inspections 4. How ESE students will be transported 5. Knowledge of the separation of pedestrian and vehicular traffic, unloading/loading buses on the school campus, how traffic patterns and flow will be handled during arrival and dismissal and the supervision of students in the bus zone. The applicant must agree to contact the Charter School office in writing at such time the school decides to change the transportation services plan. This includes transportation for any resources and/or supplemental services. This will be viewed as a material change to the charter school contract. This must be addressed prior to and as a condition of any charter school contract being approved.		Reference:

Jacksonville Classical Academy East
Initial Evaluation Instrument

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.

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

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.		
The applicant's response to the question:		
Meets the Standard <input checked="" type="checkbox"/>	Partially Meets the Standard <input type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>
Strengths of the Response: The Applicant provides a comprehensive plan for to provide meals to all students. The applicant will participate in the National School Lunch Program, will contract with an approved food service vendor and will employ a Food Service Coordinator to execute the program.		Reference: Page 92
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; s. 1002.33(16)(b)8, 12, and 14

Evaluation Criteria:

A response that meets the standard will present:

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

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

Part A	Describe what steps the school would take to assure there is a safe-school officer present while school is in session, pursuant to section 1006.12, F.S.	
The applicant’s response to part A:		
Meets the Standard <input checked="" type="checkbox"/>	Partially Meets the Standard <input type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>
Strengths of the Response for Part A: The applicant’s response “Meets the Standard.” The applicant states that the school’s operations manager will oversee a staff member to function as the school’s security manager. The school will request that JSO perform a security and safety assessment prior to the school’s opening. The safety assessment will be conducted in compliance with the Florida Safe Schools Assessment Tool (FSSAT). Funds have been budgeted for a school resource officer.		Reference: Page 95
Concerns and Additional Questions for Part A:		Reference:
Part B	Explain how the school will adopt an active assailant response plan and provide annual training on the plan, as required by section 1006.07(6), F.S.	
The applicant’s response to part B:		
Meets the Standard <input checked="" type="checkbox"/>	Partially Meets the Standard <input type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>
Strengths of the Response for Part B: The applicant’s response “Meets the Standard.” The applicant discusses policies that will be established, as well as procedures, for the prevention of violence on school		Reference: Page 96

Jacksonville Classical Academy East
Initial Evaluation Instrument

	<p>grounds, including the assessment of an intervention with individuals whose behavior poses a threat to the safety of the school community. The applicant states that the school shall designate a school safety specialist point of contact to provide support to the district school safety specialist. The applicant states compliance with the October 1 date to annually adopt and certify that all school personnel have received annual training on the procedures contained in the plan pursuant to F.S. 1006.07(6)(c).</p>	
	Concerns and Additional Questions for Part B:	Reference:
Part C	Explain how the school will establish a threat assessment team as required by section 1006.07(7), F.S.	
The applicant's response to part C:		
Meets the Standard <input checked="" type="checkbox"/>	Partially Meets the Standard <input type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>
Strengths of the Response for Part C:		Reference:
<p>The applicant's response "Meets the Standard." The applicant states that the school's operations manager will establish a Threat Assessment Team pursuant to F.S. 1006.07(7). The applicant lists programs that the Threat Assessment Team will initiate in the school.</p>		Page 96 & 97
	Concerns and Additional Questions for Part C:	Reference:
Part D	Explain how the school will accurately and timely report incidents related to school safety and discipline as required by section 1006.07(9), F.S.	
The applicant's response to part D:		
Meets the Standard <input checked="" type="checkbox"/>	Partially Meets the Standard <input type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>
Strengths of the Response for Part D:		Reference:
<p>The applicant's response "Meets the Standard." The applicant states that the governing board will adopt policies to ensure the accurate and timely reporting of incidents related to school safety and discipline. The school's operations manager is ultimately responsible for safety incident reporting. Pursuant to Florida Rule 6a-1.0017 School Safety Incident Reporting (SESIR), the school registrar will report school discipline issues in Focus. Incidents that are serious threats to the school environment are reported to law enforcement by the school's operation manager.</p>		Page 97
	Concerns and Additional Questions for Part D:	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.

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

Part 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.				
The applicant's response to part A:					
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Meets the Standard <input type="checkbox"/></th> <th style="text-align: center;">Partially Meets the Standard <input checked="" type="checkbox"/></th> <th style="text-align: center;">Does Not Meet the Standard <input type="checkbox"/></th> </tr> </thead> </table>			Meets the Standard <input type="checkbox"/>	Partially Meets the Standard <input checked="" type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>
Meets the Standard <input type="checkbox"/>	Partially Meets the Standard <input checked="" type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>			
Strengths of the Response for Part A:		Reference:			
Jacksonville Classical East did provide Attachment X and Attachment W, but the school left off some staffing expenditures in the operating budget for year 1,2,3,4 and 5.					
Concerns and Additional Questions for Part A:		Reference:			
1. Jacksonville Classical East has 366 projected for the first year in table 2.1 but in the brief explanation on how the enrollment projections were developed. Jacksonville Classical East facility is expected to accommodate approximately 390 students in year 1. Is the projected enrollment for Jacksonville Classical East 366 or 390?		Section 2, D page 13			
2. Jacksonville Classical East has in table 6.1 ESE Staffing totals for each year. The operating budget has salary and benefits in year 1,2,3,4,5 for the Student Service Director but there is no budget for year 1,2,3,4,5 for the ESE Endorsed Teachers and Speech Teacher Consultant?		Section 6, I page 41			
3. Jacksonville Classical East year 1,2,3,4,5 staffing budget does not show the School Operations Manager annual salary.		Section 11, D page 67			
4. Jacksonville Classical East did not include in their operating budget any cost for a Security Guard, but they did include the cost for the Security System					

Jacksonville Classical Academy East
Initial Evaluation Instrument

Monitoring.		
Part 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.	
The applicant's response to part B:		
Meets the Standard <input type="checkbox"/>	Partially Meets the Standard <input checked="" type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>
Strengths of the Response for Part B:		Reference:
Jacksonville Classical East did provide a startup budget with balance sheet, revenue projections, including source of revenues, expenses, and anticipated fund balance.		
Concerns and Additional Questions for Part B:		Reference:
1. Jacksonville Classical East start up budget does not provide the budget for Telephone Service, and printing or copying expense for the staff who will be working during the startup period.		Attachment Y.1
2. Jacksonville Classical East shows \$13,200,000 in bond. In the startup line-item revenue assumptions but in the operating budget attachment X the revenue does not show up until year 3.		Attachment Y.1, Y.3.
3. Jacksonville Classical did not mention the \$50,000 in donations in the startup line revenue assumptions.		Attachment X
Part 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.	
The applicant's response to part C:		
Meets the Standard <input type="checkbox"/>	Partially Meets the Standard <input type="checkbox"/>	Does Not Meet the Standard <input checked="" type="checkbox"/>
Strengths of the Response for Part C:		Reference:
Concerns and Additional Questions for Part C:		Reference:
Jacksonville Classical East did not provide attachment Z in the application. It was stated to see attachment Z but once you go to attachment Z the school has written in the item is not applicable but in the startup revenue Jacksonville Classical East has in its start-up budget, they will be receiving a total of \$50,000 in donations and \$2,000,000 unsecured loan from the Vestcor Family Foundation.		Attachment X, page 345, and Attachment Y
Part 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	

Jacksonville Classical Academy East
Initial Evaluation Instrument

narrative should provide sufficient information to fully understand how budgetary figures were determined.		
The applicant's response to part D:		
Meets the Standard <input type="checkbox"/>	Partially Meets the Standard <input checked="" type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>
Strengths of the Response for Part D:		Reference:
Jacksonville Classical did provide a narrative description of the line-item for Startup and Ongoing revenue and expenditures.		Section D page 96-99
Concerns and Additional Questions for Part D:		Reference:
<ol style="list-style-type: none"> Jacksonville Classical East line-item description for legal services in startup has \$25,000 per year. The amount in the operating budget shows cost of \$6,000 per year. Jacksonville Classical East explanation does not justify the estimated cost in operating budget. Jacksonville Classical East ongoing expenditures budget line-item calculations for Building-Lease/Rent shows N/A but in the operating budget it shows Jacksonville Classical having \$362,840 in building lease/rent. There is nothing in budget line item showing how the school calculated this cost. Jacksonville Classical East has \$500 per member travel to Hillsdale for training. There are 5 members on their governing board listed in application so if I multiply \$500 time 5 it would be \$2,500. In the startup budget the school has a cost of \$900 for board travel to Hillsdale. Jacksonville Classical East Instructional Material Assumption does not provide enough information to fully understand how they derived at the budget of \$450 per student. In the operating budget total amount is \$510,466.64 which is total of 1,064 students at \$450 per student. 		Section D page 96-99. Section D page 96. Section D page 96.
Part 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.	
The applicant's response to part E:		
Meets the Standard <input type="checkbox"/>	Partially Meets the Standard <input checked="" type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>
Strengths of the Response for Part E:		Reference:
Jacksonville Classical East provided two approaches for a revenue short fall. The first one is Jacksonville Classical will have a reserve fund for unknown catastrophes and the second one would be reducing staff by combining roles or have staff transition to part time.		
Concerns and Additional Questions for Part E:		Reference:
Jacksonville Classical East pick the 50% revenue short fall but did not provide a budget for the minimum percentage at which they could operate the educational plan		Section 20, Part E, page

Jacksonville Classical Academy East
Initial Evaluation Instrument

	in the application. The minimum budget Jacksonville Classical East provided was the 1 st year of the operating budget for the school.	100			
Part 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).				
The applicant's response to part F:					
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%; text-align: center;">Meets the Standard <input checked="" type="checkbox"/></td> <td style="width: 33%; text-align: center;">Partially Meets the Standard <input type="checkbox"/></td> <td style="width: 33%; text-align: center;">Does Not Meet the Standard <input type="checkbox"/></td> </tr> </table>			Meets the Standard <input checked="" type="checkbox"/>	Partially Meets the Standard <input type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>
Meets the Standard <input checked="" type="checkbox"/>	Partially Meets the Standard <input type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>			
Strengths of the Response for Part F:		Reference:			
Jacksonville Classical East will establish a line of credit from the Optima Corporation to set aside for a reserve fund to cover cash flow shortfalls.					
Concerns and Additional Questions for Part F:		Reference:			
My concern is Jacksonville Classical East is trying to credit there way out of debt. Instead of lowering their expense as the stated in the application part E.		Section 20, Part E and F, page 100			
Part 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.				
The applicant's response to part G:					
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%; text-align: center;">Meets the Standard <input checked="" type="checkbox"/></td> <td style="width: 33%; text-align: center;">Partially Meets the Standard <input type="checkbox"/></td> <td style="width: 33%; text-align: center;">Does Not Meet the Standard <input type="checkbox"/></td> </tr> </table>			Meets the Standard <input checked="" type="checkbox"/>	Partially Meets the Standard <input type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>
Meets the Standard <input checked="" type="checkbox"/>	Partially Meets the Standard <input type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>			
Strengths of the Response for Part G:		Reference:			
Jacksonville Classical East provided monthly cash flow projections for period of July to June.					
Concerns and Additional Questions for Part G:		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.

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

Part 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.
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The applicant’s response to part A:		
Meets the Standard <input checked="" type="checkbox"/>	Partially Meets the Standard <input type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>

Strengths of the Response for Part A:	Reference:
Jacksonville Classical East will periodically engage an independent public accounting firm to review specific aspects of the school’s internal controls. Jacksonville Classical East manual’s accounting and financial management policies and procedures will be reviewed by the Audit Committee no less than annually.	Page 103.

Concerns and Additional Questions for Part A:	Reference:

Part B	Explain the mechanisms the governing board will use to monitor the school’s financial health and compliance.
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The applicant’s response to part B:		
Meets the Standard <input type="checkbox"/>	Partially Meets the Standard <input type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>

Strengths of the Response for Part B:	Reference:
Jacksonville Classical East governing board will require the Executive Director to	Page 104

Jacksonville Classical Academy East
Initial Evaluation Instrument

	complete a financial management best practices self-assessment to inform the board on how well the policies and procedures fulfill recognized best practices in school governance.	
	Concerns and Additional Questions for Part B:	Reference:
Part C	Describe the school's plans and procedures for conducting an annual audit of the financial operations of the school.	
The applicant's response to part C:		
Meets the Standard <input checked="" type="checkbox"/>	Partially Meets the Standard <input type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>
Strengths of the Response for Part C:		Reference:
Jacksonville Classical East school operations manager will serve as the liaison on behalf of the board of directors, in conducting the annual audit with the selected independent public accounting firm. Every item the audit has request on their list will be provided directly from the school operations manager to the auditors.		Page 105
	Concerns and Additional Questions for Part C:	Reference:
Part D	Describe the method by which accounting records will be maintained.	
The applicant's response to part D:		
Meets the Standard <input checked="" type="checkbox"/>	Partially Meets the Standard <input type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>
Strengths of the Response for Part D:		Reference:
Jacksonville Classical East Xero System has a feature to allow JXCE to maintain appropriate separation of duties, such as dual authorization of wires, and journal entries. The Xero software's reporting functionality will be used to generate financial statements in accordance with generally accepted accounting principles and in compliance with Financial and Program Cost Accounting and Reporting for Florida Schools (Redbook). Jacksonville Classical East will maintain a master network map to show how reports are named, classified, and stored.		Page 106
	Concerns and Additional Questions for Part D:	Reference:

Jacksonville Classical Academy East
Initial Evaluation Instrument

Part 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.	
The applicant's response to part E:		
Meets the Standard <input type="checkbox"/>	Partially Meets the Standard <input checked="" type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>
Strengths of the Response for Part E:		Reference:
Concerns and Additional Questions for Part E:		Reference:
Jacksonville Classical East does not mention the annual independent fiscal audit will be available on the school website. What was stated is the annual independent fiscal audit will be made available to public as part of the supporting documentation for the board meeting agenda.		Page 106
Part 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.	
The applicant's response to part F:		
Meets the Standard <input type="checkbox"/>	Partially Meets the Standard <input checked="" type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>
Strengths of the Response for Part F:		Reference:
Concerns and Additional Questions for Part F:		Reference:
Jacksonville Classical does not mention the cost for Human Resources Service Firm which they include in the operating budget.		Page 106
Part G	Describe how the school will store financial records.	
The applicant's response to part G:		
Meets the Standard <input checked="" type="checkbox"/>	Partially Meets the Standard <input type="checkbox"/>	Does Not Meet the Standard <input type="checkbox"/>
Strengths of the Response for Part G:		Reference:
Jacksonville Classical East backup vendor will be required to utilize a daily backup of all files in case of off-site backup failure.		Page 107
Concerns and Additional Questions for Part G:		Reference:

Jacksonville Classical Academy East
Initial Evaluation Instrument

Part H	Describe the insurance coverage the school will obtain, including applicable health, workers compensation, general liability, property insurance, and directors' and officers' liability coverage.
The applicant's response to part H:	
Meets the Standard <input checked="" type="checkbox"/>	Partially Meets the Standard <input type="checkbox"/>
Does Not Meet the Standard <input type="checkbox"/>	
Strengths of the Response for Part H:	
Jacksonville Classical East has provided the appropriate insurance coverage for the school.	
Reference:	
Concerns and Additional Questions for Part H:	
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.

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

Part A	<p>Present a projected timetable for the school’s start-up, including but not limited to the following key activities:</p> <ul style="list-style-type: none"> 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 <p>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)</p>
The applicant’s response to part A:	
Meets the Standard <input type="checkbox"/>	Partially Meets the Standard <input checked="" type="checkbox"/>
Does Not Meet the Standard <input type="checkbox"/>	
Strengths of the Response for Part A:	Reference:
Jacksonville Classical East did provide a projected timetable for the school's startup.	

Jacksonville Classical Academy East
Initial Evaluation Instrument

Concerns and Additional Questions for Part A:	Reference:
Jacksonville Classical has the school operations manager being hired in June 2022 but the startup budget has the operations manager position as .5 FTE.	Page 108 & Attachment X
Jacksonville Classical East identify hiring a business manager in June but did not add the position in the operating budget.	Page 108 & Attachment X
Jacksonville Classical East did not provide when they will be recruiting and hiring for the Health Wellness Coordinator, Day Porter, Technology Service Manager and Facility Manager positions. All the above positions are listed in the startup budget but not in the timetable.	Page 108 & Attachment X

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

Jacksonville Classical Academy East
Initial Evaluation Instrument

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