



April 17, 2023

**M E M O R A N D U M**

**TO:** Jim Murdaugh, Ph.D.  
President

**FROM:** Calandra Stringer, Ph.D.  
Vice President and Provost

**SUBJECT:** Charter School Application Evaluation and Recommendation

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**Item Description**

This item is a request to approve the charter school application for Tallahassee Collegiate Academy.

**Overview and Background**

In December 2022, TCC was approved by the Florida Department of Education to serve as an authorizer of Florida's public charter schools. As an authorizer, the College is responsible for meeting the following core principles: ensuring that schools maintain high standards, upholding school autonomy crucial to student success, and protecting student and public interests.

This item represents the results of the evaluation of Tallahassee Collegiate Academy's charter school application. The application was reviewed by TCC's Charter School Office which consists of stakeholders from Academic Affairs, Student Affairs, and Administrative Services. The school has a sound educational plan that aligns with TCC's commitment to academic excellence and student success. Additionally, Tallahassee Collegiate Academy provides access to high quality secondary education choices for students and their families and accelerated pathways to college and careers that lead to greater socio-economic mobility. TCC recommends approval of the application for Tallahassee Collegiate Academy.

Tallahassee Collegiate Academy charter school application may be reviewed at:  
<https://link.tcc.fl.edu/Resources/TCA/TCA%20Charter%20Application.pdf>

**Funding/ Financial Implications**

None

**Past Actions by the Board**

None

**Recommended Action**

Approve the Tallahassee Collegiate Academy charter school application.

**Florida Charter School Application Evaluation Instrument  
Tallahassee Collegiate Academy**

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.

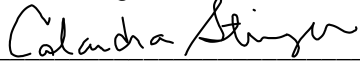
**OVERALL ASSESSMENT – COMPLETE THIS SECTION LAST**

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

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

Name of Person Completing Assessment: Tallahassee Community College Charter Review Committee  
Date: 4-3-2023

Title: Dr. Calandra Stringer, Provost, VP, Academic Affairs – Charter Review Committee Chair

Signature: 

## I. Educational Plan

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

### 1. Mission, Guiding Principles and Purpose

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

#### Statutory References:

s. 1002.33(2)

#### Evaluation Criteria:

A response that meets the standard will present:

- A clear and compelling mission and vision statement that defines the guiding principles and values of the school.
- Adequate references to evidence that the application fulfills the statutory guiding principles and purposes for charter schools. (Note: the substance of each addressed principle and purpose will be evaluated within appropriate application sections.)

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

Strengths	Reference
Provides a variety of opportunities for students to earn their high school diploma while completing an A.S. degree in a high demand, high wage field.	P. 2
Earning their high school diploma and A.S. degree while dual enrolled means students have the opportunity to earn the degree at no cost to them.	P. 2
The vision of the charter school is situated within the frameworks of 21 <sup>st</sup> century education as it is focused on students as life-long learners and specific career pathways out of high school.	P. 2
The mission is clearly stated and provides the specific focus for the charter school as an educational space prioritizing multiple pathways for students to enter high-wage, high-demand jobs while also providing an opportunity to continue with higher educational degrees.	P. 2
The mission clearly states the specific career pathways focused on through the STEM fields but also provides flexibility to develop and build as workforce demands.	P. 2
Concerns and Additional Questions	Reference
Concern: Within the mission, there is mention of meeting local workforce demands; however, there isn't a mention in the mission regarding the intentional partnerships with local workforce agencies who can serve as valuable partners in this process.	P. 2
Solution: TCC will work with TCA to incorporate the teachers into TCC's advisory boards to connect with local potential employer partnerships.	

**2. Target Population and Student Body**

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

**Statutory Reference(s):**

s. 1002.33(10)

**Evaluation Criteria:**

A response that meets the standard will present:

- A clear description of the students the charter school intends to serve including any target populations in accordance with Florida law.
- Alignment of the targeted student body with the overall mission of the school.

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

Strengths	Reference
Target population is in alignment with schools in our surrounding area, data provided.	P. 4
The anticipated student population is clearly stated and aligns with the communities it serves.	P. 4
The rationale for the number of students is clearly described as it relates to the demand in the area as well as its mission to provide personalized learning opportunities.	P. 5
The plan is comprehensive in its scope of enrolling students and ensuring their completion of the associates and diploma requirements.	P. 5

Concerns and Additional Questions	Reference

### 3. Educational Program Design

The Educational Program Design section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

#### Statutory Reference(s):

s. 1002.33(7)(a)2.

#### Evaluation Criteria:

A response that meets the standard will present an educational program design that:

- An educational program design that:
  - Is clear and coherent;
  - Is based on effective, experience or research-based educational practices and teaching methods, and high standards for student learning;
  - Aligns with the school's mission and responds to the needs of the school's target population, and
  - Is likely lead to improved student performance for the school's target population.
- A proposed daily school schedule and annual calendar that complies with statutory requirements for annual number of instructional minutes/days and aligns with priorities and practices described in the educational program design.

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

Strengths	Reference
Project based learning, place based education, and the design of the P-Tech model all provide engagement for students in meaningful instruction. Research shows that meaningful instruction and engagement produces higher test scores and more graduates over time. Research has shown that students who participate in dual-enrollment programs are more likely to complete a post-secondary degree.	P. 7
The proposed educational program provides specific details regarding how the students will take advantage of Xello in order to co-create their personalized learning paths.	P.7
The dual enrolled portion of the educational pathway is clearly discussed and includes the needed requirements for students to begin and remain in the dual enrollment process as guided by Florida statutes.	P.7
P-TECH model provides a specific framework that meets the school's vision and mission as it integrates both project-based learning (PBL) and place-based eucation (PBE).	P.8
Integrating the dual enrollment process and the A.S. degree alongside the high school diploma meets the current need for better college outcomes across racial/ethnic groups. The research included in this section is clearly articulated and aligns with the need for the high school.	P. 14

Concerns and Additional Questions	Reference

**4. Curriculum Plan**

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

**Statutory Reference(s):**

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

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

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

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

Strengths	Reference
Strong curriculum plan based on research and evidence based instruction. Very well aligned with the school’s mission and educational philosophy.	P. 29, 31
The college degree programs are tightly woven into the fabric of the high school, allowing for a seamless transition from TCA to TCC courses.	P. 29, 31
The application outlines a focus on reading through the use of elective “Intensive Reading” courses as well as integrated critical and higher-order thinking reading skills across the content areas.	P. 18
The application outlines specific steps and resources used for any student below, at, and above grade level providing a lense of differentiated instruction that meets students where they are and supporting their education growth in meaningful ways.	P.18
Provides specific description for how the required civic literacy requirement will be met and providing a mechanism for students to demonstrate a pathway for students to fulfill that requirement through their high school coursework.	P. 20
Outlines specific instructional strategies through a research based model (I.e. Marzano) and provided steps for faculty professional development to ensure consistency across content areas.	P. 22
Provides a detailed schedule of milestones for curriculum development providing a roadmap for a continuous improvement process.	P. 30

Concerns and Additional Questions	Reference
Concern: Will the teachers be employed over the summer to have time to work with administration to develop and refine their curriculum?	P. 30, Table 4.2

<p>Solution: TCA responded that the principal would determine if summer contracts are needed to refine curriculum.</p> <p>Concern: Will the teachers be given a budget to purchase classroom manipulatives that support the PBL and PBE initiatives of the school in each curriculum discipline?</p> <p>Solution: TCA responded that they will review the budget as well as apply for additional grants to support initiatives. TCC is also willing to pursue grants in its role as a Local Education Agency (LEA).</p> <p>Concern: How will reading intervention be administered when needed? How will the school blend the push for dual-enrollment and high achievement with the intervention supports that are bound to be needed for student success?</p> <p>Solution: TCA responded that they are willing to work with TCC reading content experts to provide interventions.</p>	<p>P. 30, Table 4.2</p> <p>P. 30</p>
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## 5. Student Performance, Assessment and Evaluation

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

### Statutory Reference(s):

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

### Evaluation Criteria:

A response that meets the standard will present:

- An understanding of academic accountability provisions and goals mandated by the state.
- An indication that the applicant will hold high expectations for student academic performance.
- Measurable goals for student academic growth and improvement.
- Promotion standards that are based on high expectations and provide clear criteria for promotion from one level to the next, and for graduation (if applicable).
- Evidence that a range of valid and reliable assessments will be used to measure student performance.
- A proposed assessment plan that is sufficient to determine whether students are making adequate progress.
- Evidence of a comprehensive and effective plan to use student achievement data to inform decisions about and adjustments to the educational program.
- Plans for sharing student performance information that will keep students and parents well informed of academic progress.
- Acknowledgement of and general plan to meet FERPA requirements.

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

Strengths	Reference
Clear evidence that student achievement goals will be aligned to individual student plans as well as state standards that define success.	P. 34
Clear plan for navigating the challenges with non-existent baseline data.	P. 35
Demonstrates a clear understanding for academic accountability.	P.34, 35, 36
Provides a robust framework for both formative and summative assessments used to determine student progress and growth.	P. 40, 41, 42

Concerns and Additional Questions	Reference
<p>Concern: The annual goals as outlined has the school's grade goal of an A for all years. Given the graduation rate and college and career acceleration boxes will not be populated in the school grade until the 2026-2027 school year (due to growth and the lagged data component) it is important to understand that the school will be missing out on 200 points of the school grade for the first three years during the school's growth, and the grade goal of an A is an ambitious objective.</p> <p>Solution: TCA responded that the goals are ambitions and that the school is willing to provide many intervention strategies to ensure that students stay on track to meet the academic goals.</p>	P. 35, 36

**6. Exceptional Students**

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

**Statutory Reference(s):**

s. 1002.33(16)(a)3.

**Evaluation Criteria:**

A response that meets the standard will present:

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

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

Strengths	Reference
Clearly defined programs and strategies to support students with disabilities and appropriate access for students with disabilities.	P. 47-49
Realistic enrollment projection (SWD) is outlined, and the staffing plan and budget aligns with these projections. There is also an acknowledgment that the staffing plan may require modification as new information is obtained about the unique needs and characteristics of students who enroll.	P. 51, 52
Clearly defined strategies for ensuring the inclusion model consistently facilitated.	P. 48
Clear and comprehensive instructional strategies designed to meet the needs of students with disabilities.	P. 49
Effectively acknowledges the needed flexibility for ESE staffing per the needs of the students attending the school.	P. 52

Concerns and Additional Questions	Reference
Concern: Does the school have a contact to locate skilled providers for contracted services for speech, language, occupational therapy, and counseling services?	P. 52
Solution: TCA responded with a list of local potential agencies to provide services.	

**7. English Language Learners**

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

**Statutory Reference(s):**

s. 1002.33(10)(f)

**Evaluation Criteria:**

A response that meets the standard will present:

- Demonstrated understanding of legal obligations regarding the education of English Language Learners.
- A comprehensive and compelling plan for educating English Language Learner students that reflect the full range of programs and services required to provide all students with a high-quality education.
- A clear plan for monitoring and evaluating the progress of ELL students, including exiting students from ELL services.
- Demonstrated capacity to meet the school’s obligations under state and federal law regarding the education of English Language Learners.
- A realistic enrollment projection (ELL) and a staffing plan that aligns with the projections.

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

Strengths	Reference
Full and equitable access to all services and programs are available to ELL students, and charter demonstrates a comprehensive plan for ensuring students are able to have success in their academic programs.	P. 58
Demonstrates a clear understanding of the legal obligations for submitting a district ELL plan to FLDOE pursuant to Rule 6A-6.0905, F.A.C. even though it is waiting on clear direction from FLDOE due to the nature of the charter.	P.55
Provides a clear and comprehensive plan for providing ELL student services through the use of an ELL coordinator.	P. 56, 57

Concerns and Additional Questions	Reference
Concern: Will TCA work with FLDOE to develop an ELL plan?	P. 55
Solution: TCC (as a new LEA) will work with FLDOE to provide services and training with the development of an ELL plan,	P. 55
Concern: Will the school receive training for administering the WIDA screener from FLDOE?	P. 57
Solution: TCC has confirmed with FLDOE that training will be provided to both TCC (as a LEA) and to TCA.	
Concern: What translation supports has the school planned in order to conduct meaningful parent conferences with students whose parents speak another language?	P. 61

Solution: TCC will work closely with TCA to provide interpreters. TCA also responded that are willing to contract with service providers for interpreters.

Concern: Will TCA teachers receive the ability to complete an ESOL endorsement with TCC?

Solution: Yes, TCC will enthusiastically work with TCA teachers to provide the ESOL endorsement program.

**8. School Culture and Discipline**

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

**Statutory Reference(s):**

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

**Evaluation Criteria:**

A response that meets the standard will present:

- A planned school culture that is consistent with the school’s mission and congruent with the student discipline policy.
- An approach to classroom management and student discipline that is consistent with the overall school culture and philosophy.
- Recognition of legal obligations and children’s rights related to enforcing student discipline, suspension, and recommended expulsion, including the school’s code of conduct, if available.
- Consideration of how the code of conduct will apply to students with special needs.
- Appropriate and clear roles of school administrators, teachers, staff, and the governing board regarding discipline policy implementation.

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

Strengths	Reference
Plan outlines how students will be developing their own self-discipline, and students will be held to high expectations and will be included in student-directed problem solving. The school culture as outlined is a lofty goal, but one that can be realized through communication and relationship building.	P. 62
The plan allows for delineation of how student conduct issues will be addressed for high school and dual enrolled students.	P. 63
The plan addresses the way students with disabilities or identified special needs will adhere to the procedures mandated by the Individuals with Disabilities Education Act (IDEA).	P. 63

Concerns and Additional Questions	Reference
<p>Concern: Staffing plan does not outline support for this area. It is assumed that the Principal and Assistant Principal for Curriculum will take the lead, however, will there be additional staffing allocated for a Dean of Students that can support behavior interventions, attendance interventions, as well as support students in social-emotional growth as they journey into their college coursework?</p> <p>Solution: TCA responded that as the student population increases, it will provide additional staffing. TCC is also willing to assist.</p>	P. 62, 63

**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.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Strengths	Reference
<p>TCC has many opportunities for clubs and collaboration with those clubs is a great way to bring more connection to the college as students dual-enroll.</p> <p>To meet the needs of the students who may desire to play on a sports team or compete in other interscholastic extracurricular student activities, they are eligible to participate in their zoned school or another school the student could attend through district attendance area policies.</p> <p>Staff will be encouraged to assist students to establish clubs and organizations which align to the interests obtained from surveying students.</p> <p>There is a mechanism to offset costs for students who are unable to participate regardless of their income limits. Utilizing funds collected from the extracurricular fee the programs will be funded, along with fundraising efforts, that will allow for carry over and potential surplus.</p>	<p>P. 65</p>

Concerns and Additional Questions	Reference

## II. Organizational Plan

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

### 10. Governance

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

#### Statutory Reference(s):

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

#### Evaluation Criteria:

A response that meets the standard will present:

- A governing board that is legally structured, or has a plan to organize in conformity with the laws of Florida.
- A clear description of the governing board's roles, powers, and duties that are consistent with overseeing the academic, organizational, and financial success of the school.
- Appropriate delineation between governance and school management roles.
- At least the core of the Governing Board is identified that has a wide range of knowledge and skills needed to oversee a charter school.
- A board structure (e.g. bylaws and policies concerning member selection, committees, meeting frequency) that supports sustainable and effective school governance.
- Evidence that applicant understands and intends to implement open meeting and records laws.
- Clear policy and plan for dealing with conflicts of interest.
- Appropriate and clear role for any advisory bodies or councils if included.
- An outline of a grievance process (or policy) that will simultaneously address parent or student concerns and preserve appropriate governance and management roles.

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

Strengths	Reference
The governing board is experienced and is comprised of business owners and community leaders from our community. Clear policies for dealing with conflicts of interest are outlined, as well as appropriate and clear roles for board structure.	P. 66, 67
The application includes all the relevant and required documents that indicate the legal structure to abide by the laws established in Florida regarding Charter School governance.	P. 68
Regular public notices board meetings will occur monthly and occur on the campus, allowing for parents to attend and be informed of the business operations of TCA.	

Concerns and Additional Questions	Reference
Concern: Are Board members able to approve their own reimbursable expenses as indicated in the application?	P. 66
Solution: TCA responded that final approval will be provided through the contracted financial services which will provide financial oversight.	

<p>Concern: What is the school's initial plan for putting together a School Advisory Committee? Will parents be notified during enrollment about SAC?</p> <p>Solution: TCA responded that the principal will provide a plan for SAC.</p>	
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**11. Management and Staffing**

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

**Statutory Reference(s):**

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

**Evaluation Criteria:**

A response that meets the standard will present:

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

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

Strengths	Reference
<p>Lines of authority and reporting are clearly defined. Providing competitive salaries and participating in FRS is a big plus.</p> <p>The plan described for day-to-day operations is feasible and includes appropriate accounting practices from the bookkeeping to the instructional linkage amongst faculty and students.</p>	p. 80

Concerns and Additional Questions	Reference
<p>Concern: Will faculty report to the principal or assistant principal, the organizational chart aligns the faculty to the assistant principal while the narrative identifies the principal?</p> <p>Solution: TCA responded that the instructors would report to the principal.</p>	P. 75, Table 11.1

**12. Human Resources and Employment**

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

**Statutory Reference(s):**

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

**Evaluation Criteria:**

A response that meets the standard will present:

- A clear explanation of the relationship between employees and the school.
- Description of the school leader and teacher evaluation plans, or outline of such plans, which align with the Student Success Act as defined by state law.
- A compensation and benefits plan or outline of such a plan that is aligned with Florida's Student Success Act, and will attract and retain quality staff.
- Procedures that are likely to result in the hiring of highly-effective personnel.
- Policies and procedures that hold staff to high professional standards or a plan to develop such policies and procedures.
- An effective plan to address any leadership or staff turnover.

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

Strengths	Reference
<p>TCA employees will have access to the same benefits as the college's employees. TCA employees will be supported by the college's Human Resources department.</p> <p>Furthermore, the employees of TCA will also be goverend by the policies in place currently for TCC employees, providing for continuity of fiscal and personnel management (not to include the CBA for full-time college faculty).</p>	P. 78

Concerns and Additional Questions	Reference

### 13. Professional Development

The Professional Development section should clearly describe the proposed expectations and opportunities for administrators, teachers, and other relevant personnel.

#### Statutory Reference(s):

NA

#### Evaluation Criteria:

A response that meets the standard will present:

- Professional development activities for administrators and instructional staff that align with the educational program and support continual professional growth as well as growth in responsibilities related to specific job descriptions.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Strengths	Reference
The described relationship between the college Provost and Academic Affairs team and the school Principal to work collaboratively on instructional supports when the school has exhausted all efforts to improve instruction is both unique and paves the way for this school to be a success.	P. 83
The collaboration with TCC on professional development will create perfect synergy between TCA and the College.	P. 83
Utilization of individualized professional development plans (IPDP) will guide the principal in their evaluation of faculty and better assist with identifying changes for continual improvement.	

Concerns and Additional Questions	Reference

**14. Student Recruitment and Enrollment**

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

**Statutory Reference(s):**

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

**Evaluation Criteria:**

A response that meets the standard will present:

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

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

Strengths	Reference
<p>Enrollment and Recruitment plan is sound and strategic. Utilizing a multi-prong approach the school is positioned to attract and recruit a diverse cohort of students from varying demographic backgrounds within the surrounding communities. Some examples include town halls, radio interviews, local news media, and outreach to local middle schools.</p> <p>Internal plans to bolster presence throughout the community and assist with the dissemination of information involved developing a web and social media presence.</p>	p. 91

Concerns and Additional Questions	Reference

**15. Parent and Community Involvement**

The Parent and Community Involvement section should provide a broad overview of the school's plans to encourage and support parental and community involvement.

**Statutory Reference(s):**

NA

**Evaluation Criteria:**

A response that meets the standard will present:

- A general conception of how parents will be involved with the school that aligns with the school's mission and provisions of the educational program. A detailed plan may be developed following approval.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Strengths	Reference
<p>Co-locating on the college campus will provide great opportunities for the college and the surrounding community to become involved with the school.</p> <p>There are numerous opportunities for families to become involved in the school, providing feedback to administration while receiving communication through Focus parent portal.</p> <p>Additionally, the school will utilize traditional means of communicating with parents, such as emails and text messages.</p>	P. 91

Concerns and Additional Questions	Reference
<p>Question: How will parents who wish to volunteer apply to be a volunteer, and be properly vetted for their volunteer position? How will community volunteers be vetted for their volunteer position?</p> <p>Solution: TCA responded that the principal would provide a process that aligns with the security plan for the school for volunteers. The principal will provide the vetting process as well as the recruitment process for volunteers.</p>	P. 91

### III. Business Plan

The Business Plan should provide an understanding of how the charter operators intend to manage the school's finances. It should present a clear picture of the school's financial viability including the soundness of revenue projections; expenditure requirements; and how well the school's budget aligns with and supports effective implementation of the educational program.

#### 16. Facilities

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

#### Statutory Reference(s):

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

#### Evaluation Criteria:

If a facility is acquired, reviewers will look for:

- Evidence that the proposed facility complies with all applicable laws, regulations, and policies and can be ready for the school's opening OR a timeline to ensure the facility will be in compliance and ready by school's opening.
- A facility that is appropriate and adequate for the school's program and targeted population.
- Evidence that the school has the necessary resources to fund the facilities plan.
- A reasonable back-up plan should the proposed facility plan fall through.

If a facility is not yet acquired, reviewers will look for:

- A realistic sense of facility needs.
- A plan and timeline for securing a facility that is appropriate and adequate for the school's program and targeted population.
- Reasonable projections of facility requirements.
- Evidence that the school has the necessary resources to fund the facilities plan.
- Adequate facilities budget based on demonstrated understanding of fair market costs.

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

Strengths	Reference
<p>Building description is substantial and meets all program requirements and facilities plan meets laws, regulations and policies related to facilities and school safety.</p> <p>The facility has more than 42,000 square feet distributed over three floors. There also is access to a designated STEM Center that comprises 2,800 square feet that the dual enrolled students will have full access to.</p> <p>In preparation of the college becoming an authorizer of charter schools they have worked with FLDOE and the Office of Safe Schools who have offered suggestions on preparing for the opening of the college's first charter school.</p>	p. 93, 94

Concerns and Additional Questions	Reference

**17. Transportation**

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

**Statutory Reference(s):**

s. 1002.33(20)

**Evaluation Criteria:**

A response that meets the standard will present:

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

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

<b>Strengths</b>	<b>Reference</b>
The potential for public bus transportation at no cost to students has been established.	P. 95
Data is provided which supports the projected rider usage of the school provided transportation.	P. 95, 96

<b>Concerns and Additional Questions</b>	<b>Reference</b>

**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.

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

<b>Strengths</b>	<b>Reference</b>
Lunch program meets the National School Lunch Program requirements. Students can have lunch in the student union once they are dual-enrolled.	P. 96
Once a student is fully dual-enrolled they will be provided with the option of continuing with the high school on-site food service program in order to stay in compliance with the NSLP.	P. 96

<b>Concerns and Additional Questions</b>	<b>Reference</b>



**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.

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

Strengths	Reference
There is no other K-12 school campus in our area that has a police department on campus. The safety and security plan are solid, and evidence is provided that TCCPD is equipped to serve the charter school in areas related to safety and security. The presence of a police agency on the campus will also strengthen the ability of TCA to respond to active assailants.	P. 97, 98
Enhanced security protocol will include a video monitoring system, single point of entry and exit, requiring photo identification to enter the building and use of a two-way radio system for the administrative leadership team.	P. 97, 98

Concerns and Additional Questions	Reference

**20. Budget**

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

**Statutory Reference(s):**

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

**Evaluation Criteria:**

A response that meets the standard will present:

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

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

<b>Strengths</b>	<b>Reference</b>
Budget is comprehensive and sound and provides a realistic assessment of projected expenses.  TCC received start-up funds from FLDOE to assist with the implementation of the charter school.	Attachment X

<b>Concerns and Additional Questions</b>	<b>Reference</b>

**21. Financial Management and Oversight**

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

**Statutory Reference(s):**

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

**Evaluation Criteria:**

A response that meets the standard will present:

- A clear description of how the school’s finances will be managed, including who (or what contracted entity) will manage the finances. Such plan should contain strong internal controls to ensure appropriate fiscal management and ability to comply with all financial reporting requirements.
- A plan for the governing board to regularly exercise oversight over and take accountability for all financial operations of the school.
- Provisions for an annual financial audit.
- Appropriate public transparency of school financial health.
- Appropriate plan to securely store financial records.
- A plan to obtain appropriate and reasonable insurance coverage.

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

Strengths	Reference
<p>Plan demonstrated strong and proven abilities for fiscal management.</p> <p>The inclusion of a third-party entity to manage the accounting and financial aspects of the school is provided by an experienced service provider. The keen focus on schools and experience with more than 30 charter schools within the state of Florida provides assurance that the firm has familiarity with state regulatory matters to properly adhere to state rules and regulations regarding fiscal management.</p> <p>As one example, the use of a specifically designed for not-for-profits accounting software, will allow for identifying property in conjunction with the recording of transactions by their fund, function, and object. Additionally, the maintenance of accurate and up-to-date records through use of the identified accounting software will aid internal and external auditing of the school's property and financial records.</p> <p>The plan speaks to the board receiving notices of projections for cash monthly after the first quarter of operations.</p>	<p>P. 196, 197</p>

Concerns and Additional Questions	Reference
<p>Concern: With regards to the storage of financial records, who will have access to these stored documents?</p> <p>Solution: TCA responded that financial records will be audited by an outside agency and submitted to TCC. TCA will store records based on statutory requirements.</p>	<p>P. 108 section H</p>

**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.

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

<b>Strengths</b>	<b>Reference</b>
Start-Up plan covers all major operational items and provides timeline flexibility.  The plan provides a thorough outline of the necessary requirements for opening the school by the established date of August 2023. At the time of this application's review, many of the major items had been completed.	P. 108, 109

<b>Concerns and Additional Questions</b>	<b>Reference</b>

## 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.

<b>Meets the Standard</b>	<b>Partially Meets the Standard</b>	<b>Does Not Meet the Standard</b>
n/a	n/a	n/a

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

<b>Concerns and Additional Questions</b>	<b>Reference</b>
N/A – not a replication.	

**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.

<b>Meets the Standard</b>	<b>Partially Meets the Standard</b>	<b>Does Not Meet the Standard</b>
n/a	n/a	n/a

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

<b>Concerns and Additional Questions</b>	<b>Reference</b>

**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.

<b>Meets the Standard</b>	<b>Partially Meets the Standard</b>	<b>Does Not Meet the Standard</b>
n/a	n/a	n/a

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

<b>Concerns and Additional Questions</b>	<b>Reference</b>

**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.

N/A

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

<b>Concerns and Additional Questions</b>	<b>Reference</b>