

Section 2: Target Population and Student Body

- A. Describe the anticipated student population to be served and how that aligns with the school’s mission. Applicants should state if they will give enrollment preference or limit the enrollment process, as allowed by law, to certain student populations defined in section 1002.33(10)(d) & I, F.S. If the applicant intends to have enrollment preferences they should be described in Section 14 of the application.**

██████ will employ an anti-discriminatory admissions policy for students in kindergarten through grade eight (approximately five through 14 years of age) who qualify to attend a public school in the county, including out-of-district students who request admission through open enrollment.

██████ will not discriminate against a student in its admission process on the basis of race, ethnicity, national origin, gender, disability, or marital status.

██████ vision and mission do not focus on a specific type of student or area of interest. Rather, we believe that the core values of the school’s educational program – inclusiveness that values individuality and diversity; family involvement that supports parents as active partners in their children’s education; a constructivist approach that incorporates project-based learning, academic rigor, social and emotional development, and a robust system of supports; and social responsibility integrated throughout the curriculum – will benefit any child and family. We encourage any family interested in the unique educational opportunity offered at our school to seek enrollment. However, realizing how important having a student body that reflects differing perspectives and backgrounds is to the furtherance of our mission, we will actively recruit a diverse cohort of students.

██████ will be located adjacent to ██████ a master-planned community encompassing more than 1500 acres currently under development in ██████ Florida. As allowable in accordance with ss. 1002.33(10)I4. ██████ intends to limit its enrollment process to target students residing within a reasonable distance of the school. The school may also limit enrollment to target students living in the ██████ community in accordance with s. 1002.33(10)I7., F.S., though no more than 50 percent of student stations will be reserved for this purpose. Enrollment preferences and limitations under s. 1002.33(10)(d) and I, F.S., are described in more detail in Section 14.

To better understand the students who may enroll, we identified seven district-operated elementary schools (i.e., Hammett Bowen, the zoned school; College Park; Dr. N.H. Jones; ██████ Oaks; Saddlewood; Shady Hill; and Sunrise) and three district-operated middle schools (i.e., Liberty, the zoned school; Howard; and Osceola) closest to the target area. The comparison elementary schools are located approximately four to 10 miles from the proposed location; the middle schools are between five and 11 miles away.

One of the target area elementary schools earned a school grade of A in 2019, three earned Bs, and three earned Cs. One middle school earned an A and two earned Bs. Detailed data related to each of the schools is provided in Attachment FF. All but one elementary school and one middle school are Title I schools. We analyzed school enrollment data available from FLDOE to better understand the students we will be serving. Based on this review, we anticipate:

- approximately 77 percent will be eligible for the federal free or reduced-price lunch program;
- approximately 60 percent will be minority students;

- approximately nine percent will be English language learners (ELLs) supported through the English for Speakers of Other Languages (ESOL) program;
- approximately 13 percent will be exceptional education students with disabilities receiving special education services through an individual educational plan (IEP);
- some number will be students with disabilities receiving accommodations under a Section 504 plan (Note: Data on Section 504 eligibility are not publicly reported so an anticipated percentage could not be established); and
- approximately six percent will be gifted (Note: Since school-level data for gifted students was not available, we assumed the district average).

During 2018-19, 15.4 percent of MCPS’ prekindergarten through grade 12 enrollment were exceptional education students with disabilities. Within the comparison schools, the rate was 13.3 percent. Four of the ten comparison schools included a total of 179 prekindergarten children in their enrollment. It is expected that many or even most of those are children with disabilities served in the ESE prekindergarten program. Since PreK ESE would slightly increase the schoolwide ESE rate, and as a charter school IACA will not serve prekindergarten children, we are projecting 13 percent students with disabilities, slightly less than the comparison schools.

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 facility will be built adjacent to Calesa, a master-planned community under development on property fronting SW 80th Avenue to the west and SW 38th Street to the north in Ocala, Florida.

C. Provide enrollment projections in the table below for each year of proposed operation. These projections are not enrollment caps. Annual capacity determinations will be made by the governing board in conjunction with the sponsor per section 1002.33(10), F.S.

Grade Level	Number of Students											
	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	Cls	Sts	Cls	Sts	Cls	Sts	Cls	Sts	Cls	Sts	Cls	Sts
K	2	36	3	54	4	72	5	90	6	108	6	108
I	2	36	3	54	4	72	5	90	5	90	6	108
2	2	36	2	36	3	54	4	72	5	90	6	108
3	1	18	2	36	3	54	4	72	5	90	6	108
4	1	22	2	44	2	44	3	66	4	88	5	110
5	1	22	2	44	3	66	3	66	4	88	5	110
6	2	44	3	66	4	88	5	110	5	110	5	110
7			2	44	3	66	4	88	5	110	5	110
8					2	44	3	66	4	88	5	110
Total	11	214	19	378	28	560	36	720	43	862	49	982

D. Provide a brief explanation of how the enrollment projections were developed.

IACA will be located adjacent to Calesa, a master-planned community encompassing more than 1,500 acres that is currently under development. At buildout the community will be home to over 5,000 families. It is anticipated that homes will begin to be available in 2021. Calesa will offer a mix of products appealing to a diverse range of demographics, including one and two story single family detached homes and multi-family attached townhomes. Enrollment projections

took into consideration anticipated interest in and demand for the school based on the following: (1) the increase in population density and school-age children within the target area as the community is developed; (2) anticipated demand for the unique educational program being proposed; (3) the ideal size for such a program; (4) the relatively limited school choice options currently available to families within the target area; and (5) the number of schools within the target area that are at or near capacity (i.e., do not have seats available for student transfers through controlled open enrollment). A report addressing forecasted student demand resulting from the buildout is provided as Attachment T.

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.

As illustrated in the table above, [REDACTED] opening projection is 214 students in kindergarten through grade six. The school will reach maximum grade offerings (i.e., kindergarten through grade eight) in Year 3 and anticipate full enrollment of 982 by Year 6. Enrollment projections are designed to provide a strong foundation for the school by starting out relatively small while providing access to as many grade levels as possible at the time of opening. This is particularly important given that the school will be located within a newly developed community and we anticipate that the full range of grade levels will be represented by families moving to [REDACTED]

As described throughout this application, the focus on social and emotional learning, interpersonal relationships, and the overall culture of the school are critical to achieving its vision. Relatively slow growth will allow the school leader to select the strongest teaching candidates through a hiring, recruitment, and retention process that is rigorous and mission-aligned and to implement a comprehensive system of professional development that addresses all aspects of the educational program. The proposed growth pattern allows for a critical mass of teachers to receive intensive training and professional development in Year 1, and then combine the intensive training initiatives with peer mentoring/coaching during subsequent years.