Senator Diaz moved the following:

**Senate Amendment (with title amendment)**

Delete lines 489 - 588

and insert:

Section 5. Subsections (1) and (4), paragraphs (b), (d), and (h) of subsection (5), subsection (10), and paragraphs (b) and (d) of subsection (11) of section 1002.333, Florida Statutes, are amended to read:

1002.333 Persistently low-performing schools.—

(1) DEFINITIONS.—As used in this section, the term:

(a) “Florida Opportunity Zone” means a population census
tract that has been designated by the United States Department of the Treasury as a Qualified Opportunity Zone pursuant to Internal Revenue Code s. 1400Z-1(b)(1)(B).

(b)(a) "Hope operator" means an entity identified by the department pursuant to subsection (2).

(c)(b) "Persistently low-performing school" means a school that has earned three consecutive grades lower than a "C," pursuant to s. 1008.34, in at least 3 of the previous 5 years and has not earned a grade of "B" or higher in the most recent 2 school years, and a school that was closed pursuant to s. 1008.33(4) within 2 years after the submission of a notice of intent.

(d)(c) "School of hope" means:

1. A charter school operated by a hope operator which:
   a. Serves students from one or more persistently low-performing schools and students who reside in a Florida Opportunity Zone;
   b. Is located in a Florida Opportunity Zone or in the attendance zone of a persistently low-performing school or within a 5-mile radius of such school, whichever is greater; and
   c. Is a Title I eligible school; or
2. A school operated by a hope operator pursuant to s. 1008.33(4)(b)3.

(4) ESTABLISHMENT OF SCHOOLS OF HOPE.—A hope operator seeking to open a school of hope must submit a notice of intent to the school district in which a persistently low-performing school has been identified by the State Board of Education pursuant to subsection (10) or in which a Florida Opportunity Zone is located.
(a) The notice of intent must include:
   1. An academic focus and plan.
   2. A financial plan.
   3. Goals and objectives for increasing student achievement for the students from low-income families.
   4. A completed or planned community outreach plan.
   5. The organizational history of success in working with students with similar demographics.
   6. The grade levels to be served and enrollment projections.
   7. The proposed location or geographic area proposed for the school consistent with the requirements of sub-subparagraphs (1)(d)1.a. and b and its proximity to the persistently low-performing school.
   8. A staffing plan.

(b) Notwithstanding the requirements of s. 1002.33, a school district shall enter into a performance-based agreement with a hope operator to open schools to serve students from persistently low-performing schools and students residing in a Florida Opportunity Zone.

(5) PERFORMANCE-BASED AGREEMENT.—The following shall comprise the entirety of the performance-based agreement:
   (b) The location or geographic area proposed for the school of hope and its proximity to the persistently low-performing school, as applicable.
   (d) A plan of action and specific milestones for student recruitment and the enrollment of students from persistently low-performing schools and students residing in a Florida Opportunity Zone, including enrollment preferences and
procedures for conducting transparent admissions lotteries that are open to the public. Students from persistently low-performing schools and students residing in a Florida Opportunity Zone shall be exempt from any enrollment lottery to the extent permitted by federal grant requirements.

(h) A provision allowing the hope operator to open additional schools to serve students enrolled in or zoned for a persistently low-performing school and students residing in a Florida Opportunity Zone if the hope operator maintains its status under subsection (3).

(10) SCHOOLS OF HOPE PROGRAM.—The Schools of Hope Program is created within the Department of Education.

(a) A school of hope is eligible to receive funds from the Schools of Hope Program for the following expenditures:

1. Preparing teachers, school leaders, and specialized instructional support personnel, including costs associated with:
   a. Providing professional development.
   b. Hiring and compensating teachers, school leaders, and specialized instructional support personnel for services beyond the school day and year until the school reaches full enrollment in accordance with the performance-based agreement pursuant to subsection (5).

2. Acquiring supplies, training, equipment, and educational materials, including developing and acquiring instructional materials.

3. Providing one-time startup costs associated with providing transportation to students to and from the charter school.
4. Carrying out community engagement activities, which may include paying the cost of student and staff recruitment.

5. Providing funds to cover the nonvoted ad valorem millage that would otherwise be required for schools and the required local effort funds calculated pursuant to s. 1011.62 when the state board enters into an agreement with a hope operator pursuant to subsection (5).

6. Providing funds for the initial leasing costs of a school facility in the event the department determines that a suitable district-owned facility is unavailable or not leased in a timely manner pursuant to paragraph (7)(d).

In the event a school of hope is dissolved or is otherwise terminated, all property, furnishings, and equipment purchased with public funds shall automatically revert to full ownership by the district school board, subject to complete satisfaction of any lawful liens or encumbrances. Any unencumbered public funds from the school of hope, district school board property and improvements, furnishings, and equipment purchased with public funds, or financial or other records pertaining to the school of hope, in the possession of any person, entity, or holding company, other than the charter school, shall be held in trust upon the district school board’s request, until any appeal status is resolved.

(b) A traditional public school that is required to submit a plan for implementation pursuant to s. 1008.33(4) is eligible to receive up to $2,000 per full-time equivalent student from the Schools of Hope Program based upon the strength of the school’s plan for implementation and its focus on evidence-based
interventions that lead to student success by providing wrap-around services that leverage community assets, improve school and community collaboration, and develop family and community partnerships. Wrap-around services include, but are not limited to, tutorial and after-school programs, student counseling, nutrition education, parental counseling, and adult education. Plans for implementation may also include models that develop a culture of attending college, high academic expectations, character development, dress codes, and an extended school day and school year. At a minimum, a plan for implementation must:

1. Establish wrap-around services that develop family and community partnerships.

2. Establish clearly defined and measurable high academic and character standards.

3. Increase parental involvement and engagement in the child’s education.

4. Describe how the school district will identify, recruit, retain, and reward instructional personnel. The state board may waive the requirements of s. 1012.22(1)(e)5., and suspend the requirements of s. 1012.34, to facilitate implementation of the plan.

5. Identify a knowledge-rich curriculum that the school will use that focuses on developing a student’s background knowledge.

6. Provide professional development that focuses on academic rigor, direct instruction, and creating high academic and character standards.

(c) The state board shall:

1. Provide awards for up to 25 schools and prioritize
awards for plans submitted pursuant to paragraph (b) that are based on whole school transformation and that are developed in consultation with the school’s principal.

2. Annually report on the implementation of this subsection in the report required by s. 1008.345(5), and provide summarized academic performance reports of each traditional public school receiving funds.

(d) Notwithstanding s. 216.301 and pursuant to s. 216.351, funds allocated for the purpose of this subsection which are not disbursed by June 30 of the fiscal year in which the funds are allocated may be carried forward for up to 5 years after the effective date of the original appropriation.

(11) STATE BOARD OF EDUCATION AUTHORITY AND OBLIGATIONS.—Pursuant to Art. IX of the State Constitution, which prescribes the duty of the State Board of Education to supervise the public school system, the State Board of Education shall:

(b) Adopt a standard notice of intent and performance-based agreement that must be used by hope operators and district school boards to eliminate regulatory and bureaucratic barriers that delay access to high quality schools for students in persistently low-performing schools and students residing in Florida Opportunity Zones.

(d) Provide students in persistently low-performing schools and students residing in Florida Opportunity Zones with a public school that meets accountability standards. The State Board of Education may enter into a performance-based agreement with a hope operator when a school district has not improved the school after 3 years of the interventions and support provided under s. 1008.33 or has not complied with the requirements of subsection
(4) Upon the State Board of Education entering into a performance-based agreement with a hope operator, the school district shall transfer to the school of hope the proportionate share of state funds allocated from the Florida Education Finance Program.

And the title is amended as follows:

Delete lines 17 – 31 and insert:

1002.333, F.S.; revising definitions; revising requirements for hope operators seeking to open a school of hope; revising requirements for the performance-based agreement; revising requirements for the expenditure of funds under the Schools of Hope Program; requiring that ownership of certain property, furnishings, and equipment revert to the district school board upon the dissolution or termination of a school of hope; providing that certain funds and specified improvements, furnishings, equipment, and records be held in trust upon a request by a district school board; deleting the authorization for a traditional public school to receive funds from the program; deleting a requirement for the State Board of Education to provide awards and annually report certain information; conforming provisions to changes made by the act; creating s. 1002.394, F.S.;