

Pinellas Charter School of Science & Technology

Florida Charter School Application Evaluation Instrument

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

The following definitions should guide the ratings:

- Meets the Standard:** The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.
- Partially Meets the Standard:** The response addresses most of the criteria, but the responses lack meaningful detail and require important additional information.
- Does Not Meet the Standard:** The response lacks meaningful detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant's understanding of the issue in concept and/or ability to meet the requirement in practice

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 checked="checked" type="checkbox"/>	<input type="checkbox"/>

Name of Person Completing Assessment: Dot Clark Date: November 12, 2013

Title: Director, Charter Schools and Home Education

Signature: _____

Summary: Of the nineteen sections in the Evaluation Instrument the applicant scored:

In the Educational Plan the applicant scored:

- “Meets Expectations”- 3
- “Partially Meets”- 2
- “Does Not Meet”- 3

In the Organizational Plan the applicant scored:

- “Meets Expectations”- 1
- “Partially Meets”- 2
- “Does Not Meet” – 1
- Not Applicable - 1

In the Business Plan the applicant scored:

- “Meets Expectations”- 1
- “Partially Meets”- 4
- “Does Not Meet” - 1

I. Educational Plan

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

1. Mission, Guiding Principles and Purpose

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

Statutory References:

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

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths	Reference
➤ The School is committed to providing a challenging, educational experience through a rigorous curriculum emphasizing science in a technologically enriched environment.	Page 3
➤ The School's curriculum will "align with Florida's Next Generation Florida Sunshine State Standards and Florida's Common Core State Standards (CCSS)".	Page 4
Concerns and Additional Questions	Reference

2. Target Population and Student Body

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths	Reference
➤ The applicant addresses the number of students to be served in each grade and a projection for each year of operation up to the 5 th year: Year 1 – 348 total enrollment Year 2 – 392 total enrollment Year 3 – 414 total enrollment Year 4 – 458 total enrollment Year 5 – 498 total enrollment	Page 12

Concerns and Additional Questions	Reference
	Page 12

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:

- Is clear and coherent;
- Is based on effective, research-based educational practices, 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
- Presents evidence that the proposed approach will lead to improved student performance for the school's target population.

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

Strengths	Reference
<p>➤ The School will follow the District's annual calendar, that course offerings will reflect FLDOE course coding, and that the instructional day will accommodate a minimum of 330 minutes.</p>	Page 13
<p>➤ "The school foci (i.e. Standards-based curriculum, Six Elements of High Quality Instruction, diagnostic testing, focused instruction, high performance standards, teacher pay-for-performance, and Workshop Way) are expected to improve student performance to the point that, at the end of the five-year charter, all students will perform at or above state performance standards."</p>	Page 15
<p>➤ "The primary tenets of our educational program will be: 1) Florida Continuous Improvement Model (FCIM), 2) Quality Instruction, 3) Extended Learning Opportunities, and 4) Multicultural Themes in the curriculum."</p>	Page 19

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 consistent with the school's mission, educational philosophy and instructional approach;
- Will enable students to attain Sunshine State-Common Core Standards and receive a year's worth of learning for each year enrolled; and
- Will be appropriate for all students at all levels.

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

Strengths	Reference
<ul style="list-style-type: none">➤ The curricula the school will use includes: MacMillian-McGraw's <i>Florida Treasures</i> for Language Arts, Reading, and Writing; <i>Discovery Education, Providing Hands-On, Minds-On, and Authentic Learning Experiences in Science</i>, and <i>Foundational Approaches in Science Teaching (FAST)</i> for Science; Pearson <i>en VisionMath Common Core 2012</i> for mathematics, and Pearson Scott Foresman <i>myWorld 2013/1st Edition</i> for Social Studies. All the identified materials have been approved by the school district and are aligned with the NGSSS & CCSS.➤ The applicant provides a thorough description of the School's technology goals and how technology will be integrated into instruction.➤ The applicant describes how the school intends to develop student interest in STEM programs and careers.	Pages 22-33 Pages 34 & 35 Page 38

Concerns and Additional Questions	Reference
<ul style="list-style-type: none">➤ Although the reading plan addresses students reading below grade level, it does not identified specific strategies for FCAT Level 1 & 2, or students identified as "disfluent".➤ There is a lack of specificity as to how the school will utilize continuous progress monitoring to assess the results of their interventions.➤ The applicant provides a brief description of how the School intends to address Art & Music; however, there is not a "clear and coherent framework for teaching and learning" for these programs.	Pages 43-52 Page 52 Page 53

5. Student Performance, Assessment and Evaluation

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths	Reference
➤ The applicant provides a thorough explanation of how the School will implement the RtI process.	Pages 63 & 64

Concerns and Additional Questions	Reference
➤ Although “ongoing progress monitoring” is mentioned, there is a lack of specificity as to how the results of progress monitoring will drive instruction.	Pages 57 & 58
➤ Without comparative data, the correlation between 100% learning gains and 95% proficiency cannot be determined.	Pages 57 & 58
➤ 1st and 2nd grade FAIR goals are absent although a 100% proficiency goal in 3rd grade is specified.	Page 58
➤ Description of student promotion standards should explicitly discuss what these are and how they would be implemented.	Page 60
➤ A school of science and technology should contain additional assessments of science and technology other than FCAT Science.	

6. Exceptional Students

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths	Reference

Concerns and Additional Questions	Reference
<ul style="list-style-type: none">• The applicant fails to provide a clear understanding of appropriate processes needed to meet the needs of students with disabilities.<ul style="list-style-type: none">➤ Services need to be provided upon the start of school as indicated by the IEP, not within 10 days.➤ There is no information regarding who will provide specially designed instruction for VE services.➤ The applicant refers to the Student Support Team throughout the application, it should be IEP Team.➤ The school does not develop the IEP, the IEP team (including the parent) develops the IEP.➤ The applicant fails to provide evidence that the school understands the difference between supplemental services and special education services as evidenced by the application stating that instruction in a resource, itinerant room, or special class is usually for special education (provision of Specially Designed Instruction) not a supplemental service. As a result students level of services	<p>Page 66</p> <p>Page 66</p> <p>Pages 67 & 68</p> <p>Page 68</p> <p>Page 67</p>

<p>may not align to IEP requirements.</p> <ul style="list-style-type: none"> ➤ Based on the applicant’s explanation for students requiring a “self-contained environment”, it appears that the School’s expectation is that a “re-evaluation” will automatically result in placement “into an inclusive setting” for all students whose IEP requires a self-contained setting. It cannot be determined if/how the school would serve a student whose re-evaluation resulted in the student continuing to need a self-contained setting. ➤ Although the applicant states that the School will accept all students, the application does not provide a “clear description of the levels of service the school will provide to students with disabilities” for students who need a more structured environment, or students who required 40% instruction with non-disabled peers. The Behavior Plan presented in Section 8 does not specifically mention accommodations and/or modifications for ESE students. ➤ There is a lack of detail concerning “specialized instruction” and specific instructional strategies for students with disabilities. 	<p>Page 69</p> <p>Pages 65-73</p>
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Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> ➤ The School's plan to serve ELL students fails to address services for students with significant language needs. (LY and LF students). ➤ The applicant states that the School will "strive for inclusion to the fullest extent." <i>Strive</i> does not promote the sense that the school intends to provide the required services for ELL students. ➤ The applicant fails to address who is doing the testing, or what test instrument is utilized. ➤ It cannot be determined who is serving as the ESOL Coordinator or if the School plans to provide ELL endorsed teachers from the staffing plan. ➤ The applicant fails to explain what is meant by "appropriate support services". ➤ Although the applicant says "support services may include supplementary ESOL instruction", it is not clear what process the School has to determine if a student receives extra language support and how it would be delivered. ➤ There is not a "sound 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" when addressing instructional interventions tailored specifically for ELL's and not just for struggling students. ➤ An ELL Coordinator is included in the staffing projections; however, this position is not identified in the budget (pg. 133). 	<p>Pages 74-76</p> <p>Page 74</p> <p>Page 74</p> <p>Page 74</p> <p>Page 75</p> <p>Page 75</p> <p>Pages 74-76</p> <p>Page 75</p>

8. School Climate and Discipline

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths	Reference
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Form Number: IEPC-M2
Rule Number: 6A-6.0786
May 2012

➤ The School will follow the Pinellas County School's Code of Conduct.	Page 78
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Concerns and Additional Questions	Reference
➤ The applicant does not provide a statement saying that students with disabilities will be disciplined only in accordance with the requirements of the Individuals with Disabilities Education Act and the Rehabilitation Act.	Pages 76-78
➤ The applicant fails to acknowledge that the school will not transfer an enrolled student without written parental approval as required in F.S. 1002.33(22)b.	Pages 76-78
➤ "We will provide a strict environment where learning comes by enforcing rules, procedures, and high expectations." The applicant only identifies Expected and Inappropriate Behaviors; there is not enough detail provided to support "a sound approach to classroom management and student discipline".	Page 107
➤ The applicant states that "Students may be withdrawn at any time following a meeting with the Principal". This statement implies that the Principal may withdraw students at his/her discretion, which may be in violation of FAPE.	

II. Organizational Plan

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

9. Governance

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths	Reference
Concerns and Additional Questions	Reference
<p>Declaration regarding make up of Board on page 78 not consistent with recent legislation because it does not include spouses of employees.</p> <p>Language regarding posting of agenda on page 78 also not consistent. Must be posted 7 days in advance.</p> <p>No Articles of Incorporation were provided, the document could not be evaluated.</p> <p>There is mention of a conflict of interest policy, but it was not included with the Application. When Applicant was questioned about the lack of policy, they indicated that there was no policy, that the school would follow the law. It is unclear at this point how the school will inform board members and staff of conflict of interest issues and how those issues may be addressed.</p>	

10. Management

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths	Reference
<ul style="list-style-type: none"> • The application clearly describes the school administration as principal/director, supported by an administrative 	Page 91

assistant and a registrar/data processor.	
<ul style="list-style-type: none"> • A description of the plan for recruitment and selection of the school principal is provided along with key competencies and a job description. 	Page 91
<ul style="list-style-type: none"> • The application includes a description of the evaluation process, and anticipated professional development activities for the school leader. 	Page 92-93
<ul style="list-style-type: none"> • Staff recruiting strategies appear to be appropriate and the proposed salary and benefit schedule seems to be competitive. 	Page 94

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> • Conflicting statements: Job description qualifications for school administrator includes master's degree in education and school administrator certification; YET when describing the process of hiring the school leader the minimum qualification is: ideally holds an educational leadership certificate or comparable degree. • The application does not comment on the school's commitment to adhering to SB 736 requirements. • It is unclear as to what the statement means, "The teachers in the middle school will be hired with dual certification." • The application fails to contain a job description for the IT repairman, one of the components of Section 10A of the model application. <p>During a phone conference the applicant stated:</p> <ul style="list-style-type: none"> ✓ This statement should not have been in the application. <u>"The School will work with the governance board to identify the qualifications and experience level desired for the Principal".</u> ✓ The schools leader must have Ed Leadership. ✓ This statement should not have been in the application. <u>"The teachers in the middle school will be hired with dual certification."</u> ✓ Classroom teachers would teach music and art . 	<p>Pages 92 and 95</p> <p>Pages 85-96, 100</p> <p>Page 96</p>

11. Education Service Providers

The term "education service provider" (ESP) refers to any number of organizations that contract with the governing board of a school to provide comprehensive services. The three major types of ESPs that serve charter schools are education management organizations, comprehensive school design providers, and virtual school management organizations. The Education Service Provider

section should describe, if applicable, the contractual arrangement between the school's governing board and such a provider.

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths	Reference

Concerns and Additional Questions	Reference

12. Employment

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths	Reference
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Concerns and Additional Questions	Reference
<p>The applicant does not provide comprehensive policies and procedures that hold staff to high professional standards or present a sound plan for development of policies and procedures.</p> <ul style="list-style-type: none"> ➤ The application contains a generic summary of some personnel procedures but does not contain a comprehensive personnel policy or a plan and timeline for developing one. ➤ The applicant's description of the school's professional development plan is vague and lacking in detail. It does not provide sufficient detail with regard to how staff will be trained to implement the multiple instructional strategies and methodologies referenced in Sections 3 and 4 of the application. 	<p>Pages 95, 102-106</p> <p>Pages 104</p>

13. Student Recruitment and Enrollment

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths	Reference
<ul style="list-style-type: none"> • Registration periods and provisions for conducting a lottery (should applicants exceed capacity) are identified. 	Pages 107-108
<ul style="list-style-type: none"> • A proposed parent contract is included in Appendix E 	Page 109

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> • Elements of the student recruiting plan are not appropriate. <ul style="list-style-type: none"> ➤ The student recruitment plan includes the method of requesting staff from district schools to post and distribute flyers, as well as, allow the charter school to attend school PTA meetings. Posting flyers at district schools and attending district schools PTA meeting is not an acceptable recruitment method and one that the sponsor does not approve. • An enrollment and admissions process that is open, fair, and in accordance with applicable law is not presented. <ul style="list-style-type: none"> ➤ Each year enrollment is contingent on the return of the signed copy of the student- parent contract. This requirement is punitive and limits access to all families. ➤ Applicant states that students may be withdrawn at any time. Unless an offense occurs that is considered an expulsion offense, at which time the district would be involved, the school is a public school and as such, is expected to work with each student to help them become successful instead of withdrawing them <p>During a phone conference the applicant stated that students would not be withdrawn if a Spring enrollment form was not returned.</p>	<p>Page 105-106</p> <p>Page 107</p> <p>Pages 110-111</p>

III. Business Plan

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

14. Facilities

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

- A realistic plan for acquiring a facility that is appropriate and adequate for the school's program and targeted population.

- Evidence that the school has access to the necessary resources to fund the facilities plan.

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

Strengths	Reference
The applicant agrees to comply with Class Size requirements.	Page 113

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> ▪ The applicant does not present a thorough plan for acquiring a facility that is appropriate and adequate for the school's program and targeted population. <ul style="list-style-type: none"> ➤ Applicant discusses in general terms, location, size and layout of space. The lack of specific details prohibits reviewers to determine if the space will be adequate for the program. ➤ The applicant does not address the application requirements of providing an estimate of the costs of the anticipated facility needs nor does it describe how the estimate was derived. 	Page 112

15. Transportation

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

Statutory Reference(s):

s. 1002.33(20)

Evaluation Criteria:

A response that meets the standard will present:

- A transportation plan that will serve all eligible students.

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

Strengths	Reference

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> ▪ The identified transportation plan is not able to provide transportation service to all eligible students. <p>Although the applicant states that transportation will not be a barrier, the two possible options cited in the application are currently not available. PCS does not have the capacity to assist the charter school with busing and there are no private bus companies</p>	Pages 113-114

within the district that are currently certified to transport students to school and back home. The applicant does not have a viable plan to ensure that transportation will not be an obstacle to students wishing to enroll in the school.	
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16. Food Service

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

- A food service plan that will serve all students.

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

Strengths	Reference
The applicant will contract with the district and agrees to adhere to required food services guidelines.	Page 114

Concerns and Additional Questions	Reference

17. Budget

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths	Reference

Concerns and Additional Questions	Reference
<p>The application fails to present budgetary projections which are consistent with all parts of the application.</p> <p>The budget narrative states in year 2 teachers will be paid a salary of \$35,020 and in year 3 \$36,071. The operating budget funds year 2 teachers at \$33,269 and year 3 at \$34,303. This inconsistency continues through year five. The budget is understated a five year total of \$271,055 thus skewing the ending fund balance.</p> <p>The budget narrative states the principal will earn \$80,000 in year one. The sum of year ones projected cash flow is \$76,670. Budget is understated.</p> <p>Similar inconsistencies are found throughout application. The cash flow projection has a total for teachers' salaries of \$535,500 whereas the operating budget states the total should be \$612,000. Same issues exists with the specialty teachers. Budget is understated.</p> <p>Page 73 of the application says that a guidance counselor will be hired beginning in year one. The application also states a second ESE teacher will be hired in year two. These positions are not included in the budget thus skew the fund balance on the operating budget sheet.</p> <p>On the budget narrative textbooks and supplies are built at 364 students however operating budget states year one is projected at 348 students.</p> <p>At least a 3% contingency in operating not evident for year one as suggested by auditors.</p> <p>District fee is based on both FEFP and transportation. Application appears to be calculated on FEFP only. As a result expenses may be understated.</p> <p>No start up budget provided, only a five year budget included in application. As a result district is unable to evaluate the financial viability of the budget.</p>	

Page 124 of application provided a timetable for the school's start-up. Timeline states numerous expenses would occur during planning year. For example, marketing plan will begin December 2013 and school principal would be hired February-March 2014. Expenses not reflected as start-up budget not provided. Budget may be understated. – *Applicant stated in conference call several board members may donate \$5,000 a month for several months for start-up cost. No mention of donation was included in the application or budget. As a result district is unable to review the financial viability of the budget.*

Page 115 of application refers to a possible loan from founder for start-up expenses; at what interest rate? Application does not provide a sufficient explanation of loan.

The budget does not appear to have been prepared in accordance with the "Red book." For example, cafeteria workers and custodian salaries are included in school administration.

The five year budget appears to be estimating an unrealistic furniture and equipment expense. Budget narrative states budget is built at \$8000 per classroom (\$4000 in AV materials and \$4000 in Furniture & Equip). This equates to less than \$400 per student/staff for desks, chairs, and computers. Budget may be understated.

Budget includes a high 11% contracted service fee for bookkeeping, purchasing, instructional consultants, etc. It appears most of the fiscal operations are outsourced.

In summary, the application fails to present a realistic assessment of the projected sources of revenue and expenses.

18. Financial Management and Oversight

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of how the school's finances will be managed. The description must include assurances that the governing board retains ultimate control over the school's finances.

- A clear description of strong internal controls. The system of internal controls must be sufficient to safeguard finances.

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

Strengths	Reference

Concerns and Additional Questions	Reference
A clear description of strong internal controls not provided relating to daily cash handling, cash disbursements, and bank reconciliation. The application needs more comprehensive details relating to internal controls.	

19. Action Plan

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

Statutory Reference(s):

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

Evaluation Criteria:

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

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

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

Strengths	Reference
An action plan for school opening is provided in the application.	Page 129-130

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> • Action Plan is missing several major operational requirements identified in the model application: <ul style="list-style-type: none"> ➤ No mention of initial staff training timeline ➤ No mention of Governing Board training timeline ➤ No mention of policy adoption timeline ➤ No mention of lottery timeline 	Page 124