

East Windsor Middle

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

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

Name of Person Completing Assessment: Dot Clark Date: 11/12/13

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”- 5
- “Does Not Meet”- 0

In the Organizational Plan the applicant scored:

- “Meets Expectations”- 1
- “Partially Meets”- 4
- “Does Not Meet” – 0
- Not Applicable - 0

In the Business Plan the applicant scored:

- “Meets Expectations”- 3
- “Partially Meets”- 3
- “Does Not Meet” -0

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
<ul style="list-style-type: none"> ➤ Thorough descriptions of the School's mission, purpose, and values are provided. ➤ The School will provide increased learning opportunities for all students and will place special emphasis on low performing students in grades 6-8. 		Pages 3-8 Page 5
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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths						Reference
Projected enrollment:						
Grade	2014-15	2015-16	2016-17	2017-18	2018-19	Page 10
6	88	110	132	132	132	
7	88	110	132	132	132	
8	88	110	132	132	132	
Total	264	330	396	396	396	

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> ➤ The applicant states that the School hopes to serve "approximately 500 students". The projected enrollment presented in this application is 396 students for year 3, 4, and 5. 	Page 9
<ul style="list-style-type: none"> ➤ The applicant does not describe how the School will 	Page 9

<p>identify students that meet their targeted population description: “Our target population of students will have a desire for academic success; have an interest in developing a strong foundation in academics, life and career skills, and thinking skills; and desire an alternative non-traditional learning environment with an emphasis on integrated, ‘hands-on’ approaches to learning.”</p> <p>➤ “Contingency plans will be created to anticipate the possibility that enrollment will not meet our projections in a given period.” A contingency plan is not included in this application.</p> <p>These issues will be clarified before a final charter is presented.</p>	<p>Page 10</p>
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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
<ul style="list-style-type: none"> ▪ The Educational Program Design is based on effective, research-based educational practices, teaching methods and high standards for student learning. ➤ The educational program has three (3) critical elements that will provide students with a Foundation for Success at school, work, and in life: Authentic Learning, Collaboration, and a Nurturing Environment. 	<p>Pages 11-33</p> <p>Pages 13-16</p>

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

Strengths	Reference

Concerns and Additional Questions	Reference
<p>➤ Learning Gains for social studies need to be identified.</p> <p>This issue will be clarified before a final charter is presented.</p>	Pages 60 & 61

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

Strengths	Reference

Concerns and Additional Questions	Reference
<p>➤ Need clarification of what that applicant means by the term "Provision" of on-site staff and materials. It is a requirement that the School will serve all students and provide the appropriate materials necessary for their success.</p> <p>➤ A more detailed explanation is needed for part E. The applicant does not address the "evaluation" element in this section.</p> <p>➤ The statement is made that "If a student does not exhibit mastery, the ESE teacher will work with the regular education teacher to modify the curriculum and/or pace of delivery". This conflicts with the earlier statement that modifications should be made in "rare circumstances" (pg. 72).</p> <p>➤ The application does not have a statement that students with disabilities will be served in the least restrictive environment.</p> <p>These issues will be clarified before a final charter is presented.</p>	<p>Page 72</p> <p>Page 75</p> <p>Pages 78 & 79</p>

7. English Language Learners

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

Statutory Reference(s):

s. 1002.33(10)

Evaluation Criteria:

A response that meets the standard will present:

- Demonstrated understanding of state and federal requirements regarding the education of English language learner students.
- Sound plans 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.
- Demonstrated capacity to meet the school's obligations under state and federal law regarding the education of English language learner 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"> ➤ CELLA proficiency cut off scores provided in the application are incorrect. ➤ It is stated in the application that some ELL students will be exempt from statewide testing; In Pinellas all ELL students participate in statewide testing. ➤ It is stated in the application that the requirement for annual assessment of English language proficiency will be met by testing students every three years and that the results will be published in the district website. The requirement states that the language proficiency has to be tested annually (not every three years) in four language domains. Results of the assessment are not published on the district website. <p>These issues will be clarified before a final charter is presented.</p>	<p>Page 82</p> <p>Page 83</p> <p>Page 86</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.

Form Number: IEPC-M2

Rule Number: 6A-6.0786

May 2012

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

Strengths	Reference

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> ➤ The applicant states that the parent/student contract will “require” their child to behave. ➤ Parents will receive, read and accept the Parent /Student Handbook (see sample handbook in Attachment E) as well as sign a Parent/Student Contract. There is nothing in the Parent/Student Handbook that identifies a “contract”. ➤ The last statement in the Parent/Student Handbook says that “Not receiving this signed agreement will be cause for non-enrollment at the school”...in bold print. This is a violation of FAPE and contradicts their enrollment process. ➤ Uniforms must be purchased through the school’s vendor. The applicant does not explain if they provide options for families who cannot afford uniforms. However, during the 10/7/13 conference call the applicant clarified their uniform policy stating that no student would be denied access because of a lack of a school uniform. <p>These issues will be clarified before a final charter is presented.</p>	<p>Page 91</p> <p>Appendix E – Parent/Student Handbook</p> <p>Appendix E - Page 22 of the Parent/Student Handbook</p> <p>Appendix E – Parent/Student Handbook</p>

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

Strengths	Reference

Concerns and Additional Questions	Reference
<p>On pages 99-108 there are several conflicting statements regarding the leadership structure of the school. In some places it indicates that the School Director (a position that supervises both schools according to the organizational chart) will serve as the building level leader. In other statements there is indication that the Assistant Director for this particular school is responsible for daily operations. On page 103, it indicates that school administrator will handle day to day operations but does not indicate who this is referring to. On page 108, it states the Assistant Director is responsible for daily operations.</p> <p>On page 114, the Application indicates that a management company, Windsor Education, will provide "comprehensive school management services" including "all human resources and human resource management services including recruiting, hiring, performance management as required to successfully operate the school". This is in conflict with previous statements indicating that the Assistant Director and Director will be responsible for recruiting, hiring and supervising staff (although some of those statements are unclear as to which of those two staff members will perform those functions). There is no indication in the Application as to where the management company fits into the structure portrayed in the Organizational Chart.</p> <p>On page 102 of the Application there is a statement that the "Board of Directors also may assess the School, the educational program's successes, and areas in need of improvement". The use of the word "may" in this statement is troubling. The Board is responsible for oversight of the school. The items in this statement are a responsibility of the Board and should be expressed as a must.</p>	<p>Pages 99-114</p> <p>Page 102</p>

<p>On page 102 there is a discussion of a Board portal that will provide Board members password protected access to Board documents including bylaws, board meeting minutes, etc. This statement does not seem to take into account responsibilities to have items such as minutes available to the public on the school's website as required by revisions to Section 1002.33, Florida Statutes.</p> <p>The Articles of Incorporation state that the purpose of the corporation is to establish and elementary school to prepare students for middle school. Because this is a middle school application, the applicant may wish to revise this purpose.</p> <p>The Articles of Incorporation in Article VI indicate that the day to day operations of the school will be managed by the principal. This is inconsistent with the job titles used in the Application.</p> <p>Article VII of the Articles indicates that there will be no more than seven Board members. This is inconsistent with page 102 of the Application which indicates that there will be up to five board members. That Article also indicates that after execution of a charter there will be an election to increase the number of Board members to no fewer than five. The corporation is already the governing board for another school. Based on this language, the Board should already have been increased to five members, but the Application indicates that there are only three.</p> <p>Article X of the Articles contains language regarding distribution of property upon dissolution of the corporation which is inconsistent with Section 1002.33(8)(e), Florida Statutes.</p> <p>Section 8 of the Bylaws indicates that the Board may act without meeting. This is inconsistent with Section 286.011, Florida Statutes, which requires the Board to act at a public meeting.</p> <p>These issues will be clarified before a final charter is presented.</p>	<p>Page 102</p>
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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"> A description of the plan for recruitment and selection of the Assistant Director is provided along with key competencies and a job description. 	Page 109

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> On pages 99-108 there are several conflicting statements regarding the leadership structure of the school. In some places it indicates that the School Director (a position that supervises both schools according to the organizational chart) will serve as the building level leader. In other statements there is indication that the Assistant Director for this particular school is responsible for daily operations. On page 103, it indicates that school administrator will handle day to day operations but does not indicate who this is referring to. On page 108, it states the Assistant Director is responsible for daily operations. The application's Organization Chart and narrative identifies the schools leaders as the Director and the Assistant Director. There is no statement concerning the recruitment for the Director or a description of the hiring process that will be used for this position. The application has conflicting statements over the hiring process. On page 110 the Director and board will hire the Asst. Director yet page 114 states that the management 	<p>Pages 99-109</p> <p>Pages 109-110 Attachment I</p> <p>Page 110 Page 114</p>

<p>company will provide all human resources and human resource management services including recruiting, hiring, performance management as required to successfully operate the school.</p> <p>During a phone conference the applicant stated that the current Director of Windsor Elementary would have the position as Director. This was not stated in the application.</p> <p>The applicant also stated that the ESP would provide more of the back office services to support the hiring process.</p> <p>These issues will be clarified before a final charter is presented.</p>	
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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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> ▪ The applicant does not present a complete and clear 	Pages 114-128

<p>description of the services to be provided by the ESP.</p> <ul style="list-style-type: none"> ➤ The management agreement presented in Attachment L has incomplete information. Numbers 12, 13 and 16 have “(Reserved)” instead of a narrative describing the services to be provided. Reviews are unable to determine the scope of services to be provided. <p>This issue will be clarified before a final charter is presented.</p>	Attachment J
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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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
<ul style="list-style-type: none"> • The applicant states that the salary and benefit schedule will be competitive and designed to attract and retain qualified staff. • The school will utilize Aloha, a professional personnel management group for the management of health benefits. • A copy of the personnel policy is provided. • The school will use a performance based compensation system for teachers based on learning growth and assessments as required in SB 736. 	<p>Page 105</p> <p>Page 128</p> <p>Attachment M</p>

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> • The application does not indicate that charter school employees shall have the option to bargain collectively, as required by Section 1002.33(12)(b), Florida Statutes. 	

<p>hours a year but this statement is not confirmed in the student –Parent handbook. It is unclear what the volunteer expectations will be for parents.</p> <p>During a conference call the applicant stated that students would not be withdrawn from school if the reenrollment form is not received.</p> <p>These issues will be clarified before a final charter is presented.</p>	<p>Page 137 Attachment E</p>
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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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
<ul style="list-style-type: none"> • The applicant provides a detailed plan building a new facility on the property of the existing Windsor Preparatory Academy Charter School located at 5175 45th street north in St. Petersburg. 	<p>Page 139</p>

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> The application fails to present a complete plan for securing a facility that is appropriate and adequate for the school's program and targeted population. <ul style="list-style-type: none"> The application fails to acknowledge that arrangements for facilities shall be made and a certificate of occupancy and other documentation shall be submitted to the School District at least fifteen days before the first day of school. <p>This issue will be clarified before a final charter is presented.</p>	

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
The applicant references Florida law on charter school requirements for student transportation.	Page 145

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> Although the applicant states that the school may contract with an outside provider, there are no private bus companies within the district that are currently certified to transport student to school and back home. It is therefore, unclear how the applicant will ensure that transportation will not be an obstacle to students wishing to enroll in the school. This begs the question of how will the school ensure that transportation is not a barrier to attendance? <p>During a phone conference, the applicant stated that if a bus</p>	Page 145

<p>company was not available then the school would help connect families to support carpooling.</p> <p>This issue will be clarified before a final charter is presented.</p>	
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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 intends to contract with the school district or a local provider to provide food service. Standards are included for the provider to ensure compliance with regulations. The school may apply for provider status at the end of the first year.	Page 146

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

Strengths	Reference

Concerns and Additional Questions	Reference
<p>Information is lacking regarding the miscellaneous revenue source included. - <i>Applicant explained projected revenue is for field trips, fundraising, uniforms, and yearbook sales. Application lacks clear definition and costs within the budget.</i></p> <p>At least a 3% contingency in operating not evident for year one as suggested by auditors.</p> <p>Start-up budget does not appear to include provisions for professional fees including, but not limited to, legal and accounting. Page 147 of narrative states start-up budget includes legal fees however provided budget does not show evidence of any.</p> <p>Likewise, page 141 and 147 of the narrative states the start-up budget includes renovation costs required to meet state regulations. The provided budget does not show evidence of such expenses.</p> <p>The budget may be understated. - <i>Applicants stated in conference call expenses were included in the five year budget under the facilities rent. However the budget narrative states rent is estimated to cost \$850 per student. Year ones rent is \$180,000 which equates to \$681.82 per student. According to the budget narrative year ones rent should be \$224,400 plus renovations. Budget may be understated by \$44,400 in year one. This shortfall skews the fund balance on the operating budget sheet as school would end with a deficit.</i></p> <p>The five year budget does not prove it will purchase an adequate number of computers. According to the submitted budget assumptions, budget has been set aside in year one for 24 computers yet the revenue anticipates 264 students will enroll. With thirteen teachers and 264 students anticipated 24 computers is inadequate to furnish the school. The state requires one computer for every five students; therefore for the anticipated student population there should be a minimum of 53 computers. Proposed budget had one computer for every eleven students. Additionally, page 16 of narrative states each classroom will maintain a student to computer ratio of 2:1. Submitted budget does not show evidence of that. - <i>Applicant made the following response, "The budget shows a computer lab with</i></p>	

24 computers as well as 2 computers per classroom. While this school will be more technology oriented than a typical middle school, we believe this along with additional input provided by the management company will be sufficient.”

Page 16 of narrative states school will utilize state-of –the-art technology such as iPads; no budget evident in five year budget or start-up budget. Budget expenses may be understated. – *Applicant stated in conference call iPad purchase costs was included in start-up budget. Submitted start-up budget includes expenses for salaries and advertisement only.*

Page 148 of budget narrative states Newpoint Education Partners will advance all capital to cover costs of opening the school. No evidence the necessary equipment will be purchased during start-up. Likewise, payment of such advancement not evident. Interest in budget for start-up salary and advertisement expenses only. Budget expenses may be understated.

Per the budget assumptions .5 of a plant operator will be paid at \$18,750 (37,500 x .5). The five year budget appears to be understated by \$1,250 in year one and continues throughout the remaining four years.

The five year budget appears to be estimating an unrealistic utility expense. The estimated \$3,000 a month for year one seems insufficient to include water, sewer, garbage, and electricity. The budget expenses may be understated. - Applicant submitted the following response, “*Utilities at a rate of \$3,000 per month is based on current school experience. Windsor Elementary and Enterprise High currently average \$3,400 per month. East Windsor will share a facility with Windsor Elementary, which will reduce total costs for each school as a portion of utilities are fixed.*”

District administration fee is based on both FEFP and transportation. Application appears to be calculated on FEFP only. Expenses maybe understated.

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

Strengths	Reference

Concerns and Additional Questions	Reference
<p>The governing board does not appear to have the knowledge or expertise to provide the oversight of the school's finances. The application places heavy reliance on a third party, School Financial Services (SFS).</p> <p>This issue will be clarified before a final charter is presented.</p>	

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
<ul style="list-style-type: none"> • An action plan for school opening is provided in the application. 	Page 157-158

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> The implementation plan fails to include submission of important documents to the sponsor School District, including the proof of insurance. <p>This issue will be clarified before a final charter is presented.</p>	<p>Page 157-158</p>