

Sarasota County Public Schools  
2017 – 2018 Charter School Application Process

**Pinecrest Academy Gulf Coast Charter Application**

**Charter Review Committee Final Evaluation and Ratings – May 8, 2018**

On February 1, 2018 the district received the application for the Pinecrest Academy Gulf Coast K–8 charter school. The application is submitted by the Pinecrest Academy, Inc. governing board as a “Replication of an Existing School Model” application. The Pinecrest Academy, Inc. governing board currently oversees 11 Pinecrest Academy schools in Florida. The Pinecrest Academy Gulf Coast charter school will open in 2019-2020 with a projected enrollment of 424 students in K-6 and grow to 800 K-8 students by its fifth year of operation. The Pinecrest Academy school model provides a standards-based, research-based curriculum and instruction program incorporating a science, technology, engineering and math (STEM) theme. Students learn in a safe and nurturing environment in which all students are able to master state and national standards. The Pinecrest Academy governing board contracts with Academica, an Educational Service Provider (ESP), to provide comprehensive education services and business management services for the Pinecrest Academy network of schools.

The evaluation findings presented in this report are based on the extent to which the charter school application addressed the evaluation criteria required to meet each of the 22 standards and the criteria for the replication of an existing school model and the Educational Service Provider (ESP), as specified in the Florida Charter School Application Evaluation Instrument. Initial ratings were determined by the district’s Charter Review Committee (CRC) based on their review and analysis of the charter school’s original application submitted on February 1, 2018. The applicant was provided an opportunity to review the CRC April 10, 2018 Initial Findings report and respond to the CRC’s questions and requests for clarification. The applicant was not permitted to amend the application or correct significant deficiencies identified in the original application.

The applicant participated in the CRC Capacity Interview on April 24, 2018. The purpose of the interview was to clarify any remaining or outstanding questions and to corroborate information provided in the application in order to confirm that the school’s founding/governing board members have knowledge of the application and have the capacity to establish a charter school in Sarasota County. Considering all information presented in the original application, in the written responses to the CRC’s questions, and the oral responses provided by the applicant during the April 24, 2018 Clarification/Capacity Interview Session, the CRC arrived at the final ratings for each standard by majority vote.

Note: Page numbers throughout this document refer to the Pinecrest Academy Gulf Coast charter application document, which is available on the district website.

**Charter Review Committee Final Ratings Summary for Pinecrest Academy Gulf Coast**

I. Educational Plan Standards 1 – 9	II. Organizational Plan Standards 10 – 15	III. Business Plan Standards 16 – 22	Addenda Addendum A: Replication Addendum B: ESP	Final Total
89% Meets 11% Partially Meets 0% Does Not Meet	67% Meets 17% Partially Meets 17% Does Not Meet	86% Meets 0% Partially Meets 14% Does Not Meet	0% Meets 100% Partially Meets 0% Does Not Meet	75% Meets 17% Partially Meets 8% Does Not Meet

Note: Due to rounding, percentages may not add to 100%.

Charter School Application Section	Ratings of Standards	
	Initial CRC Rating*	Final CRC Rating**
<b>I. Educational Plan</b>	44% Meets 56% Partially Meets 0% Does Not Meet	89% Meets 11% Partially Meets 0% Does Not Meet
1. Mission, Guiding Principles and Purpose	Meets	Meets
2. Target Population and Student Body	Partially Meets	Meets
3. Educational Program Design	Partially Meets	Meets
4. Curriculum Plan	Partially Meets	Meets
5. Student Performance, Assessment and Evaluation	Partially Meets	Partially Meets
6. Exceptional Students	Meets	Meets
7. English Language Learners	Partially Meets	Meets
8. School Culture and Discipline	Meets	Meets
9. Supplemental Programming	Meets	Meets
<b>II. Organizational Plan</b>	67% Meets 33% Partially Meets 0% Does Not Meet	67% Meets 17% Partially Meets 17% Does Not Meet
10. Governance	Meets	Meets
11. Management and Staffing	Meets	Meets
12. Human Resources & Employment	Meets	Meets
13. Professional Development	Meets	Meets
14. Student Recruitment and Enrollment	Partially Meets	Partially Meets
15. Parent and Community Involvement	Partially Meets	Does Not Meet
<b>III. Business Plan</b>	43% Meets 57% Partially Meets 0% Does Not Meet	86% Meets 0% Partially Meets 14% Does Not Meet
16. Facilities	Partially Meets	Meets
17. Transportation	Partially Meets	Does Not Meet
18. Food Service	Partially Meets	Meets
19. School Safety and Security	Meets	Meets
20. Budget	Partially Meets	Meets
21. Financial Management and Oversight	Meets	Meets
22. Start-Up Plan	Meets	Meets
Addendum A: Replication	Partially Meets	Partially Meets
Addendum B: Education Service Provider	Partially Meets	Partially Meets
<b>Ratings Summary – All Standards (1-22) and Addenda</b>	46% Meets 54% Partially Meets 0% Does Not Meet	75% Meets 17% Partially Meets 8% Does Not Meet

\* Initial ratings assigned April 10, 2018

\*\* Final ratings based on evaluation of the initial application together with applicant's written response (submitted April 18, 2018) to the *CRC Analysis and Initial Findings* report and the April 24, 2018 Clarification /Capacity Interview

## 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.

In Sarasota, the FLDOE’s format of this evaluation instrument report has been modified by dividing the boxes into three categories: 1) Strengths, 2) Deficiencies/Concerns/Weaknesses, and 3) Areas in Need of Additional Information and/or Clarification. Sarasota offers each applicant an opportunity to respond to the “Areas in Need of Additional Information/Clarification.” However, this clarification process may not be used to submit new information (not requested) or make substantive changes to the submitted application. Based on the CRC’s evaluation, the weaknesses, deficiencies or missing information identified in the application are considered sufficiently significant that corrections and revisions would constitute a material or substantial amendment to the original application, which is not permissible. Key findings and significant observations from the April 17, 2018 School Board Work Session and the April 24, 2018 Capacity Interview are presented, where appropriate, in a separate section (“box”) at the end of the applicable standard. Considering all information presented in the original application, in the written responses to the CRC’s questions, and the oral responses provided by the applicant during the School Board Work Session and the Capacity Interview Session, the CRC arrived at the final ratings for each standard by majority vote.

The following definitions guided the Sarasota County Schools Charter Review Committee (CRC) evaluation results and ratings:

<b>Meets the Standard</b>	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.
<b>Partially Meets the Standard</b>	The response addresses most of the criteria, but the responses lack meaningful detail and require important additional information.
<b>Does Not Meet the Standard</b>	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.

**I. Educational Plan**

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

**1. Mission, Guiding Principles and Purpose**

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

**Statutory References:**

s. 1002.33(2)

**Evaluation Criteria:**

A response that meets the standard will present:

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

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

**Strengths (reference page numbers)**

Information Only: The Pinecrest Academy Gulf Coast charter school proposes to serve students in K-8, with up to 800 students by its fifth year of operation. The Pinecrest Academy, Inc. governing board currently oversees 11 schools in Florida and has 7 other approved Pinecrest Academies scheduled to open in 2018 or 2019. This application is submitted as a “Replication of an Existing School Model” application. The application proposes to replicate 2 “A” rated schools operating in Miami-Dade County. (P. 123) Pinecrest Schools are managed by the Academica Management, LLC, an Education Service Provider (ESP) with extensive years of experience managing over 120 charter schools in Florida.

Pinecrest will focus on “standards-based, research-based instruction incorporating STEM themes.” The school’s mission is to provide a safe and nurturing learning environment in which all students are able to master state and national standards.” The school’s mission is to “empower each child to succeed in life and contribute to society in a positive manner.” (P. 1)

The application template requires the applicant indicate the page number(s) of the material within the application that describes how the proposed school will utilize the guiding principles found in section 1002.33(2)(a), F.S. Based on the committee’s review, the written information presented in the Pinecrest Academy Gulf Coast application provides adequate support that the proposed school will be guided by the principals and purposes for charter schools. There is **acceptable evidence** to support that the proposed school has the capacity to:

- *Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state’s public school system.*

- *Promote enhanced academic success and financial efficiency by aligning responsibility and accountability.*
- *Provide parents with sufficient information on whether their child is reading at grade level and whether the child gains at least a year’s worth of learning for every year spent in the charter school.*
- *Improve student learning and academic achievement.*
- *Increase learning opportunities for all students, with a special emphasis on low-performing students and reading.*
- *Encourage the use of innovative learning methods.*
- *Require the measurement of learning outcomes.*
- *Expand the capacity of the public school system.*
- *Create new professional opportunities for teachers, including ownership of the learning program at the school site.*

The application provides **weak evidence** that, in accordance with the law, the proposed charter school would fulfill the following purposes. (Please note that the applicant has the option of responding to these items.)

- *Encourage the use of innovative learning methods.*
- *Create innovative measurement tools.*
- *Provide rigorous competition within the public school district to stimulate continual improvement in all public schools.*

**Deficiencies/Concerns/Weaknesses: (reference page numbers)**

**Deficiencies**

None.

**Concerns/Weaknesses**

Comment Only: The Pinecrest Academy school’s educational programs, instruction, and learning methods may not be considered “innovative” because they incorporate many of the programs currently offered in Sarasota’s traditional schools.

<b>Areas in Need of Additional Information and/or Clarification (reference page numbers)</b>	<b>Charter Applicant’s Response</b>	<b>CRC Review/Comments</b>
None.		

**2. Target Population and Student Body**

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

**Statutory Reference(s):**

s. 1002.33(10)

**Evaluation Criteria:**

A response that meets the standard will present:

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

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

**Strengths (reference page numbers)**

The school’s target population is K-8 students in the Palmer Ranch area. The plan is to open in 2019-20 with K-6 and add grade 7 and grade 8 in each subsequent year, with a projected K-8 enrollment of 738 by Year 3 and up to 800 students in Year 5. (P. 4-5)

If the school is located in this area, the numbers of students and projected growth over time are reasonable. The applicant references capacity at Ashton Elementary and Sarasota Middle School and growth in that geographical area as the rationale for the enrollment projections. (P. 5) See concerns below.

Comment Only: The application submitted maps of the Palmer Ranch geographical area as support of the demand and need for a school. (P. 5) Documents submitted in attachment T: Capacity vs. Additional Students by Attendance Boundary chart and Sarasota County Elementary & Middle School Conditions – 2026 Maps, Building Hope Location Based Demographic Reports.

**Deficiencies/Concerns/Weaknesses: (reference page numbers)**

**Deficiencies**  
None.

**Concerns/Weaknesses**

It is not clear if the applicant intends to limit the enrollment process to a specific group of students as allowable by s. 1002.33(10)(e), F.S., specifically, the provision whereby the school may target students living within a “reasonable distance” from the school. Information submitted includes data for demographics for a 5-mile and a 15-mile radius of the proposed location for the school. This detail is important for the CRC to evaluate the reasonableness of the enrollment projections.

Rather than a narrative description, the application provides statutory language quoted verbatim and irrelevant statute about controlled open enrollment. (P. 4)

Several traditional and charter schools within the 5-mile radius of the target site (identified in the Building Hope geographic map), have stable or below projected enrollment. Across all 15 Sarasota charter and traditional schools within the 5-mile radius, the available program capacity is approximately 370 seats. Other than Sarasota Middle School, the other middle schools within the 5-mile radius (including Brookside and McIntosh) are expected to have over 800 open seats. The neighboring charter schools, including Imagine School at Palmer Ranch (K-8), are below projected enrollment. Granted, the district’s site-planning analysis indicates a need for an elementary school by 2026. However, capacity at Ashton Elementary and Sarasota Middle School and the projected population growth in the area may not support the projected 424 K-8 enrollment in Year 1.

The anticipated student population in this area will NOT be similar to the Miami-Dade Pinecrest Academy schools to be replicated in Sarasota. Further detail regarding this matter is discussed in the section pertaining to replications of existing school models. (Section Addenda A- Replications)

The explanation as to why the target population aligns with the mission and vision of the school is weak. The rationale given is that the proposed school will replicate a school model of a high performing school that offers a well-rounded, standards-based curriculum. (P. 4) Clarification: The application states that “the school will replicate an already proven program of high performing schools.” (P. 4) The application submitted is not an application to replicate a “high-performing school” as defined by s.1002.331, F.S.

<b>Areas in Need of Additional Information and/or Clarification (reference page numbers)</b>	<b>Charter Applicant’s Response</b>	<b>CRC Review/Comments</b>
<p>Please state clearly if the school will limit the enrollment process to a specific student population as defined in s. 1002.33(10)(e), F.S., and, if so, which one. If it is “reasonable distance,” please state the distance. (See Section 14)</p>	<p>In order to minimize any traffic impact caused by the school and ensure that the school is available to serve the residents of the neighborhood where the school is located, the Governing Board of the charter school may elect to limit the enrollment process to target students residing within a reasonable distance of the school as provided under Fla. Stat. §1002.33 (10)(e).</p> <p>The School will cooperate with the Sponsor in determining "reasonable distance" in a manner commensurate with "reasonable distance" determinations for the sponsor's other public schools. Reasonable distance has been defined as a two to four mile radius.</p>	<p>CRC understands the provisions allowable under Fla. Stat. §1002.33 (10)(e). That was not the question. The CRC is looking for a clear indication as to which specific option will be used and a declaration of the applicant’s intent – yes or no, a response that states “will” rather than “may.”</p> <p>Given the applicant’s second statement, the district will assume that the school will limit the enrollment process to students living within a reasonable distance of the school.</p>

<p>Why is there reference in the application to the 1002,33(10)(e) provision of limiting enrollment for students articulating between charter schools? Is this an error or not applicable because it was copied from another application? Please confirm. (Pp. 3-4)</p>	<p>Pinecrest Academy schools include the articulation language in their applications as a standard practice in the event the entity opens another charter school in the area where a student, for example, would articulate from a K-5 Pinecrest school to the K-8 proposed school for middle school.</p>	<p>While the CRC understands that Pinecrest Academy, Inc. and Academica use a “standard” application, the CRC looks for and expects some degree of modification of the standard narrative and procedures to tailor the application to the conditions and settings proposed for the Sarasota school.</p> <p>There is no need for the articulation provision because the proposed school is a K-8 school.</p>
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**Additional CRC Observations Based on Outcome of the April 24<sup>th</sup> Interview Session:**

The CRC assured the applicant group that the CRC understands that the application submitted is not an application to replicate a high performing school (as per the state’s designation). For clarification, references to “high performing” in the CRC’s evaluation findings was intended to indicate that the school has high achievement levels and/or is an “A” rated school.

Concerns were expressed by the CRC that the applicant team did not appear to be familiar with Sarasota’s student population to be served by the proposed school. The application does a good job of showing the geographical maps of the Palmer Ranch areas and describing projected population growth, however, the information in the application (and in any of the sections that pertain to students) did not address the demographics or characteristics of the student population within a 5-mile radius in terms of the percent of ELL, students with disabilities, low income students, minority. During discussion, it was evident that the applicant team was not familiar with the Sarasota schools in the area, the educational programs offered, or the demographics of the student population.

The applicant team is confident that the Sarasota school will meet projected enrollment based on the success of the other Pinecrest Academy schools. The Pinecrest Academy schools are at capacity and have wait lists. For example, the Orlando campus will be expanding to meet demand. Another point made was that parents are drawn to the K-8 school model because of the smaller school setting. Reference was made to Sarasota’s site planning analysis indicating the need for additional schools in the Palmer Ranch area.

The CRC inquired as to why school openings had been deferred or delayed for applications approved in other districts. The Pinecrest board stated that in most cases deferments are due to building delays and recruitment challenges. The board does not anticipate delays in Sarasota because they have an approved architectural school design and Academica is actively seeking a school site on which to build.



**3. Educational Program Design**

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

**Statutory Reference(s):**

s. 1002.33(7)(a)2.

**Evaluation Criteria:**

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

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

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

**Strengths (reference page numbers)**  
 The “push and pull” philosophy of meeting students’ individualized needs sounds like an effective method and well-established best practice of Pinecrest Academy. (P. 6)  
 STEM-related programs and activities will engage and challenge students – Robotics courses and clubs, Future City and Project Lead the Way. (P. 33)

**Deficiencies/Concerns/Weaknesses: (reference page numbers)**  
**Deficiencies**  
 None.  
  
**Concerns/Weaknesses**  
 The description on page 6 of the proposed school’s educational program is generic and “all-purpose.” (P. 6)

The applicant states “Academic Excellence” in support for the Pinecrest Academy Inc., schools’ educational programs and best practices. “Pinecrest Schools meet high standards of student achievement” through the delivery of their curriculum and programs. (P. 6) It should be noted that although the two Miami schools to be replicated are “A” rated schools, other Pinecrest schools in Florida are not, and some have a prior history of receiving school grades of C, D and F. (History Worksheet in attachment; FLDOE School Grades)

<b>Areas in Need of Additional Information and/or Clarification (reference page numbers)</b>	<b>Charter Applicant’s Response</b>	<b>CRC Review/Comments</b>
Briefly describe your afterschool FREE tutoring program. (P. 11)	Pinecrest’s free afterschool tutoring program is offered to students who demonstrate deficiency in reading and/or mathematics. The program is typically held before or after school twice a week for 60-120 minutes and/or on Saturday mornings for 90-180 minutes. The program provides identified students with small group tutoring using research-based instructional programs and materials to reteach and reinforce areas of deficiency in an effort to increase student proficiency as measured by the FSA and other state standardized tests. The program also teaches test-taking strategies. The program uses certified teachers as tutors.	Response is acceptable.
How will you determine if a Reading and/or Math coach will be employed? What is his/her role? (P. 11)	Student enrollment will determine if one or two coaches will be employed. If one coach is hired, it will be a Reading Coach or one multi-subject Curriculum Coach. The coach’s role will focus on providing professional development and support for teachers in implementing best instructional practices and various reading and/or math programs in their content areas. The Coach will observe, provide feedback to, model for, and provide resources for teachers. The Coach will also ensure that instructional focus calendars are being followed, that curriculum resources are being utilized correctly and effectively, and that standards-based instruction is being done effectively. The Coach will also review progress monitoring data, conduct data chats with teachers, and contribute to school-wide strategic planning that aims to increase student proficiency in the targeted subject areas.	Response is acceptable.  The addition of a reading or curriculum coach will be a great resource and asset to the school.

<p>Explain how the Intensive Acceleration Course works? Is this in lieu of Science and Social Studies? (P. 12)</p>	<p>The Intensive Acceleration course in Reading for grades 3-5 would offer intensive reading through (not in lieu of) the Science and Social Studies subject areas. This 90-minute uninterrupted course would be conducted in a small group setting through a push-in or pull-out of identified students needing this intensive level of instructional support due to previous failures in grades K-2. A highly-effective teacher would conduct this instruction in which students would receive an additional 90 minutes of reading in their instructional day. During this time students would learn reading strategies through social studies and science subject matter. The social studies and science content would be learned in conjunction with specific, structured, and multisensory research-based reading interventions including intensive phonics, vocabulary, and language instruction. A speech-therapist would also assist if necessary. The highly effective teacher providing the intensive acceleration would also provide a read-at-home plan to increase the opportunity for reading success.</p>	<p>Response is acceptable.</p>
<p>Provide a sample of what a “personalized academic and career plan” includes? Do all students have a plan? How is it completed? Monitored? (P. 7)</p>	<p>These career skills are embedded through their visits to the counselors and or College Assistant Advisor. (CAP)</p>	<p>Response is vague and only partially addresses the question.</p>
<p>The applicant needs to confirm the proposed school will follow Lake County’s or the Sarasota County Schools’ approved school calendar. (Attachment B)</p>	<p>Sarasota County School’s Approved Calendar</p>	<p>Response is acceptable.</p>
<p>Please provide a sample daily schedule for grade 8 and a copy of the master schedule for the K-8 Pinecrest Academy that is being replicated in Sarasota.</p>	<p>See Attached SAMPLE Daily Schedule Grade 8.</p> <p>Upon enrollment of students if the proposed school is approved, a master schedule will be created. The application submitted is a replication of the Pinecrest Academy K-8 Model and not a high performing replication of a specific school.</p>	<p>Response is acceptable.</p> <p>The grade 8 sample schedule clarified the questions.</p> <p>The CRC understands that this application is a replication of a school model application and not a high performing school replication application.</p>

**Additional CRC Observations Based on Outcome of the April 24<sup>th</sup> Interview Session:** *(note: because of the inter-connection of subject matter across the application, discussion presented here in Section 3 is also pertinent to the material covered in Section 4 – Curriculum and 5 – Student Placement & Progression)*

The Pinecrest Academy board stated they will have a comprehensive focus on STEM using Project Lead the Way beginning in K as well as a focus on preparing middle school students for a rigorous AP curriculum using Springboard, a product produced by College Board.

**4. Curriculum Plan**

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

**Statutory Reference(s):**

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

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

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

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

**Strengths (reference page numbers)**

This application describes and clearly identifies researched-based strategies and interventions for meeting the needs of all learners in all four core content areas.

The school will follow the District’s Reading Plan and support their goals through a School-Based Reading Plan. (P. 16)

Professional development plans for teachers of reading is comprehensive. (Appendix D, P. 215)

**Deficiencies/Concerns/Weaknesses: (reference page numbers)**

**Deficiencies**  
None.

**Concerns/Weaknesses**  
The applicant is not familiar with Sarasota’s Student Progression Plan (SPP) yet states that the school will follow the district’s SPP. The school’s structure for providing reading and math interventions does not align with Sarasota’s process. (P. 12, p. 16) In addition, courses listed for middle school math, science and social studies as well as the sequence do not align with those in the district’s SPP. (Pp. 17-26)

<b>Areas in Need of Additional Information and/or Clarification (reference page numbers)</b>	<b>Charter Applicant’s Response</b>	<b>CRC Review/Comments</b>
<p>On page 16 the explanation of 90 minutes of uninterrupted daily instruction and tiered services varies from the description provided in Section 4, page 12. Please explain for both elementary and middle school students.</p>	<p>Elementary students will receive 90 minutes of uninterrupted daily instruction daily. If that elementary student is identified in through RTI/MTSS as Tier 2, an addition 30 minutes daily will be added via small group push-in or pull-out instruction. If that elementary student is identified in through RTI/MTSS as Tier 3, an additional 90 minutes daily will be added via small group push-in or pull-out instruction. Furthermore, Kindergarten, First, and Second Grade students who have been previously retained would have an additional 90 minutes of intensive acceleration within their social studies and science content areas.</p> <p>Middle school students will receive a 90-minute block of ELA. In addition, students identified as below proficiency (which could include SWD, ELLs, and students scoring level 1 or 2 on the FSA ELA) would be required to take a 90-minute Intensive Reading course in lieu of an elective. As with elementary students, students identified through RTI/MTSS at Tier 2 and Tier 3 would receive an additional 30 or 90 minutes daily respectively.</p>	<p>Response is acceptable.</p> <p>The applicant provided sample schedules for middle school and in the interview, clarified that the school would operate on block schedule for middle school.</p>
<p>What course codes are used for advanced versus gifted students in ELA and Mathematics? How do you determine Intensive Reading needs versus Reading 1? (P. 18)</p>	<p>The course codes used for advanced and gifted ELA students are the same. However, a gifted student would be identified in the district student database and that student’s EP would be provided to the teacher of the advanced ELA course in order to ensure that instructional differentiation was provided as outlined on the EP. The Florida Course Code Directory numbers are used to for such students. For instance, for middle school students in grades 6-8, the course code numbers would be as follows: 1001020* M/J LANG ARTS 1 ADV; 1001050* M/J LANG ARTS 2 ADV; and 1001080* M/J LANG ARTS 3 ADV.</p> <p>Intensive Reading is offered and required for students demonstrating standardized test scores below proficiency level in ELA. For students who are identified as proficient in reading via their standardized test scores, reading as an elective is offered to students in the form of Critical Thinking/Research courses.</p> <p>In mathematics, an advanced and gifted student might take a different series of courses. For instance, students who are advanced in middle school mathematics might take 1205050* M/J GRADE 7 MATH ADV; 1205070* M/J GRADE 8 PRE-ALG; 1200310* ALG 1. Students who are gifted in middle school mathematics might take 1205070* M/J GRADE 8 PRE-ALG; 1200310* ALG 1; and 1206310* GEO. Honors course codes for Algebra I and Geometry might also be applied. Again, a gifted student’s EP would be provided to the teacher of</p>	<p>Response is acceptable regarding ELA.</p> <p>Response is acceptable regarding mathematics.</p>

	<p>the mathematics course in order to ensure that instructional differentiation was provided as outlined on the EP.</p>	
<p>How will the school require that students participate in after school tutoring? Through a parent contract? Where in the budget is funding indicated for afterschool tutoring? (P. 34)</p>	<p>Parents who enter the school sign a parent contract and parent compact in our registration packet. Part of these documents emphasize the importance of ensuring that they do their part as a partner in their child’s education. This contract is a commitment to help us as a school help their child. In this spirit, we meet with any parents who elect not to participate in after school tutoring in order to determine the reason or hardship for that choice. We then work together to make a plan with the family to overcome the obstacle. In rare cases, if a child does not participate in after school tutoring, we attempt to provide supplemental instruction whenever possible during the regular school day or at an alternate time.</p> <p>There is not a specific line item for after school tutoring in the budget. However, there are supplements in the staffing plan that are used to pay for the program’s tutors, and there are funds in the instructional section of the budget to provide supplemental academic materials for the after school tutoring program. We also use fundraising and afterschool care monies to supplement funding for this program.</p>	<p>Response is acceptable.</p> <p>Response is acceptable.</p>

**Additional CRC Observations Based on Outcome of the April 24<sup>th</sup> Interview Session:** *(note: because of the interconnection of subject matter across the application, discussion presented here in Section 4- Curriculum is also pertinent to the material covered in Section 3 – Educational Program Design and Section 5 – Student Placement & Progression)*

During the April 17<sup>th</sup> School Board Work Session, the applicant group was asked if they were familiar with the district’s Student Progression Plan (SPP). The question was posed because procedures, course offerings, programs described in the application do not align to Sarasota’s SPP yet the applicant proposes to follow the district plan. During the Capacity Interview it was apparent that the applicant group was not familiar with Sarasota’s SPP requirements for progression and acceleration. There was a lack of awareness that the district does not offer the courses listed in the Pinecrest Academy application. For the record it was noted that a charter school is not required to follow any district’s SPP, however, if the school plans to do so, it is the responsibility of the applicant to become familiar with district’s plan prior to committing to adhere to local policies and procedures.

Although the Pinecrest Academy schools educational program has a reading plan, the applicants continue to state the school will follow Sarasota’s K-12 Reading plan yet lacked evidence of knowing what the district plan entails or how their program would align. The applicant stated that they may modify aspects of their school program to align or implement their own reading plan. Meeting the needs of ALL levels of learners within the middle school block schedule was clarified during the interview. The Pinecrest Academy, Inc. board clarified that, if approved, the school will adapt to Sarasota’s SPP while maintaining the essential components of the Pinecrest Academy model, including the implementation of Pinecrest Academy’s own School-Based Reading Plan.

**5. Student Performance, Assessment and Evaluation**

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

**Statutory Reference(s):**

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

**Evaluation Criteria:**

A response that meets the standard will present:

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

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

Please note that the final rating remains “Partially Meets” because the application lacked meaningful detail and did not provide all of the necessary information. Although the applicant group was permitted to clarify information and answer specific questions posed by the CRC in writing and/or during the interview, the applicant group was not permitted to submit new information, add new sections or make other substantive changes to the original application, therefore, the deficiencies in the application stand and are the basis of the final rating.

<b>Strengths (reference page numbers)</b>
The school will set parent satisfaction goals based on the school’s Stakeholder Satisfaction Survey. (P. 37)
Stated EOC goals are appropriate – the school proposes to score above the district in Algebra, Geometry, Biology and Civics EOCs. (Pp. 36-37)
Pinecrest plans to use the same criteria for grading and report card system for elementary grades. (Pp. 41-42)

The application describes an appropriate set of actions and strategies to be implemented should achievement outcomes fall short of expectations school wide, for any group of students as well as for individual students. (Pp. 46-47)

Plans for sharing assessment and performance information with parents are varied and appropriate. (Pp. 47-48)

**Deficiencies/Concerns/Weaknesses: (reference page numbers)**

**Performance Goals Section:**

**Deficiencies**

The applicant does not provide sufficient evidence that the school will hold high expectations for the student academic performance of all students.

The measurable goals for student academic growth and improvements are not clearly stated in all cases.

**Concerns/Weaknesses**

K-2 performance goals are not established annually. For K-2 students 80% are expected to make learning gains from fall to spring based on iReady for 2019. Goals beyond 2019 are not apparent, unless the intent is to have a target 80% fall to spring gains each year of the charter. Not clear. (P. 35)

English/Language Arts (ELA) and mathematics goals: The applicant uses the district’s average percent proficiency rates as the baseline. This is not reasonable if the school’s incoming students are presumed to be representative of the target population (discussed in Section 2). Even so, the stated goals in the application do not reflect high expectations for Sarasota’s students. (P. 36)

For example:

--- The district’s 2017 percent proficient in FSA ELA is 68.5% for grades 3-5 and 64.4% for grades 6-8. The Pinecrest school’s proposed ELA goals are 68% for 3-5 and 66% for 6-8 in Year 1. In the Palmer Ranch area, the current percent proficient in ELA is 80% for Ashton, 75% for Sarasota Middle School, and 71% for the schools, including Title I schools, within the 5-mile radius of the Palmer Ranch area. (Scores based on school grades data.)

---- In mathematics, the application’s stated goal for Year 1 is 73% proficient in grades 3-8. In this case the target is higher than the 2017 district wide baseline of 71.4%. However, the percent proficient for neighboring schools (within 5-mile radius) is 77% in grades 3-8 math. And, it is 89% for Ashton and 84% for Sarasota Middle School (based on the school grades data). The academic achievement for the charter school Imagine School at Palmer Ranch far surpasses the goals proposed for Pinecrest.

From the school model replication perspective, the ELA and math academic achievement for the Miami-Dade Pinecrest Academy schools to be replicated are in 80-95% range, significantly higher than the achievement goals proposed for the school to be replicated in Sarasota. (P. 123) Again, why are Sarasota goals significantly lower?

The science goal for the proposed Sarasota school is 64%, which is 4 points higher than the district average, but 9 points lower than for the Pinecrest Academy students who are at 73% proficient or higher in 2017.

No goals are set for middle school acceleration.



**Placement and Progression Section:**

**Deficiencies**

None

**Concerns/Weaknesses**

The applicant proposes to follow Sarasota’s Student Progression Plan (SPP), however, the description of the course placement and progression procedures do not align with those of the district.

**Assessment and Evaluation Section:**

**Deficiencies**

None.

**Concerns/Weaknesses**

Although the application indicates the school will follow the district’s testing calendar, and Sarasota’s testing calendar is included (Attachment F), the school proposes to use tests that are not part of the district’s assessment program. Sarasota does not administer the PSAT and the SAT-10 is not used as a screening test. (Pp. 44-45; Attachment F)

<b>Areas in Need of Additional Information and/or Clarification (reference page numbers)</b>	<b>Charter Applicant’s Response</b>	<b>CRC Review/Comments</b>
<p>The Sarasota baseline data for ELA is for grades 6-8 FSA-ELA, but the goal is only for grade 6. Is this a typo? (P. 36)</p>	<p>The goals listed in the application reflect the grade levels served for the initial year of operation. The school intends to serve students in 6<sup>th</sup> grade during its first year of operation. In subsequent years, goals will be determined for 7<sup>th</sup> and 8<sup>th</sup> grade.</p>	<p>CRC respectfully disagrees with this rationale.</p> <p>If this was the intent then the baseline data is innapropriate because it is 6-8 FSA ELA data (instead of just 6<sup>th</sup>). Most importantly, why is this not an issue for the other goals? The application provides goals beyond the initial year for grades 7 and 8 for math, science EOCs.</p>
<p>Please clarify and explain the basis for the 2017 Pinecrest Academy data listed for each “rationale.” Is the percent proficient calculated based on the data for the two schools to be replicated? Or is it based on all Pinecrest schools? Is it an average of the schools’ percent proficient totals or is it calculated based on number of students proficient or higher across all schools? (P. 36)</p>	<p>The percent proficient calculated is based on the percent proficient at the K-8 programs operated by Pinecrest Academy which are used in this application as models that will be replicated. It is an average of the school’s percent proficient totals.</p> <p>To clarify, the application is not a High Performing replication but a replication of the Pinecrest Academy, Inc. Model.</p>	<p>Response is acceptable.</p> <p>The CRC understands that this application is a “standard” replication of a school model and not a “High Performing School” replication.</p>

<p>Are the annual goals for the replication Pinecrest schools set for <b>cohorts</b> of students? Or by grade level each year? (P. 36)</p>	<p>Pinecrest Academy will set annual goals by grade level each year for schoolwide goals.</p>	<p>Response is acceptable.</p>
<p>What is the purpose of the goal that 100% of 8<sup>th</sup> and 9<sup>th</sup> graders will take the PSAT? Is the goal merely the <u>taking</u> of the test? (P. 37)</p>	<p>Pinecrest Academy elects to offer the PSAT to 8<sup>th</sup> graders in order to expose them to the process in preparation for high school.</p>	<p>Response is acceptable. The CRC believes that a “goal” to test all students is more of a strategy versus a school performance outcome goal.</p>
<p>The baseline data is from 2017 and the school will not open until 2019. If approved, will the applicant establish goals in the charter relative to the performance of similar Sarasota schools in the surrounding area of the proposed school and/or relative to the replication schools, in terms of meeting or exceeding the average performance?</p>	<p>If approved, Pinecrest will establish goals for the charter relative to the performance of similar Sarasota schools in the surrounding area of the proposed school.</p>	<p>Response is acceptable.  If approved, the district will expect measurable goals that reflect <u>high expectations</u> for student achievement and growth as compared to the schools in the surrounding areas.</p>
<p>Why would the K report card have a code for missing instruction in that subject (ESE only)? (P. 41)</p>	<p>The information provided was pulled from the Sarasota County Schools Student Progression Plan which the school will follow. Students in Grades K-1 will not receive grades for art, Music and physical education. (Page II-21 Sarasota County Schools SPP)</p>	<p>The point made is accurate. However, the application addressed a specific way of grading ESE students, for which the CRC was seeking clarification.</p>
<p>Do the Miami Pinecrest Academy schools to be replicated have Reading/Curriculum coaches on staff? (P. 46)</p>	<p>Yes.</p>	<p>Response is acceptable. Coaches are a great resource.</p>

**Additional CRC Observations Based on Outcome of the April 24<sup>th</sup> Interview Session:** *(note: because of the interconnection of subject matter across the application, discussion related to concerns about the Student Placement and Progression plan, which is covered in Section 5 of the application, are presented under Section 4-Curriculum on prior pages of this report)*

CRC explained the reason why the committee found the application deficient in the area of setting measurable goals that reflect high expectations for the student academic performance. The current achievement levels for Ashton Elementary and Sarasota Middle are significantly higher than the measurable targets listed in the application. Even within the 5-mile radius of the Palmer Ranch area the average proficiency rates are well above the goals proposed for the Pinecrest school in Sarasota. The applicant stated that the proposed school, if approved, would establish measurable goals reflecting high achievement outcomes based on the baseline data of student performance in the surrounding schools.

**6. Exceptional Students**

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

**Statutory Reference(s):**

s. 1002.33(16)(a)3.

**Evaluation Criteria:**

A response that meets the standard will present:

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

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

<b>Strengths (reference page numbers)</b>
The applicant described the process that determines whether a student is eligible for a 504 Accommodation Plan so he/she can access FAPE. (P. 54)
The information in the application indicates a thorough understanding of the MTSS process. (P. 55)

<b>Deficiencies/Concerns/Weaknesses: (reference page numbers)</b>
<b>Deficiencies</b> None.
<b>Concerns/Weaknesses</b> Most disconcerting is that the Pinecrest replication schools serve a very small percent of Students with Disabilities (SwD), specifically, 1.9% for the Pinecrest Cove Academy and 2.5% for the Pinecrest Academy North Campus. The applicant may not have the experience and knowledge to deliver the required programs and services to ESE (non-gifted) students.

The applicant states the demographic composition of the school should mirror that of the local community. They expect a population with approximately 15% students in Exceptional Student Education (ESE). Given that the applicant purports to serve students “in the surrounding areas” and/or within a 5-miles radius, the expected ESE population should mirror the target population. For schools within the 5-mile radius the percentages may be closer to 17% ESE. If the school believes it will draw primarily from select schools in the area, the percentages may be lower, 9 -13%.

It is unclear in the application which advanced/rigorous academic courses will be available to gifted and/or students requiring an accelerated course of study. (Pp. 63-65)

<b>Areas in Need of Additional Information and/or Clarification (reference page numbers)</b>	<b>Charter Applicant’s Response</b>	<b>CRC Review/Comments</b>
<p>The Pinecrest Academy Schools to be replicated in Sarasota serve 2% to 3% of ESE students. Why is this the case? How do you plan to address the population of students with disabilities with the increased projected population in Sarasota? (P. 50)</p>	<p>Pinecrest schools serve a wide % range of ESE students throughout their programs between 2-15%. To clarify, the application before you is not a High Performing Replication of Cove and North but rather a replication of the Pinecrest Model. The application document asks the applicant to list MSID #s of schools being replicated and the applicant included not only the specific K-8 programs but also a list of all of the Pinecrest Schools as Attachment DD.</p> <p>Additionally, the school intends to replicate the Pinecrest model, student population, of course, cannot be replicated, but Pinecrest has been successful serving all students in each area they operate.</p> <p>The plan to address the population of SWD:</p> <ol style="list-style-type: none"> <li>1) Provide professional development during the summer to provide teachers with the skills required to provide specialized instruction and accommodations on the IEP. This PD will be offered by the National Director of Special Education and Student Support for Academics.</li> <li>2) Provide a best practice at each monthly faculty meeting to address working with SWD. For example: implementing cooperative learning activities. The benefits for SWD include: <ul style="list-style-type: none"> <li>· Cooperative learning is fun, so students enjoy it and are more motivated.</li> <li>· Cooperative learning is interactive, so students are engaged, active participants in the learning.</li> <li>• Cooperative learning allows discussion and critical thinking, so students learn more and remember what they've learned for a longer period of time.</li> <li>• Cooperative learning requires students to learn to work together, which is an important skill for their futures.</li> </ul> </li> </ol>	<p>The CRC understands that this application is not submitted as a High Performing Replication. The question should have referred to the K-8 Pinecrest Academy school model, which includes the two schools listed. Attachment DD is required regardless of the type of application being submitted.</p> <p>Granted, the school model, as implemented in the 11 Pinecrest Schools, may serve a wide percentage range of students with disabilities. However, the three K-8 schools serve a relatively low percentage of ESE. The Orange County K-8 school, not listed in Addenda A, serves 5.5%.</p> <p>The CRC respectfully disagrees. The Pinecrest Academy <u>model</u> has not been successful in all schools. Several Pinecrest schools started as F/D schools and one is currently a C-rated school.</p> <p>Response is acceptable related to plan.</p>

	<p>3) Access all resources from the Florida Discretionary Projects to support teachers and students in providing specialized instruction to our students:  <a href="http://www.fldoe.org/core/fileparse.php/7567/urlt/projectslisting.pdf">http://www.fldoe.org/core/fileparse.php/7567/urlt/projectslisting.pdf</a></p> <ul style="list-style-type: none"> <li>· <b><u>Florida Diagnostic and Learning Resources System Associate Centers (FDLRS)</u></b> The FDLRS Associate Centers provide diagnostic and instructional support services to district exceptional student education programs and families of students with exceptionalities statewide. BEESS Liaison: April Katine, <a href="mailto:April.Katine@fldoe.org">April.Katine@fldoe.org</a> Contacts: <a href="http://www.fdlrs.org/contacts.html">http://www.fdlrs.org/contacts.html</a> Website: <a href="http://www.fdlrs.org">http://www.fdlrs.org</a></li> <li>· <b><u>Centers for Autism and Related Disabilities (CARD)</u></b> The Centers for Autism and Related Disabilities are located at seven state universities and provide community-based-delete community-based information and consultation to individuals with autism spectrum disorders and related disabilities, their families, and school districts. Bureau Liaison: Diana McLendon, <a href="mailto:Diana.McLendon@fldoe.org">Diana.McLendon@fldoe.org</a> Contacts: <a href="http://florida-card.org/map.htm">http://florida-card.org/map.htm</a> Website: <a href="http://florida-card.org/">http://florida-card.org/</a></li> </ul> <p>4) Create a master schedule that uses FIN Inclusive Scheduling Steps which schedules special ed kids first and ensures that the supports follow each student—not the other way around.(Attachment #1 to this email – CueCardScheduling)</p> <p>5) Ensure all teachers are implementing DI (Attachment #2 to this email – Cue Card for DI)</p>	<p>Unnecessary to copy-paste from FLDOE materials. The applicant is to summarize in their own words.</p>
<p>Information only. Please be aware that the sponsor will not provide district support staff to determine 504 eligibility/ineligibility for students. This is the school's responsibility.</p>	<p>Noted.</p>	<p>Response is acceptable.</p>

<p>There are concerns regarding the process of addressing LRE (Least Restrictive Environment) placement on the IEP (Individual Education Plan) on page 60. For separate class placement or “other schooling,” the applicant states that they will meet with the district ESE Department to discuss the appropriate ESE placement and will initiate the procedure in conjunction with the Sponsor. If district representation is not present, the school is solely responsible. What process will be implemented by the school-based personnel at the school?</p>	<p>As the District is our LEA, we will first make the attempt to work with them and schedule an IEP team meeting where they and the school that is being considered with the “separate class placement” program can be invited.</p> <p>For example, if a student’s IEP requires a school such as Oak Park School: <a href="file:///C:/Users/Liliana/Downloads/17-18%20FINAL%20OPS.pdf">file:///C:/Users/Liliana/Downloads/17-18%20FINAL%20OPS.pdf</a> and that is the school all other district schools consider in regards to this placement, then we will work with the District to ensure there is representation from that school at the IEP meeting to discuss appropriate placement with the parents.</p> <p>If the District is not present, Pinecrest Academy Gulf Coast will contact the school directly and request representation at the IEP meeting to discuss the “separate class placement” and how the school (EX: Oak Park School) can implement the IEP.</p> <p>In short, as we are a District school under Sarasota’s LEA, we want to ensure our families have access to “cluster programs or special schools” already set up that provide FAPE to all District schools.</p>	<p>Response is acceptable.</p> <p>Further clarification was provided during the capacity interview.</p>
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**Additional CRC Observations Based on Outcome of the April 24<sup>th</sup> Interview Session:**

The CRC asked the applicant to explain how an ESE teacher at Pinecrest would instruct a student with a disability in the general education classroom and to elaborate on what would occur if the student is not successful in the Least Restrictive Environment. It was stated that a support facilitation model could be used where a general education teacher and ESE teacher share lesson plans and work together to provide instruction while implementing the IEP. A good example was provided outlining how this model might look during a reading block while multiple strategies were used. It was also explained that ESE students would be scheduled first using the FIN (Florida Inclusion Network) model.

A question was asked about what instruction might look like in Tiers II and III in the MTSS process. The explanation included explicit systematic instruction two to three times per week for five to six weeks in Tier II and the focus could be on academics or behavior. If the student made no progress, then Tier III would continue to focus on the problem by providing intensive instruction four times per week in 30-minute blocks. The answer provided was indicative of a thorough understanding of what instruction might look like in the Tiers within the MTSS process.

Overall, the responses provided regarding the instruction of a student with a disability displayed a knowledge base of the services provided to ESE students once identified. A clear understanding was evident related to best practices to provide quality instruction within a tiered level of support system.

**7. English Language Learners**

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

**Statutory Reference(s):**

s. 1002.33(10)(f)

**Evaluation Criteria:**

A response that meets the standard will present:

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

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

**Strengths (reference page numbers)**

The applicant demonstrates a desire to meet state and federal requirements and to meet the linguistic and academic needs of English Language Learner (ELL) students. (P. 67)

**Deficiencies/Concerns/Weaknesses: (reference page numbers)**

**Deficiencies**

None.

**Concerns/Weaknesses**

Although the applicant states it will follow the Sarasota District ELL Plan, certain procedures, the function of ELL committee, intervention models and assessments described in the application do not align to those in the District’s ELL Plan. (Pp. 67-69)

In the application, certain procedures will be completed by various school staff members, however, there is no mention of the ESOL Liaison’s role in the process, as described in the district ELL plan. (P. 68)

The school plans to use the Home Language Arts (HLA) model as the intervention strategy for all elementary ELL students. Teachers monitor students’ progress in their home language. It is a good model, however, it is not employed in Sarasota. The issue, again, is that the applicant proposes to follow the procedures in the district plan yet the procedures described in the application are different. (Pp. 68-69)

The ESOL Exit Criteria (copied from FLDOE sources) is outdated. (P. 72)

<b>Areas in Need of Additional Information and/or Clarification (reference page numbers)</b>	<b>Charter Applicant’s Response</b>	<b>CRC Review/Comments</b>
Who designs the Curriculum Content in Home Language? (P. 69)	When home language materials are necessary, we work with various sources for home language curriculum content. This might include the research-based curriculum materials produced by the publishing company in the necessary home language, or a school employee who is proficient in the home language may create these. In some cases, an outside contracted service provider may translate or provide these materials. Finally, in cases where the home language may be more obscure, we would work with the local school district or another third party to find and provide support resources in this area.	Response is acceptable.
What is the rationale for determining that HLA is the most appropriate intervention. What personnel will deliver this intervention? (P. 69)	Curriculum Content in the Home language (CCHL) is providing support in the students’ Home language in the areas of Math, Science and Social Studies. This means that in districts with a large population of ELLs whose first language is Spanish or Haitian Creole, the support may be provided through a special-area teacher who is proficient in the student’s home language or a self- contained teacher who is bilingual when all the students are ELLs with the same first language. The instructional materials used are the same state adopted materials used in the school for these content areas. Although these materials are usually available in Spanish, the teacher can use the English version of the adopted materials and provides the instruction in the student’s home language. Home Language Arts (HLA) is the block of instruction provided to ELLs outside of the content- area block and where the students work in Reading and Language Arts in their home language. This block is extremely valuable because students can make significant gains in the acquisition of English as they use these skills to strengthen their home language and transfer the skills learned into their second language, English. For beginning ELLs, this block is used as their intervention.	Response is acceptable.  Further clarification will be requested during the interview.



<p>Briefly explain why various personnel have different programmatic responsibilities for ELL services rather than the ESOL Coordinator. (P. 73)</p>	<p>Instructional and programmatic responsibilities of ELLs lie with various school personnel. When a student is classified as an "ELL", there may several teachers contributing to the educational program of the student. Any issue impacting his/her programmatic or academic plan must be done in a collaborative manner, through the action of an ELL committee; this includes retention, and EXIT. This committee has to involve school administrators, counselors and teachers directly involved with this student. Once a student is EXITED from the ESOL program, the Post Program Review, PPR, needs to be done by the ELA teacher responsible for the Reading/Language Arts instruction of the student.</p>	<p>Response is acceptable.</p> <p>During the interview it was stated that the ESOL Department Chair is responsible for process, procedures and oversees appropriate instruction of ELLs. This role aligns with the role of a district ELL Liaison.</p>
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**Additional CRC Observations Based on Outcome of the April 24<sup>th</sup> Interview Session:**

The Pinecrest board was advised that the ELL population and home languages in the target area of Sarasota will be very different from the two Pinecrest schools in Miami, which are 98-100% Hispanic, and for the Orange County schools. Ashton Elementary was given as an example where 18 different home languages are represented, so the HLA model in which the bilingual teacher provides instruction in the students’ home language may not be realistic strategy if several languages (not just Spanish) must be accommodated. Implementation of such a model would impact staffing. Again, it appears that the applicant did not study or research the population of students in the school’s target area. The CRC is questioning the degree to which the school to be replicated in Sarasota will be substantially similar to the Pinecrest Academy “model school” given that the HLA component may not be applicable to the Sarasota school.

After clarification of demographics of ELLs in the area where they plan to open the school, the applicant explained that they will modify instruction according to ELL needs. Instruction will be in English with language support if needed and when feasible. Instruction in the home language, as explained by applicant, will be provided as a scaffolding strategy for recently arrived immigrant students. Language support will be provided through a bilingual resource teacher or a bilingual paraprofessional. This approach is sound and appropriate.

**8. School Culture and Discipline**

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

**Statutory Reference(s):**

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

**Evaluation Criteria:**

A response that meets the standard will present:

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

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

**Strengths (reference page numbers)**

The school plans to implement research-based systems of positive behavior support (PBS) to create a school-wide learning environment that promotes and aligns with the school’s mission.

The school plans to implement RtIB/MTSS to provide a continuum of tiered interventions with increasing levels of intensity and duration based on the needs of the students. (P. 74)

The school is going to follow the Sarasota County Schools’ Code of Conduct. (P. 75)

**Deficiencies/Concerns/Weaknesses: (reference page numbers)**

**Deficiencies**  
None.

**Concerns/Weaknesses**  
The description of the due process procedures for a student who is suspended or recommended for expulsion and the appeals process that the school will employ lacks substance. The response states that procedures in the Sarasota Code of Student Conduct will be followed and that students will be afforded due process as per the Sarasota Code of Conduct. (P. 77)

<b>Areas in Need of Additional Information and/or Clarification (reference page numbers)</b>	<b>Charter Applicant's Response</b>	<b>CRC Review/Comments</b>
<p>Describe the procedures and guidelines that will be followed to dismiss a student who is not meeting the behavioral expectations of the school. (P. 77)</p>	<p>Pinecrest Academy does not dismiss students for behavior issues. We follow the PBS, call parent and follow the district Code of Student Conduct. In a case of extremes cases such as drugs and/or weapons possession we will follow the Sponsor's manual and recommend expulsion to the district superintendent as we are aware a charter school cannot expel a student.</p> <p>In addition, students who continue exhibiting behavioral difficulties also go through the M-TSS process using behavioral tiers. Ultimately, at Tier III level, consent will be obtained to conduct a Functional Assessment of Behavior with the purpose of creating a Behavior Intervention Plan.</p>	<p>Response is acceptable.</p> <p>The CRC is pleased to know that students are not dismissed for behavior or conduct issues.</p> <p>Response is acceptable.</p>

**9. Supplemental Programming**

The Supplemental Programming section should describe extra and co-curricular activities offered by the school. This section is optional.

**Statutory Reference(s):**

NA

**Evaluation Criteria:**

A response that meets the standard will present:

- A clear description of extra- and co-curricular activities that support, and do not detract from, the educational program.
- Evidence of an adequate funding source for extra- and co-curricular activities.
- Lack of supplemental programming may not be a basis for denial.

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

<b>Strengths (reference page numbers)</b>
The school plans to offer STEM related activities such as Robotics Club, Future City, as well as arts related clubs and extracurricular activities. (Pp. 78-79)
The After Care Program funds will help to cover some expenses for co-curricular activities and after-school tutoring. (P. 79)

<b>Deficiencies/Concerns/Weaknesses: (reference page numbers)</b>
None.

<b>Areas in Need of Additional Information and/or Clarification (reference page numbers)</b>	<b>Charter Applicant’s Response</b>	<b>CRC Review/Comments</b>
None.		

**II. Organizational Plan**

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

**10. Governance**

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

**Statutory Reference(s):**

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

**Evaluation Criteria:**

A response that meets the standard will present:

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

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

<b>Strengths (reference page numbers)</b>
The Bylaws, Grievance Policy, Conflict of Interest Policy, as well as Roles, Duties, and Powers are clearly written, delineated, and within legislative recommendations. (Pp. 80-81; Attachments H-K)
The applicant oversees 11 other Pinecrest Academy schools in Florida and obviously has much experience in the governance of charter schools.
The schedule of board meetings and minutes are appropriately noticed and posted on the Pinecrest Academy, Inc. website.

<p><b>Deficiencies/Concerns/Weaknesses: (reference page numbers)</b></p> <p><b><u>Deficiencies</u></b> None.</p> <p><b><u>Concerns/Weaknesses</u></b> Pinecrest Academy Gulf Coast governing board members will NOT be Sarasota County residents (Pp. 83-83), which is permissible under state statute but of great concern to the CRC. The CRC strongly believes that it is in the best interest of the parents/students served that governance and oversight of the proposed “Community School” be under the direction of local board members who understand the needs of its stakeholders and meet in the community.</p> <p>With one exception, the Board Member Information sheets were copied from another county’s application last year and each identifies a different school, the “<i>Pinecrest Collegiate Academy</i>” as the proposed school for Sarasota. (<i>Board Member Information Sheets</i>)</p> <p>Parents who have a concern or grievance, if not resolved by the school principal, are required to contact Academica, the ESP. Academica then puts the parent in contact with the “board appointed parent liaison for your school.” Parents who wish to address the board must submit their concern in writing to Academica three days before the scheduled board meeting. Not listed on the application, however, the last step in the parent grievance procedures for the Miami schools is to advise parents to contact the district’s charter office! (P. 87)</p> <p><b>Addenda: ESP – Chart of Responsibilities (noted here as it describes some hierarchal info)</b> ESP does not appear to employ but rather provide curricular and human resource assistance.</p>
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<b>Areas in Need of Additional Information and/or Clarification (reference page numbers)</b>	<b>Charter Applicant’s Response</b>	<b>CRC Review/Comments</b>
Will the appointed parent representative and the principal of the proposed Sarasota school attend meetings in Miami?	Yes. Additionally, Pinecrest Academy sets up phone and video conferencing to ensure that all who want to participate are given the opportunity.	Response acceptable.
How many school board meetings will be held in Sarasota County? (P.82)	At least 2 meetings will be held in Sarasota County. Pinecrest Academy may also allow for Special Meetings to be called if necessary.	Response is acceptable.
Please provide the resume for Mr. Carlos Alvarez.	Please see attached.	Received, thank you.

<p>Please indicate whether Mr. Carlos Alvarez currently or has previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.</p>	<p>Mr. Carlos Alvarez does not and has not served on a board, however, is a professional educator who is familiar with public education and handling of public funds.</p> <p>Board Member Information Sheets have been provided.</p>	<p>Response is acceptable.</p> <p>Yes, they were provided. However, the request was made because item #3 was not answered on the Board Member Background Information sheet for Mr. Alvarez.</p> <p>Also, you may want to correct the other sheets that reference the “Pinecrest Collegiate Academy.”</p>
<p>Please provide a copy of the Pinecrest Academy, Inc. Board of Directors minutes that shows the agenda item to submit a new Pinecrest charter school application for Sarasota County and the motion to approve the application.</p>	<p>Please see attached.</p>	<p>Minutes not submitted.</p> <p>Will bring this to applicant’s attention at the interview session and request again and ask for explanation.</p>

**Additional CRC Observations Based on Outcome of the April 24<sup>th</sup> Interview Session:**

The CRC parent and community representative questioned if the Pinecrest Academy, Inc. Board was invested in the Sarasota community given that the current board is comprised of Miami residents and, as presented, the board will not have a local member representing Sarasota. At the April 17<sup>th</sup> School Board Work Session the Pinecrest Academy board president agreed that there might be an opportunity to add a local community member to their board. The CRC asked if Pinecrest was willing to commit to have a Sarasota resident on the board. Much discussion ensued about parental involvement, the school’s “bottom up” approach, and the parent liaison and the parent representation as a member of the School Advisory Council (SAC). The CRC noted that serving on the SAC rather than on the Pinecrest Academy board is quite different in terms of the voice and authority to make change in the best interest of Sarasota students, parents and the school community. This issue remains unresolved.

**11. Management and Staffing**

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

**Statutory Reference(s):**

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

**Evaluation Criteria:**

A response that meets the standard will present:

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

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

<b>Strengths (reference page numbers)</b>
The application meets all of the evaluation criteria related to organizational structure and reporting lines, job requirements, recruitment and hiring protocol. (Pp. 88-89)  The staffing plan is adequate and realistic.

<b>Deficiencies/Concerns/Weaknesses: (reference page numbers)</b>
None.

<b>Areas in Need of Additional Information and/or Clarification (reference page numbers)</b>	<b>Charter Applicant’s Response</b>	<b>CRC Review/Comments</b>
None.		



**12. Human Resources and Employment**

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

**Statutory Reference(s):**

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

**Evaluation Criteria:**

A response that meets the standard will present:

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

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

<b>Strengths (reference page numbers)</b>
The budget supports the staffing plan and sufficient funding is allocated for benefits. Salaries are reasonable and will be competitive in the Sarasota County area. (Pp. 94-95)

<b>Deficiencies/Concerns/Weaknesses: (reference page numbers)</b>
<b>Deficiencies</b> None.
<b>Concerns/Weaknesses</b> Comment Only: The application contains narrative copied verbatim from state documents related to the requirements for administrator and teacher evaluation as per the Student Success Act. (Pp. 92-94)

Areas in Need of Additional Information and/or Clarification (reference page numbers)	Charter Applicant’s Response	CRC Review/Comments
None.		

**13. Professional Development**

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

**Statutory Reference(s):**

NA

**Evaluation Criteria:**

A response that meets the standard will present:

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

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

<b>Strengths (reference page numbers)</b>
The Pinecrest Leadership Coalition meets monthly to share best practices and design professional development to align curriculum and instruction among all Pinecrest school sites. (P. 98)
The application describes a comprehensive and relevant plan and program for the professional development of teachers and staff as well as leadership development for principals and school administrators. (Pp. 98-101)

<b>Deficiencies/Concerns/Weaknesses: (reference page numbers)</b>
None.

<b>Areas in Need of Additional Information and/or Clarification (reference page numbers)</b>	<b>Charter Applicant's Response</b>	<b>CRC Review/Comments</b>
None.		

**14. Student Recruitment and Enrollment**

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

**Statutory Reference(s):**

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

**Evaluation Criteria:**

A response that meets the standard will present:

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

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

Please note that the final rating remains “Partially Meets” because the application lacked meaningful detail and did not provide all of the necessary information. Although the applicant group was permitted to clarify information and answer specific questions posed by the CRC in writing and/or during the interview, the applicant group did not take advantage of the opportunity to clarify or the responses provided did not fully address the questions. The applicant group was not permitted to submit new information, add new sections or make other substantive changes to the original application, therefore, the deficiencies in the application stand and are the basis of and/or contribute to the final rating. Please note that this Section 14 is tied to Section 2- Target Population and Student Body.

<b>Strengths (reference page numbers)</b>

<b>Deficiencies/Concerns/Weaknesses: (reference page numbers)</b>
<p><b>Deficiencies</b></p> <p>The application does not provide a description of the lottery process to be used should the number of applications exceed the number of available seats. (P. 103)</p> <p>The responses lack essential detail, therefore it cannot be determined if the school will have an enrollment and admissions process that is open, fair, and in accordance with applicable law. (P. 103)</p> <p><b>Concerns/Weaknesses</b></p> <p>The applicant lists the allowable enrollment <u>preferences</u> as stated in s. 1002.33(10)(d), F.S., (e.g., siblings, employee’s children, etc.). The committee is clear on the preferences. What is not clear is whether or not the school will limit the enrollment process to a specific student population in accordance with (10)(e). The articulation provision option does not make sense. (P. 103)</p>

Areas in Need of Additional Information and/or Clarification <i>(reference page numbers)</i>	Charter Applicant’s Response	CRC Review/Comments
<p>Please state clearly if the school will limit the enrollment process to a specific student population as defined in s. 1002.33(10)(e), F.S. and, if so, which one. If it is “reasonable distance,” please state the distance (5-mile radius or 15-mile radius or other?). (P. 103)</p>	<p>In order to minimize any traffic impact caused by the school and ensure that the school is available to serve the residents of the neighborhood where the school is located, the Governing Board of the charter school may elect to limit the enrollment process to target students residing within a reasonable distance of the school as provided under Fla. Stat. §1002.33 (10)(e).                      The School will cooperate with the Sponsor in determining "reasonable distance" in a manner commensurate with "reasonable distance "determinations for the sponsor's other public schools. Reasonable distance has been defined as a two to four mile radius.</p>	<p>Response does not address the question posed.</p> <p>This is the same narrative provided in Section 2 of this document. “May” is an option or a possibility. If the applicant intends to have enrollment preferences and/or limit the enrollment, they must be described in the application.</p> <p>Given the applicant’s second statement, the district will assume that the school <u>will</u> limit the enrollment process to only target students living within a reasonable distance of the school as per s. 1002.33 (10)(e)(4) F.S.</p>
<p>Briefly describe the procedures that will be followed if a lottery is conducted to award students an open seat and place students on the wait list.</p>	<p>See procedures below:</p>	<p>Response is acceptable.</p>
<p>Please provide a copy of the current lottery policy used for the replication schools in Miami-Dade. (P. 104)</p>	<p>Students will be admitted to <b>the school</b> regardless of race, gender religion or ethnic origin and our admission and dismissal procedures will be equitable for all students. All Pinecrest Academy schools will implement the following enrollment/lottery policy:</p> <ol style="list-style-type: none"> <li>1. Effective immediately, <b>the school</b> will set and advertise a registration / lottery date.</li> <li>2. The following groups of students will not have to participate in the lottery and will gain automatic admission/re-admission assuming they complete the “Intent to Return” form prior to the lottery date.                             <ol style="list-style-type: none"> <li>i. Current students enrolled at <b>the school</b></li> <li>ii. Siblings of enrolled or accepted students at <b>the school</b></li> <li>iii. Children of teachers at <b>the school</b></li> <li>iv. Children of governing board members, however, for Federal Grant Recipient Schools, preference will only be given to children of founding board members of the grant recipient school while the school is in the grant period. Any governing board members which are nominated and/or elected to the governing board after the founding of the school shall not be eligible for any enrollment preference while the school is in the grant period.</li> </ol> </li> </ol>	<p>Response is acceptable.</p> <p>Procedure #11 for a wait list pool rather than wait list rank order is lawful but seems unfair.</p>

	<p>v. Children of an active duty member of any branch of the United States Armed Forces.</p> <p>a. Although allowed by Florida statute, the Board recognizes that present federal guidelines do not identify such a preference for active CSP grant recipients and will comply accordingly.</p> <p>For Federal Grant Recipient Schools, sibling and children of teacher exemptions only apply to children of the grant recipient school. An exemption cannot be granted if the child does not have a sibling in the Federal Grant Recipient School and/or the teacher is not employed at the Federal Grant Recipient School.</p> <p>3. If the number of applicants is less than or equal to the number of available slots each qualified applicant will be accepted and enrolled.</p> <p>4. If the number of applicants meeting the established criteria of the charter exceeds the stated capacity of the school, or individual classroom or program, each child will be placed in a random lottery (the “Lottery”).</p> <p>5. Each application will be given a number, and all numbers for each classroom/program will be placed in a database. Numbers will be drawn on a random basis and all slots available per grade will be filled based on the rank order of their drawing. The remaining numbers will be used to create the waiting list (the list will be developed based on the rank order in which the remaining assigned lottery numbers are randomly drawn).</p> <p>6. There will be at least one school administrator plus a member of the board and/or a representative from an independent auditing firm present at the Lottery.</p> <p>7. After the Lottery is completed, students will be contacted in the rank order in which names were randomly drawn and established on the waiting list.</p> <p>8. As openings arise throughout the year, the next child on the waiting list for that particular classroom will be offered the “space”. If the school accepts applications during the school year and already has a waiting list from a previous lottery, the school may either re-draw all names to date (less those accepted/withdrawn/removed by request) or conduct periodic subsequent lotteries and add the names in the rank order drawn to the initial list created via a random lottery.</p> <p>9. The parent has 48 hours to accept/refuse the space and complete all required documentation for admission into program. If the parent is not able to do so, the space will go to the next child on the waiting list. Applicant names for parents who do not respond within 48 hours or who do not accept the available space will be removed from</p>	
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	<p>the list and requested to reapply in the future if they would like to be considered at a later date.</p> <p>10. If there are more spaces than applications, the school may accept all students after the registration period has ended. If the school continues to accept applications after the initial registration period, the school will:</p> <p>A) Conduct subsequent registration periods with advertised due dates and determine whether a lottery is necessary at the end of that period; or,</p> <p>B) Conduct a “rolling” registration weekly. At the end of each week, determine whether or not a lottery is necessary.</p> <p>1. If the school receives more applications that week than the available seats, the school will:</p> <p>a) Conduct a lottery;</p> <p>b) Notify families that received available spaces, and</p> <p>c) Put remaining applications on a waiting list in the rank order their numbers are randomly drawn OR let families know they will be included in the next lottery when spaces become available.</p> <p>2. If no lottery is necessary at the end of the week because the school has more space than applications received, all applicants may be accepted.</p> <p>3. Repeat steps a and b above at the end of each week or as long as the school continues to accept applications for each school year.</p> <p>11. The school may choose the option of maintaining a waiting list application pool rather than a rank ordered waiting list. When the school chooses this option, it will conduct the lottery from all available applications received to date and stop when all available spaces have been filled. Each time the school has available space, it will conduct a new lottery.</p>	
<p>Do you have the articulation provision set up from another charter school application? (P. 103)</p>	<p>Pinecrest Academy schools include the articulation language in their applications as a standard practice in the event the entity opens another charter school in the area where a student, for example, would articulate from a K-5 Pinecrest school to the K-8 proposed school for middle school.</p>	<p>This articulation provision is not relevant to the K-8 Sarasota application. It may have been relevant to the “Pinecrest Collegiate Academy” application that is also referenced in the Board Member Information Sheets.</p>

**Additional CRC Observations Based on Outcome of the April 24<sup>th</sup> Interview Session:**

*Note: CRC concerns pertaining to student recruitment, the target population, and how the school will reflect the community it will serve is presented under Section 2 of this report.*

**15. Parent and Community Involvement**

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

**Statutory Reference(s):**

NA

**Evaluation Criteria:**

A response that meets the standard will present:

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

<b>CRC Rating</b>	<b>Meets the Standard</b>	<b>Partially Meets the Standard</b>	<b>Does Not Meet the Standard</b>
<b>Preliminary</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Final</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Neither in the written application or during the Capacity Interview was the applicant group able to provide any evidence of demand or support for the proposed school.

<b>Strengths (reference page numbers)</b>
The school’s plan to engage and involve parents and community members once the school is open is comprehensive and well-rounded. (P. 105)

<b>Deficiencies/Concerns/Weaknesses: (reference page numbers)</b>
<p><b>Deficiencies</b> None.</p> <p><b>Concerns/Weaknesses</b> The information in the application is vague related to planned partnerships with community organizations, businesses or other agencies. There is not a meaningful discussion of how these might come about, their nature, purpose, etc. (P. 106)</p> <p>The applicant provides no evidence of demand for the school or support from intended community partners or families. The applicant submits the demographic and site-planning maps and Building Hope data used for enrollment projections as evidence of community need or parent interest in the proposed school. No apparent attempt was made by the applicant to see if the proposed school is a good fit for Sarasota. (P. 106, Attachment T)</p>



Areas in Need of Additional Information and/or Clarification <i>(reference page numbers)</i>	Charter Applicant’s Response	CRC Review/Comments
None.		

**Additional CRC Observations Based on Outcome of the April 24<sup>th</sup> Interview Session:**  
*(See comments under Section 2 – Target Population and Student Body and Section 10 – Governance, related to the extent to which the Pinecrest Academy, Inc. board is invested in Sarasota.)*

Concerns were expressed by the CRC that the applicant team was not familiar with Sarasota’s student population or the needs of our students, the programs already offered in Sarasota schools, or whether or not there is parent interest or demand for the school. The sentiment is that the Pinecrest Academy, Inc. board has not provided a compelling reason as to why they want to open a school in Sarasota; rather, it appears that the application was submitted as part of the board’s or Academica’s growth plan with little regard for the Sarasota County School community or the needs of Sarasota parents and students.

**III. Business Plan**

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

**16. Facilities**

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

**Statutory Reference(s):**

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

**Evaluation Criteria:**

If a facility is acquired, reviewers will look for:

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

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

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

<b>CRC Rating</b>	<b>Meets the Standard</b>	<b>Partially Meets the Standard</b>	<b>Does Not Meet the Standard</b>
<b>Preliminary</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Final</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Strengths (reference page numbers)</b>
The applicant is planning on utilizing an experienced charter school facilities developer. (P 107)
The developer has provided historical data on the size and costs of the proposed facility as well as forecasts of lease conditions. (Pp. 107-108)

<p><b>Deficiencies/Concerns/Weaknesses: (reference page numbers)</b></p> <p><b><u>Deficiencies</u></b> None.</p> <p><b><u>Concerns/Weaknesses</u></b> The application does not fully explain the school’s facility needs, including desired location, size, and layout of space. The response is to state that they will engage a facilities developer to make sure everything is appropriate. (P. 107)</p> <p>The applicant did not provide any detail on the number and types of spaces and the layout of the space to be provided in the facilities. The response in the application is basically that the facility will have adequate numbers of classrooms and other education program areas. One must assume that they have considered all the accessory spaces such as offices, electrical and mechanical spaces, custodial, etc. (P. 107)</p> <p>Although the applicant states in earlier sections of the application that the board is considering the Palmer Ranch area, and provides detailed geographical maps of the area, the applicant provided no information as to possible lease sites in the targeted area for lease. If there are no available leases in the area, building from ground up might not be possible in the time frame quoted.</p> <p>Other than stating that the board will direct the ESP to find an experienced developer or to locate alternative facilities, the application does not provide a back-up facilities plan. (P. 109)</p>
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<b>Areas in Need of Additional Information and/or Clarification (reference page numbers)</b>	<b>Charter Applicant’s Response</b>	<b>CRC Review/Comments</b>
Please provide a layout of the space and delineate the number of classrooms and learning spaces, offices, etc. to accommodate the needs of a school of 800+ students.	Approximately 50,000 gross square feet of area <ul style="list-style-type: none"> <li>· 36 to 40 regular classrooms</li> <li>· Media Center</li> <li>· Multi-purpose room / cafeteria w/ spill-out area</li> <li>· Food-prep kitchen</li> <li>· Administrative areas</li> <li>· Biology and chemistry laboratories</li> <li>· Multiple computer labs</li> <li>· Art room</li> <li>· Music room</li> <li>· Outdoor play courts and recreational areas</li> </ul>	Response is acceptable.

<p>Please outline a plan of action (beyond directing the Academica Management, LLC) for back-up facilities. (P. 109)</p>	<p>The applicant will release an RFP for modular classrooms, look for space within the existing community and contract consultants to advise, if necessary.</p> <p>In 2014 and subsequently in 2017 Pinecrest Academy issued non-taxable bonds through the Miami Dade County Industrial Development Agency. The bonds are rated by Standard &amp; Poor's as BBB investment grade without any credit enhancement. The rating is one of the highest achieved by a charter school.</p>	<p>Response is acceptable.</p>
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**Additional CRC Observations Based on Outcome of the April 24<sup>th</sup> Interview Session:**

Applicant group has approved architectural plans used for the currently operated K-8 schools that will be used for the facilities to be constructed in Sarasota. Academica is actively working to locate viable locations in the area.

**17. Transportation**

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

**Statutory Reference(s):**

s. 1002.33(20)

**Evaluation Criteria:**

A response that meets the standard will present:

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

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

The applicant’s response to the written questions posed by the CRC is vague and did not clarify the question, therefore the rating falls from partial to does not meet.

<b>Strengths (reference page numbers)</b>
The application references a few of the regulations required for transportation services. (P. 110)

<b>Deficiencies/Concerns/Weaknesses: (reference page numbers)</b>
<b>Deficiencies</b> No plan or outline of a plan is provided. The application references Florida Statutes and law pertaining to transportation and lists all of the options, but does not describe what the plan will consist of. Given that the proposed school will be a replication of existing schools, this lack of information is unacceptable. (P. 110)
<b>Concerns/Weaknesses</b> No mention how the charter will report inspections, etc. to the District. No mention of driver requirements or obligations per law to the District.

<b>Areas in Need of Additional Information and/or Clarification (reference page numbers)</b>	<b>Charter Applicant's Response</b>	<b>CRC Review/Comments</b>
<p>What, exactly, is the plan? (P. 110)</p>	<p>The School's plan for transportation, including any plans for contracting services, will be pursuant to Florida's Charter School Legislation and consistent with the requirements subpart I.E. of Chapter 1006 and 1012.45, F.S. The School transportation plan will abide by applicable district, state, and federal rules and regulations. Accordingly, the School will ensure that transportation is not a barrier to equal access within a reasonable distance of the School, as required by section 1002.33(20)(c), F.S.</p> <p>If a parent advises the school that there is a hardship, the school will contract with a private provider for transportation. The school would work with the district to identify if there are any already approved providers and will work with the sponsor to determine locations for bus stops. Additionally, any ESE student requiring transportation will be provided with such in accordance with their IEP.</p>	<p>The reponse does not answer the question.</p> <p>The state application template requires an "outline of a reasonable transportation plan that serves all eligible students." As is the case in the application, this response merely states that the plan, whatever it may be, will be in compliance with applicable laws.</p>
<p>How is transportation provided in the replication schools? What percent of the parents have a Parent Transportation Agreement in place?</p>	<p>Transportation is provided in the manner described above. Generally, parents choose to transport their children to school without entering into an agreement.</p>	<p>Same as above. The response does not address the question posed.</p> <p>The CRC questioned the "Parent Transportation Agreement" because its use is referenced on page 110 of the application.</p>

**18. Food Service**

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

**Statutory Reference(s):**

s. 1002.33(20)(a)1.

**Evaluation Criteria:**

A response that meets the standard will present:

- A food service plan that will serve all students and makes particular provisions for those students who may qualify for free or reduced price lunch.
- A food service plan that places an emphasis on quality, healthy foods.

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

<b>Strengths (reference page numbers)</b>
The school understands the requirements of the Free & Reduced meal application process. Pinecrest Academy states that it will solicit a contractor to prepare and provide meals. (P. 111)

<b>Deficiencies/Concerns/Weaknesses: (reference page numbers)</b>
<u>Deficiencies</u> None.
<u>Concerns/Weaknesses</u> The narrative states that the school will either prepare its own food or contract out for food services. The plan is unknown. (P. 111)  According the budget, the school will prepare its own food; however, the revenues do not cover the expenditures. (P. 111)

Areas in Need of Additional Information and/or Clarification (reference page numbers)	Charter Applicant’s Response	CRC Review/Comments
Do the other Pinecrest Academy schools contract with an independent provider?	Yes, some of the schools contract with an independent provider.	Response is acceptable.

<p>What is the anticipated cost for contracting out for food services? Please indicate where in the budget the revenues to cover food service expenses are shown.</p>	<p>The budget line item is titled "Food Services" and Food, Materials &amp; Supplies - Vendor provided meals 70% Participation is budgeted at \$2.54 per meal for a total of \$135,696.96 for the first year. The program is expected to have a slight deficit which will be covered with general funds.</p>	<p>Response is acceptable.</p>
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**19. School Safety and Security**

The School Safety and Security section should provide a description of the school’s plan to ensure the safety and security of its students and faculty.

**Statutory Reference(s):**

s. 1002.33(7)(a)11.

**Evaluation Criteria:**

A response that meets the standard will present:

- A plan that will reasonably ensure the safety of students and staff and the protection of the school facility and property. Note that a fully-developed plan will be completed upon approval of the application.

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

<b>Strengths (reference page numbers)</b>
The Pinecrest Academy Inc. already has a comprehensive and solid safety and security plan currently used in the other Pinecrest Academy schools that will also be adopted for the proposed school in Sarasota. (P. 112; Appendix FF)

<b>Deficiencies/Concerns/Weaknesses: (reference page numbers)</b>
None.

<b>Areas in Need of Additional Information and/or Clarification (reference page numbers)</b>	<b>Charter Applicant’s Response</b>	<b>CRC Review/Comments</b>
None.		

**20. Budget**

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

**Statutory Reference(s):**

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

**Evaluation Criteria:**

A response that meets the standard will present:

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

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

**Strengths (reference page numbers)**  
 The application includes well-prepared budget documents that, for the most part, provide appropriate budget projections to support the proposed programs, staffing and operations of the school. (P. 113 and Attachments X-Z)  
 The applicant provided a letter of assurance from Building Hope as evidence of funding that will be available for the facilities.

**Deficiencies/Concerns/Weaknesses: (reference page numbers)**  
Deficiencies  
 None.  
Concerns/Weaknesses  
 The proposed budget includes Capital Outlay Revenue. Although the school would be eligible, Capital Outlay funding is never guaranteed. Without this funding, the proposed school would be unable to make its lease payment obligation and therefore the budget would show a funds deficit. (P. 433)  
 Additional expenses for the SAT-10 and PSAT test may not have been considered in the budget. It is the CRC’s understanding that the Miami Pinecrest Academy schools have the option of administering the SAT-10 at no cost because it is part of the Miami-Dade County Public Schools (MDCPS) testing program.  
 The budget states that the school will contract for or prepare and manage its own food service program; however, the revenues do not cover the expenditures. (P. 111)

In the contingency plan for lower than expected student enrollment, the budgets for 75% and 50% of revenue projections show the elimination of school security staff. This is a concern. (P. 435 & 440)

<b>Areas in Need of Additional Information and/or Clarification (reference page numbers)</b>	<b>Charter Applicant's Response</b>	<b>CRC Review/Comments</b>
Where in the submitted budget is evidence of adequate funding for food services?	There are two line items in the revenue section of the budget; "Federal Sources - NSLP funds 40% of students" and "Local Sources - Lunch program paid students"	Response is acceptable
What is the rationale for eliminating the security personnel in the 75% and 50% enrollment shortage budget. (P. 435 & 440)	There are contracted services along with the custodian position also providing security. The application was submitted before the tragedy in Parkland and the budget would be adjusted to provide more security.	Understood.
What assurances does the Pinecrest Academy, Inc. board have that capital outlay funds will be available for the proposed Gulf Coast school in Sarasota?	Pinecrest is an AdvancED/SACS accredited network and per statute , the new school is entitled to receive Capital Outlay funds in its first year.	Response is acceptable. Thank you for the clarification.
The instructional materials, programs and tests proposed for use are costly (e.g., iReady, PLTW, PSAT, SAT-10). Does the board have contracts with vendors/publishers for all Pinecrest Academy schools that perhaps allows for volume discount or more economical pricing?	The amounts provided in the budget are the based on the costs at other offered by vendors to the existing Pinecrest Academy schools.	Response is acceptable.

**21. Financial Management and Oversight**

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

**Statutory Reference(s):**

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

**Evaluation Criteria:**

A response that meets the standard will present:

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

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

<b>Strengths (reference page numbers)</b>
The application provides evidence of proper and regular oversight on the part of the governing board. Evidence of strong internal controls for fiscal management is provided in the application. (Pp. 114-117)
The insurance coverage and insurance limits are appropriate and addressed in the budget. (P. 119)

<b>Deficiencies/Concerns/Weaknesses: (reference page numbers)</b>
None.

<b>Areas in Need of Additional Information and/or Clarification (reference page numbers)</b>	<b>Charter Applicant’s Response</b>	<b>CRC Review/Comments</b>
None.		

**22. Start-Up Plan**

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

**Statutory Reference(s):**

s. 1002.33(7)(a)16.

**Evaluation Criteria:**

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

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

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

<b>Strengths (reference page numbers)</b>
The start-up plan for key activities is appropriate and realistic. (Pp. 121-122)
The applicant has deferred the opening of other approved applications in other counties, providing assurance that plans may change and time lines adjusted if necessary.

<b>Deficiencies/Concerns/Weaknesses: (reference page numbers)</b>
None.

<b>Areas in Need of Additional Information and/or Clarification (reference page numbers)</b>	<b>Charter Applicant's Response</b>	<b>CRC Review/Comments</b>
None.		

**Addendum**

**Addendum A: Replications**

The Replications section should identify the school to be replicated and provide evidence that the model has been successful in raising student achievement, while also describing the capacity of the organization to operate an additional school.

**Statutory Reference(s):**

s. 1002.33(6)

**Evaluation Criteria:**

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

- Evidence that school or model to be replicated demonstrates academic, organizational, and financial success.
- A clear, compelling vision for what is being replicated in terms of essential components of the educational program.
- A convincing rationale for how the school or model to be replicated will successfully serve the proposed target student population.
- A strong justification for changing key components of the original school or model in the proposed school. Such justification should include why the changes will better suit the targeted student population and whether the model is still similar enough to the existing model that comparable successful outcomes are likely.
- Evidence that the applicant group has a sound plan for developing the capacity to replicate an existing school including adequate financial and human resources.
- If applicable, evidence of successful past replications or lessons learned from unsuccessful attempts at replication that will increase the probability that this replication will be successful.

<b>CRC Rating</b>	<b>Meets the Standard</b>	<b>Partially Meets the Standard</b>	<b>Does Not Meet the Standard</b>	<b>Not Applicable</b>
<b>Preliminary</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Final</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please note that the final rating remains “Partially Meets” because the application lacked meaningful detail and did not provide all of the necessary information. Although the applicant was permitted to clarify information and answer specific questions posed by the CRC in writing and/or during the interview, the applicant was not permitted to submit new information, add new sections or make other substantive changes to the original application, therefore, the deficiencies in the application stand and are the basis of the final rating.

<p><b>Strengths (reference page numbers)</b></p> <p>The same governing board, Pinecrest Academy, Inc., that currently operates 11 schools in Florida will be the board for Pinecrest Academy Gulf Coast, the proposed Sarasota school. The board has seven other approved Pinecrest Academies scheduled to open in 2018 or 2019.</p> <p>The two K-8 schools to be replicated, Pinecrest Academy - North Campus (MSID 5048) and Pinecrest Cove Academy (MSID 5049) are high performing, A-rated schools in Miami-Dade County. <u>Clarification:</u> The application is to replicate the Pinecrest Academy school model, specifically, the K-8 school design.</p>
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Comment Only: The Pinecrest Academy Gulf Coast Sarasota school will also be managed by the Academica Management, LLC, an Education Service Provider (ESP) who manages over 60 charter schools in Florida.

**Deficiencies/Concerns/Weaknesses: (reference page numbers)**

**Deficiencies**

Weak and non-compelling evidence is given that the school or model to be replicated consistently demonstrates academic success for all students. Not all Pinecrest Academy schools are A-rated schools. The schools in Orange County - the Pinecrest Prep Charter is a C school and the Pinecrest Creek school received Fs in its first two years, then C and finally received a B-rating in 2017. (FLDOE 2017 School Grades)

The independent financial audit resulted in findings for the Pinecrest Academy (North Campus) site, the school to be replicated. No explanation is provided. (See Applicant History Worksheet)

**Concerns/Weaknesses**

In the discussion of prior replication efforts, the applicant does not provide an explanation for a school closure, delays or postponements in opening schools. On page 126 it states that they expanded to Orange County in 2010. One school in Orange County (Pinecrest Prep Orlando Campus) closed yet no explanation is offered, as required, in the Applicant History Worksheet. We believe it was due to insufficient enrollment.

It also states that the first school in Lake County opened in 2017-18, however, we believe that opening was deferred to 2018 and deferred again to 2019. As a possible explanation for challenges in expanding to new areas (and perhaps the deferred openings) the applicant suggests that it is the challenge of finding high quality instructional leaders. Other than the Pinecrest Principals Coalition that mentors new principals, there is no explanation on how the board will avoid delay in opening in Sarasota.

The applicant does not provide a convincing rationale for how the school or model to be replicated will successfully serve the proposed target student population in Sarasota. Specifically, the applicant does not fully address how the target population for the Sarasota proposed school compares with the population currently being served in the Miami-Dade schools. As noted in prior sections, the demographics of the target population in Sarasota, whether based on district-wide data or for the Palmer Ranch area, are considerably different in terms of the percent of Students with Disabilities, ELL and race/ethnicity composition.

As pointed out in previous sections, the evaluation of this application found several areas of misalignment in what the application describes as the educational program and services for the Pinecrest Academy model schools and what is proposed for the Sarasota school application. The applicant states that the school will follow the district Student Progression Plan, the district’s LEP plan, the district’s reading plan, the district’s assessment program. On page 125 of the application, it states that “changes to the model will come only if mandated by the Sponsor and/or adopted material from the Sponsor.” If this occurs, the current school model will be substantially different from the schools to be replicated. The only anticipated modifications and adjustments offered by the applicant relate to staffing.

The ESE service model in Miami-Dade is not being replicated in Sarasota. It is the CRC’s understanding that in Miami-Dade, the central office provides ESE services to the school. In Sarasota, charter schools receive IDEA funding and are responsible for ensuring that ESE students receive appropriate services. The applicant may not have the expertise/experience to serve students here; it is not the same “student services” model.

<b>Areas in Need of Additional Information and/or Clarification (reference page numbers)</b>	<b>Charter Applicant’s Response</b>	<b>CRC Review/Comments</b>
Why did the board elect to replicate the Pinecrest Cove Academy and the Pinecrest Academy - North Campus schools as opposed to the other schools?	The application before the District is not a High Performing replication but a replication of the Pinecrest Academy model of schools. The two schools listed as models are K-8 programs as is the proposed program.	Understood. However, the less successful C-rated Pinecrest Academy school in Orange County (MSID 0155) is not listed although it too is a K-8 model school design.
What is the reason for the deferred school opening for the Lake County school and some of the other schools approved in 2017?	As allowed by State law, the applicant elected to defer the school opening to ensure adequate time for planning and facilities construction.	Response not acceptable.  The CRC is aware of the statutory laws that permit deferments. The question was to seek further details as it pertains to the Lake County school and the other schools for which opening is delayed or postponed. This request is justifiable in order to determine capacity.
How many Pinecrest Schools does the board oversee? The executive summary states 9, page 123 states 11, page 125 states 10 schools.	11 charter schools on 9 campuses.	Thank you.
Please correct errors and clarify questions on the Applicant History Worksheet and re-submit document. See the comments on the worksheet.	Attached.	Received.

**Additional CRC Observations Based on Outcome of the April 24<sup>th</sup> Interview Session:**

The CRC expressed concern that the Pinecrest Academy school model or educational program design has not been equally successful in other districts. The CRC’s position is that if the intent is to replicate a school model, then all elementary, middle, and K-8 Pinecrest Academy schools should be considered in the evaluation. If the intent is to replicate the particular schools that have a similar grade level configuration, K-8, then all of those schools, with the MSIDs, should be listed in the Replication section of the application.

The CRC also stated that the applicant group did not present any information within the application to address the differences in the target population as compared to the Miami schools listed or to the other K-8 school. Many of the components of the Pinecrest educational program will or may not be implemented in Sarasota. If the applicant plans to adopt the district’s ELL plan, SPP, etc., it is questionable as to whether or not the Sarasota school will be essentially similar enough to the existing Pinecrest Academy model schools.



**Addendum A1: High-Performing Replications [THIS SECTION IS NOT APPLICABLE.]**

The High-Performing Replications section should identify the school to be replicated and provide evidence that the proposed school meets the statutory requirements of being a substantially similar model of a school that has been designated as a High-Performing Charter School and is being established and operated by an organization or individuals that were significantly involved in the operation of the school being replicated.

**Statutory Reference(s):**

s. 1002.331

**Evaluation Criteria:**

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

- Evidence that the applicant’s school and the school to be replicated (if different) are designated by the Commissioner of Education as a High-Performing Charter School.
- Evidence that the proposed school will be substantially similar to the high-performing school that is being replicated. Reviewers should base this determination on the response to this question as well applicant’s proposed educational, organization, and business plans as described throughout the application.
- Evidence that the organization or individuals involved in the establishment and operation of the proposed school are significantly involved in the operation of the high-performing school that is being replicated.

<b>CRC Rating</b>	<b>Not Applicable</b>	<b>Meets the Standard</b>	<b>Partially Meets the Standard</b>	<b>Does Not Meet the Standard</b>
<b>Preliminary</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Final</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Strengths (reference page numbers)</b>
N/A

<b>Deficiencies/Concerns/Weaknesses: (reference page numbers)</b>
N/A

<b>Areas in Need of Additional Information and/or Clarification (reference page numbers)</b>	<b>Charter Applicant’s Response</b>	<b>CRC Review/Comments</b>
N/A		

**Addendum B: Education Service Providers**

The ESP section should provide a rationale for contracting with the ESP, evidence of ESP success in operating high-quality charter schools, the capacity of the ESP to successfully operate this school, and evidence that the governing board and ESP are able to operate free from conflicts of interest.

**Statutory Reference(s):**

s. 1002.33(6)(a)

**Evaluation Criteria:**

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

- A clear explanation of the reasons for contracting with an education service provider and how and why the ESP was selected and a description of the due diligence employed to assess the capacity of the ESP.
- Sufficient evidence of the ESP’s previous academic, organizational, and financial success and capacity for future success that make it more likely than not that it will be successful with the proposed school.
- Evidence of the ESP’s organizational capacity to manage an additional school or schools as determined by its growth plan.
- A comprehensive list (Form IEPC-MIA) of all schools affiliated with the ESP and ensuing performance data used to support the selection of the ESP (past and current).
- Evidence of success working with similar populations to the target population. If there are deficiencies or lack of experience working with the target populations, then reviewers will look for a sufficient explanation of programmatic adjustments that will be made to ensure success with any new school(s).
- A clear delineation of the roles and responsibilities and decision-making authority of the school’s governing board and the ESP, structured to ensure a clearly defined arm’s-length, performance-based relationship that is free from conflicts of interest. This includes evidence that the school’s governing board has a clear plan for holding the ESP accountable for negotiated performance.
- A clear delineation of the term of the management agreement, the conditions, grounds and procedures by which the agreement may be renewed and terminated, and a plan for continued operation of the school in the event of termination.
- A draft of the proposed contract with all key terms included.

<b>CRC Rating</b>	<b>Meets the Standard</b>	<b>Partially Meets the Standard</b>	<b>Does Not Meet the Standard</b>
<b>Preliminary</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Final</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<p><b>Strengths (reference page numbers)</b></p> <p>Academica Management, LLC has been in business for over 20 years serving charter schools in Florida and five other states.</p> <p>The proposed charter contract meets contract requirements. (Attachment EE)</p>
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<p><b>Deficiencies/Concerns/Weaknesses: (reference page numbers)</b></p> <p><b>Deficiencies</b>                  Academica provides educational program services, curriculum development, intervention programs, and professional development for its schools. Granted, the majority of schools are achieving at high levels, however, it is of concern that five Florida schools are rated D/F and 20 received a grade of C.</p> <p>The independent financial audit resulted in findings for the Pinecrest Academy (North Campus) school, the school to be replicated.</p> <p>Twenty-one (21) other Academica-managed charter schools in Florida had audit findings in 2017. (See Applicant History Worksheet) The ESP services include financial reporting, records management, bookkeeping and accounting services.</p> <p>The ESP's capacity to manage an additional school or schools may be questionable. Several schools have not opened as originally planned in the charter application approved by the local sponsor.</p> <p><b>Concerns/Weaknesses</b>                  As documented, the arm's-length, performance-based relationship is free from conflicts of interest as structured with the Pinecrest Academy Inc. governing board. However, Academica is responsible for the recruiting, interviewing and candidate recommendations. The ESP also assists in the performance appraisal for the school leaders. Members of the board have served as principals or are involved in some capacity at other Academica-managed schools, raising questions as to the true arm's length relationship.</p>
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<b>Areas in Need of Additional Information and/or Clarification (reference page numbers)</b>	<b>Charter Applicant's Response</b>	<b>CRC Review/Comments</b>
What other governing boards do the Pinecrest Academy, Inc. board members serve on that contract with Academica?	Shannine Sadesky serves on the Mater Academy, Inc. Governing Board	Thank you.
Are any of the current Pinecrest Academy, Inc. board members also employees/staff of other charter schools managed by Academica?	Judith Marty, Chief Academic Officer, Mater Academy Carlos Alvarez, Principal of City of Hialeah Educational Academy	Thank you.

<p><b>Additional CRC Observations Based on Outcome of the April 24<sup>th</sup> Interview Session:</b></p> <p>The CRC informed the applicant that we had not received a copy of the board meeting minutes where the Pinecrest Academy, Inc. board agreed to submit a new Pinecrest Academy charter school application for Sarasota County and/or the motion by the board to approve the application. The document was not submitted on April 18<sup>th</sup>, as requested. The applicant group was asked to do so again at the April 24<sup>th</sup> interview. To date, neither the document nor an explanation has been provided.</p>
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**Applicant History Worksheets (Form IEPC-M1A)**

The Applicant History Worksheets should provide information regarding the track record of the applicant, the applicant’s governing board, and if applicable, the applicant’s ESP with regard to the operation of other charter schools. The sponsor should review the entire portfolio of charter schools of the foregoing entities when evaluating performance. The academic and financial performance of the portfolio should be considered in the decision to approve or deny the application.

**Statutory Reference(s):**

s. 1002.33(6)(a)

**Evaluation Criteria:**

A sponsor should review the portfolio of schools operated by the applicant group, governing board, or ESP to determine if the academic and financial performance demonstrates the capacity to operate a high-quality charter school.

<b>Strengths (reference page numbers)</b>

<b>Deficiencies/Concerns/Weaknesses: (reference page numbers)</b>
<p><b><u>Deficiencies</u></b></p> <p><b><u>Concerns/Weaknesses</u></b></p> <p><u>Pinecrest Academy, Inc. – Applicant Work History</u>                  Pinecrest Prep Charter High School (Orlando) is shown as “closed.” The applicant did not follow instructions. For any closed school, the applicant is required to attach a separate page explaining the reason for the closure with supporting documentation.</p> <p>We cannot find any information about Miami-Dade’s Pinecrest Palm Academy (MSID 4634). It’s listed as “active” but we believe it closed in 2015.</p> <p>Some schools are listed in prior years but not 2017 (as active); some skip years. For example, MSID # 0155 appears in 2015 and 2017 with information filled in, but in 2016 the information is “n/a.”</p>

<b>Areas in Need of Additional Information and/or Clarification (reference page numbers)</b>	<b>Charter Applicant’s Response</b>	<b>CRC Review/Comments</b>
Please address concerns stated above.	See Attached Supporting Documentation for closed schools.  Pinecrest Palms Academy (MSID 4634) was consolidated. Per State Law "A charter school ... that closes as part of a consolidation shall be reported by the school district as a consolidation." - not a closure.  See attached updated Applicant History Worksheet.	Documentation received.  According to the FLDOE charter office, schools that no longer exist because of a consolidation are to be shown as “closed” on the “School Status (Active/Closed)” column, with an explanation of the reason.