



THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA
RESEARCH, ASSESSMENT & EVALUATION, SCHOOL IMPROVEMENT, AND SCHOOL CHOICE
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OFFICE OF CHARTER SCHOOLS

MEMORANDUM

To: School Board Members

From: Deb Metheny, Supervisor, Choice and Charter Schools
Staff for the Charter Review Committee

Date: October 15, 2010

Re: Summary Comments for Charter School applications

On August 1, 2010 the district received nine applications for new charter schools to open in the fall of 2011. Since that time, several of the applicants have withdrawn their applications and we now have three candidates for your review. A complete application from the remaining three applicants is available to you in the Board Office. The Charter Review Committee (CRC), along with a charter school consultant, has carefully reviewed each application for its compliance with statute and its evidence of meeting standards necessary for the operation of a high quality charter school. Each applicant was allowed to present the key features of their application and receive feedback from the Charter Review Committee early in the review process. A copy of the tape of that session is available for your review.

Since the presentation by the applicants, the CRC members have individually and collectively reviewed the applications and provided feedback on all components of the applications. Applicants were allowed to clarify or amend their applications based upon that feedback until September 22, 2010. In addition, the applicants were invited to a final clarification interview on October 7th to discuss any unresolved issues or concerns of the Charter Review Committee. A copy of the tape of those interview sessions is available for your review. The attached evaluations reflect the exact comments of CRC members and the applicants themselves as well as summary comments reflective of the extent to which the CRC believes the standards have been met in the applications. Hopefully, these comments will be helpful to you as you prepare for your workshop with these applicants next Tuesday, October 19, 2010.

The applicants will receive these summary reviews today so they will be aware of the areas of continued concern raised by the reviewers. The applicants are also aware that the Board may have additional questions that they may be called upon to address. Agenda items related to the approval of these applications are set for November 16, 2010.

Please feel free to call on me if there is anything I can do to assist you in preparing for your workshop.

Cc: Lori White, Superintendent
Natalie Roca, Executive Director, RAE



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**CHARTER REVIEW COMMITTEE
FINAL SUMMARY OF FINDINGS**

October, 2010

Global Outreach Charter Academy

Attached are the final findings from the district Charter Review Committee (CRC) related to the application of the Global Outreach Charter Academy. School Board action is scheduled for November 16, 2010.

The following timeline has been used in the receipt and review of this application:

April 28, 2010	Orientation session for all new charter applicants
Aug. 1, 2010	Application received from Global Outreach Charter Academy
Aug. 19, 2010	Applicant presentation to CRC (taped)
Sept. 13, 2010	Initial CRC review response shared with the applicant
Sept. 22, 2010	Responses and amendments received from Global Outreach Charter Academy
Oct. 7, 2010	Clarification interview conducted by the CRC with The Global Outreach Charter Academy Board and staff (taped)
Oct. 15, 2010	Final summary comments related to the review shared with Global Outreach Charter Academy and School Board
Oct. 19, 2010	School Board workshop with applicant
Nov. 16, 2010	School Board vote on application

The CRC determined at the initial review of the application that **4** of the standards were completely met, **11** were partially met and **3** were not met. One standard does not apply. **Upon review of the revisions and supplemental materials submitted by the applicant, the CRC has determined that 10 of the standards have been fully met, 6 are partially met and 2 remain unmet.** The applicant has met all deadlines and requirements of the application process.

The attached documents are those reviewed by the committee. The applicant's first revisions are noted in red in the "reference" column of the evaluation document. The actual revisions are included in the front of the application located in the School Board office. Those revisions are highlighted in yellow to denote the changes.

Florida Charter School Application Evaluation Instrument Global Outreach Charter Academy

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

The following definitions should guide the ratings:

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

OVERALL ASSESSMENT – COMPLETE THIS SECTION LAST

The Charter Review Committee views this application as based upon a very interesting and exciting concept. There appears to be a sound community of support for the development of a charter school to meet a unique need that is described by the applicant. The applicant has been responsive to requests for additional information and clarification during the application review process. During the clarification interview, additional information of the educational program and curriculum was lacking when the applicant's educational consultant could not attend.

The application, while containing many interesting factors, fails to provide substantive detail in several critical areas that would lead the CRC to deem standards fully met. The educational design and curriculum sections of the application propose instructional programs that lack a research basis and clarity. The sections provide no evidence that those programs will enable students to receive a year's worth of learning for each year enrolled. The proposed school

goals and measures of progress are ambitious but are inconsistent throughout the application.

The applicant affirms that they will provide a full range of services to exceptional students but fails to provide sufficient evidence of understanding of the regulatory mandates associated with the provision of those services. Likewise, the applicant is committed to serving the needs of English Language Learner students but is unclear in the application as to how those services will be provided.

The application shows a good understanding of the staffing needs of a school and but there is lack of a detailed plan for recruiting, selection and evaluation of a school leader and the staff. The governance and management of the proposed school is sometimes confusing as the applicant refers to joint responsibilities of a Program Director with another school and governing board members that may be serving in a dual role. The CRC would recommend that any charter, if offered to this applicant, contain safeguards for separation of interests and responsibilities in organization and finances between the school and any entities providing services to the school.

The applicant shows good evidence of ability to recruit students and respond to the requests of a local community. In addition, during the application review process, the applicant decided to contract with district resources for transportation and food services when the CRC found that the application did not provide sufficient planning for those services.

The proposed plan for securing facilities and preparing for the opening of a school is appropriate. The proposed budget demonstrates a good understanding of the business operation of a school.

Details of the comments and concerns of the Charter Review Committee follow.

I. Educational Plan

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

1. Mission, Guiding Principles and Purpose

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

Statutory References:

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

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths	Reference
<p>Pg 2 The applicant provides a statement of the mission of the school to “provide a replicable, sustainable, equitable, model for high quality standards based education for K-8 students that engages its diverse learners in meaningful interactions with the world”</p> <p>1. Limited English proficiency and low performing students - this school helps students keep and build upon their native language.</p>	
Concerns and Additional Questions	Reference
<p>“GOCA will provide parents and students with educational experiences currently unavailable in the district. Each classroom will have internet access for all computer stations...enhance the delivery of curriculum, including SMART Boards.” These are available at all of our district schools.</p> <p>Pg 2 The applicant’s mission statement is well meaning but vague and difficult to translate into meaningful and measurable priorities.</p>	<p>This has been noted, and the mission statement has been modified accordingly. The mission statement has also been revised and expanded to include more specific and measurable priorities (see pages 2-3 of the proposal).</p>

1. Final Comments from Charter Review Committee:

Initial review of the application found the mission statement confusing. With subsequent changes to the application:

The Standard is fully met.

2. Target Population and Student Body

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

- An understanding of the students the charter school intends to serve.
- A manageable plan tied to enrollment projections that will allow the school to meet its constitutional class size obligations.

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

Strengths	Reference
<p>Pg 13-15 The application indicates that the school will be open to all students in Sarasota County with an emphasis on high academic standards, cultural diversity and services to ELL students.</p> <p>2. Potential of 728 students, ages 5-14; 72 students grades K-3, 88 students grades 4-8</p>	

Concerns and Additional Questions	Reference

2. Final Comments from Charter Review Committee:

Standard is fully met.

3. Educational Program Design

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

Statutory Reference(s):

s. 1002.33(7)(a)(2)

Evaluation Criteria:

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

- Is clear and coherent;
- Is based on effective, research-based educational practices, teaching methods and high standards for student learning;
- Aligns with the school’s mission and responds to the needs of the school’s target population; and
- Presents evidence that the proposed approach will lead to improved student performance for the school’s target population.

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

Strengths	Reference
<p>Pg 15 The applicant intends to follow the school district’s yearly calendar.</p> <p>Pg 17 The school attends to offer Russian language instruction to all students</p>	

Concerns and Additional Questions	Reference
<p>The Education Program is not designed on the current Next Generation Sunshine State Standards</p> <p>Pg 15-22 The applicant’s description of the school’s educational program is not clear and specific. It is extremely vague with regard to what the educational program will look like and the research base to support the proposed program.</p> <p>Pg 20 The applicant offers no data to support the effectiveness of the proposed instructional design in raising student achievement.</p> <p>Pg 20 The applicant references the use of “five innovative programs” but provides minimal information with regard to the referenced programs and how they will be incorporated into the school’s curriculum.</p> <p>Pg 15-22 The educational program design should be reviewed by district curriculum staff to ensure compliance with state and local requirements.</p>	<p>Teachers will deliver instruction using strategies found in the teacher’s edition of their textbooks and the online pacing guide from the Sarasota Public Schools. The Next Generation Sunshine State Standards will form the foundation of the intended curriculum.</p> <p>The NGSSS, the Sarasota Public Schools pacing guide is effective, GOCA implants the bi-lingual integration into the standards.</p> <p>GOCA will work closely with the DOE, Sarasota academic support and the ESOL Department to make sure GOCA is compliant.</p>

<p>The proposal is much more comprehensive and compelling than the presentation on August 19th would have led one to believe.</p>	
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3. Final Comments from Charter Review Committee:

The Charter Review Committee raised concerns about the vagueness and lack of research to support the school’s educational program design. The application references instructional themes and programs but lacks clarity as to how the curriculum will be integrated around the themes and programs. Likewise, subsequent revisions of the application and the responses given during the clarification interview failed to thoroughly explain how these programs would lead to higher levels of student achievement.

The Standard remains partially met.

4. Curriculum Plan

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

Statutory Reference(s):

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

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

- Provides a clear and coherent framework for teaching and learning;
- Is research-based;
- Is consistent with the school’s mission, educational philosophy and instructional approach;
- Will enable students to attain Sunshine State Standards and receive a year’s worth of learning for each year enrolled; and
- Will be appropriate for all students at all levels.

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

Final X

Strengths	Reference
<p>Pg 23 The application states that each student will have an advisor and a Personal Learning Plan to guide their academic program.</p> <p>Pg 23 The applicant indicates that the Sunshine State Standards (SSS) and Grade Level Expectations (GLE) will be the basis of the school’s curriculum.</p>	

<p>Pg 24 The school’s schedule will include daily group planning time for teachers to allow for curriculum planning and lesson plan development.</p> <p>Pg 24-41 The applicant provides a detailed description of the instructional materials to be utilized at each grade level.</p> <p>Pg 42-43 The applicant indicates Fluent Reader as the school’s primary reading program.</p> <p>Pg 45-46 The school will include Russian Language instruction for all students as a key component of the instructional program.</p>	
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Concerns and Additional Questions	Reference
<p>Must be based on current NGSSS standards in all content areas except Science – math sample page is entirely outdated SSS.</p> <p>There are no GLEs anymore</p> <p>School must provide a separate reading intervention class with an endorsed or reading certified instructor for all level 1 and 2 students in grades 6-12 in addition to their language arts class.</p> <p>The Next Generation Sunshine State Standards (NGSSS) should be the operational guide for curriculum. These ARE the Sarasota County Curriculum Standards.</p> <p>In pages 24-37, the application refers to Houghton Mifflin Reading as the basis for instruction grades K-6. Is this the core reading series?</p> <p>Pages 42-43 refer to the Fluent Reader as part of Renaissance Learning as the 90 minute reading block source of reading materials, “GOCA’s adopted reading program”. Which one will be the core series? Please clear up the confusion.</p> <p>How will you address the needs of students reading above grade level (p. 42)? S. Naiman</p> <p>Pg 42-43 The application is unclear with regard to how Fluent Reader will be integrated with the school’s other reading programs to ensure differentiated reading strategies to be used with student at grade level, below grade level and</p>	<p>NGSSS, benchmarks and access points will be aligned to the curriculum.</p> <p>GLE’s were omitted</p> <p>It was written vague, but a reading teacher will provide 90 minute block class. Sarasota Reading Plan will be followed for intervention for all non fluent readers.</p> <p>NGSSS will be the operation guide for GOCA curriculum.</p> <p>Houghton Mifflin reading is the basis for the reading program. We used Fluent Reader but have found success with the support of a reading coach.</p> <p>See page 45</p> <p>All Fluent Reader references have been omitted.</p>

<p>above grade level.</p> <p>Pg 42-43 The applicant does not clarify whether the school will follow the sponsor's comprehensive reading plan or create its own reading plan.</p> <p>Pg 22-47 The school's curriculum plan should be reviewed by school district curriculum staff to ensure compliance with state and local standards.</p>	<p>GOCA will follow the district reading plan.</p> <p>Absolutely!</p>
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4. Final Comments from Charter Review Committee:

While there are several components to the curriculum plan, initial review of the application by the CRC revealed a significant lack of continuity in the proposed curriculum focus. Interesting themes and content areas without research basis seem to loosely link with the applicant's mission and philosophy but the lack of definition fails to connect with student learning gains. Likewise, the original application did not address a reading plan. While a revision to the application notes that the school will use the district reading plan, there is nothing in the document that shows an understanding of the plan and statutory requirements for reading as a core of a school.

The Standard remains partially met.

5. Student Performance, Assessment and Evaluation

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

- Measurable educational goals and objectives that set high standards for student performance.
- Promotion and graduation standards that are based on high expectations and provide clear criteria for promotion from one level to the next, and for graduation.
- Evidence that a range of valid and reliable assessments will be used to measure student performance.
- Assessment activities that are sufficiently frequent and a detailed plan to determine whether students are making adequate progress.

- Evidence that data will inform decisions about adjustments to the educational program.
- Plans for sharing student performance information that will keep students and parents well informed of academic progress.

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

Strengths	Reference
<p>The use of a qualitative assessment system is unique and will compliment the large amount of standardized data typically used by schools. Pg 47-48 The applicant identifies goals for AYP and school grade for each year of the charter.</p> <p>Pg 48 The school intends to comply with the School District Pupil Progression Plan.</p> <p>Pg 49-50 The applicant describes a detailed accountability system for tracking student progress in academic performance, behavior, wellness, and service, and bi-literacy.</p>	

Concerns and Additional Questions	Reference
<p>It is somewhat confusing and unclear as to the differences in goals specified in different sections – on page 12 (using SAT?) on page 47 under evaluating curriculum, on page 48 under school performance goals??</p> <p>Need to add science goal. Need to specify annual performance goals for each of the five years. May wish to reconsider meeting AYP as a target. Suggestions – given the focus on ELL, the results of state CELLA would be a good indicator of students’ progress and language acquisition.</p> <p>Many assessment tools and assessment processes are referenced in various sections, sometimes with specificity and at other times general and vague. Tests are described on page 51 that are not included in previous sections (e.g. assess chart on p.8).</p> <p>The applicant may have misinterpreted section on p. 52...comparison of performance to comparable population (rather than to students’ personal</p>	<p>School performance goals are accurate</p> <p>Science goal added page 48</p> <p>Added measurable goals for three years</p> <p>We will align our assessments on NGSSS, benchmarks and the Sarasota pacing guide rather than those used presently.</p>

<p>learning plan)</p> <p>Editorial – many of the pages are duplicated and repeated in subsequent sections of the application (p 7 & p 10, p 4 & p 11, etc)</p> <p>Pg 47-48 The identified student achievement goals appear to be inadequate. The application should include measurable FCAT goals in reading, math, writing and science for each year of the charter, including learning gain goals for the school’s lowest achieving students.</p> <p>Pg 47-53 This section of the application should be reviewed by school district research and assessment staff for compliance with state and local requirements.</p> <p>Pg 50-51 More information is needed with regard to how assessment data will be used to evaluate and inform instruction including: 1) how assessment data will be collected, 2) how it will be shared with staff, and 3) how staff will modify instruction based on assessment results.</p>	<p>This has been fixed</p> <p>Added measurable goals</p> <p>Will work with the Sarasota research and assessment to make sure NGSSS and GOCA are aligned</p>
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5. Final Comments from Charter Review Committee:

The CRC initial review of the application revealed some confusion and inconsistencies in established school goals and proposed measures of progress. Subsequent application revisions and answers to questions at the clarification interview failed to provide the committee with appropriate information.

The Standard is partially met.

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:

- Demonstrated understanding of state and federal requirements regarding the education of exceptional students.
- Demonstrated a commitment to serving the full range of needs of exceptional students.
- Sound plans for educating exceptional students that reflect the full range of programs and services required to provide all students with a high quality education.
- Demonstrated capacity to meet the school's obligations under state and federal law regarding the education of exceptional students.

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

Strengths	Reference
<p>Pg 53-54 The applicant demonstrates an understanding of the school's obligation provide ESE students equal access with regard to admission and enrollment and to provide appropriate services pursuant to IDEA and Section 504 requirements.</p> <p>Pg 54 The applicant demonstrates an understanding of the basic elements of the process for referral, evaluation, eligibility determination, IEP development, and placement of ESE students.</p>	

Concerns and Additional Questions	Reference
<p>Concerns: Ability to provide full continuum of services—review what “full continuum” means. Is it possible for any one school to provide a “full continuum”?</p> <p>Is the “Learning Specialist” an ESE teacher?</p> <p>Describe the RtI process, who will facilitate it and how it will be implemented at GOCA.</p> <p>Describe the evaluation and ESE identification process and how it will implemented at GOCA.</p> <p>How will GOCA develop and implement IEPs?</p> <p>How will GOCA develop and follow gifted education plans (EPs)? How many gifted endorsed teachers will be on staff to deliver services?</p>	<p>The entire section has been rewritten.</p>

Applicant may find these references helpful:
Sarasota Exceptional Student Education Policies and Procedures (SP&P)
Florida Department of Education’s Statewide Response to Instruction/Intervention (RtI) Implementation Plan
www.florida.rti.org/

Pg 53-54 The applicant indicates an intention to provide a full continuum of ESE services to students in all exceptionality areas. This is not realistic or feasible. The application needs to provide a realistic description of levels of ESE services to be provided at the school and a process for referring students needing more intensive services to the school district for appropriate placement.

Pg 54 The ESE staffing level of one learning specialist is totally inadequate for the applicant’s stated intent to provide a full continuum of services for all ESE students. The staffing level will need to be reevaluated based on a revised level of ESE services and will also need to be revisited on a year to year basis as the enrollment of the school (and the number of ESE students) increases.

6. Full continuum of services very detailed and varied (pages 53 and 54) - will the school be able to do all of this?

The entire section has been rewritten.

6. Final Comments from Charter Review Committee:

Initial review of the application by the CRC provided little evidence of in depth understanding of statutory requirements regarding the education of exceptional students. In addition, the application details “offering a full range of services” without documentation of planning for sufficient resources to accomplish that goal. Subsequent revisions and answers to questions in that clarification interview did not provide enough information to meet the standard.

The Standard is not met.

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(16)(a)(3)

Evaluation Criteria:

A response that meets the standard will present:

- Demonstrated understanding of state and federal requirements regarding the education of English language learner students.
- Demonstrated a commitment to serving the full range of needs of English language learner students.
- Sound plans for educating English language learner students that reflect the full range of programs and services required to provide all students with a high quality education.
- Demonstrated capacity to meet the school's obligations under state and federal law regarding the education of English language learner students.

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

Strengths	Reference
Pg 57-61, Attachment 18 The applicant provides a detailed description of the school's program for identifying and serving ELL students.	

Concerns and Additional Questions	Reference
The application contains too many issues that need clarification or are not in accordance with district policy or state policy and procedures (FLDOE Consent Decree), i.e. Identification and Assessment, Equal Access to Appropriate Programming and Categorical Programs, Personnel. I suggest the applicants review the LULAC Consent Decree available online at: http://www.fldoe.org/aala/lulac.asp#four . Furthermore, I suggest the applicant reviews the District ELL Plan available online at: http://www.sarasotacountyschools.net/departments/esol/default.aspx?id=22112m . Pg 57-61 Attachment 18 Due to the Russian Language emphasis of the program the school anticipates (probably correctly) that the school will enroll a significant number of ELL students, This section of the application should be carefully reviewed by school district ESOL staff to ensure	The entire section has been rewritten.

<p>compliance with federal, state and local requirements.</p> <p>Also, there are district policies and procedures that are in the <i>Student Progression Plan</i> with which it is not in compliance, i.e., grading, foreign language teaching, etc..</p>	
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7. Final Comments from Charter Review Committee:

The application acknowledges a commitment to serve a range of needs for ELL students but does not clearly identify how the needs will be met. The CRC was unable, through the application, subsequent revisions and answers to interview questions to determine that the applicant has a thorough understanding of statutory requirements regarding the education of ELL students.

The Standard is not met.

8. School Climate and Discipline

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

- A school calendar and schedule that meets the minimum statutory requirements.
- An approach to student discipline that creates and sustains a safe and orderly learning environment.
- Legally sound policies for student discipline, suspension, dismissal and recommendation for expulsion.

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

Final X

Strengths	Reference
<p>Pg 61-62 The application includes an intention to follow the school district calendar. A daily schedule is also provided.</p> <p>Attachment 8 The application includes a copy</p>	

of the Parent Student Handbook, including disciplinary procedures and behavioral expectations. The Handbook is currently in use in the applicant's Duval County Charter School.	
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Concerns and Additional Questions	Reference
Pg 61-63 If the school intends to dismiss students for behavior issues or violations of school policies or parent contracts, dismissal procedures should be specified and included in the application.	See revised pages 60. GOCA will follow the disciplinary policies of the Sarasota School District, as cited in the Sarasota Student and Family Handbook, Section 3 (see Attachment 9). GOCA will use the handbook in both English and Russian.

8. Final Comments from Charter Review Committee:

The application references only the district code of conduct but does not address any internal policies or procedures for discipline. When asked about internal discipline processes during the interview, little clarification was given.

The Standard is partially met.

. Organizational Plan

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

9. Governance

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

Statutory Reference(s):

s. 1002.33(7)(a)(15); s. 1002.33(16)(5)(b)

Evaluation Criteria:

A response that meets the standard will present:

- Documentation of proper legal structure of the governing board.
- Adequate policies and procedures for board operation.
- Evidence that the proposed governing board will contribute to the wide range of knowledge and skill needed to oversee a charter school.

- A clear, sensible delineation of roles and responsibilities in relation to governance and school management.
- A plan for the meaningful involvement of parents and the community in the governance of the school.

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

Strengths	Reference
<p>Attachment 1 The application contains the Articles of Incorporation for the Board of GOCA as a Florida Not-For Profit Corporation.</p> <p>Attachment 16 Bylaws for the GOCA Governing Board are included in the application.</p> <p>Pg 69 The application names five, seemingly well qualified, governing board members.</p> <p>Pg 64-66 The applicant demonstrates an understanding of the respective roles and responsibilities of the board (overall oversight and policy making) and the school's administration (day to day operation).</p> <p>Pg 70 The applicant intends to establish a PTO type organization to involve teachers, parents and the community in the activities of the school.</p>	

Concerns and Additional Questions	Reference
<p>Attachment 1 The Articles of Incorporation contain several references to IRS 501©(3) requirements, but do not clarify if the Corporation has been granted 501©(3) status by the IRS.</p> <p>Attachment 16 Article IX of the bylaws (Distribution of Assets) appears to be in conflict with F.S .1002.33 requiring assets purchased with public funds to be returned to the sponsor in the event of the closure of the school.</p> <p>Pg 69 The application does contain a brief description of the qualifications of the governing board members but individual and complete resumes for each member should also be provided.</p> <p>Pg 65 The school appears top-heavy administratively</p>	<p>The 501©(3) Certificate obtained by GOCA is included now in Attachment 1.</p> <p>Article IX of the Bylaws in Attachment 16, has now been modified to fully fit the requirements of F.S .1002.33.</p> <p>See Attachment 14 for the detailed individual resumes of all the prospective Board Members.</p> <p>This has been rectified. The School's</p>

<p>with a Program Director, an Executive Principal, a Principal and a Business Manager for a school of only 364 students (in year 1) Additionally the role of the Program Director and Executive Principal in the day to day operation of the school needs to be clarified.</p>	<p>Administration now includes only one Principal, Program Director, and Business Manager (see revised organizational chart on page 62, and page 68).</p>
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9. Final Comments from Charter Review Committee:

The applicant modified content of the application and its organizational structure to address concerns of the CRC. Likewise, the concern of the CRC about the level of administrators for a small school was addressed by the applicant through revisions in the organizational chart and budget. There remains some confusion about the relationship of the school to a similar school in Jacksonville, the composition of the governing board and the responsibilities of a Program Director serving 2 sites in the state. The CRC would recommend that any charter, if offered to this applicant, contain safeguards for separation of interests and responsibilities in organization and finances between the school and any entities providing services to the school.

The Standard is partially met.

10. Management

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

- A management structure that includes clear delineation of the roles and responsibilities for administering the day-to-day activities of the school.
- A sound plan for the recruitment, selection and evaluation of the school leader.

- A viable and adequate staffing plan.
- A sound plan for recruiting and retaining qualified and capable staff.

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

Strengths	Reference
Pg 71 The application clearly defines the role of the principal as the instructional leader of school and the business manager as the person responsible for all business and “back office” activities	

Concerns and Additional Questions	Reference
Pg 71-72 The application offers none of the required detail with regard to: 1) a plan for the recruitment, selection, and evaluation of the school leader, 2) a viable staffing plan, or 3) a sound plan for recruiting and retaining qualified staff	This section has been revised.

10. Final Comments from Charter Review Committee:

The CRC initial review of the application showed lack of detail related to a plan for recruiting, selecting and evaluation the school leader and qualified staff. Subsequent revisions of the application provided some additional detail. There remains some confusion related to some of the stated positions. It appears as though the application contains an appropriate staffing plan.

The Standard is partially met.

11. Education Service Providers

The term “education service provider” (ESP) refers to any number of organizations that contract with the governing board of a school to provide comprehensive services. The three major types of ESPs that serve charter schools are education management organizations, comprehensive school design providers, and virtual school management organizations. The Education Service Provider section should describe, if applicable, the contractual arrangement between the school’s governing board and such a provider.

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths	Reference
Pg 72 The school does not intend to use the services of an ESP	

Concerns and Additional Questions	Reference

11. Final Comments from Charter Review Committee:

Standard is not applicable to this applicant.

12. Employment

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

- A compensation plan that will attract and retain quality staff.

- Policies and procedures that hold staff to high professional standards.

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

Strengths	Reference
<p>Attachment 17 A staffing chart per year is provided as a part of the budget attachment.</p> <p>Pg 73 The school will be a private employer and not participate in the Florida Retirement System (FRS)</p> <p>Pg 74-75 Some policies for staff hiring, employment and dismissal are provided in the application with the intent to develop a complete Teacher Handbook at a later date.</p>	

Concerns and Additional Questions	Reference
<p>➤ Page 73 states the school will not be a member of the FRS system but doesn't state if they will offer a 401(k) or some other type of retirement benefit.</p> <p>➤ On page 74, the application states the school will hire an executive program director and a program director. On page 85, there is only a program director listed. Page 74 also states the school will hire 10 teachers.</p>	<p>* This has been rectified. GOCA will now provide health benefits to some of its personnel during the first year, and to all of the teachers and staff and most of the administration starting with the second year (see page 70 for details). GOCA plans to give its employees retirement benefits as soon as it receives additional budgetary funds (Start-Up, Title I, or other grants, which were not included in the calculation of the start-up and five-year budget presented with this proposal).</p> <p>* This has been rectified. The school will hire only one program director and 18 teachers the first year, and page 72 (formerly, page 74) has been corrected to reflect that.</p>

<p>➤ On page 85, the application states 18 teachers will be hired. Eighteen seems correct back on the planned student enrollment on page 83.</p> <p>➤</p> <p>Pg 73 The applicant states an intention of offer “competitive salaries” but no salary schedule is provided in the application to verify that statement.</p> <p>Attachment 17 The salary per teacher specified in the budget (\$31,500) would not appear to be competitive with salaries in Sarasota or neighboring school districts.</p>	<p>* Eighteen is the correct number. Page 72 (formerly, 74) has been modified to reflect it.</p> <p>This has been rectified. Page 87 now provides a “Minimum Teacher Salaries and Pay Increases Chart,” showing the expected salary progression over a five-year period for teachers, based on their educational credentials.</p> <p>This has been rectified. See the “Minimum Teacher Salaries” chart on page 87 and the revised budget in Attachment 17.</p>
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12. Final Comments from Charter Review Committee: Initial concerns of the Charter Review Committee centered around conflicting information in different parts of the application. With clarification:

The Standard is fully met.

13. Parent and Community Support and Partnerships

The Parent and Community Support and Partnerships section should describe how parents and the community will be engaged in the operations of the school.

Evaluation Criteria:

A response that meets the standard will present:

- Meaningful partnerships with parents and the community that further the school’s mission and programs.

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

Strengths	Reference
Pg 75 The application contains a plan for a parent teacher organization to provide parent involvement in school activities. Additionally, the school’s parent contract will require 20 volunteer	

<p>hours per year per family to support the mission of the school.</p> <p>Pg 76 A list of parent involvement opportunities is included in the application including offering ESOL classes for parents and a monthly bilingual newsletter.</p> <p>Attachments 11-12 The application contains an impressive number of letters of support from community members supporting the mission and program of the proposed school and includes a list of prospective students whose parents have expressed an interest in enrolling their children.</p> <p>13. Tremendous focus on parents and families</p>	
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Concerns and Additional Questions	Reference

13. Final Comments from Charter Review Committee:

Standard is fully met.

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.

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

Strengths	Reference
<p>Pg 77-80 The applicant identifies marketing strategies designed to promote the school's mission and purpose within the community including a timeline for marketing activities.</p>	

<p>Pg 77 The applicant demonstrates a sound understanding of the requirements for open enrollment and the need to conduct a lottery should applicants exceed the school's capacity. Specific procedures for conducting the lottery (if needed) are identified.</p>	
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Concerns and Additional Questions	Reference
<p>➤ Open enrollment of 364 seems high</p>	<p>The high anticipated first-year enrollment figure is supported by evidence of community interest (see Student Signatures in Attachment 12, Proof of Community Support).</p>

14. Final Comments from Charter Review Committee:

The Standard is fully met.

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.

15. **Facilities**

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

- A realistic plan for securing a facility that is appropriate and adequate for the school's program and targeted population.
- Evidence that the school has access to the necessary resources to fund the facilities plan.

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

Strengths	Reference
<p>Pg 82-83, Attachment 2 The applicant has not yet secured a facility but presents a reasonable plan to acquire a facility adequate to house the proposed school. The plan includes estimates of the space required, projected costs, and examples of proposed sites.</p> <p>Attachment 17 Facilities costs are included in the school's budget and appear reasonable.</p> <p>15. Appendix 2 - is first site plan Biscayne Baptist Church? Options appear reasonable.</p>	

Concerns and Additional Questions	Reference

15. Final Comments from Charter Review Committee:

The CRC concludes that the applicant has done due diligence in selecting facilities with lease rates that are commensurate and appropriate with the area.

The Standard is fully met.

16. Transportation and Food Service

The Transportation and 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 transportation plan that will serve all eligible students.
- A food service plan that will serve all eligible students.

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

Strengths	Reference
<p>Instructs students about rules, expectations, etc which is good.</p> <p>Pg 84 The applicant intends to contract with a third party vendor for food services.</p> <p>Pg 83 The applicant intends to contact with a third party vendor for transportation services.</p>	

Concerns and Additional Questions	Reference
<p>School bus loop must meet State Regulations.</p> <p>There is no plan about buses, drivers, eligibility, etc., just a \$150,000 budget listing.</p> <p>Student transportation budget given but no</p>	<p>This has been addressed. The School plans to contract with the local District to provide transportation for students, and page 81 of the proposal has been modified to reflect that.</p>

<p>details.</p> <p>Pg 84 The applicant’s proposal for food services should be reviewed by school district food and nutrition staff to ensure compliance with Federal (NSLP), state and local requirements.</p> <p>Pg 83 The applicant’s proposal for transportation services should be reviewed by school district transportation staff to ensure compliance with Federal, state, and local requirements.</p> <p>16. Students cannot qualify for Free & Reduced meals based on information from a student survey. This information must be kept confidential. Parents must annually complete a F&R application to determine eligibility.</p>	<p>The School plans to contract with the local District to provide food services for students, and this is now stated on the corrected page 82.</p> <p>The School plans to contract with the local District to provide transportation for students, and page 81 of the proposal has been modified to reflect that.</p> <p>* Page 83 of the application has been corrected to reflect an understanding of the correct Free & Reduced lunch application procedure : parents will fill out a Free and Reduced Lunch application annually to help determine which students qualify for the Program.</p>
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16. Final Comments from Charter Review Committee:

The original application did not adequately address the transportation of students. During the review process, the applicant decided to contract with the School Board for transportation services. In addition, the original application did not include a comprehensive plan for the provision of food services to students. Subsequent to the original application the applicant made a decision to contract with the School Board for food and nutrition services.

The Standard is fully met.

17. Budget

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

- Budgetary projections which are consistent with all parts of the application, including the school’s mission, educational program, staffing plan and facility.
- A realistic assessment of the projected sources of revenue and expenses that ensure the financial viability of the school.

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

Strengths	Reference
<ul style="list-style-type: none"> ➤ I'm glad to see they have a description of how they are going to track and record their fixed assets and already have a software package in mind to purchase. ➤ Good idea on page 92 that they are already thinking of having an investment policy. <p>Pg 85-87 A budget narrative for each year of the charter and a startup budget is included in the application.</p> <p>Appendix 11 A letter of commitment for a loan of \$100,000 for school startup activities in included in Attachment 11.</p> <p>Attachment 17 The application contains a revenue/expenditure budget worksheet for each year of the charter. Assuming that the applicant's revenue and expenditure estimates are accurate, the school shows a positive fund balance for each year of the charter. Cash flow budget worksheets are also provided.</p>	

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> ➤ On planned student worksheet says 10% ESE which doesn't agree to revenue worksheet ➤ In first year budget there doesn't seem to be any salary for bookkeeping. Budget has a full-time position for curriculum specialist but staffing position sheet shows is part-time. ➤ Open enrollment of 364 seems high ➤ On page 85 the application discusses 	<p>* This has been corrected in the revenue worksheet – now both the revenue worksheet and the planned student worksheet list 10% ESE.</p> <p>* All bookkeeping duties will be performed by the Business Manager. The Curriculum Specialist will work part-time the first year, but the position will become full-time in the second year. Page 83 of the proposal has been corrected (see highlighted section) to reflect this.</p> <p>* There is sufficient community interest in the school to warrant this projection (see Student Signatures in Attachment 12, Proof of Community Support).</p>

participating in the Free & Reduced Program and that student surveys will be done to determine who qualifies. A clarification, there is an application process that needs to be done for the grant program, not student surveys. I think they mean the same thing, but wanted to clarify.

- On page 74, the application states the school will hire an executive program director and a program director. On page 85, there is only a program director listed. Page 74 also states the school will hire 10 teachers. On page 85, the application states 18 teachers will be hired. Eighteen seems correct back on the planned student enrollment on page 83.
- On page 88, the application references hiring a Dean of Discipline. This position was not mentioned on page 74 or page 85
- When I calculated annual salary for the positions listed in the start-up budget, they all appear very low (principal: \$34,650, program director: \$30,000, business manager: \$30,000, etc.)
- On page 89, the application states the school will use QuickBooks online, which will cost \$35/month for 3 users plus an outside accountant. The application then lists 5 users and an independent accountant. I'm unclear if the accountant is offered through QuickBooks or they are hiring an accountant. If they are hiring an accountant, it will cost more than \$35/month.
- In the budget, teacher salaries are very low (avg. \$35,000). District average in 2009 was \$55,213. Also, the school is estimating 10% of salaries for benefits (retirement, social security, insurance,

* Page 83 of the application has been corrected to reflect an understanding of the correct Free & Reduced lunch application procedure : parents will fill out a Free and Reduced Lunch application annually to help determine which students qualify for the Program.

* This has been corrected. Page 72 now shows that the school will hire only one Program Director. Page 72 now also shows that the school will hire 18 teachers during its first year of operation, which was indeed the correct figure.

* This has been rectified. No Dean of Discipline position will exist, and pages 87-88 in the corrected version of the proposal (the old page 88) now reflect this fact.

* The principal, program director, and business manager will agree to work for reduced salaries during the start-up period with the understanding that their salaries will be significantly increased during the first three years of operation (see more detailed explanation on page 88-89, (5) and on page 84).

* This has been rectified. The price of QuickBooks online is \$65/month for 5 users – the application now states on page 90 that the school will have 5 users and that one of the Board members will volunteer his accounting services on a regular basis. An outside accountant will only be consulted at the beginning, to provide QuickBooks training, and on an exceptional basis.

* This has been rectified. The average beginning teacher salary has been raised to 37,500 (see the “Minimum Teacher Salaries and Pay Increases Chart” on page 87 of the proposal). All basic

etc.) This seems very low. Also, budgets for years 2 -5 have that percentage at 20% which seems much more reasonable.

- In the start-up projections on page 88, there is salary listed for a Dean of Discipline. I don't see that position in the budget. Also, salaries listed in budget do not agree to what is in the start-up budget. Are salaries to be lower until the school is up and running?
- Line 21 on the budget – Admin fee to the District is 5% for the first 500 students, not 2.5%
- Why is year's 2 -5 budgets are benefits for program director and executive principal on 10% when all others are 20%?
- In year 2 budget, secretary position went from 1 to 1.5, but salary only increased \$1,000.
- In the budgets, there is a separate line for accounting services and auditing services but only accounting has an amount. Does that amount include the audit? Starting in year 3 there are amounts in both.

education teachers, as well as the principal and business manager, will now receive 20% of their salaries in benefits in the first year. All other school personnel, with the exception of the program director and the education consultant will begin to receive 20% of their salaries in benefits (health insurance) starting with the second year of operation (see pages 84 and 85 of the proposal, as well as revised figures in Attachment 17).

This has been corrected. There will be no Dean of Discipline position, and pages 87-88 (formerly, page 89) have been modified to reflect that. Salaries will be significantly lower during the start-up period – this will be offset by a salary increase during the first three years of the school's operation for members of the administration (see page 88-89, (5)).

* This has been rectified. The fee listed in line 21 is now 5%.

* The executive principal position has been removed. Benefits for the program director will remain at 10% because the program director is expected to already have benefits through GOCA Jacksonville.

* The salary for the secretary position is \$17,000 in the first year budget, and \$27,000 in the second-year budget (see Attachment 17).

* This has been rectified. \$10,000 are budgeted for yearly audits beginning with the first year, with a separate amount for accounting services (which include the purchase of and payments for QuickBooks, and projected QuickBook-related expenses). The amount budgeted for accounting is relatively low because one of businesspeople on the

<p>➤ No costs for utilities in the budgets. Why?</p> <p>➤ On page 85, the year one budget discussion states that in year one a part-time cook and a cafeteria worker would be hired. Do not see either positions in the budget.</p> <p>Pg 89 The applicant’s proposed startup budget seems to be contingent upon loans, Federal Startup Grant Funds (which are not guaranteed) and unspecified fundraising activities.</p> <p>Attachment 17 The fund balances for the school seem excessive, especially for years 3-5 of the charter. Comparing fund balances to revenues the school appears to be carrying fund balances of approximately 28%, 30% and 37% respectively for years 2,4 and 5 of the charter. While maintaining a reasonable fund balance for emergencies and/unforeseen expenses is prudent and fiscally responsible, those fund balances seem excessive when those funds could be used in increase teacher salaries, improve the instructional programs, etc.</p> <p>17. \$7838.21 per student? How does this compare to the district's base student allocation (plus the additional funding based on ESE, Title 1, etc)? Is the school attempting to bring in additional dollars by offering the continuum of services listed in item #6?</p>	<p>Board is expected to donated his/her accounting expertise (see corrections on page 90).</p> <p>* This has been corrected. Utilities costs are now present on the expenditures worksheets for all five years (see Attachment 17).</p> <p>* This has been rectified. The year one budget discussion now no longer mentions a cafeteria worker or cook. The school plans to contract with the local District for food services.</p> <p>This has been modified. The school’s start-up budget is now no longer dependent on any grants, and relies solely on the \$100,000 loan pledged to the school by a private lender (see Letter of Support from Paul Budnik, Attachment 11) and fundraising funds. Fundraising methods are detailed on pages 89-90.</p> <p>This has been corrected. The fund balances for years 1-5 have now been reduced, much of the surplus having been allocated to increased teacher salaries and benefits (health insurance), the purchase of Smart Boards.</p> <p>This has been recomputed (see Budget, Attachment 17).</p>
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17. Final Comments from Charter Review Committee:

The Charter Review committee had many concerns about the original budget submitted in the application. Those concerns were remedied with corrections and clarification of budget items.

The Standard is fully met.

18. Financial Management and Oversight

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

- A fiscal management system that is appropriate, follows generally accepted accounting principles and properly safeguards assets.
- Evidence of proper insurance coverage.

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

Strengths	Reference
<p>➤ Glad to see the school has an understanding of the Red Book.</p> <p>➤ Appear to have an understanding of GASB 34 and other applicable GASB Statements!</p> <p>Pg 89-102 The applicant provides a detailed description of the fiscal management system to be utilized by the school.</p> <p>Pg 103 While an insurance vendor has not yet been selected, the applicant demonstrates an understanding of the school’s insurance needs with regard to the types and amounts of coverage required.</p>	

Concerns and Additional Questions	Reference
<p>➤ On page 93, the application states that the school’s accounting will be handled by the administrative assistant, but earlier in the application it was stated a bookkeeper would be hired. Are these positions the same?</p> <p>➤ No mention of submitting cost report data to the District at year end.</p> <p>➤ In the budget, there is salary listed for a business manager and a site business manager. Is one of these a bookkeeper?</p>	<p>* This has been rectified. The school’s accounting will be handled by the Business Manager, and the Administrative Assistant will assist the Business Manager with the purely administrative part of accounting tasks, such as receipt writing (see page 94, highlighted section, for the correction).</p> <p>* See page 102 of the proposal.</p> <p>* The Business Manager is the bookkeeper. There is no “site business manager” -- that has been corrected. See Page 83, Year One Budget, for the revised and updated personnel list.</p>

18. Final Comments from Charter Review Committee:

The applicant demonstrates a good understanding of essential practices of financial management. Several questions were raised in the initial review of the application. The applicant responded with corrections and clarifications.

The Standard is fully met.

19. Action Plan

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

Statutory Reference(s):

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

Evaluation Criteria:

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

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

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

Strengths	Reference
Pg 103-104 The applicant provides a detailed action plan including tasks to be accomplished, timelines, and person(s) or group(s) responsible for each task.	

Concerns and Additional Questions	Reference
Pg 102-104 The action plan identifies the “design team” as the responsible party for a significant number of the tasks included on the action plan. There is, however, no indication of the composition of this group	<p>The “Design Team” has been renamed the Founding Team in the interest of clarity, and includes the founder of GOCA Jacksonville and future Program Director for GOCA Sarasota, Sergey Soroka; Lorenda Tiscornia, Ph.D. , Education Consultant; and the local Board members who have committed themselves to the school’s successful establishment.</p> <p>Page 102-104 have been revised to reflect this definition.</p>

19. Final Comments from Charter Review Committee:

The applicant clarified the composition of the Design Team that will be responsible for the action plan for start up of the school. There is still some confusion about how some of the actions will be accomplished without full time in-district staff. However, the CRC finds that:

The Standard is fully met.