

Sarasota County Public Schools
2015 – 2016 Charter School Application Process
Charter Review Committee (CRC) Analysis and Initial Findings – September 11, 2015

North Port Collegiate Military Academy Charter Application

Dear Charter Applicant:

This document provides the Charter Review Committee’s (CRC) initial findings based on their review and analysis of the application submitted to the district on August 3, 2015. The CRC feedback is divided into three categories: 1) Strengths, 2) Deficiencies/Concerns/Weaknesses, and 3) Areas in Need of Additional Information and/or Clarification. The CRC is offering each applicant an opportunity to respond to the “Areas in Need of Additional Information/Clarification.” This clarification process may not be used to submit new information (not requested) or make substantive changes to the submitted application.

Please use this document to submit your responses to the items under “Areas in Need of Additional Information and/or Clarification” and adhere to the following guidelines:

- Use the column labeled “Charter Applicant’s Response” to address the questions and requests for clarification listed.
- Please respond briefly and succinctly to the specific information requested in each section of the application.
- Do not submit information that is not requested.

Do **not** respond to the remarks under “Deficiencies/Concerns/Weaknesses.” 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. Therefore, please do not enter information in this box.

The completed document must be submitted electronically to the Office of School Choice and Charter Schools no later than 12:00 noon on Friday, September 18, 2015. Also provide 6 hard copies of the document. Please follow the directions provided on the cover letter regarding format, number of copies, etc. when you submit your revisions. If you have questions, call (941) 927-9000, ext. 32262.

Florida Charter School Application Evaluation Instrument

The following definitions guided the CRC’s 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.

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.

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 type="checkbox"/>

Strengths (*application page number*)

North Port Collegiate Military Academy’s mission is to provide secondary level with a college preparatory program within a military school environment that will offer 6 – 12 students opportunities to participate in the National Middle School Cadet Corps, Civil Air patrol, and Air Force JROTC. NPCMA will offer a STEM program as well as Dual Enrollment Courses at Embry-Riddle Aeronautical University, pending an articulation agreement. (Page 5)

The school’s focus is on the whole student, encouraging parent and community involvement. (Page 5)

The NPCMA program would offer a school choice option currently not available to parents in the North Port and south county area. (Page 6)

The potential relationship with Gaetz Areospace Institute will support the school’s purpose and mission. (Page 7)

Deficiencies/Concerns/Weaknesses (<i>application page number</i>)
<p><u>Significant Deficiencies</u></p>
<p><u>Concerns/Weaknesses</u></p> <p>Implementation of several key school programs are contingent upon the approval and agreement with other institutes. A delay in establishing articulation agreements may compromise the ability of the school to implement its key programs. (Page 6)</p> <p>The applicant does not provide a clear description of the students' criteria needed or required to participate in the Gaetz Aerospace Institute: Embry-Riddle Aeronautical University concurrent enrollment program. (Page 7)</p> <p>The applicant does not fully explain opportunities and strategies to support low-performing students. (Page 11)</p> <p>The areas of literacy development and how they will be implemented in the curriculum is not fully addressed. (Pages 12-13, 31)</p> <p>To fulfill the prescribed purposes of a charter school, the applicant is required to state measurement of learning outcomes. The application provides a comprehensive list of the measurement tools (i.e. state assessments), however, the learning outcomes are not addressed in this section of the application. (Pages 14-15)</p>

Areas in Need of Additional Information and/or Clarification (<i>application page number</i>)	Charter Applicant's Response
<p>On page 6 there is mention of the "integration of technology." Briefly describe how this is aligned or accomplished considering district guidelines?</p>	
<p>The application states that students will earn up to 30 credits towards an AA degree with up to 10 courses over all four years of high school? Will you be developing an articulation agreement with Embry-Riddle Aeronautical University with set criteria? (Page 6)</p>	
<p>Regarding sports, which sports will be offered and is this experience within NPCMA only as an intramural activity? (Page 6)</p>	

<p>What arrangements and with whom would the school implement in order to offer students the opportunity to earn a license to fly? Please clarify the school’s relationship with the Civil Air Patrol? (Page 6)</p>	
<p>The application states that the NPCMA founding board has “built relationships” with the leadership at SCF, STC, Chamber of Commerce, etc. (Page 7). Briefly, please describe the nature of the relationship with the organizations listed and the partnership, if any, the school expects to establish.</p>	
<p>Will your teachers be trained by Embry to teach the college level courses on your campus? Will these be treated as electives or core in meeting graduation requirements? (Page 8)</p>	
<p>Who generates the Student Career Portfolio and how will students use it to guide career goals? (Pages 14, 62)</p>	

**** Please note:** The CRC has additional questions and requests for clarification about information presented in Section 1 of the application that will be posed in subsequent sections.

2. Target Population and Student Body

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

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

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 type="checkbox"/>

Strengths (application page number)

The NPCMA plans to serve grade 6-12 students from North Port, Englewood, and North Charlotte County areas including ESE, ELL, and 504 students. (Pages 6, 18)

The school will provide a “small-school” environment serving approximately 300 students in grades 6-12.

The applicant conducted an “Interest Application” survey to determine local interest in the school. It is appreciated that there was a survey offered directly to the target population in South County. (Page 19)

Deficiencies/Concerns/Weaknesses (application page number)

Significant Deficiencies

The target population of students to be served is unclear. Information presented in this section does not fully align to information in Section 13 (student enrollment) of the application. (Pages 17-18; 121-122)

Concerns/Weaknesses

The school's plan does not provide clear information regarding meeting the needs of SWD students. (Page 17)

The application does not provide an adequate explanation of HOW the student population projections were determined. Presentation of the student demographic characteristics of surrounding schools, although relevant, is not sufficient to support the expectations for the proposed school's annual projected enrollment. (Page 18)

Results of the Interest Survey conducted by the applicant indicates a low interest or non-response to enrollment at the high school level. (Page 19)

Areas in Need of Additional Information and/or Clarification (application page number)	Charter Applicant's Response
On page 17 of the application it states that the target population will be students in the Sarasota County District. However, in Section 13, it states that students from Charlotte County will also be recruited for enrollment. Please address this discrepancy. (Pages 17 and 122)	
Based on projected enrollment numbers and staffing, how will you be able to offer the wide range of courses to meet the needs of all students? (Page 18)	
In the projections estimate on page 19 there is mention of the initial interest application on social media. Could there be more specificity on this process to better insure the results.	
The Interest Survey indicates that only 20 high school students (none at 12 th grade) are interested in enrolling. Please provide additional support for the basis of the enrollment projections for those grades. Please indicate what happens if not enough students enroll for those grades. (Page 19)	

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.

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

Strengths (*application page number*)

Many of the proposed instructional strategies are researched based and similar to those utilized in Sarasota County. (Pages 21-24)

The applicant plans on including STEM curriculum, and use of effective teaching strategies including differentiated instruction, interdisciplinary/integrated coursework, cooperative/collaborative learning, and gradual release of responsibility. (Pages 21-23)

Deficiencies/Concerns/Weaknesses (*application page number*)

Significant Deficiencies

The educational program information is fragmented, lacks meaningful detail, and appears to be a listing of various instructional strategies and education models rather than a cohesive framework. (Pages 22-27)

It is not evident that the applicant understands the differences in curriculum alignment between NGSSS and the Florida Standards. (Page 28)

Given that the educational program is unclear and the target population is unclear, the reviewer is unable to determine if the program(s) of study are aligned to the school's mission. (Page 28)

Concerns/Weaknesses

The application references outdated standards and instructional materials, and confuses Florida Standards and NGSSS Standards. (Page 21)

The instructional strategies listed throughout section 3 will require teacher training and professional development. Yet no PD plan is provided in the application to show how the school will monitor and evaluate the implementation of these key instructional strategies. (Pages 22-24)

The applicant does not provide a clear description of the military related educational programs and the research base for the educational program.

Areas in Need of Additional Information and/or Clarification (application page number)	Charter Applicant's Response
The class periods are listed in increments of 50 minutes with 9 transitions possible. How will block scheduling be used? How much time is allotted for passing time between each scheduled activity? Please clarify. (Page 20)	
On the school's daily schedule, please clarify what is meant by "Extended Reading/Math"? (Page 20)	
What is the back-up plan for Dual Enrollment (DE) and STEM should the DE articulation agreement with Embry-Riddle and/or the Gaetz Aerospace Institute does not come to fruition or is not in place when the school opens? (Page 21)	
Please provide a brief description and identify the research base of the military related educational programs: Air Force ROTC, Civil Air Patrol, or Gaetz Concurrent Enrollment Program and how these make the NPCMA different from traditional schools. (Section 3-B, Pages 20-24)	

Who is eligible for “Homework Enrichment”, who offers it, and when does it occur? (Page 23)	
How will middle school teachers be trained in the iEngage learning model and TechActiv Classrooms? (Page 24)	

4. Curriculum Plan

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

Statutory Reference(s):

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

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

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

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

Strengths (<i>application page number</i>)
<p>The applicant has included a requirement for students to participate in a semester long course in career planning. (Page 41)</p> <p>The planned curriculum includes Student Leadership and Character Development courses to support the school’s mission. (Pages 41, 56)</p> <p>The school will provide a reading coach and Reading Leadership Team to support teachers and students. (Page 51)</p>

Deficiencies/Concerns/Weaknesses (<i>application page number</i>)
<p>Significant Deficiencies</p> <p>The curriculum plan presented lacks significant detail and contains incongruent and inaccurate information. Therefore, there is insufficient evidence to determine if the school’s curriculum plan (what will be taught, how, and why) will enable students to meet state performance standards and achieve a year’s worth of learning each year.</p>

The application does not present an acceptable or appropriate reading plan, as per the requirements of an application specified in s. 1002.33(6)(a)(4), Florida Statutes. Little or no evidence supports that reading is a primary focus. It is not sufficient to merely state that the school will follow the district's reading plan and simply define the reading curriculum elements. Again, the "how" and "why" they are applied to instruction are not described. (Pages 50-54)

The curriculum plan is not appropriate for all students. Strategies for students reading below grade level have not been discussed. The application does not fully address how students' progress will be monitored. The applicant is not clear regarding providing additional time needed for struggling readers. (Pages 50-53)

The application lacks up-to-date and accurate detail regarding graduation course requirements. The applicant is not familiar with state statutes regarding graduation requirements for cognitively impaired students. (Pages 42-46)

The description of how the effectiveness of the curriculum will be evaluated is not fully addressed. (Page 62)

Concerns/Weaknesses

The applicant states that the school will follow the district's Student Progression Plan, however, courses proposed for the NPCMA are not in Sarasota's course offerings.

There appears to be confusion regarding standards to drive curriculum. Old and discontinued NGSSS and Common Core Standards are listed. For example, it is stated on page 50 that the reading curriculum correlates to all Reading and Language Arts NGSSS-CCSS standards" which are not the current state/district standards. (Page 30, 40)

While this section describes many of the standards associated with courses, it is unclear that the applicant has a comprehensive understanding of the standards alignment in all areas; for example, Intensive Language Arts vs. Intensive Reading? (Pages 32-37)

It is challenging to follow the narrative in the application related to the standards of middle school math sequence (Pages 37-39)

The information in this section is vague regarding the content of the Middle School Cadet Corps Curriculum. (Page 41)

The curriculum plan and the courses offered exceeds what the school could realistically and financially offer and approve, with such a small population of students.

Areas in Need of Additional Information and/or Clarification (application page number)	Charter Applicant's Response
What is the lesson plan design? Provide a lesson template with specific examples of strategies for reading and vocabulary development and research based materials. (Page 30)	
How will students earn a high school diploma AND an Associate's Degree? (Page 31)	
How will teachers know how to implement the numerous strategies listed on page 32 and how will the administration know if these methods are being employed in the classroom? (Page 32)	
What are the course codes associated with Math options shown on page 37? Pre-Algebra will not be offered except for the A track? What about Data Analysis, Mathematical Analysis, Algebra II/ Trigonometry? (Page 37)	
How do the themes for science listed align with the course descriptions? Why is Earth Space Science an outlier from the other Comprehensive Science courses? We do not teach Comprehensive Science and therefore, these would not be aligned to our Student Progression Plan. Is that the intent?	
The Middle School Social Studies Grade 6 course is not aligned to our Student Progression Plan. Is that purposeful?	
Students' access to technology is unclear. The application states, "Students will be allowed to bring their own devices (laptop/tablet)..." What provisions will be made for those who do not own a laptop or tablet? (Page 52)	

5. Student Performance, Assessment and Evaluation

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths (*application page number*)

Positive incident reports will be incorporated in the PLC's for progress monitoring. (Page 70)

The applicant proposes to have a higher graduation rate compared with the Sarasota County School District's graduation rate. (Page 64)

The plan for communicating with parents and sharing student progress information is acceptable. (Page 76)

Deficiencies/Concerns/Weaknesses (*application page number*)

Significant Deficiencies

It appears that the applicant did not update their prior year's application. The response demonstrates a lack of preparation. References to outdated and/or obsolete information, achievement targets set for the year prior to the school's opening, and discontinued assessments are found throughout this section.

The application does not set student performance goals and measurable objectives for each year of the charter (i.e. 5 years). Only first year goals are provided. Several outcome measures are written for 2014-15 or 2015-16, prior to the school's opening. (Page 64-65)

The goals related to college readiness do not set high expectations for students. The PSAT, SAT, ACT goals are based on how many students take the test rather than how they score. Goals based on participation rates do not reflect high standards for student performance, especially in light of the school's mission to promote college readiness. (Pages 64-65)

Other than the Algebra and Geometry EOCs, there are no mathematics goals for students in grade levels who do not take the EOCs. The same is true for science. (Page 64)

The application does not provide a clear description of the criteria for student progression. NPCMA proposes to follow the district's Student Progression Plan (SPP) yet the courses, placement, and graduation requirements presented in the application do not align to those of the district. (Pages 65-68)

Concerns/Weaknesses

Given the emphasis on STEM, it is disappointing to not see more rigorous STEM-focused performance goals beyond FCAT science and EOCs. (Pages 64-65)

The goals related to teacher certification/endorsement and meeting FLDOE digital classroom requirements are not student achievement goals and should not be presented in this section. (Pages 64-65)

Given the school's collegiate emphasis on acceleration and DE, the school should have educational goals and performance-based outcomes related to college readiness, performance in DE, and completion of AA rates. (Pages 64-65)

In some instances the application states that baseline data for the achievement goals "do not exist." The applicant may not be knowledgeable of various methods to establish baseline data for a new school. (Pages 64-65)

The school's student placement procedures and promotion standards are outdated. (Pages 65-66)

Diploma options described are no longer available options. (Page 70)

The application does not fully address the requirement to “Describe how student assessment and performance data will be used to evaluate and inform instruction.” The minimal and vague reference to how state assessments provide feedback to guide PD and instruction is insufficient. (Page 74)

Areas in Need of Additional Information and/or Clarification (application page number)	Charter Applicant’s Response
What is the process for supporting students in the reading and math remediation courses? (Pages 66-67)	
FCAT Grade 10 Science referenced in the goal was discontinued. Please clarify the measure you will use for the science goal and calculation you propose to use. (Page 64)	
How will the school determine if students are meeting expectations in the Cadet Corps, AFJROTC, and other military school core values, such as character development, leadership, etc? Will the school set goals related to the military academy core values? If so, what goals?	
The school proposes to follow the district’s SPP and graduation requirements. The district, however, does not offer the courses, programs or pathways presented for this school. (Page 66) Please reconcile.	
How will you adhere to Sarasota County’s Student Progression Plan in regards to your dual enrollment objectives?	

6. Exceptional Students

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths (application page number)

It is noted that marketing materials will specifically state that the school will accommodate students with exceptionalities, disabilities, and limited English proficiency. (Page 79)

Deficiencies/Concerns/Weaknesses (application page number)

Significant Deficiencies

There is not a clear description of levels of service the school will provide to students with disabilities (SWD). (Pages 77-78)

The information in the application regarding employing necessary personnel does not provide sufficient evidence that direct services will be provided to Exceptional Student Education (ESE) students for reading, writing, and mathematics. (Page 79)

It is not certain that exceptional students who enter the school below grade level will be engaged in and benefit from the curriculum. (Page 81)

The staffing plan does not align with the student population, services to be offered and is not supported in the proposed budget.

Concerns/Weaknesses

The application references 3 different ESE placement options but only discusses regular class placement, using a full general education classroom inclusion model. (Page 77)

The budget and the classroom plans do not match. In the ESE services listed, contract services such as Physical Therapy (PT), Occupational Therapy (OT), and Speech Language Pathology (SLP) are offered but not budgeted. (Pages 78, 170)

The application states that the projected population of students with disabilities will be 11.8%. This estimate falls below the comparison schools ESE populations. The applicant is advised to review and consider more relevant and up-to-date information about the demographics and school composition of SWD students served in the North Port and south county communities. (Page 82)

The proposed staffing plan with one ESE teacher to provide all SWDs the amount of service indicated on the IEP for all three placement options is not realistic. (Page 112)

Areas in Need of Additional Information and/or Clarification (application page number)	Charter Applicant's Response
Please clarify what curriculum services will be offered Students with Disabilities until age 22. (Page 70)	
Please clarify how the school intends to meet the needs of incoming ESE with existing IEP's requiring direct instruction by an ESE certified teacher for reading, writing, and mathematics. (Pages 77-80)	
Please identify where SLP, OT and PT services are listed in the budget. (Page 78)	

<p>Given the limited staffing plan, how will NPCMA provide the described wide range of service delivery options (e.g. resource room, special class) listed in Section D, Item 7? (Page 80)</p>	
<p>The application states that sufficient support will be provided to SWDs to “attain at least more than a year’s growth.” Please describe what sufficient support looks like and how that relates to student engagement. (Page 81)</p>	
<p>How was the projected SWD population determined? The 2012-13 data for surrounding schools presented in the application as support ranges from 7.5 to 14.6%. How was 11.8% for NPCMA derived? (Page 82)</p>	
<p>Regarding the IEP inclusion described on page 79 and continued on page 83, and considering the support personnel listed on page 174, how will ESE support be provided when it comes to aides or resource teachers in the event an IEP requires this support?</p>	
<p>Please describe the “Advanced Work Classroom” delivery model for gifted students. What is the performance criteria for determining this service? (Page 86)</p>	

7. English Language Learners

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

Statutory Reference(s):

s. 1002.33(10)

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths (*application page number*)

The applicant demonstrates a willingness to promote ELLs linguistically and academically.

NPCMA estimates serving an ELL population of 4.1% (10-13 students), which is consistent with the percentages of ELL in the other North Port area schools. (Page 91)

Deficiencies/Concerns/Weaknesses (*application page number*)

Significant Deficiencies

The applicant appears to confuse services for ESE and ELL students. The ELL’s instructional needs are not the same as for students receiving ESE or with 504 services or accommodations. Learning a second language is not a disability unless student is receiving ESE services. (Page 92)

The application references the META Consent Decree, but the application lacks essential detail about the ELL plan to determine if the school will have the capacity to meet ELL requirements. (Page 87)

Concerns/Weaknesses

The application is unclear as to who will be responsible for screening students to determine eligibility. (Page 88)

The application is unclear as to what range of instructional models (options) will be available to ELL students at NPCMA. (Page 88)

The application makes reference to outdated state language assessments. (Pages 88-90)

Areas in Need of Additional Information and/or Clarification (application page number)	Charter Applicant's Response
Does NPCMA plan to adopt the district's ELL plan?	
Please provide a brief description of proposed ELL instructional model, including a description of supplementary aids and services for English Language Learners. (Page 88)	
Please clarify what criteria will be used to identify ELL students for Basic Inclusion, Clustered Inclusion, and Self-Contained instructional models. (Page 89)	
Please provide more detail on how ELL students will be engaged through "Peer mentoring." (Page 92)	

8. School Climate and Discipline

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

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

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 type="checkbox"/>

Strengths (*application page number*)

The applicant intends to provide a Positive Behavior Support program. (Page 95)

The NPCMA will utilize the Sarasota County School District’s Code of Conduct. However, the school’s policies for student dismissal are inconsistent with district Code of Conduct. (Page 95)

The NPCMA will implement RtI/MTSS to monitor academic and behavior needs. (Page 95)

Deficiencies/Concerns/Weaknesses (*application page number*)

Significant Deficiencies

The school is planning to require students to take and pass a drug test as a condition for eligibility to enroll at NPCMA. The school will also conduct random drug testing throughout the year as a condition for continued enrollment. In the CRC’s opinion, the Supreme Court ruling (Chapter 13) permits drug testing of students engaged in extra-curricular activities, such as athletics. However, suspicionless or random drug testing cannot be used for any punitive or disciplinary action. NPCMA’s drug-testing policy is not acceptable – it is not permissible as a way to limit enrollment under 1002.33 (10)(6), nor is it acceptable as grounds for dismissal from the school. (Page 97)

NPCMA states that the school will be open to all eligible students as per F.S. 1002.33. However, the policies for enrollment eligibility and contractual requisites for continued enrollment are in direct contradiction to this claim. (Target Population – Page 17, Student Discipline – Page 97, and Enrollment Policies – Page 122)

The application states that the school will follow the Sarasota County Student Handbook, Code of Conduct and Due Process for suspensions and expulsions. However, the school’s described process is out of alignment with district process. (Page 97)

Concerns/Weaknesses

Sarasota County does not approve of drug testing students as a method to ensure drug-free schools.

Areas in Need of Additional Information and/or Clarification (application page number)	Charter Applicant’s Response
How will PBS be aligned with school’s plan for addressing behaviors? (Page 95)	
The Sarasota County Code of Conduct does not include many of the NPCMA policies for discipline, suspension and dismissal, yet the application states that the school will follow the district’s policies. Please reconcile this discrepancy. (Page 95)	
Is the plan to require that all NPCMA students be members of North Port’s Drug-Free Youth (D-FY) program? If so, are all NPCMA students in grades 6-12 subject to drug screening as a condition for admission/enrollment? Please clarify. (Page 97)	
How do the requirements of D-FY align to the Parent/Student Contract referenced on page 123? Specifically, what are the consequences for a student who does not meet the D-FY criteria for membership? (Pages 97, 123)	

* Note: See Section 13 for additional requests for clarification related to enrollment and requisites for continued enrollment.

II. Organizational Plan

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

9. Governance

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

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

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 type="checkbox"/>

Strengths (*application page number*)

A clear organizational hierarchy is provided in both visual structure and narrative form providing relationship between entities. (Pages 98-99)

The applicant acknowledges that NPCMA and its board members will be responsible for monitoring fiscal responsibility in the budget and effective school operations. (Page 98)

The founding board has a diverse membership of experts that will assist in the many facets of a starting a charter school. The delineation of roles and responsibilities is clear and appropriate. There is detailed background provided of each of the founding board members. (Pages 102- 104)

Deficiencies/Concerns/Weaknesses (*application page number*)

Significant Deficiencies

Concerns/Weaknesses

Because the proposed Governing Board will only have three members, the board may be limited in its expertise to contribute to a wide range of knowledge related to school programs and operations. (Page 105)

The hierarchy should include the Parent Involvement Representative and the financial manager with the ability to report directly to the board. Bylaws were not included and could not be reviewed to document the proper legal structure.

Although permitted in charter statute, the CRC is concerned that the parent liaison will be the headmaster rather than a parent representative of the school. Parents may be hesitant to express concerns to the head of the school. (Page 106)

Areas in Need of Additional Information and/or Clarification (<i>application page number</i>)	Charter Applicant's Response
Please provide a copy of the NPCMA, Inc. Bylaws referenced on page 100.	
The CRC is concerned that the Governing Board will be comprised of only 3 members. In the event of a vacancy, the Governing Board will not have a quorum and may not be able to obtain a majority vote (i.e., 1/1). Please comment. (Page 101)	
Will the Governing Board membership include the office of Treasurer?	

<p>The application states that NPCMA will actively seek new members of the Governing Board to fill the position of Secretary/Treasurer. On page 106 it states Patricia O’Meara is the CPA/Secretary/ Finance. Please explain the reason for the change. (Pages 105-106)</p>	
<p>Please clarify who will serve as the parent involvement representative.</p>	

10. Management

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

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

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 type="checkbox"/>

Strengths (*application page number*)

The qualifications of administration is in line with the high standards required by SCSB. (Page 107).

The school has adopted the job descriptions of the SCSB and has increased the job qualifications for principal/head of school to require a doctorate degree, and requiring that the assistant principal/assistant head of school have a minimum of two years as an assistant and/or principal. (Pages 107-108)

The governing board and head of school plan to utilize the district’s comprehensive tool to measure the effectiveness of administration and staff to allow for accountability. (Pages 108-111)

Deficiencies/Concerns/Weaknesses (*application page number*)

Significant Deficiencies

The staffing plan is not aligned or supported by the budget presented. There are numerous discrepancies in the staffing plan presented in this section and staffing information under the ESE and ELL sections. The number of staff positions do not match the number of positions in the budget plan.

The program staffing plan is not realistic and it may be difficult to meet certification requirements. For example, the program lists one teacher for 9-12 Science/Math for 100 high school students year 1 and remains at one teacher for 200 students in year 5. One math/science teacher would need math 6-12 certification as well as biology, chemistry and physics to teach all of the courses that would be offered according to page 42 which lists core high school courses. This expectation is unrealistic. (Page 112)

Concerns/Weaknesses

Teacher qualifications do not list ESOL certification or endorsement required. (Page 110)

The staffing plan shows one foreign language teacher, however, on page 14 the school plans to offer Arabic, Russian, Spanish, and Mandarin Chinese. The course directory requires the individual to have certification or be fluent in the language, therefore the viability of this plan is questionable. (Page 112)

The staffing plan does not include an ESE teacher, only an ESE Liaison. (Page 112)

The application states that an applicant's Sarasota County resident status will be used as a criteria for hiring. (Page 113)

Support staff includes paraprofessionals, however, the staffing pattern and the proposed budget does not account for number of paraprofessional, qualifications, salaries, or benefits for referenced positions. (Pages 112-113, 169-170)

There appears to be inconsistencies in the several of the positions listed in the staffing plan as compared to the budget in the appendix. Please indicate the line item in the budget for the .5 Technology Teacher, the Bookkeeper, for the Front Desk Receptionist and Registrar, for the Facilities Manager/Custodian. (Pages 112-113; Appendix 6, Page 170)

Areas in Need of Additional Information and/or Clarification (application page number)	Charter Applicant's Response
<p>Section B of the application requires that the applicant describe the process used to select the school's leader. It is understood that the founding board has already selected the headmaster. However, in the event of a future change in school leadership, please respond to the information requested. (Page 111)</p>	
<p>The staffing plan shows 15.5 instructional staff. The budget in the Appendix lists 14. Please explain this discrepancy. (Pages 112, 170)</p>	
<p>The information in the application indicate 17 instructional staff members in Year Two – Five of operation, however, the count adds to 16. The budget in Appendix 6 only lists 14 teachers each year. Please explain this discrepancy. (Pages 112, 170)</p>	
<p>Is the JROTC Teacher the same position as the Director of Military Studies position on Appendix Budget? (Pages 112, 169)</p>	
<p>Please provide clarification and the rationale for the "Resident of Sarasota County" criteria that will be considered in the selection/hiring of staff. (Page 113)</p>	

11. Education Service Providers

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths (<i>application page number</i>)
N/A

Deficiencies/Concerns/Weaknesses (<i>application page number</i>)
N/A

Areas in Need of Additional Information and/or Clarification (<i>application page number</i>)	Charter Applicant’s Response
N/A	

12. Employment

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

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

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 type="checkbox"/>

Strengths (*application page number*)

The NPCMA recognizes Florida’s requirements for the evaluation of teachers and principals and will use the Sarasota County School’s Teacher’s Evaluation System (TES) using PRIDE as a tool to evaluate, inform, and guide instruction. (Page 119)

Deficiencies/Concerns/Weaknesses (*application page number*)

Significant Deficiencies

It is not possible to evaluate and determine is the school will have a compensation plan that will attract and retain quality staff. The application includes a vague description of employee benefits and a detailed compensation plan was not included. (Page 117)

Concerns/Weaknesses

A timeline and plan for development and approval of policies and procedures by the governing board is not included. (Page 117)

The application states that the school would offer 401K for the first 3 years then utilize the FRS system, however, it also states that they will match the employee contribution up to 2%. However, FRS requires employers to currently pay 7.26% and employees to pay 3%. (Page 117)

The plan outlines that employees will undergo a background check, however, it does not address drug testing as part of the hiring criteria. (Page 117)

Areas in Need of Additional Information and/or Clarification (application page number)	Charter Applicant's Response
How will NPCMA handle teachers that are considered "Out of Field"? (Page 117)	
The application states that NPCMA employees be considered private employees yet the school plans to be part of FRS. Please clarify. (Page 117)	
Although charter school teachers are invited to participate in selected district PD offerings, charter schools are also obligated to provide their own PD, especially when the charter implements programs that are not part of the district's educational program. Briefly elaborate on the Professional Development expectations and participation for NPCMA staff. (Page 120)	

13. Student Recruitment and Enrollment

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

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

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 type="checkbox"/>

Strengths (*application page number*)

The school has a well-defined “brand” and marketing plan. (Page 121)

The school’s marketing program is planning to offer pamphlets in other languages to improve access. Also includes the plan for offering the application in other languages. (Pages 121-122)

Deficiencies/Concerns/Weaknesses (*application page number*)

Significant Deficiencies

NPCMA admissions and enrollment process is not open and fair and contradicts the school’s intent to accept all students. The school will only accept applications for students whose parents accept the conditions of the Parent Contract, which may be an agreement to drug testing. “Voluntary” random drug testing, and passing the drug screening, is also a condition for continued enrollment. The Parent Contract was not included in the application, therefore it will be assumed that the admissions process is not open and fair.

The information presented in this section does not fully align with the information presented in Section 2, Target Population and with Section 8, Student Conduct. Charlotte County is referenced here but not in the target population narrative. (Pages 17-18, 97, and 121-122)

It is not clear if the school plans to limit enrollment as per 1002.33 (10)(e) because the standards/criteria for admission are not clear. Reference is made in Section 8 that students must qualify to be members of the Drug-Free Youth Program which appears to be a requirement for admission. (Page 123)

The application does not provide sufficient detail to determine if the applicant fully understands the statutory requirements for conducting the lottery process.

Concerns/Weaknesses

In addition to advocating the mission of the school, the marketing program will need to include a statement referencing FS 1000.05 that it will not discriminate on the basis of race, ethnicity, national origin, gender, or disability to provide an enrollment and admissions process that is open, fair, and in accordance with applicable law. (Page 121)

The student demographic data is from 2010 and not updated. (Pages 121-122)

The CRC cannot determine if NPCMA’s policies for admission are legally sound because the policies were not available at the time of CRC review. The school’s governing board plans to finalize these policies after the charter application is approved. (Page 123)

The enrollment timeline does not align with the action plan in Section 19. (Pages 122-123, 133-134)

Areas in Need of Additional Information and/or Clarification (application page number)	Charter Applicant’s Response
Will NPCMA implement the provision to limit enrollment to as per 1002.33 (10)(e)? If so, what are the standards/criteria that will be the basis for limiting enrollment?	
The information presented in support of how the school will achieve a racial balance is based on the 2010 census data. Please review more updated enrollment by ethnicity/race data and provide the racial/ethnic population breakdown NPCMA expects to serve and why. (Pages 121-122)	

<p>It is not clear if the school will be open only to Sarasota County students or also to students in surrounding districts. (Page 122 and Section 2, page 17) Please clarify.</p>	
<p>How will the NPCMA manage enrollment preferences and a lottery while meeting ELL, ESE, and ethnicity targets? (Page 122)</p>	
<p>Will the school have any admission criteria? Will the school set student eligibility criteria or entry standards for any of its Drug-Free Youth program, military programs, college prep programs?</p>	
<p>What is the rationale for the overlap between the first and 2nd open enrollment windows (Jan 1 – Feb 30 and Feb 17 – Mar 15)? What is the rationale for the gap in dates between the 2nd and 3rd enrollment window? (Pages 122-123)</p>	
<p>The school proposes to have four (4) separate open enrollment windows. How will the lottery be conducted to take into account multiple enrollment periods and enrollment preferences? (Pages 122-123)</p>	
<p>Please provide a copy of the proposed Parent Contract and Student Contract. (Page 123)</p>	
<p>Regarding the 25 Hours of volunteerism as a requisite, please provide clarification on any limitations or barriers to this requirement. (Page 123)</p>	

III. Business Plan

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

14. Facilities

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

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

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 type="checkbox"/>

Strengths (*application page number*)

The applicant is considering leasing or buying property and installing modular buildings to house all facility needs which will fit their time frame better than trying to design and build structure(s) to fit their needs. (Page 124)

Deficiencies/Concerns/Weaknesses (*application page number*)

Significant Deficiencies

Concerns/Weaknesses

It is not clear how the estimated cost of the facility (number of modulars) and how the figure of \$178,104 was determined. (Page 124)

The CRC is not confident that two acres is adequate to accommodate all structures proposed, parking, drop-off/pick-ups, storm water, building separations and setbacks. Lack of budget information to ascertain if the costs of utilities for the structures were considered.

Areas in Need of Additional Information and/or Clarification (application page number)	Charter Applicant's Response
The application mentions private investors for lease or purchase of land. Where is this grant/loan listed in startup budget? (Page 124)	
How is the cost of the modular classroom being derived and how will the structures be paid for? (Pages 124-125)	
Why is there fluctuation in land/building expense from year 1 to year 5 of the projected budget? (Appendix 6)	
Please elaborate on the back-up facilities plan. What types of modular buildings? What are the quotes for annual lease, including delivery and set up? (Page 124)	
Please provide updated information regarding the site search. (Page 124)	

15. Transportation

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

Statutory Reference(s):

s. 1002.33(20)

Evaluation Criteria:

A response that meets the standard will present:

- A transportation plan that will serve all eligible students.

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 type="checkbox"/>

Strengths (*application page number*)

The NPCMA will contract with Sarasota County District Transportation for transportation services. (Page 126)

Deficiencies/Concerns/Weaknesses (*application page number*)

Significant Deficiencies

Concerns/Weaknesses

Student parking on campus is included in the application, however, the site plan may restrict the number of parking spaces available. (Page 126)

The application states that in the second year the school will start purchasing their own buses. No details have been submitted for this plan.

Areas in Need of Additional Information and/or Clarification (<i>application page number</i>)	Charter Applicant's Response
What are the implications for the size and layout of the facilities space (described in Section 14, Facilities). (Pages 124, 126)	
What is the projected cost for transportation and please cross-reference the expense to the budget. (Page 126 and Appendix 6)	
Briefly elaborate on the school's plan to purchase their own buses in the second year of operation. (Page 124)	

16. Food Service

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

- A food service plan that will serve all students.

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

Strengths (<i>application page number</i>)
The school plans to contract with SCSB for Food Services. (Page 127)
The application provides clear information about Free and Reduced application processing. (Page 127)

Deficiencies/Concerns/Weaknesses (<i>application page number</i>)
<u>Significant Deficiencies</u>
<u>Concerns/Weaknesses</u>

Areas in Need of Additional Information and/or Clarification (<i>application page number</i>)	Charter Applicant's Response
What arrangements are planned to heat and store food items?	
What are the anticipated costs associated with the equipment required at the school site?	

17. Budget

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

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

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 type="checkbox"/>

Strengths (*application page number*)

Deficiencies/Concerns/Weaknesses (*application page number*)

Significant Deficiencies
 The school’s budgetary projections are not consistent with all parts of the application and do not support the proposed educational program, staffing plan, required insurances, and other operational costs.

The application does not provide the monthly cash flow projections for the school’s start-up period (i.e. from the date on which the application is approved to the beginning of the first fiscal year of operation) through the first year of operation. The application referred the reader to Appendix 4, however, Appendix 4 only contained the school’s Crest. (Page 129)

Concern/Weaknesses
 The budget and the staffing plan contain inconsistencies and omissions. For example, the number of teachers on the staffing plan is 15.5 but the number in the year 1 budget is 14 teaching positions. (Pages 112 and 170)

The budgeted amount for teacher salaries is unrealistic for the Sarasota area. At the budgeted amount shown, teacher salaries would be an average of \$32,676 for year 1 and \$30,820 for year 2.

The Instructional Units contained within the Staffing Plan (page 112) for Years 2-4 do not total correctly. It is also unclear if the JROTC Teacher is the same as the Director of Military Studies (pages 112 and 169).

The action plan projects Finalizing and Executing the Lease between April - August. The Start-up expenses as shown will need to include any lease expenses before July 2016. These unknown site costs make it difficult to assess if these projected expenses will be problematic to ensure the financial viability of the school. (Page 128 and 134)

The NPCMA application states that the Administrative Team will work on a voluntary basis prior to July 1 2016. It is unclear who is included in this Administrative team. (Page 128)

Areas in Need of Additional Information and/or Clarification (application page number)	Charter Applicant's Response
There appears to be some missing items in the budget. The NCPMA budget in the appendix does not include a bookkeeper with a qualified business/accounting degree. Please explain how these tasks and responsibilities will be managed. (Appendix 6)	
The NCPMA budget does not include an independent audit review. Please explain how this requirement will be met.	
Please indicate where repayment for the \$10,000 Line of Credit is included in the budget. (Page 128 and Appendix 6)	
The NCPMA budget does not include funds for fees associated with Embry-Riddle, the costs for computers, aides, and substitute teachers. Please indicate where in the budget line these expenses are included.	

<p>The NPCMA start-up budget includes an undetermined amount of revenues dependent upon a line of credit from a local financial institution and uncertain revenues to be derived from grant applications (i.e., The Federal New Start Up Charter School Grant and North Port City Economic Development and Green Grants). Please provide assurances that these sources will be obtainable and sufficient to fund the proposed start-up expenses. (Page 128)</p>	
<p>NPCMA has budgeted for 1 ESE teacher to serve 7 grade levels in a full inclusion model in year 1 and 1.5 ESE teachers to serve 7 grade levels in year 2. Explain how this allocation will be able to meet the needs of ESE students across seven grade levels. (Page 112 and budget in Appendix 6)</p>	
<p>The NPCMA application states that the registration period is scheduled to begin in May 2016. Please clarify if the registrar is a member of the Administrative Team since they will work on a voluntary basis prior to July 1, 2016. (Page 134)</p>	

18. Financial Management and Oversight

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of how the school’s finances will be managed. The description must include assurances that the governing board retains ultimate control over the school’s finances.
- A clear description of strong internal controls. The system of internal controls must be sufficient to safeguard finances.

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 type="checkbox"/>

Strengths (application page number)

The school plans to secure and maintain records digitally through the district’s ESD information systems.

Deficiencies/Concerns/Weaknesses (application page number)

Significant Deficiencies

The description of how the school’s finances will be managed lacks essential details. Evidence of strong internal controls is not presented in the application. (Page 130)

Financial controls and internal controls are generally referenced but the application does not include any copies of established financial policies or procedures. (Page 130)

Concerns/Weaknesses

The schools' proposed insurance coverage as described in the application lacks the necessary details to determine if the school will have adequate coverage and in some cases the insurance coverage proposed is insufficient. The requirements for General Liability is vague. The policy limits for General Liability are not sufficient per occurrence or per aggregate. Auto Liability is not mentioned. Workers' Compensation coverage does not follow Chapter 440 F.S. The policy limit for Professional Liability is insufficient. (Page 131)

Overall, the information presented for proposed benefits lacks sufficient details to determine if the costs for benefits are accounted for in the budget.

Areas in Need of Additional Information and/or Clarification (application page number)	Charter Applicant's Response
Financial controls and internal controls are generally referenced but the application does not include any copies of established financial policies or procedures. Please provide a copy of the NPCMA financial policy/procedures. (Page 130)	
Is the plan that the NPCMA Board will review budget and expenditures at monthly meetings? (Page 130)	
What type of health insurance and coverage is planned? (Page 131)	

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.

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 type="checkbox"/>

Strengths (*application page number*)

The proposed action plan is acceptable contingent upon clarification of CRC questions. (Pages 133-134)

Deficiencies/Concerns/Weaknesses (*application page number*)

Significant Deficiencies

Concerns/Weaknesses

The proposed timeline for implementing several key activities may not be viable or may impact the school's ability to have a smooth opening. For example, finalizing the lease between April and August, 2016 may pose problems for marketing purposes. Ordering instructional materials from April to June, 2016 may be too late in order to ensure instructional materials are received before the school start date. (Page 134)

The timeline indicates that employee fingerprinting, drug testing, and background checks be completed between June and July, 2016. This late date could cause problems should candidates be disqualified. These activities may need to be scheduled closer to the staff selection time period. (Page 134)

There are several activities listed in the action plan that are not considered or addressed in the startup budget. (Pages 133-134 and startup budget in Appendix)

Areas in Need of Additional Information and/or Clarification (application page number)	Charter Applicant's Response
Please clarify the funding source for the Teacher Recruitment activity listed in the action plan. (Page 134)	
Please indicate where in the start-up budget the activities “Finalize and Execute Lease” and “ordering classroom materials” are listed. (Page 134 and startup budget)	
Acquire furniture and fixtures: where is this listed in Action Plan? Where is this listed in startup budget?	
The action plan timeline sequence for the open enrollment periods, student registration, and the lottery appear to be out of alignment compared to the timelines presented in Section 13. Please clarify.	
Comment & FYI only: The months/dates for the district's charter review process are not accurate on the action plan (page 133). Please note that the School Board Work Session is scheduled on September 15, 2015, the CRC Interview on September 29, 2015, and School Board Meeting on October 20, 2015.	