



# **Brevard Public Schools**

## **Charter School Renewal Program Review for Imagine Schools at West Melbourne**

**January 2021**

# Introduction

The School Board of Brevard County, Florida (School Board), as the Sponsor of all charter schools within Brevard County, is committed to authorizing new and innovative charter schools that provide high-quality educational options to serve the diverse needs of our students.

The contractual agreement between Milestones Community School, Inc. d/b/a Imagine Schools at West Melbourne and the School Board will expire on June 30, 2021. In accordance with the Florida Charter School Law, a charter school may be renewed provided that a program review demonstrates that the school has successfully fulfilled the terms of its contract pursuant to Section 1002.33(7)(a)(17), F.S.

The renewal process is designed to provide an overview of the charter school's performance, success, and challenges, over the entire term of the charter contract, and is guided by three questions:

1. Is the academic program successful?
2. Is the organization viable?
3. Is the charter school demonstrating good faith in following the terms of its current charter contract and all applicable laws?

This document provides the results of the program review, which was conducted by Leading and Learning (L&L). In conducting a renewal program review, L&L focused its analysis on the school's performance in three categories:

1. Educational performance
2. Financial performance
3. Organizational performance

Section 1002.33, F.S. requires that student performance be the most important factor in the consideration of charter renewal.

The sponsor may also choose not to renew the charter for any of the following grounds:

1. Failure to participate in the state's educational accountability system created in S. 1008.31, F.S. or failure to meet the requirements for student performance stated in the charter.
2. Failure to meet generally acceptable standards of fiscal management.
3. Violation of law.
4. Other good cause shown.

Renewals shall be for a term of five years unless another term is mutually agreed upon, required, or allowed by law. Upon approval, the contract will be renewed following the contract negotiation process in current School Board policy.

# Timeline and Process

The Charter School Renewal Application and Report process begins in July of the school year for which the charter application expires, with L&L requesting a letter of intent from the charter school. Compliance reviews begin in late-September and School data is gathered and finalized by the end of December. L&L reviews the evidence collected throughout the renewal process and make a recommendation as to whether a school should be renewed in accordance with the Charter Law and School Board Policy 9800, *Charter Schools*. Only those schools recommended for renewal will proceed to negotiations for a renewal contract.

Step	Description	Responsibility
1.	At least 120 days before the scheduled end of a charter school contract, the district requests a letter of intent from the charter school.	Leading & Learning (L&L)
2.	The charter school submits a written letter of intent to the sponsor seeking renewal or notifies the sponsor that it will allow the charter to expire without renewal.	Charter School
3.	L&L collects data and prepares the Charter School Renewal Program Review Report as required in §1002.33(7)(a)(19)(c), F.S., including academic successes, fiscal accountability, governance, contractual compliance, and adherence to federal and state law, including how each of the criteria established in §1002.33(7)(a)(1-16) have been met.	L&L
4.	Review team from L&L evaluates the Charter School Renewal Program Review Report verifying that none of the causes for termination established in §1002.33(8)(a) exist.	L&L
5.	Agenda is created to approve the charter school's renewal and begin contract negotiations to go to School Board for approval.	L&L
6.	L&L, with legal counsel, compiles new contract template.	L&L
7.	An electronic copy of the contract template is sent to charter school for review and negotiation.	L&L and Charter School
8.	Charter school's original application is to be reviewed and updated using Track Changes. Charter school will submit the updated application to the sponsor during contract negotiations.	Charter School
9.	Agenda is created for charter contract and updated application to go to School Board for approval.	L&L
10.	Signed copy of contract is provided to governing body of charter school, with original kept in sponsor's charter school file.	L&L

# Executive Summary

<b>School Name and Address</b>	Imagine Schools at West Melbourne		
	3355 Imagine Way		
	West Melbourne, FL 32904		
<b>Legal Entity</b>	Milestones Community School, Inc.		
<b>Governing Board Chair</b>	Melissa Koretsky	<b>Principal</b>	Brian DeGonzague
<b>Maximum Enrollment</b> (based on building capacity)	1758	<b>Current Enrollment</b> (October FTE)	502
<b>Chartered Grade Span</b>	K-6	<b>Current Grade Span</b>	K-6
<b>MSID Number</b>	6515	<b>Title I Eligibility</b>	Title I School
<b>Initial Year of Operation</b>	1998-1999	<b>Termination Date of Current Contract</b>	June 30, 2021
<b>Previous Renewal Terms</b> (if applicable)	5 years	<b>High Performing Status and Year of Designation/Removal</b> (if applicable)	Not Applicable
<b>Majority Feeder Pattern</b>	Discovery ES, Jupiter ES, Palm Bay ES, Riviera ES, Turner ES, and University Park ES	<b>Curriculum Focus</b>	Cambridge Advanced International Certificate of Education (AICE) Program
<b>School Mission Statement</b>	We partner with parents to provide a rigorous learning experience with a focus on academic growth in a safe environment that emphasizes the values of community, student voice, and high expectations to give students a love of learning that will stay with them through school, university and beyond.		

# Indicators and Standards

The following defines specific indicators (the types and level of information and data that will be collected) and standards (the benchmark by which such indicators will be measured) that was analyzed. A school's performance within these indicators is the most crucial factor in determining a charter renewal decision. L&L has determined the standard status based on a review and analysis of pertinent data points, site visits, and other relevant data.

Focus Area	Meets the Standard	Approaches Standard	Does Not Meet Standard	Rubric
<b>Educational Performance</b>				
<b>A. State Accountability</b>	<b>X</b>			6-7 of 7 indicators = Meets the Standard 4-5 of 7 indicators = Approaches the Standard 1-3 of 7 indicators = Does not meet the standard
<b>B. Educational Program Implementation</b>	<b>X</b>			7-8 of 8 indicators = Meets the Standard 4-6 of 8 indicators = Approaches the Standard 1-3 of 8 indicators = Does not meet the standard
<b>Financial Performance</b>				
<b>A. Financial Management</b>	<b>X</b>			3 of 3 indicators = Meets the Standard 2 of 3 indicators = Approaches the Standard 1 of 3 indicators = Does not meet the standard
<b>B. Financial Viability</b>	<b>X</b>			3 of 3 indicators = Meets the Standard 2 of 3 indicators = Approaches the Standard 1 of 3 indicators = Does not meet the standard
<b>Organizational Performance</b>				
<b>A. Student Enrollment &amp; Conduct</b>	<b>X</b>			4-5 of 5 indicators = Meets the Standard 3 of 5 indicators = Approaches the Standard 1-2 of 5 indicators = Does not meet the standard
<b>B. Governance, Staff and Parents</b>	<b>X</b>			6-7 of 7 indicators = Meets the Standard 4-5 of 7 indicators = Approaches the Standard 1-3 of 7 indicators = Does not meet the standard
<b>C. Facilities</b>	<b>X</b>			1 of 1 indicators = Meets the Standard 0 of 1 indicators = Does not meet the Standard

## Section 1

# EDUCATIONAL PERFORMANCE

## A: State Accountability

### Overview

Indicator	Standard/Criteria	Sources of Evidence Include (but are not limited to)
1. FSA achievement	Students at the school demonstrate proficiency or progress towards meeting proficiency, in subjects tested (mathematics, reading, and science).	FSA and/or other state accountability tests as applicable
2. School grade	"C" or above	School grade as determined by FDOE
3. Annual student gains	Students are making one-year' worth of growth annually in mathematics and reading.	FSA and/or other state accountability tests as applicable
4. Annual gains of students achieving in the bottom 25%	50% make one-year' worth of growth.	FSA and/or other state accountability tests as applicable
5. % of students tested	The school is appropriately administering applicable state standardized tests to its students.	FSA and/or other state accountability tests as applicable
6. Comparable performance	The school's performance meets or exceeds the performance of schools with closely comparable student populations (demographics and, if appropriate, geographic proximity).	FSA and/or other state accountability tests as applicable
7. School Improvement Rating (if applicable)	The school has not received a rating of declining in two consecutive years of the current contract term.	School rating as determined by the FDOE

**Statutory References:** 1002.33(7)(a)(3); 1002.33(7)(a)(4); 1002.33(16)(a)(2)

## School Data

Note: Data for the 2019-20 SY is not available due to Covid-19

Indicator	Findings																								
1. FSA achievement	<p>The school <b>meets the criteria.</b> A review of data shows an upward trend of the percent of students Level 3 and above in ELA, Math, and Science.</p> <table border="1"> <thead> <tr> <th></th> <th>2014-15</th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>Reading % Satisfactory or Higher</td> <td>31%</td> <td>35%</td> <td>49%</td> <td>49%</td> <td>54%</td> </tr> <tr> <td>Math % Satisfactory or Higher</td> <td>29%</td> <td>27%</td> <td>49%</td> <td>42%</td> <td>47%</td> </tr> <tr> <td>Science % Satisfactory or Higher</td> <td>29%</td> <td>31%</td> <td>23%</td> <td>43%</td> <td>48%</td> </tr> </tbody> </table>		2014-15	2015-16	2016-17	2017-18	2018-19	Reading % Satisfactory or Higher	31%	35%	49%	49%	54%	Math % Satisfactory or Higher	29%	27%	49%	42%	47%	Science % Satisfactory or Higher	29%	31%	23%	43%	48%
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2. School grade	<p>The school <b>meets the criteria.</b> The school currently has a grade of B and has been a C for the two prior years, working itself up from a grade of F in 2014-15.</p> <table border="1"> <thead> <tr> <th>2014-15</th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>F</td> <td>D</td> <td>C</td> <td>C</td> <td>B</td> </tr> </tbody> </table>	2014-15	2015-16	2016-17	2017-18	2018-19	F	D	C	C	B														
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4. Annual gains of students achieving in the bottom 25%	<p>The school <b>meets the criteria.</b> Students in the lowest 25% are making adequate learning gains in ELA and Math. Although the school had a decline in 2017-18, it made strong learning gains in the following year.</p> <table border="1"> <thead> <tr> <th></th> <th>2014-15</th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>Reading Gains for Lowest 25%</td> <td></td> <td>39%</td> <td>54%</td> <td>43%</td> <td>71%</td> </tr> <tr> <td>Math Gains for Lowest 25%</td> <td></td> <td>28%</td> <td>56%</td> <td>31%</td> <td>57%</td> </tr> </tbody> </table>		2014-15	2015-16	2016-17	2017-18	2018-19	Reading Gains for Lowest 25%		39%	54%	43%	71%	Math Gains for Lowest 25%		28%	56%	31%	57%						
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	Discovery		38%	52%	41%	37%	
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	Discovery	53%	47%	46%	54%	43%	
	Turner	40%	35%	47%	41%	43%	
	University Park	32%	32%	29%	32%	35%	
	Jupiter	37%	47%	40%	44%	34%	
	7. School Improvement Rating (if applicable)	Not Applicable					

**Conclusion**

<b>Focus Area: State Accountability</b>		
<b>Meets the Standard</b>	<b>Approaches the Standard</b>	<b>Does Not Meet the Standard</b>
<b>X</b>		
<b><u>Summative Determination:</u></b> <i>Because the school meets 6 of the 7 criteria and has 1 of the 7 criteria not applicable, it has been determined that the school meets the standard for State Accountability.</i>		

*This section left intentionally blank.*

## B: Educational Program Implementation

### Overview

Indicator	Standard/Criteria	Sources of Evidence Include (but are not limited to)
1. Achievement of mission-specific goals	The school is achieving, or making significant progress towards achieving, the school/mission-specific goals as defined in the school's contract or School Improvement Plan.	<ul style="list-style-type: none"> <li>• Original Application</li> <li>• Charter Contract</li> <li>• Standardized Tests</li> <li>• School Developed Assessments</li> <li>• ESE Audits</li> <li>• School Generated Reports</li> <li>• School Visit Review Report</li> <li>• Grade Level Verification</li> <li>• Verification of Innovative Programming</li> <li>• Master Schedule</li> <li>• School Improvement Plan</li> </ul>
2. Implementation of curriculum and instructional techniques	The school is successfully implementing curriculum and instructional techniques as defined in the school's contract.	
3. Implementation of specialized instruction for students, particularly of those below grade level	The school implements demonstrably effective instructional techniques that support struggling students to successfully achieve grade level proficiency.	
4. Data-driven decision-making	<p>The school competently uses qualitative and quantitative data to inform and guide instructional planning and practice aligned with Florida Standards.</p> <p>The school has a sufficient assessment plan and analyzes data from progress monitoring assessments as defined in the school's contract.</p>	
5. Implementation of Special Education programs	The school provides quality services for exceptional students as defined in the school's contract and as required by applicable law.	
6. Implementation of English Language Learner (ELL) program	The school provides quality services for ELL students as defined in the school's contract and as required by applicable law.	
7. Achievement of goals identified in Corrective Action Plan (CAP), if applicable	The school is achieving or making significant progress towards achieving the goals identified in the CAP.	
8. Graduation Rate / % of Students in a college-prep curriculum / Evidence of successful transition to post high school education (if applicable).	The school is achieving or making significant progress towards increasing the graduation rate.	

**Statutory References:** 1002.33(7)(a)(1); 1002.33(7)(a)(2); 1002.33(7)(a)(4); 1002.33(16)(a)(3)

## School Data

Note: Data for the 2019-20 SY is not available due to Covid-19

Indicator	Findings																														
<p>1. Achievement of mission-specific goals</p>	<p>The school <b>meets the criteria.</b></p> <p>The school’s mission-specific goals have three focus areas: 1) student academic proficiency, 2) school-wide culture, and 3) character goals.</p> <p>1) Student Academic Proficiency has continued to rise during the term of the charter.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 2px; text-align: center;"> <span style="color: red;">Reading Proficiency</span> </div> <div style="border: 1px solid black; padding: 2px; text-align: center;"> <span style="color: blue;">Math Proficiency</span> </div> <div style="border: 1px solid black; padding: 2px; text-align: center;"> <span style="color: green;">Writing Proficiency</span> </div> <div style="border: 1px solid black; padding: 2px; text-align: center;"> <span style="color: cyan;">Science Proficiency</span> </div> </div> <div style="text-align: center; margin: 10px 0;"> <p><b>School State Proficiency Scores</b></p> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <caption>School State Proficiency Scores</caption> <thead> <tr> <th>Year</th> <th>Reading Proficiency</th> <th>Math Proficiency</th> <th>Writing Proficiency</th> <th>Science Proficiency</th> </tr> </thead> <tbody> <tr> <td>2014-15</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> </tr> <tr> <td>2015-16</td> <td>35</td> <td>28</td> <td>25</td> <td>25</td> </tr> <tr> <td>2016-17</td> <td>50</td> <td>50</td> <td>45</td> <td>45</td> </tr> <tr> <td>2017-18</td> <td>50</td> <td>45</td> <td>45</td> <td>45</td> </tr> <tr> <td>2018-19</td> <td>55</td> <td>48</td> <td>48</td> <td>48</td> </tr> </tbody> </table> </div> <p>2) School-wide culture goals also consistently show positive results. Annually the school conducts student and parent surveys to gauge the culture of the school. A sample of the results from include results such as: 83.1% of students state, “I have at least 1 teacher or adult at my school who I can talk to and who really understands me.”</p> <p>3) Character goals are evident thorough out the school, as demonstrated during site visits. The school was also awarded “State School of Character” and “National School of Character” by Character.org</p>	Year	Reading Proficiency	Math Proficiency	Writing Proficiency	Science Proficiency	2014-15	30	30	30	30	2015-16	35	28	25	25	2016-17	50	50	45	45	2017-18	50	45	45	45	2018-19	55	48	48	48
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<p>2. Implementation of curriculum and instructional techniques</p>	<p>The school <b>meets the criteria.</b></p> <p>The educational program, curriculum and assessments implemented by the school, and referenced in Sections 1.C, 1.C.1, 2.A.2.b, and Appendix A of the Charter Renewal Contract was modified in 2014 as follows: Beginning in the 2014-15 school year, the school will utilize the Cambridge International Examinations Cambridge Primary Educational Program and Curriculum for grades K-5 and Cambridge Secondary 1 Educational Program and Curriculum for grade 6.</p>																														

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<p>3. Implementation of specialized instruction for students, particularly of those below grade level</p>	<p>The school <b>meets the criteria.</b></p> <p>Students in the lowest 25% are making adequate learning gains in ELA and Math. Although the school had a decline in 2017-18, it made strong learning gains in the following year.</p> <table border="1" data-bbox="456 411 1341 617"> <thead> <tr> <th></th> <th>2014-15</th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>Reading Gains for Lowest 25%</td> <td></td> <td>39%</td> <td>54%</td> <td>43%</td> <td>71%</td> </tr> <tr> <td>Math Gains for Lowest 25%</td> <td></td> <td>28%</td> <td>56%</td> <td>31%</td> <td>57%</td> </tr> </tbody> </table>		2014-15	2015-16	2016-17	2017-18	2018-19	Reading Gains for Lowest 25%		39%	54%	43%	71%	Math Gains for Lowest 25%		28%	56%	31%	57%																																							
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<p>4. Data-driven decision-making</p>	<p>The school <b>meets the criteria.</b></p> <p>The school is managed by Imagine Schools, Inc., a national organization who provides the basic framework for the School's data-driven analysis to ensure that the school is competently using qualitative and quantitative data to inform and guide instructional planning and practice aligned with Florida Standards. A sample of this data analysis is included below.</p> <table border="1" data-bbox="610 894 1321 1310"> <thead> <tr> <th colspan="2"></th> <th colspan="8">ELA</th> </tr> <tr> <th colspan="2"></th> <th>Craft and Structure</th> <th>Integration of Knowledge and Ideas</th> <th>Key Ideas and Details</th> <th>Language and Editing</th> <th>TOTAL Text-based Writing</th> <th>Purpose, Focus &amp; Organization</th> <th>Evidence &amp; Details</th> <th>Conventions</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>45%</td> <td>59%</td> <td>45%</td> <td>84%</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>4</td> <td>46%</td> <td>55%</td> <td>47%</td> <td>83%</td> <td>51%</td> <td>48%</td> <td>46%</td> <td>68%</td> </tr> <tr> <td>5</td> <td>46%</td> <td>66%</td> <td>49%</td> <td>77%</td> <td>55%</td> <td>52%</td> <td>51%</td> <td>70%</td> </tr> <tr> <td>6</td> <td>55%</td> <td>58%</td> <td>36%</td> <td>83%</td> <td>62%</td> <td>55%</td> <td>55%</td> <td>92%</td> </tr> </tbody> </table> <p>High needs area highlighted in red</p>			ELA										Craft and Structure	Integration of Knowledge and Ideas	Key Ideas and Details	Language and Editing	TOTAL Text-based Writing	Purpose, Focus & Organization	Evidence & Details	Conventions	3	45%	59%	45%	84%						4	46%	55%	47%	83%	51%	48%	46%	68%	5	46%	66%	49%	77%	55%	52%	51%	70%	6	55%	58%	36%	83%	62%	55%	55%	92%
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Palm Bay	4.6%	5.7%	6.4%	4.9%																																																																																															
Riviera	17.6%	12.3%	15.1%	13.2%																																																																																															
Turner	11.0%	14.6%	11.5%	11.3%																																																																																															
University Park	15.8%	14.4%	13.3%	14.8%																																																																																															
	% ELL Students Level 3+																																																																																																		
	2017-18		2018-19																																																																																																
	School	LA	Math	LA	Math																																																																																														
Discovery	39%	61%	33%	38%																																																																																															
Imagine	35%	50%	39%	39%																																																																																															
Jupiter	29%	33%	25%	22%																																																																																															
Palm Bay	36%	36%	54%	50%																																																																																															
Riviera	48%	58%	46%	57%																																																																																															
Turner	33%	38%	28%	41%																																																																																															
University Park	30%	40%	32%	32%																																																																																															

Indicator	Findings
7. Achievement of goals identified in Corrective Action Plan (CAP), if applicable	Not Applicable
8. Graduation Rate / % of Students in a college-prep curriculum / Evidence of successful transition to post high school education (if applicable).	Not Applicable

**Conclusion**

Focus Area: Educational Program Implementation		
Meets the Standard	Approaches the Standard	Does Not Meet the Standard
<b>X</b>		
<p><b>Summative Determination</b>  <i>Because the school meets 6 of the 8 criteria and has 2 the 8 criteria not applicable, it has been determined that the school meets the standard in Educational Program Implementation.</i></p>		

*This section left intentionally blank.*



## Section 2

# FINANCIAL PERFORMANCE

## A: Financial Management

### Overview

Indicator	Standard	Sources of Evidence Include (but are not limited to)
<b>1. Demonstration of professional competence and sound systems in managing the school's financial operations</b>	<p>The school implements an effective system of internal controls over revenues, expenses, and fixed assets, and exercises good business practices.</p> <p>The school has clear budgetary objectives and budget preparation procedures.</p> <p>The governing board exercises oversight over and takes accountability for all financial operations of the school.</p>	<ul style="list-style-type: none"> <li>• Annual Budgets</li> <li>• Financial Reports</li> <li>• Annual Financial Audits</li> <li>• Financial Corrective Action Plan</li> <li>• Charter Contract</li> <li>• Governing Board Meeting Minutes</li> <li>• Financial Procedure Manual</li> </ul>
<b>2. Adherence to generally accepted accounting principles</b>	<p>The school adheres to generally accepted accounting principles.</p>	
<b>3. Financial Reporting Requirements</b>	<p>The school submits timely and accurate financial information adhering to its financial reporting requirements as defined in the school's contract.</p> <p>The school conducts an effective annual audit of <i>financial operations at the school</i>.</p> <p><i>The school provides</i> appropriate public transparency of school financial health.</p>	

**Statutory References:** 1002.33(7)(a)(9); 1002.33(7)(a)(10); 1002.33(7)(a)(11); 1002.33(9)(g); 1002.33(9)(h)

**School Data**

Indicator	Findings																				
<p>1. <b>Demonstration of professional competence and sound systems in managing the school’s financial operations</b></p>	<p>The school <b>meets the criteria.</b></p> <ol style="list-style-type: none"> <li> <p><b>Internal Controls</b> – Charter schools are required by Florida Statutes to conduct an annual financial audit. The School uses King and Walker, CPAs, PL, as their independent auditor. Included in the financial audit is a report on internal control. The auditor has not found any deficiencies in internal control that they would consider to be material weaknesses.</p> <table border="1" data-bbox="641 541 1279 747"> <thead> <tr> <th colspan="5" data-bbox="641 541 1279 590">Internal Control</th> </tr> <tr> <th colspan="5" data-bbox="641 590 1279 667">Independent auditor's finding of material weakness/deficiencies</th> </tr> <tr> <th data-bbox="641 667 769 709">2015-16</th> <th data-bbox="769 667 898 709">2016-17</th> <th data-bbox="898 667 1026 709">2017-18</th> <th data-bbox="1026 667 1154 709">2018-19</th> <th data-bbox="1154 667 1279 709">2019-20</th> </tr> </thead> <tbody> <tr> <td data-bbox="641 709 769 747">None</td> <td data-bbox="769 709 898 747">None</td> <td data-bbox="898 709 1026 747">None</td> <td data-bbox="1026 709 1154 747">None</td> <td data-bbox="1154 709 1279 747">None</td> </tr> </tbody> </table> </li> <li> <p><b>Budgets</b> – Budgets are presented on the modified accrual basis of accounting. During the fiscal year, expenditures were controlled at the object level (e.g., salaries and benefits, purchased services, materials and supplies and capital outlay) with each activity (e.g., instruction, pupil personnel services and school administration). Budgets may be amended by resolution at any Board meeting prior to the date for the annual report. Annual budget and any modified budgets are submitted to the district. A copy of the school’s current budget may be found on its website.</p> </li> <li> <p><b>Governing Board Oversight</b> – The Milestones Community School, Inc. d/b/a Imagine Schools at West Melbourne, is a not-for-profit corporation organized pursuant to Chapter 617, Florida Statutes, and the Florida Not-For-Profit Corporation Act. The governing body of the School is the not-for-profit corporation Board of Directors, which is comprised of not less than three (3) members. As evident in governing board meeting minutes, the Board of Directors is actively involved in the oversight of the operations of the school. It conducts periodic reviews of financial statements and employs an auditor that is independent of the management company.</p> </li> </ol>	Internal Control					Independent auditor's finding of material weakness/deficiencies					2015-16	2016-17	2017-18	2018-19	2019-20	None	None	None	None	None
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None	None	None	None	None																	
<p>2. <b>Adherence to generally accepted accounting principles</b></p>	<p>The school <b>meets the criteria.</b></p> <p>The general operating authority of the School is contained in Section 1002.33, Florida Statutes. The School operates under a Charter with the sponsoring school district, the School Board of Brevard County, Florida; therefore, for financial reporting purposes, the School is required to follow generally accepted accounting principles applicable to state and local governmental units. All financial information submitted to the district adhere to these accounting principles.</p>																				

Indicator	Findings
<p>3. <b>Financial Reporting Requirements</b></p>	<p>The school <b>meets the criteria.</b></p> <ol style="list-style-type: none"> <li>1. <b>Financial Submission</b> – The School generally submits timely and accurate financial information to the district. <ul style="list-style-type: none"> <li>• In FY17, the School was one day late for the April 2017 submission. No other late submissions.</li> <li>• In FY18, the School was one day late for the April 2018 submission. No other late submissions.</li> <li>• In FY19, the School was two days late for the August 2018 submission, one day late for the September 2018 submission, and one day late for the April 2019 submission.</li> <li>• In FY20 the School was one day late for the September 2019 submission. No other late submissions.</li> <li>• In FY21 the School has no late submissions (as of the date of this report).</li> </ul> </li> <li>2. <b>Annual Audit</b> – The School annually complete and submit an audited financial report. The School has used King and Walker, CPAs, PL, as their independent auditor throughout the term of their Charter.</li> <li>3. <b>Transparency</b> – Section 10.854(1)(e)7 and 10.855(13), Rules of the Auditor General, requires that the School’s independent auditors apply appropriate procedures and communicate the results of their determination as to whether the School maintains on its Web site, <a href="http://www.imaginewm.org">www.imaginewm.org</a>, the information specified in Section 1002.33(9)(p), Florida Statutes. In connection with their audit, the auditor has determined, in each of the past 5 years, that the School maintained on its Web site the information specified in Section 1002.33(9)(p), Florida Statutes.</li> </ol>

**Conclusion**

Focus Area: Financial Management		
Meets the Standard	Approaches the Standard	Does Not Meet the Standard
X		
<p><b>Summative Determination</b>  <i>Because the school meets 3 of the 3 criteria, it has been determined that the school meets the standard in Financial Management.</i></p>		

## B: Financial Viability

### Overview

Indicator	Standard	Sources of Evidence Include (but are not limited to)
1. Budgeting and Positive Cash Flow	The school maintains balanced budgets and a positive cash flow.	<ul style="list-style-type: none"> <li>• Annual Budgets</li> <li>• Financial Reports</li> <li>• Annual Financial Audits</li> <li>• Financial Corrective Action Plan (if applicable)</li> <li>• Financial Procedure Manual</li> </ul>
2. Financial obligations	The school's financial obligations are in good standing.	
3. Long-term financial planning	The school has a sound and sustainable long-term financial plan.	

Statutory References: 1002.33(7)(a)(10); 1002.33(7)(a)(11)

### School Data

Indicator	Findings																																										
1. Budgeting and Positive Cash Flow	<p>The school <b>approaches the criteria.</b></p> <p>Net Position, as outlined in the School's audited financial report, may serve over time as an indicator of the School's financial position. As indicated in the chart below, the School's total net position has continued to decrease over the past 4 fiscal years.</p> <table border="1" data-bbox="402 1354 1463 1799"> <thead> <tr> <th colspan="6">Net Position</th> </tr> <tr> <th></th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>Net Investment Capital Assets</td> <td>\$88,785</td> <td>\$80,562</td> <td>\$107,542</td> <td>\$97,178</td> <td>\$134,386</td> </tr> <tr> <td>Restricted</td> <td>\$60,286</td> <td>\$72,927</td> <td>\$171,399</td> <td>\$171,545</td> <td>\$109,589</td> </tr> <tr> <td>Unrestricted</td> <td>(\$22,986)</td> <td>\$57,007</td> <td>\$5,286</td> <td>\$15,505</td> <td>\$1,431</td> </tr> <tr> <td>Total Net Position</td> <td>\$126,085</td> <td>\$210,496</td> <td>\$284,227</td> <td>\$284,228</td> <td>\$245,406</td> </tr> <tr> <td>Increase (Decrease)</td> <td></td> <td>\$84,411</td> <td>\$73,731</td> <td>\$1</td> <td>(\$38,822)</td> </tr> </tbody> </table>	Net Position							2015-16	2016-17	2017-18	2018-19	2019-20	Net Investment Capital Assets	\$88,785	\$80,562	\$107,542	\$97,178	\$134,386	Restricted	\$60,286	\$72,927	\$171,399	\$171,545	\$109,589	Unrestricted	(\$22,986)	\$57,007	\$5,286	\$15,505	\$1,431	Total Net Position	\$126,085	\$210,496	\$284,227	\$284,228	\$245,406	Increase (Decrease)		\$84,411	\$73,731	\$1	(\$38,822)
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2. Financial obligations	<p>The school <b>meets the criteria.</b></p> <p>Current assets consist primarily of cash and cash equivalents and amounts due from other agencies. The School’s investment in capital assets consist of furniture, fixtures and equipment, leasehold improvements, audio visual equipment, and vehicles, net of accumulated depreciation. Liabilities consist primarily of accrued salaries and benefits payable and a net due to/from Management Company.</p> <table border="1" data-bbox="407 470 1463 955"> <thead> <tr> <th colspan="6" style="background-color: #d9e1f2;">Assets and Liabilities</th> </tr> <tr> <th></th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td colspan="6"><b>ASSETS</b></td> </tr> <tr> <td>Current and Other Assets</td> <td>\$240,586</td> <td>\$344,696</td> <td>\$289,859</td> <td>\$345,955</td> <td>\$358,042</td> </tr> <tr> <td>Capital Assets, net</td> <td>\$88,785</td> <td>\$80,562</td> <td>\$107,542</td> <td>\$97,178</td> <td>\$134,386</td> </tr> <tr> <td>Total Assets</td> <td>\$329,371</td> <td>\$425,258</td> <td>\$397,401</td> <td>\$443,133</td> <td>\$492,428</td> </tr> <tr> <td>Increase (Decrease)</td> <td></td> <td>\$95,887</td> <td>(\$101,588)</td> <td>\$45,732</td> <td>\$49,295</td> </tr> <tr> <td colspan="6"><b>LIABILITIES</b></td> </tr> <tr> <td>Current Liabilities</td> <td>\$203,286</td> <td>\$214,762</td> <td>\$113,174</td> <td>\$158,905</td> <td>\$247,022</td> </tr> <tr> <td>Total Liabilities</td> <td>\$203,286</td> <td>\$214,762</td> <td>\$113,174</td> <td>\$158,905</td> <td>\$247,022</td> </tr> <tr> <td>Increase (Decrease)</td> <td></td> <td>\$11,476</td> <td>(\$51,721)</td> <td>\$45,731</td> <td>\$88,117</td> </tr> </tbody> </table>	Assets and Liabilities							2015-16	2016-17	2017-18	2018-19	2019-20	<b>ASSETS</b>						Current and Other Assets	\$240,586	\$344,696	\$289,859	\$345,955	\$358,042	Capital Assets, net	\$88,785	\$80,562	\$107,542	\$97,178	\$134,386	Total Assets	\$329,371	\$425,258	\$397,401	\$443,133	\$492,428	Increase (Decrease)		\$95,887	(\$101,588)	\$45,732	\$49,295	<b>LIABILITIES</b>						Current Liabilities	\$203,286	\$214,762	\$113,174	\$158,905	\$247,022	Total Liabilities	\$203,286	\$214,762	\$113,174	\$158,905	\$247,022	Increase (Decrease)		\$11,476	(\$51,721)	\$45,731	\$88,117
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	<p data-bbox="402 222 1463 432">2. <b>Management Company</b> – The School entered into an amended and restated service agreement with Imagine Schools, Inc. (the management company), effective January 26, 2006, and amended May 29, 2012. This agreement calls for an Indirect Cost Allocation, for performance of its responsibilities, equal to 12% of State revenue. The Indirect Cost Allocation shall be paid monthly in an amount equal to 1/12<sup>th</sup> of the annual budgeted allocation.</p> <table border="1" data-bbox="407 449 1463 657"> <thead> <tr> <th colspan="6" data-bbox="407 449 1463 491">Cost Allocation Fee</th> </tr> <tr> <th data-bbox="407 491 764 533"></th> <th data-bbox="764 491 902 533">2015-16</th> <th data-bbox="902 491 1040 533">2016-17</th> <th data-bbox="1040 491 1179 533">2017-18</th> <th data-bbox="1179 491 1317 533">2018-19</th> <th data-bbox="1317 491 1463 533">2019-20</th> </tr> </thead> <tbody> <tr> <td data-bbox="407 533 764 611"><b>Paid to Management Company</b></td> <td data-bbox="764 533 902 611">\$291,660</td> <td data-bbox="902 533 1040 611">\$403,821</td> <td data-bbox="1040 533 1179 611">\$484,126</td> <td data-bbox="1179 533 1317 611">\$541,238</td> <td data-bbox="1317 533 1463 611">\$557,275</td> </tr> <tr> <td data-bbox="407 611 764 657">Increase (Decrease)</td> <td data-bbox="764 611 902 657"></td> <td data-bbox="902 611 1040 657">\$112,161</td> <td data-bbox="1040 611 1179 657">\$80,305</td> <td data-bbox="1179 611 1317 657">\$57,112</td> <td data-bbox="1317 611 1463 657">\$16,037</td> </tr> </tbody> </table> <p data-bbox="423 678 1463 852">In the event there are not sufficient funds to pay operating expenses, the operating company will provide Operating Advances to cover such shortfalls. The operating company shall be reimbursed for such advances on the 1<sup>st</sup> date of each month in which the funds reside in the School’s operating account for which not otherwise reserved by the operating budget.</p> <p data-bbox="423 873 1463 1224">If, at the end of a fiscal year, the School’s defined fund balance, as determined prior to final completion of the School’s annual audit, is not sufficiently positive, consistent with Section 218.503(1), F.S. (2011), and the fund balance requirements of the School Board of Brevard County, if any, to reimburse the management company for all Operating Advances made during such fiscal year, the management company shall forgive the amount of outstanding Operating Advances that will enable the Defined Fund Balance to reflect a net surplus as of the end of such fiscal year equal to \$1.00 or, if greater, the fund balance required by the Authorizer, if any. In no event shall the management company be required to make any Operating Advances, which, if forgiven, may result in a cumulative Operating Advance forgiveness in excess of \$2,500,000.</p> <table border="1" data-bbox="407 1241 1463 1841"> <thead> <tr> <th colspan="6" data-bbox="407 1241 1463 1283">Net Due To/From Management Company</th> </tr> <tr> <th data-bbox="407 1283 630 1325"></th> <th data-bbox="630 1283 797 1325">2015-16</th> <th data-bbox="797 1283 964 1325">2016-17</th> <th data-bbox="964 1283 1131 1325">2017-18</th> <th data-bbox="1131 1283 1299 1325">2018-19</th> <th data-bbox="1299 1283 1463 1325">2019-20</th> </tr> </thead> <tbody> <tr> <td data-bbox="407 1325 630 1461">Balance due (to)/from at July 1 of current fiscal year</td> <td data-bbox="630 1325 797 1461">(\$107,535)</td> <td data-bbox="797 1325 964 1461">\$33,907</td> <td data-bbox="964 1325 1131 1461">(\$40,886)</td> <td data-bbox="1131 1325 1299 1461">(\$468,004)</td> <td data-bbox="1299 1325 1463 1461">\$32,268</td> </tr> <tr> <td data-bbox="407 1461 630 1503">Payments</td> <td data-bbox="630 1461 797 1503">\$435,667</td> <td data-bbox="797 1461 964 1503">\$408,999</td> <td data-bbox="964 1461 1131 1503">\$876,310</td> <td data-bbox="1131 1461 1299 1503">\$1,558,224</td> <td data-bbox="1299 1461 1463 1503">\$1,566,969</td> </tr> <tr> <td data-bbox="407 1503 630 1545">Invoiced</td> <td data-bbox="630 1503 797 1545">\$1,521,975</td> <td data-bbox="797 1503 964 1545">\$1,529,965</td> <td data-bbox="964 1503 1131 1545">(\$2,253,920)</td> <td data-bbox="1131 1503 1299 1545">(\$2,358,366)</td> <td data-bbox="1299 1503 1463 1545">(\$2,337,126)</td> </tr> <tr> <td data-bbox="407 1545 630 1619">Reclass of receivable</td> <td data-bbox="630 1545 797 1619">(\$60,000)</td> <td data-bbox="797 1545 964 1619">(\$258,989)</td> <td data-bbox="964 1545 1131 1619">\$32,100</td> <td data-bbox="1131 1545 1299 1619">\$108,257</td> <td data-bbox="1299 1545 1463 1619">(\$541,618)</td> </tr> <tr> <td data-bbox="407 1619 630 1713">Contribution from management company</td> <td data-bbox="630 1619 797 1713">(\$1,756,200)</td> <td data-bbox="797 1619 964 1713">(\$1,672,996)</td> <td data-bbox="964 1619 1131 1713">\$1,424,303</td> <td data-bbox="1131 1619 1299 1713">\$1,192,157</td> <td data-bbox="1299 1619 1463 1713">\$1,169,129</td> </tr> <tr> <td data-bbox="407 1713 630 1841">Balance due (to)/from at June 30 of current fiscal year</td> <td data-bbox="630 1713 797 1841">\$33,907</td> <td data-bbox="797 1713 964 1841">\$40,886</td> <td data-bbox="964 1713 1131 1841">\$37,907</td> <td data-bbox="1131 1713 1299 1841">\$32,268</td> <td data-bbox="1299 1713 1463 1841">(\$110,378)</td> </tr> </tbody> </table>	Cost Allocation Fee							2015-16	2016-17	2017-18	2018-19	2019-20	<b>Paid to Management Company</b>	\$291,660	\$403,821	\$484,126	\$541,238	\$557,275	Increase (Decrease)		\$112,161	\$80,305	\$57,112	\$16,037	Net Due To/From Management Company							2015-16	2016-17	2017-18	2018-19	2019-20	Balance due (to)/from at July 1 of current fiscal year	(\$107,535)	\$33,907	(\$40,886)	(\$468,004)	\$32,268	Payments	\$435,667	\$408,999	\$876,310	\$1,558,224	\$1,566,969	Invoiced	\$1,521,975	\$1,529,965	(\$2,253,920)	(\$2,358,366)	(\$2,337,126)	Reclass of receivable	(\$60,000)	(\$258,989)	\$32,100	\$108,257	(\$541,618)	Contribution from management company	(\$1,756,200)	(\$1,672,996)	\$1,424,303	\$1,192,157	\$1,169,129	Balance due (to)/from at June 30 of current fiscal year	\$33,907	\$40,886	\$37,907	\$32,268	(\$110,378)
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**Conclusion**

<b>Focus Area: Financial Viability</b>		
<b>Meets the Standard</b>	<b>Approaches the Standard</b>	<b>Does Not Meet the Stand</b>
<b>X</b>		
<b><u>Summative Determination</u></b> <i>Because the school meets 2 of the 3 criteria and approaches 1 of the 3 criteria, it has been determined that the school meets the standard in Financial Viability.</i>		

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## Section 3

# ORGANIZATIONAL PERFORMANCE

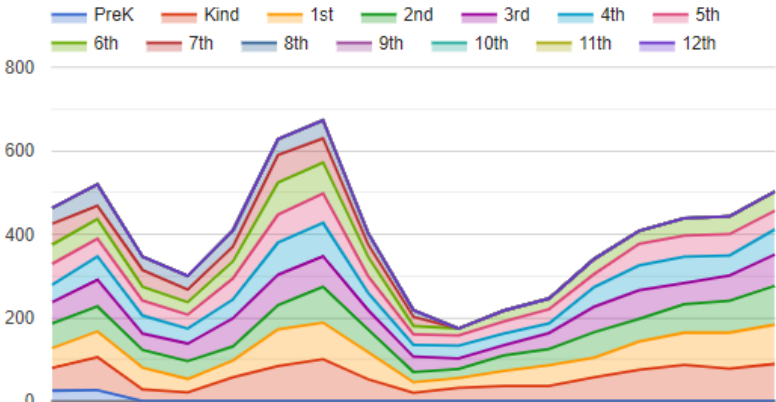
## A: Student Enrollment and Conduct

### Overview

Indicator	Standard	Sources of Evidence Include (but are not limited to)
1. Student enrollment trends	The school's actual enrollment is consistent with its enrollment projections and grade configuration identified in the current charter contract.	<ul style="list-style-type: none"> <li>• Charter Contract</li> <li>• Student Enrollment / School Generated Reports</li> <li>• FTE Reports</li> <li>• Lottery Procedures</li> <li>• Application Process</li> <li>• Enrollment Process</li> <li>• Wait Lists</li> <li>• Demographics of the school as compared to schools in the same geographic area</li> </ul>
2. Composition of the student body	<p>The racial/ethnic composition of the school's student body is reflective of the community it serves or other public schools in the same school district as the charter school is located.</p> <p>The student population is aligned with the mission of the school as defined in the charter contract.</p> <p>The school's ESE population is like that of schools in the same geographic area.</p> <p>The school's ELL population is like that of schools in the same geographic area.</p>	
3. Enrollment/dismissal procedures	The school implements enrollment/dismissal procedures as defined in the school's contract and in compliance with applicable law.	
4. School environment	The school maintains a safe and secure environment.	
5. Health and safety	The school complies with applicable health and safety laws.	

**Statutory References:** 1002.33(7)(a)(7); 1002.33(7)(a)(8); 1002.33(7)(a)(11); 1002.33(9)(e); 1002.33(10); 1002.33(16)(a)(4); 1002.33(16)(a)(5)

## School Data

Indicator	Findings																																																																																																																																																																																																																								
1. Student enrollment trends	<p data-bbox="410 300 771 327">The school meets the criteria.</p> <div data-bbox="483 359 1291 871"> <p data-bbox="532 359 1024 386">Imagine Schools At West Melbourne Historical Enrollment</p>  <p data-bbox="487 793 1291 871">The chart displays enrollment trends for grades PreK through 12th from 2004-05 to 2020-21. The Y-axis represents enrollment count (0-800), and the X-axis represents the school year. The total enrollment peaks at 673 in 2010-11 and reaches a low of 174 in 2013-14.</p> </div> <table border="1" data-bbox="423 888 1369 1461"> <thead> <tr> <th>Year</th> <th>PreK</th> <th>Kind</th> <th>1st</th> <th>2nd</th> <th>3rd</th> <th>4th</th> <th>5th</th> <th>6th</th> <th>7th</th> <th>8th</th> <th>Total</th> </tr> </thead> <tbody> <tr><td>2004-05</td><td>25</td><td>55</td><td>47</td><td>59</td><td>51</td><td>42</td><td>50</td><td>46</td><td>50</td><td>38</td><td>463</td></tr> <tr><td>2005-06</td><td>26</td><td>79</td><td>62</td><td>60</td><td>64</td><td>56</td><td>42</td><td>47</td><td>32</td><td>51</td><td>519</td></tr> <tr><td>2006-07</td><td></td><td>28</td><td>52</td><td>43</td><td>39</td><td>43</td><td>36</td><td>33</td><td>40</td><td>32</td><td>346</td></tr> <tr><td>2007-08</td><td></td><td>21</td><td>32</td><td>43</td><td>42</td><td>36</td><td>33</td><td>30</td><td>30</td><td>33</td><td>300</td></tr> <tr><td>2008-09</td><td></td><td>57</td><td>40</td><td>34</td><td>67</td><td>45</td><td>51</td><td>41</td><td>35</td><td>38</td><td>408</td></tr> <tr><td>2009-10</td><td></td><td>84</td><td>88</td><td>58</td><td>73</td><td>77</td><td>67</td><td>77</td><td>66</td><td>38</td><td>628</td></tr> <tr><td>2010-11</td><td></td><td>100</td><td>88</td><td>86</td><td>73</td><td>80</td><td>71</td><td>74</td><td>58</td><td>43</td><td>673</td></tr> <tr><td>2011-12</td><td></td><td>52</td><td>65</td><td>54</td><td>47</td><td>41</td><td>40</td><td>46</td><td>30</td><td>27</td><td>402</td></tr> <tr><td>2012-13</td><td></td><td>20</td><td>25</td><td>25</td><td>37</td><td>28</td><td>25</td><td>20</td><td>22</td><td>16</td><td>218</td></tr> <tr><td>2013-14</td><td></td><td>32</td><td>23</td><td>22</td><td>25</td><td>31</td><td>24</td><td>17</td><td></td><td></td><td>174</td></tr> <tr><td>2014-15</td><td></td><td>36</td><td>36</td><td>37</td><td>25</td><td>28</td><td>29</td><td>26</td><td></td><td></td><td>217</td></tr> <tr><td>2015-16</td><td></td><td>36</td><td>50</td><td>39</td><td>38</td><td>23</td><td>34</td><td>26</td><td></td><td></td><td>246</td></tr> <tr><td>2016-17</td><td></td><td>57</td><td>47</td><td>61</td><td>61</td><td>47</td><td>31</td><td>36</td><td></td><td></td><td>340</td></tr> <tr><td>2017-18</td><td></td><td>75</td><td>68</td><td>54</td><td>69</td><td>59</td><td>52</td><td>31</td><td></td><td></td><td>408</td></tr> <tr><td>2018-19</td><td></td><td>87</td><td>77</td><td>68</td><td>51</td><td>63</td><td>51</td><td>41</td><td></td><td></td><td>438</td></tr> <tr><td>2019-20</td><td></td><td>78</td><td>86</td><td>76</td><td>61</td><td>48</td><td>51</td><td>43</td><td></td><td></td><td>443</td></tr> <tr><td>2020-21</td><td></td><td>89</td><td>94</td><td>93</td><td>75</td><td>60</td><td>45</td><td>46</td><td></td><td></td><td>502</td></tr> </tbody> </table>	Year	PreK	Kind	1st	2nd	3rd	4th	5th	6th	7th	8th	Total	2004-05	25	55	47	59	51	42	50	46	50	38	463	2005-06	26	79	62	60	64	56	42	47	32	51	519	2006-07		28	52	43	39	43	36	33	40	32	346	2007-08		21	32	43	42	36	33	30	30	33	300	2008-09		57	40	34	67	45	51	41	35	38	408	2009-10		84	88	58	73	77	67	77	66	38	628	2010-11		100	88	86	73	80	71	74	58	43	673	2011-12		52	65	54	47	41	40	46	30	27	402	2012-13		20	25	25	37	28	25	20	22	16	218	2013-14		32	23	22	25	31	24	17			174	2014-15		36	36	37	25	28	29	26			217	2015-16		36	50	39	38	23	34	26			246	2016-17		57	47	61	61	47	31	36			340	2017-18		75	68	54	69	59	52	31			408	2018-19		87	77	68	51	63	51	41			438	2019-20		78	86	76	61	48	51	43			443	2020-21		89	94	93	75	60	45	46			502
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Indicator	Findings							
2. Composition of the student body	The school meets the criteria.							
	1. <b>Racial/Ethnic Composition</b> – The racial/ethnic composition of the School’s student population is reflective of the other public schools in the area.							
	<b>Black/African American</b>							
	<b>Year</b>	<b>Imagine</b>	<b>Discovery</b>	<b>Riviera</b>	<b>Jupiter</b>	<b>Palm Bay</b>	<b>Turner</b>	<b>University Park</b>
	2017-18	26.2%	21.2%	23.0%	31.1%	29.2%	18.9%	38.8%
	2018-19	24.9%	21.7%	26.3%	31.0%	30.7%	20.8%	36.6%
	2019-20	22.1%	19.4%	22.3%	30.8%	32.1%	21.9%	39.6%
	2020-21	20.9%	23.4%	24.3%	22.2%	33.7%	24.0%	36.1%
	<b>Hispanic</b>							
	<b>Year</b>	<b>Imagine</b>	<b>Discovery</b>	<b>Riviera</b>	<b>Jupiter</b>	<b>Palm Bay</b>	<b>Turner</b>	<b>University Park</b>
	2017-18	18.1%	18.5%	28.6%	20.4%	15.6%	18.7%	8.4%
	2018-19	17.4%	21.3%	25.4%	21.3%	16.2%	21.7%	10.1%
	2019-20	18.1%	18.4%	29.7%	20.2%	15.3%	21.9%	8.3%
	2020-21	18.5%	21.3%	28.9%	10.0%	14.3%	25.1%	12.3%
	<b>Multiracial</b>							
<b>Year</b>	<b>Imagine</b>	<b>Discovery</b>	<b>Riviera</b>	<b>Jupiter</b>	<b>Palm Bay</b>	<b>Turner</b>	<b>University Park</b>	
2017-18	10.5%	11.4%	7.0%	7.8%	8.4%	8.4%	6.6%	
2018-19	10.7%	11.8%	8.4%	7.6%	8.8%	9.8%	7.2%	
2019-20	11.5%	14.4%	8.9%	7.2%	8.7%	9.1%	7.7%	
2020-21	9.8%	13.4%	8.6%	10.0%	8.0%	11.0%	6.5%	

Indicator	Findings							
	<b>White</b>							
	<b>Year</b>	<b>Imagine</b>	<b>Discovery</b>	<b>Riviera</b>	<b>Jupiter</b>	<b>Palm Bay</b>	<b>Turner</b>	<b>University Park</b>
	2017-18	43.6%	47.6%	39.4%	39.9%	46.4%	52.5%	44.4%
	2018-19	44.7%	43.6%	37.7%	39.4%	43.7%	47.2%	44.4%
	2019-20	45.1%	45.7%	36.5%	41.3%	43.2%	46.7%	43.8%
	2020-21	47.4%	40.7%	35.5%	39.3%	43.5%	39.7%	43.5%
	<p>2. <b>ESE Population</b> – The School has a lower ESE population than that of the schools in the same geographic area.</p>							
	<b>Percent ESE Population</b>							
	<b>Year</b>	<b>Imagine</b>	<b>Discovery</b>	<b>Riviera</b>	<b>Jupiter</b>	<b>Palm Bay</b>	<b>Turner</b>	<b>University Park</b>
	2016-17	15.0%	23.7%	17.8%	18.9%	22.7%	27.5%	20.2%
	2017-18	15.2%	23.4%	19.6%	20.9%	21.0%	25.8%	18.5%
	2018-19	13.9%	25.0%	19.8%	21.4%	22.4%	25.1%	19.0%
	2019-20	14.7%	25.3%	19.1%	23.6%	22.3%	26.5%	22.7%
	2020-21	12.4%	25.5%	20.7%	22.2%	27.3%	24.8%	21.8%
	<p>3. <b>ELL Population</b> – The School’s ELL population is similar to that of the schools in the same geographical area.</p>							
	<b>Percent ELL</b>							
	<b>Year</b>	<b>Imagine</b>	<b>Discovery</b>	<b>Riviera</b>	<b>Jupiter</b>	<b>Palm Bay</b>	<b>Turner</b>	<b>University Park</b>
	2017-18	7.1%	5.4%	17.6%	10.5%	4.6%	11.0%	15.8%
	2018-19	9.1%	8.1%	12.3%	12.0%	5.7%	14.6%	14.4%
	2019-20	7.7%	7.3%	15.1%	10.1%	6.4%	11.5%	13.3%
2020-21	9.4%	10.4%	13.2%	8.4%	4.9%	11.3%	14.8%	

Indicator	Findings																																																																																																																																		
3. Enrollment/dismissal procedures	<p>The school <b>meets the criteria.</b></p> <p>The School follows the open enrollment/lottery process as required by 1002.33 and 1002.31, Florida Statutes. It also follows The School Board of Brevard County Code of Student Conduct and Student Discipline procedures.</p>																																																																																																																																		
4. School environment	<p>The school <b>meets the criteria.</b></p> <p>Note: Only EVEN YEARS of data (e.g., 2018-19), provided by the FLDOE, are included in the reports below. The ODD YEARS are reported by the U.S. Department of Education's Office of Civil Rights Data Collection (CRDC), and are <u>not included</u> below, since the FLDOE and the CRDC use different data suppression and rounding rules that may result in slightly different numbers and percentages.</p> <table border="1" data-bbox="412 709 1432 1243"> <thead> <tr> <th colspan="5" data-bbox="412 709 1432 751">One or More In-School Suspensions</th> </tr> <tr> <th data-bbox="412 751 867 793">Category</th> <th colspan="2" data-bbox="867 751 1148 793">2016-17</th> <th colspan="2" data-bbox="1148 751 1432 793">2018-19</th> </tr> <tr> <td></td> <th data-bbox="867 793 1000 835">#</th> <th data-bbox="1000 793 1148 835">%</th> <th data-bbox="1148 793 1297 835">#</th> <th data-bbox="1297 793 1432 835">%</th> </tr> </thead> <tbody> <tr> <td data-bbox="412 835 867 877">Total Students</td> <td data-bbox="867 835 1000 877">*</td> <td data-bbox="1000 835 1148 877">*</td> <td data-bbox="1148 835 1297 877">8</td> <td data-bbox="1297 835 1432 877">100.0%</td> </tr> <tr> <td data-bbox="412 877 867 919">Black/African American</td> <td data-bbox="867 877 1000 919">*</td> <td data-bbox="1000 877 1148 919">*</td> <td data-bbox="1148 877 1297 919">2</td> <td data-bbox="1297 877 1432 919">25.0%</td> </tr> <tr> <td data-bbox="412 919 867 961">Hispanic</td> <td data-bbox="867 919 1000 961">*</td> <td data-bbox="1000 919 1148 961">*</td> <td data-bbox="1148 919 1297 961">0</td> <td data-bbox="1297 919 1432 961">*</td> </tr> <tr> <td data-bbox="412 961 867 1003">Multiracial</td> <td data-bbox="867 961 1000 1003">*</td> <td data-bbox="1000 961 1148 1003">*</td> <td data-bbox="1148 961 1297 1003">1</td> <td data-bbox="1297 961 1432 1003">12.5%</td> </tr> <tr> <td data-bbox="412 1003 867 1045">White</td> <td data-bbox="867 1003 1000 1045">*</td> <td data-bbox="1000 1003 1148 1045">*</td> <td data-bbox="1148 1003 1297 1045">5</td> <td data-bbox="1297 1003 1432 1045">62.5%</td> </tr> <tr> <td data-bbox="412 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1495">Black/African American</td> <td data-bbox="867 1453 1000 1495">4</td> <td data-bbox="1000 1453 1148 1495">22.2%</td> <td data-bbox="1148 1453 1297 1495">6</td> <td data-bbox="1297 1453 1432 1495">25.0%</td> </tr> <tr> <td data-bbox="412 1495 867 1537">Hispanic</td> <td data-bbox="867 1495 1000 1537">2</td> <td data-bbox="1000 1495 1148 1537">11.1%</td> <td data-bbox="1148 1495 1297 1537">4</td> <td data-bbox="1297 1495 1432 1537">16.7%</td> </tr> <tr> <td data-bbox="412 1537 867 1579">Multiracial</td> <td data-bbox="867 1537 1000 1579">0</td> <td data-bbox="1000 1537 1148 1579">*</td> <td data-bbox="1148 1537 1297 1579">1</td> <td data-bbox="1297 1537 1432 1579">4.2%</td> </tr> <tr> <td data-bbox="412 1579 867 1621">White</td> <td data-bbox="867 1579 1000 1621">12</td> <td data-bbox="1000 1579 1148 1621">66.7%</td> <td data-bbox="1148 1579 1297 1621">12</td> <td data-bbox="1297 1579 1432 1621">50.0%</td> </tr> <tr> <td data-bbox="412 1621 867 1663">Current ELL</td> <td 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5. Health and safety	<p>The school <b>meets the criteria.</b></p> <p>The School has had no health and safety violations. All required inspections and permits are current and on file. The School's insurance coverage is current and active.</p>																																																																

### Conclusion

Focus Area: Student Enrollment and Conduct		
Meets the Standard	Approaches the Standard	Does Not Meet the Stand
<b>X</b>		
<p><b>Summative Determination</b>  <i>Because the school meets 5 of the 5 criteria, it has been determined that the school meets the standard in Student Enrollment and Conduct.</i></p>		

## B: Governance, Staff and Parents

### Overview

Indicator	Standard	Sources of Evidence Include (but are not limited to)
1. Governance structure	The school implements the governance structure as defined in the school’s contract. This structure enables the school to be an academic, operational, and financial success.	<ul style="list-style-type: none"> <li>• Governing Board Meeting Agendas</li> <li>• Governing Board Minutes</li> </ul>
2. Compliance with Sunshine Laws/ Public Records	The school complies with state Sunshine Laws and laws governing public records.	
3. Compliance with Contractual Obligations	The school complies with the reporting requirements as outlined in its Charter.	<ul style="list-style-type: none"> <li>• Charter contract</li> </ul>
4. Quality and stability of school administration and faculty / High percentage of Highly Qualified Teachers	<p>Stability across years of administration, faculty, and staff.</p> <p>School leader has demonstrated ability to lead the school in fulfilling its mission as defined in the charter contract.</p>	<ul style="list-style-type: none"> <li>• Staffing and Staff Turnover Form</li> <li>• Report from HOUSSE</li> <li>• Out-of-Field Reports</li> <li>• Certification Logs</li> <li>• School Generated Reports</li> </ul>
5. Qualifications of instructional staff	The school employs instructional staff that meet state and federal qualifications	<ul style="list-style-type: none"> <li>• Staffing Reports</li> <li>• School Generated Reports</li> <li>• Data from ACEs</li> </ul>
6. Professional Development	Professional development activities for administrators and instructional staff align with the educational program and support continual professional growth.	<ul style="list-style-type: none"> <li>• Charter contract</li> <li>• School Visit Review Report</li> </ul>
7. Parental Involvement	<p>The school is effectively involving parents in its programs as defined in the school’s contract.</p> <p>Effective policy for addressing parent grievances.</p>	<ul style="list-style-type: none"> <li>• Parental Surveys</li> <li>• EESAC Membership</li> <li>• Governing Board Membership</li> <li>• Governing Board By-Laws</li> <li>• Evidence of an active PTA/PTSO</li> <li>• Evidence of notification of parents of grievance process</li> </ul>

**Statutory References:** 1002.33(7)(a)(14); 1002.33(7)(a)(15); 1002.33(12)(f); 1002.33(12)(g); 1002.33(16)(b)



**School Data**

Indicator	Findings
<p>1. Governance structure</p>	<p>The school <b>meets the criteria.</b></p> <p>The Milestones Community Schools, Inc. d/b/a Imagine Schools at West Melbourne, is a not-for-profit corporation organized pursuant to Chapter 617, Florida Statutes, and the Florida Not-For-Profit Corporation Act. The governing body of the School is the not-for-profit corporation Board of Directors, which is comprised of not less than three members.</p>
<p>2. Compliance with Sunshine Laws/ Public Records</p>	<p>The school <b>meets the criteria.</b></p> <p>Sunshine laws are regulations that require a certain level of openness and information from school boards. Sunshine laws establish a standard of transparency between school boards and the public constituents they serve.</p> <p>A review of the School’s meeting minutes illustrates that board meetings are called, noticed, and documented appropriately. The School publishes an annual board meeting calendar, which it follows, and all meeting agenda’s minutes and supporting documents are provided to the public on the School’s Web site.</p> <p>Sample of the School’s Web site:</p> <p>Board Meetings</p> <p>If there is a question about a board meeting or an item on the agenda, please contact the school principal, Brian DeGonzague, at <a href="mailto:brian.degonzague@imagineschools.org">brian.degonzague@imagineschools.org</a></p> <ul style="list-style-type: none"> <li>• June 2019 – No Meeting</li> <li>• July 31, 2019 – <a href="#">agenda</a> – <a href="#">minutes</a> – <a href="#">support docs</a></li> <li>• August 21, 2019 – <a href="#">agenda</a> – <a href="#">minutes</a> – <a href="#">support docs</a></li> <li>• September 19, 2019 – <a href="#">agenda</a> – <a href="#">minutes</a> – <a href="#">support docs</a></li> <li>• October 23, 2019 – <a href="#">agenda</a> – <a href="#">minutes</a> – <a href="#">support docs</a></li> <li>• November 2019 – No Meeting</li> <li>• December 2019 – No Meeting</li> <li>• January 8, 2020 – <a href="#">agenda</a> – <a href="#">minutes</a> – <a href="#">support docs</a></li> <li>• February 2020 – No Meeting</li> <li>• March 9, 2020 – <a href="#">agenda</a> – <a href="#">minutes</a> – <a href="#">support docs</a></li> <li>• April 29, 2020 – <a href="#">agenda (Virtual Meeting Instructions)</a> <a href="#">minutes</a> – <a href="#">support docs</a></li> <li>• May 2020 – No Meeting</li> <li>• June 4, 2020 – <a href="#">agenda/w estimates (Virtual Meeting Instructions)</a> – <a href="#">minutes</a></li> <li>• July 8, 2020 – <a href="#">agenda</a> – <a href="#">minutes</a> (meeting instructions attached to agenda)</li> <li>• August 19, 2020 – <a href="#">agenda (meeting Instructions)</a> – <a href="#">minutes</a></li> <li>• September 21, 2020 – <a href="#">agenda (meeting Instructions)</a> –</li> <li>• October 21, 2020 –</li> <li>• January 25, 2021 – <a href="#">agenda</a> –</li> <li>• February 17, 2021 –</li> </ul>

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3. Compliance with Contractual Obligations	<p>The school <b>approaches the criteria.</b></p> <table border="1" data-bbox="440 321 1463 453"> <thead> <tr> <th colspan="6">Charter Contract Compliance</th> </tr> <tr> <th></th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>Imagine</td> <td>97%</td> <td>70%</td> <td>49%</td> <td>53%</td> <td>60%</td> </tr> </tbody> </table>	Charter Contract Compliance							2015-16	2016-17	2017-18	2018-19	2019-20	Imagine	97%	70%	49%	53%	60%																																																																																																																
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4. Quality and stability of school administration and faculty / High percentage of Highly Qualified Teachers	<p>The school <b>meets the criteria.</b></p> <table border="1" data-bbox="440 541 1463 1178"> <thead> <tr> <th colspan="10">Educator Experience</th> </tr> <tr> <th></th> <th colspan="3">2017-18</th> <th colspan="3">2018-19</th> <th colspan="3">2019-20</th> </tr> <tr> <th></th> <th>Teacher</th> <th>Principal</th> <th>Other</th> <th>Teacher</th> <th>Principal</th> <th>Other</th> <th>Teacher</th> <th>Principal</th> <th>Other</th> </tr> </thead> <tbody> <tr> <td>Inexperienced Educator</td> <td>4</td> <td>0</td> <td>0</td> <td>7</td> <td>0</td> <td>0</td> <td>5</td> <td>0</td> <td>0</td> </tr> <tr> <td>Experienced Educator</td> <td>3</td> <td>0</td> <td>0</td> <td>7</td> <td>0</td> <td>0</td> <td>6</td> <td>0</td> <td>0</td> </tr> <tr> <td>Experience Not Reported</td> <td>23</td> <td>1</td> <td>3</td> <td>13</td> <td>1</td> <td>3</td> <td>21</td> <td>1</td> <td>2</td> </tr> <tr> <td>Total Educator</td> <td>30</td> <td>1</td> <td>3</td> <td>27</td> <td>1</td> <td>0</td> <td>32</td> <td>1</td> <td>2</td> </tr> <tr> <td>% Inexperienced Educator</td> <td>13.3%</td> <td>0.0%</td> <td>0.0%</td> <td>25.9%</td> <td>0.0%</td> <td>0.0%</td> <td>15.6%</td> <td>0.0%</td> <td>0.0%</td> </tr> </tbody> </table> <table border="1" data-bbox="440 1209 1463 1528"> <thead> <tr> <th colspan="8">Ineffective Educators</th> </tr> <tr> <th></th> <th colspan="3">2017-18</th> <th colspan="3">2018-19</th> </tr> <tr> <th></th> <th>Teacher</th> <th>Principal</th> <th>Other</th> <th>Teacher</th> <th>Principal</th> <th>Other</th> </tr> </thead> <tbody> <tr> <td>Ineffective Educator</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>No Evaluation Reported</td> <td>5</td> <td>0</td> <td>1</td> <td>4</td> <td>1</td> <td>1</td> </tr> <tr> <td>Total Educator</td> <td>30</td> <td>1</td> <td>3</td> <td>27</td> <td>1</td> <td>3</td> </tr> <tr> <td>% Ineffective Educator</td> <td>0.0%</td> <td>0.0%</td> <td>0.0%</td> <td>0.0%</td> <td>0.0%</td> <td>0.0%</td> </tr> </tbody> </table> <p data-bbox="440 1535 984 1562"><i>Note: 2019-20 data not available due to Covid-19</i></p>	Educator Experience											2017-18			2018-19			2019-20				Teacher	Principal	Other	Teacher	Principal	Other	Teacher	Principal	Other	Inexperienced Educator	4	0	0	7	0	0	5	0	0	Experienced Educator	3	0	0	7	0	0	6	0	0	Experience Not Reported	23	1	3	13	1	3	21	1	2	Total Educator	30	1	3	27	1	0	32	1	2	% Inexperienced Educator	13.3%	0.0%	0.0%	25.9%	0.0%	0.0%	15.6%	0.0%	0.0%	Ineffective Educators									2017-18			2018-19				Teacher	Principal	Other	Teacher	Principal	Other	Ineffective Educator	0	0	0	0	0	0	No Evaluation Reported	5	0	1	4	1	1	Total Educator	30	1	3	27	1	3	% Ineffective Educator	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
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5. Qualifications of instructional staff	<p>The school <b>meets the criteria.</b></p> <table border="1" data-bbox="440 1686 1463 1932"> <thead> <tr> <th colspan="4">Classes Taught by Out-of-Field Teachers</th> </tr> <tr> <th></th> <th>2017-18</th> <th>2018-19</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>Classes Taught Out-of-Field</td> <td>0</td> <td>33</td> <td>6</td> </tr> <tr> <td>Classes Taught In-Field</td> <td>259</td> <td>232</td> <td>272</td> </tr> <tr> <td>Total Classes</td> <td>259</td> <td>265</td> <td>278</td> </tr> <tr> <td>% Classes Taught Out-of-Field</td> <td>0.0%</td> <td>12.5%</td> <td>2.2%</td> </tr> </tbody> </table>	Classes Taught by Out-of-Field Teachers					2017-18	2018-19	2019-20	Classes Taught Out-of-Field	0	33	6	Classes Taught In-Field	259	232	272	Total Classes	259	265	278	% Classes Taught Out-of-Field	0.0%	12.5%	2.2%																																																																																																										
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Indicator	Findings
6. Professional Development	<p>The school <b>meets the criteria.</b></p> <p>The School’s teachers access professional development through the District’s ProGoe System to ensure functional knowledge of content, pedagogy, and resources. Teachers participate in professional learning communities, collaborating with their colleagues to employ justice for all students.</p>
7. Parental Involvement	<p>The school <b>meets the criteria.</b></p> <ol style="list-style-type: none"> <li data-bbox="500 520 1476 730"> <p><b>1. Parental Involvement</b> – The School is a Title I School and therefore has a Parent and Family Engagement Plan (PFEP) on file. The School utilizes tools such as the Classroom Dojo, school Web site, grade level newsletters, Focus Online Grade Reporting, parent conferences and its school Facebook Page to communicate ways that parents can be involved and/or work with their children at home.</p> <p>The School’s Advisory Council (SAC) meets 10 times annually and is composed of parents, school staff and community members. Parents and school staff who express and interest in being on SAC are included on our SAC ballot. Parents vote to select parent members and staff votes to select staff members. The School’s SAC Council provides input into the development, implementation, and evaluation of our School Improvement Plan (SIP), Comprehensive Needs Assessment (CNA), Title I Parent and Family Engagement Plan (PFEP), the School-Parent-Student Compact for Learning and how funds reserved for parental involvement will be used. All families are welcome to attend SAC meetings, which is promoted through the school calendar, Web site, newsletters (The Rocket Review), and marquee.</p> </li> <li data-bbox="500 1157 1476 1486"> <p><b>2. Parent Grievances</b> - Every charter school's governing board must appoint a parent liaison who is responsible for assisting parents and others with questions and concerns and resolve disputes.</p> <p>According to the School’s Web site, the Parent Liaison is a bridge and voice to help parents navigate through the educational system, providing the support needed to ensure their child’s academic and social success in school. Additionally, they play an important role in helping schools to learn more about families’ circumstances and challenges. The School provides the name and contact information of its Parent Liaison on its website.</p> </li> </ol>

**Conclusion**

<b>Focus Area: Governance, Staff and Parents</b>		
<b>Meets the Standard</b>	<b>Approaches the Standard</b>	<b>Does Not Meet the Standard</b>
<b>X</b>		
<b><u>Summative Determination:</u></b> <i>Because the school meet 6 out of 7 criteria and approaches 1 of the 7 criteria, it has been determined that the school meets the standard for Governance, Staff and Parents.</i>		

*This section left intentionally blank.*

## C: Facilities

### Overview

Indicator	Standard	Sources of Evidence Include (but are not limited to)
Facility compliance	The school's facilities comply with applicable laws and codes.	<ul style="list-style-type: none"> <li>• Occupancy Permits</li> <li>• Health, Safety and Fire Reports</li> <li>• Facility Lease</li> <li>• Insurance coverage</li> </ul>

**Statutory References:** 1002.33(7)(a)(11); 1002.33(7)(a)(13); 1002.33(9)(e); 1002.33(16)(a)(5); 1002.33(18)(a); 1002.33(18)(b)

### School Data

Indicator	Findings																		
1. Facility compliance	<p>The school <b>meets the criteria.</b></p> <ol style="list-style-type: none"> <li>1. <b>Lease</b> – On July 1, 2009, the School entered an operating sublease agreement with an affiliated entity of the Management Company for its facilities effective through the length of the School's Charter. The lease calls for an annual base rent payable in advance in monthly installments. The base rent shall escalate annually on July 1 at a rate equal to the lesser of the overall Consumer Price Index for the immediate preceding calendar year.</li> </ol> <table border="1" data-bbox="467 1188 1463 1451"> <thead> <tr> <th colspan="6" data-bbox="467 1188 1463 1234">Facilities</th> </tr> <tr> <th data-bbox="467 1234 651 1339">Fiscal Year Ending June 30:</th> <th data-bbox="651 1234 813 1339">2017</th> <th data-bbox="813 1234 976 1339">2018</th> <th data-bbox="976 1234 1138 1339">2019</th> <th data-bbox="1138 1234 1300 1339">2020</th> <th data-bbox="1300 1234 1463 1339">2021</th> </tr> </thead> <tbody> <tr> <td data-bbox="467 1339 651 1451">Total Minimum Payments</td> <td data-bbox="651 1339 813 1451">\$1,529,965</td> <td data-bbox="813 1339 976 1451">\$1,588,123</td> <td data-bbox="976 1339 1138 1451">\$1,616,709</td> <td data-bbox="1138 1339 1300 1451">\$1,649,043</td> <td data-bbox="1300 1339 1463 1451">\$1,682,024</td> </tr> </tbody> </table> <ol style="list-style-type: none"> <li>2. <b>Risk Management Programs/Insurance Coverage</b> – The School is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; errors and omissions; and natural disasters for which the School carries commercial insurance. There have been no significant reductions in insurance coverage and settlement amounts have not exceeded insurance coverage for the current year or the three prior years. All required insurance coverages are current and active.</li> <li>3. <b>Inspections and Certifications</b> – All required facility permits and health, safety, and fire reports are current with no deficiencies.</li> </ol>	Facilities						Fiscal Year Ending June 30:	2017	2018	2019	2020	2021	Total Minimum Payments	\$1,529,965	\$1,588,123	\$1,616,709	\$1,649,043	\$1,682,024
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**Conclusion**

<b>Focus Area: Facilities</b>		
<b>Meets the Standard</b>	<b>Approaches the Standard</b>	<b>Does Not Meet the Standard</b>
<b>X</b>		
<b><u>Summative Determination:</u></b> <i>Because the school meets the required criteria, it has been determined that the school meets the standard for Facilities.</i>		