



*Somerset Academy, Inc. submits to
Broward County Public Schools:*

SOMERSET KEY HIGH CHARTER SCHOOL

MODEL FLORIDA CHARTER SCHOOL APPLICATION

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APPLICATION COVER SHEET

NAME OF PROPOSED CHARTER SCHOOL: SOMERSET KEY HIGH CHARTER SCHOOL

NAME OF NONPROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: SOMERSET ACADEMY, INC.

Provide the name of the person who will serve as the **primary contact** for this Application. The **primary contact** should serve as the contact for follow-up, interviews, and notices regarding this Application.

NAME OF CONTACT PERSON: LISA ARNEAUD

TITLE/RELATIONSHIP TO NONPROFIT: SOMERSET AUTHORIZED REPRESENTATIVE

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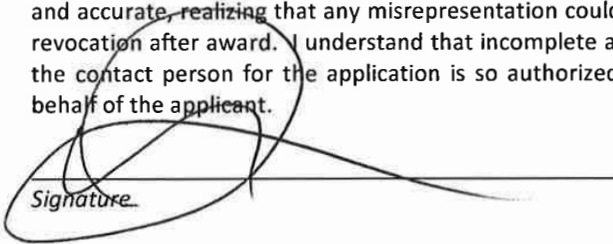
NAME OF EDUCATION SERVICE PROVIDER (if any): ACADEMICA

NAME OF PARTNER/PARENT ORGANIZATION (if any): N/A

Projected School Opening: AUGUST 2016

School Year	Grade Levels	Total Projected Student Enrollment	Student Enrollment Capacity (if known)
First Year	9-10	400	800
Second Year	9-11	600	800
Third Year	9-12	800	800
Fourth Year	9-12	800	800
Fifth Year	9-12	800	800

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the applicant.


Signature

DAVID CONCEPCION
Printed Name


Title

July 28, 2015
Date

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I. EDUCATIONAL PLAN

Section 1: Mission, Guiding Principles and Purpose

A. Provide the mission statement for the proposed charter school.

The mission statement should, in a few concise sentences, indicate what the school intends to do, for whom and to what degree. A school's mission statement provides the foundation for the entire application.

The mission of Somerset Key Charter High School (hereinafter, "the School") is to provide a college preparatory educational environment that furthers the philosophy of respect and high expectations for all, enabling students to become confident, self-directed, and responsible life-long learners.

B. Describe how the school will utilize the guiding principles found in section 1002.33(2)(a), F.S. In accordance with the law, charter schools shall be guided by the following principles:

Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system. In accordance with the law, the proposed School will "meet high standards of student achievement while providing parents the flexibility to choose among diverse educational opportunities within the state's public school system." The governing entity, Somerset Academy, Inc., is an Advanc-ED accredited educational school system, with a proven record of meeting high standards of student achievement and providing high-quality K-12 public charter school programs in Florida since 1997.

Through implementation of the strategies fully addressed in this application, the School will meet and exceed requirements by:

- ❖ Providing a highly rigorous curriculum, infused with effective, proven teaching strategies, that incorporates the Florida Standards and Next Generation Sunshine State Standards for the content areas, with scientifically based reading initiatives that encourage success for every student;
- ❖ Implementing mechanisms to continuously monitor, evaluate, and improve both the structure of the curriculum and the methods used in its delivery to achieve continuous student improvement year to year; and
- ❖ Providing opportunities for active and genuine involvement of stakeholders (including students, families, teachers, staff and community partners) in the School development process in an effort to create a richer, more nurturing educational experience for all.

It is anticipated that a standards-based curriculum, proven teaching strategies and high expectations will benefit students through a systemic approach for teaching the Florida Standards, wherein students are able to earn a positive achievement record as evidenced by student's success on the Florida Standards Assessment (FSA) and/or End of Course (EOC) exams.

The School will inform parents and the community of the educational opportunities available for their children through a non-discriminatory marketing plan, thereby providing them with “*flexibility to choose among diverse educational opportunities*” as per the legislation.

Promote enhanced academic success and financial efficiency by aligning responsibility and accountability. The School promotes financial efficiency and will be accountable to its students, their families, and other stakeholders, providing a quality education in a responsible, cost-effective manner. In order to align the plan for academic success with financial responsibility, the School will gather pertinent data relative to its student body and subsequently set goals to target student performance and achievement. The school is responsible for its students’ success and thus, will determine and meet each child’s individualized educational needs. To achieve this, the School will continuously monitor student progress to ensure all students are receiving the services they require in order to progress. When available, student assessment records from previous years will be used to gather baseline data on each student. The data may also include standardized test scores, report card grades, attendance records, behavioral records, Individual Education Plans (IEP), and/or LEP Plans, as applicable. This data will be made available to teachers who, as stakeholders, will share in the responsibility of providing appropriate services to promote academic success for all students.

Further, upon accessing data from the State’s Annual Accountability Reports, the School will objectively measure its own progress in meeting the needs of its student population. As a means for aligning responsibility for students’ academic success to financial efficiency, after an appropriate implementation timeframe, and prior to any contract renewals, the academic programs which are utilized at the School will be re-evaluated, and the School’s administration will discuss with the Governing Board their findings as to whether or not there exists a positive yield of student achievement for the respective investment.

Thus, by designing and communicating specific educational goals and financial responsibilities to its stakeholders (governing board, staff, students, and parents) – the School will promote continuous academic success and financial efficiency by aligning responsibility with accountability.

Provide parents with sufficient information on whether their child is reading at grade level and whether the child gains at least a year’s worth of learning for every year spent in the charter school. Ongoing communication regarding the child’s progress will occur between the School and home through mid-quarter progress reports, quarterly report cards, parent conferences, parental involvement workshops and utilize other appropriate forms of written and oral communication. At the beginning of the school year, parents will be given login information to access student grades and academic information online. Guidelines on how to retrieve student information will be available on the School’s website, in the School’s office and during parent conferences.

Consistent with the Just Read Florida! Initiative, the School will provide parents with Student Standardized Assessment Results on a yearly basis for every year their child participates in the FSA and/or EOCs, as per state adopted assessments. This informs parents whether or not their child is reading at grade level and whether or not their child has gained a year’s worth of learning for every

year spent at the School. The School will also provide its parents with Adequate Yearly Progress (AYP) reports based on State Accountability Reports, communicating to the parent the student's reading learning gains for each year. Through detailed assessment of academic performance using standardized test scores and other assessments the School will:

- ❖ Identify students who are a level below, at grade level, or a level above grade level;
- ❖ Identify those students not making adequate progress toward the Florida Standards and/or Next Generation Sunshine State Standards and institute applicable measures for improvement; and
- ❖ Report student progress throughout the academic school year on standards-based report cards.

Additionally, the School may utilize other assessments to communicate annual progress for students as follows: Preliminary SAT/National Merit Scholar Qualifying Test (PSAT/NMSQT); College Placement Test (CPT); National Assessment of Educational Progress (NAEP), as applicable; Postsecondary Education Readiness Test (PERT); Advanced Placement Examinations (AP); College Board SAT Tests; and/or the ACT Assessment. The School will strive to maintain an open channel of communication with parents and other stakeholders at all times.

In addition, ongoing communication regarding the child's progress will occur between the School and the parents through mid-quarter progress reports and quarterly report cards. The School may also plan parent conferences, host parental involvement workshops and utilize other appropriate forms of written and oral communication, as necessary. Other such methods of communication may include Educational Plans (EPs), Individual Education Plans (IEP), and Individual LEP Plans (as applicable). The School will do its utmost to ensure parental involvement and communication to all its stakeholders on a continuous basis.

C. Describe how the school will meet the prescribed purposes for charter schools found in section 1002.33(2)(b), F.S. In accordance with the law, charter schools shall fulfill the following purposes:

Improve student learning and academic achievement. The School will offer a well-rounded, dynamic educational program that will hold itself and its students accountable for meeting self-imposed goals and standards, as well as those required by the State of Florida and the Sponsor. The educational philosophy of the School is rooted in increasing learning opportunities and raising the academic achievement of all its students. To meet this goal, the school commits to:

- ❖ Deliver increased learning opportunities for all students, by providing a challenging curriculum within a nurturing, quality learning environment;
- ❖ Design and implement a continuous improvement methodology wherein student assessment results offer opportunities for differentiated and targeted instruction tailored to students' individual needs, ensuring consistent increased student achievement outcomes;
- ❖ Expect and encourage that all students will realize their highest academic potential, especially in the core subjects of language arts, mathematics, science and social studies, and provide the means for these students to reach their potential;

- ❖ Match or surpass the average student academic performance of the local district in all required public accountability tests, (e.g. FSA, EOC, PERT, etc.); and
- ❖ Seek out, establish, and maintain sound, mutually beneficial partnerships with local higher education and civic institutions to provide a wide array of educational experiences for students to enjoy continued learning opportunities beyond the immediate classroom.

The School will be highly effective in improving student learning and academic achievement as is evidenced by the success of its Somerset “sister schools.”

Increase learning opportunities for all students, with a special emphasis on low-performing students and reading. The school will increase learning opportunities for all students through careful, continuous monitoring and assessment of student performance. Emphasis will be placed on low performing students, beginning with identification of those not making adequate progress and/or not demonstrating mastery of the Florida Standards and/or the NGSSS. Differentiated instruction methods and other appropriate measures for targeted instruction will then be instituted for these students, and those who are not performing at grade level will be placed on a Progress Monitoring Plan (PMP).

The reading proficiency of students is a fundamental need and basis for assimilation and mastery of all other curriculum to be implemented at the School. As such, implementation of the BCPS Comprehensive Research-Based Reading Plan (CRRP) will be instituted, with fidelity, and each teacher will be required to follow the plan. Teachers and staff will have training in and access to instructional materials to reinforce these vital literacy skills beyond the language arts or reading classroom, but rather in every content area. Some of these reinforcements include strategies such as: Structured Independent Reading, Reciprocal Teaching, Read and Retell, Learning to Write – Writing to Learn, Vocabulary Development, Accelerated Reader Program, CRISS (Creating Independence through Student-owned Strategies), Book Sharing, Cooperative Groups, and Graphic Organizers, to name a few.

Furthermore, the School’s curriculum will serve students of all capability levels in accordance with the Florida Standards and/or NGSSS. Remedial students and students with special learning needs will have access to supervised study time and tutoring after school (and possibly on Saturdays, as well) to accelerate their progress. In addition, students performing at grade level will be offered similar opportunities in order to maximize their potential and advance their progress.

Encourage the use of innovative learning methods. The School will offer an in-depth advanced curriculum of college preparatory coursework, wherein a core philosophy focused on students’ intellectual and social development will be established. The School supports innovative, dynamic learning methods that “break the mold” and historically achieve results. Thus, innovative programs and learning methods will be incorporated into the curriculum framework. While the School accepts the curriculum of Broward County Public Schools as its basic curriculum, it will not be restricted to the content of the curriculum, and whenever appropriate, will introduce new elements to the courses offered.

The School will maintain a commitment to the Florida Standards and NGSSS and its students' mastery of the standards. However, a variety of instructional methods will be used by teachers at the School to deliver the coursework in the most effective way possible. In addition, while setting high academic expectations for all students, the School will provide students the means to reach these expectations through differentiated instruction methodology, and hands-on, inquiry-based investigations, in all subjects, but especially in content area coursework. By combining these methods with a dedication to student achievement, the School will offer a disciplined, balanced and enriched education of the highest quality, thus preparing its students for a successful postsecondary education.

Other innovations to be incorporated in the program include but are not limited to:

- ❖ An integrated approach to learning through discovery and deductive reasoning methods in science and mathematics;
- ❖ Parental involvement obligations to ensure, whenever possible, that parents actively participate in the educational process; and
- ❖ Strong emphasis on civic responsibility and leadership with structured opportunities on campus and through School community projects.

Additionally, educators will be encouraged to “think outside the box” in terms of teaching techniques. All students learn differently and teachers will be expected to adapt their teaching styles to fit the learning needs of their students.

Require the measurement of learning outcomes. The School will participate in all applicable components of the Florida State Accountability system as required by Florida Statute, as well as, other age-appropriate assessments that may be recommended by the State and/or Sponsor. Subsequently, in 2016 the School will utilize data from the State’s published FSA for ELA and EOCs for math, US History and Biology, as well Federal Reports, if applicable, to measure its progress in meeting the needs of its student population. Using the disaggregated data from those assessments, and any other pertinent data, the School will annually develop measurable learning objectives over the major subject areas, to target student learning and development needs, and the School will publish those goals in their annual *School Improvement Plan*. The School will:

- ❖ Identify students not making adequate progress towards mastery of the Florida Standards and NGSSS with emphasis on low-performing students and students exhibiting reading deficiencies;
- ❖ Annually develop measurable learning objectives over the major subject areas to target student learning and development needs;
- ❖ Implement the Sponsor’s Comprehensive Research-Based Reading Plan; and
- ❖ Institute and monitor appropriate measures for students requiring remediation in reading and other prescribed subjects.

By determining and communicating specific responsibilities to its stakeholders, such as, governing board members, faculty and staff, students, and parents, etc. the *School Improvement Plan* will serve as a viable vehicle for continuous school-wide academic and financial improvement.

Apart from the introspective reflection that the school community will undergo through the development of the School Improvement Plan, the School will also disaggregate data and students not making adequate progress towards mastery of the Florida Standards and NGSSS will be identified, and appropriate measures for remediation will be instituted and prescribed, with parental input, for development of a PMP.

The School will report progress on its goals, the learning outcomes of its students, and other pertinent school wide data through the State-issued Annual Accountability Report. This report requires the School to document whether or not the school goals written in the School Improvement Plan have been met. In addition, it requires other important data, such as professionalism and credentials of faculty, salary information for staff, financial audit information, etc. Additionally, school climate surveys from parents, students, and teachers will be used to evaluate teaching and learning processes, and data gathered from these will be utilized to improve the school environment on a consistent basis.

D. Describe how the charter school will fulfill, the optional purposes of charter schools found in section 1002.33(2)(c), F.S. This section is optional.

In accordance with the law, charter schools may fulfill the following purposes:

Create innovative measurement tools. The School believes that each student is unique, has their own learning style, and should therefore be assessed in a multitude of ways. For this reason, in addition to all required state and district assessments, the school will utilize other measurement tools such as: teacher made assessments, rubrics, projects, portfolios, computer-assisted assessments, expositions, fairs, lab activities, project-based learning activities, etc., to encourage and then measure student growth as it is relevant to the coursework taught. These measurements provide valid, reliable, and timely information, and some will be focused on allowing students to demonstrate what they do know and have learned, versus what they do not know and may not have learned, as is often the norm. This innovative method reinforces knowledge and boosts student confidence. Based on these various measurements, teachers will modify their instruction, monitor student progress, select appropriate classroom activities, and use assessment results more effectively. These systems of alternative assessment will inform teachers of the effectiveness of their teaching, as well as improvement made by students in order to ensure continuous progress.

Lastly, the School will maintain an open policy for additional creative measurement tools that become available.

Provide rigorous competition within the public school district to stimulate continual improvement in all public schools. The School seeks to provide rigorous competition within the local school district, and thereby stimulate continual improvement in all public schools through the creation of a new, successful college preparatory high school program. It is the goal of School to provide students with a quality choice education that produces successful college bound and college ready students.

One of the guiding principles of the school program, and of education in general, is that “Success breeds success.” This doctrine is instilled in the rigorous academic curriculum, which sets high expectations and specific, individualized goals for both the students and teachers. Given their track-record of exemplary academic achievement, the existing Somerset Academy, Inc. educational programs have proven successful. By adopting the educational design of the existing schools, the School is expected to have the same academic success in serving similar student populations. Thus, based on the principle that “Success breeds success,” the inception of the School will provide for a successful and rigorous program to stimulate continual improvement and success for all public schools.

After implementing various educational programs, the School will share the best practices and innovations with other interested schools to stimulate continual improvement in Broward County and throughout the state of Florida, and beyond.

Expand the capacity of the public school system. One main function of charter schools is to provide parents with a variety of choices within the state’s public education system. The School will expand the capacity of the public school system by providing parents seeking a rigorous, individualized educational experience for their children with an additional high quality option. Somerset Academy schools have proven to be a reputable school option for parents who want to remain in the public school system.

Mitigate the educational impact created by the development of new residential dwelling units. The school will offer a public school option for families in Broward County as the population of the county continues to grow. Students who reside anywhere in Broward County will be allowed to attend the school, unlike the traditional public school rule of zoning, which requires students to attend their “local” public school as assigned. This will allow students who are zoned to attend overcrowded schools another option in quality education.

Create new professional opportunities for teachers, including ownership of the learning program at the school site. The School will generate an opportunity for teachers to participate in an exciting and innovative venture; one that allows them to take ownership over the learning process and feel free to incorporate their unique teaching styles into the classroom. Teachers at the School will feel encouraged to take part in the advancement of their students’ educational lives, communicate with their colleagues, and share effective techniques in an effort to promote the spread of best practices and cutting edge methods. In order to best utilize research-based strategies and implement the school programs, all teaching staff will receive ongoing professional development on the various components of the programs, respectively, to ensure effective implementation.

Teachers and staff will be involved in the development and implementation of all programs, thus making them an integral part of the educational process. In addition, at the time of program review, teachers and staff will be invited to offer their comments, discuss findings with colleagues, and make the necessary modifications to ensure students’ success.

Continuous growth is also a goal of the School, for teachers as well as students. As such, all instructional staff will be encouraged to participate in professional development programs,

conferences, or workshops in order to progress academically, enhance their skills, and network amongst other professionals who share their same curricular expertise and have the ability to stay current in their areas of curriculum. The School also promotes communication amongst colleagues, for example, regarding effective techniques used in the classroom. In addition, teachers will receive training to improve their technology skills and learn effective ways to integrate technology throughout the curriculum. On-site Professional Learning Communities (PLCs), lesson study programs, and action research opportunities provide educators a medium for collaborative growth and the sharing of best practices. The School will create an environment conducive to the academic progression of teachers and staff—encouraging them to pursue advanced degrees to ensure the most highly qualified faculty available.

Section 2: Target Population and Student Body

A. Describe the anticipated target population to be served.

If applicable, applicants should describe if they will target, in accordance with the law, certain populations defined in section 1002.33(10)(e), F.S.

The School will be open to children in grades 9-12 (approximately 14 to 18 years of age) who would qualify to attend a traditional public school in Broward County. An open admissions policy will be implemented wherein the School will be open to any student residing in the County. The School is expected to have a racial/ethnic population as well as an English Language Learner (ELL) and Exceptional Student population (ESE) reflective of the surrounding the Northwest Broward area schools and community.

Admission Policy - In accordance with federal and state anti-discrimination laws and in accordance with the Florida Educational Equity Act, Section 1000.05(2)(a), the School will not discriminate on the basis of race, ethnicity, national origin, gender, or disability against a student in its school admission process. An open admissions policy will be implemented wherein the School will be open to any student residing in the County. Any eligible student, as described in F.S. §1002.33(10), who submits an application (prior to the posted deadline) shall be considered, unless the number of applications exceeds the capacity of the program, class, grade level, or building. In such case, all applicants shall have an equal chance of being admitted through a random selection/lottery process. If the number of applications falls short of the established capacity, supplemental registration periods may be held for the purpose of reaching student capacity.

Enrollment Preferences - In accordance with 1002.33(10)(d), F.S. the charter school may give enrollment preference to the following student populations:

1. Students who are siblings of a student enrolled in the charter school.
2. Students who are the children of a member of the governing board of the charter school.
3. Students who are the children of an employee of the charter school.
4. Students who are the children of: An employee of the business partner of a charter school-in-the workplace established under paragraph (15)(b) or a resident of the municipality in which such charter school is located; or A resident of a municipality that operates a charter school-in-a-municipality pursuant to paragraph (15)(c).
5. Students who are the children of an active duty member of any branch of the United States Armed Forces.

In order to minimize any traffic impact caused by the school and ensure that the school is available to serve the residents of the neighborhood where the school is located, the Governing Board of the charter school may elect to limit the enrollment process to target students residing within a reasonable distance of the school as provided under Florida law.

Enrollment Limitation - In accordance to 1002.33(10)(e), F.S. the charter school may limit the enrollment process only to target the following student populations:

1. Students within specific age groups or grade levels.
2. Students considered at risk of dropping out of school or academic failure. Such students shall include exceptional education students.
3. Students enrolling in a charter school-in-the-workplace or charter school-in-a-municipality established pursuant to subsection (15).
4. Students residing within a reasonable distance of the charter school, as described in paragraph (20)(c). Such students shall be subject to a random lottery and to the racial/ethnic balance provisions described in subparagraph (7)(a)8 or any federal provisions that require a school to achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other public schools in the same school district.
5. Students who meet reasonable academic, artistic, or other eligibility standards established by the charter school and included in the charter school application.
6. Students articulating from one charter school to another pursuant to an articulation agreement between the charter schools that has been approved by the sponsor.
7. Students living in a development in which a business entity provides the school facility and related property having an appraised value of at least \$10 million to be used as a charter school for the development. Students living in the development shall be entitled to 50 percent of the student stations in the charter school. The students who are eligible for enrollment are subject to a random lottery, the racial/ethnic balance provisions, or any federal provisions.

B. Provide the following projection for each year of proposed operation: the grades that the school will serve, the projected number of students to be served in each grade, the number of students expected in each class, and the total number of students enrolled.

<i>Years of Charter</i>	<i>Grades Served</i>	<i>Total # Enrolled</i>	<i>Enrollment Capacity</i>	<i># Students per grade</i>	<i>Approx. # students in each class</i>
Year 1:	9-10	Approx. 400 students	Up to 800	Approx. 200*	9 th -10 th Grade-up to 25 students**
Year 2:	9-11	Approx. 600 students	Up to 800	Approx. 200*	9 th -11 th Grade-up to 25 students**
Years 3-5:	9-12	Approx. 800 students	Up to 800	Approx. 200*	9 th -12 th Grade-up to 25 students**

* The numbers provided herein are estimates, and may fluctuate within each grade level depending on student enrollment and/or attrition in the respective grade levels.

** The projected number of students per class shall be consistent with those required by Florida Law as applied to charter schools.

C. Provide a description of how the student population projections were developed.

The student population projections were made using various factors. Consideration includes recently released data on charter school growth in America and Broward County, as well as current waiting lists at Somerset Academy schools in Broward County.

The National Alliance reports that in 2014-2015 charter schools served 348,000 new students throughout the U.S. In Florida alone, charter school enrollment growth hit 251,000 students in the 2014-2015 school year, making it four of the 10 fastest growing charter school populations in the U.S.

For enrollment projects, The School also referred to The School Board of Broward County's five-year enrollment projection for the county¹. As noted in the charts below and throughout the memo dated November 3, 2014, over the next five years the district is foreseeing a steady increase in charter school enrollment from students who are new to Broward County, those who are currently home-schooled or who attend private schools. Based on Somerset Academy, Inc.'s experience and reputation in Broward County, Somerset Key High is anticipating the enrollment of families wanting to place their children in a reputable public charter school. The growth in charter school enrollment shows that parents continue to demand high-quality educational options for their children.

Table 1. District School Enrollment

DISTRICTWIDE SUMMARY	Historical Enrollment ^H					Projected Enrollment ^P				
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
TOTAL PreK	4,465	4,345	4,282	4,323	4,839	4,839	4,839	4,839	4,839	4,839
TOTAL K-5	101,344	99,252	97,275	97,368	97,960	97,542	97,773	99,164	100,025	101,310
TOTAL 6-8	52,369	50,890	50,472	49,135	47,827	47,670	47,655	48,429	49,203	48,245
TOTAL 9-12	69,516	68,921	69,350	68,496	69,393	69,859	70,161	70,425	70,394	70,605
PreK-12 SUBTOTAL	227,694	223,408	221,379	219,322	220,019	219,910	220,428	222,857	224,461	224,999
TOTAL CENTERS	5,904	5,906	6,138	5,633	5,330	5,330	5,330	5,330	5,330	5,330
DISTRICT TOTAL	233,598	229,314	227,517	224,955	225,349	225,240	225,758	228,187	229,791	230,329

H - Historical enrollment based on the annual benchmark day of school.

P - Projected enrollment reports DSA Department five-year enrollment forecast as of October 2014.

¹ http://www.broward.k12.fl.us/dsa/Data/1415/2015-20_DistrictProjections_October.pdf
<http://www.publiccharters.org/press/5-reasons-celebrate-national-charter-schools-week/>
<http://www.fldoe.org/schools/school-choice/charter-schools/>
<http://dashboard.publiccharters.org/dashboard/performance/page/overview/state/FL/year/2011>

Section 3: Educational Program Design

A. Describe the school's daily schedule and annual calendar, including the annual number of days and hours of instructional time.

Daily Schedule:

A student day shall consist of at least 360 minutes, and all hours of instructional time will be aligned with state and district requirements for high school grades. It is anticipated the School will operate a seven-period day. The instructional day at the School is anticipated to commence at 7:30am and end at 2:30pm each day.

Sample Daily Schedule: The school will conduct a seven period alternating block as follows:

7 Period Block Schedule Sample		
	A Day	B Day
7:30 – 9:00	1 st Period	2 nd Period
9:05 – 9:35	Homeroom (Silent Reading Block)	
9:40 – 11:10	3 rd Period	4 th Period
11:15 – 1:30	5 th Period and Lunch	6 th Period and Lunch
	1 st Lunch 11:15 – 11:45	
	2 nd Lunch	12:00 – 12:30
1:35 – 2:30	7 th Period	

The aforementioned school hours may be adjusted, if necessary, to ensure students can earn an annual credit through a minimum of 135 hours of instruction in a designated course of study which contain performance standards, or the equivalent of six semester hours of college credit. Similarly, the School will ensure the hourly requirements for one-half credit are earned at a rate of one-half the requirements for an annual credit.

Annual Calendar:

The School will follow (and mirror) the annual public school calendar established by Broward County Public Schools, which requires a minimum of at least 180 actual instructional days per school year in accordance with Florida Statute 1011.60(2).

B. Describe the proposed charter school's educational program.

Academic excellence and performance drives the teacher's pedagogical efforts, and their commitment to the students manifests itself in all aspects of the school. Teachers will deliver instruction to address the respective Florida Standards and Next Generation Sunshine State Standards (NGSSS) and place emphasis in certain subject matters by employing effective research-based strategies such as hands-on learning, inquiry-based research projects, science experimentation, technology-rich environments with blended learning opportunities, flipped classrooms, utilizing and responding to text-dependent questions, school-wide and cross-content citation and response strategies such as RACE (Restate-Answer-Cite-Explain), CRISS (Creating

Independence through Student-owned Strategies), Reciprocal Teaching, and the constant and deliberate communication of the school-wide expectation of achievement for all students.

Somerset Academy, Inc. believes that all students can and will learn and that equitable, high-quality education should be communicated and sustained at all schools. Additionally, Somerset schools operate on the belief that students will work up (or down) to the expectations that are set, thus setting nothing less than high expectations combined with a rigorous curriculum based on the following pillars of the Somerset Model:

Ownership

- ❖ School programs tailored to the students and community to be served
- ❖ Stakeholders involved in the educational process
- ❖ Facilities – Uniquely designed to address the needs of each of its communities

The Culture

- ❖ Encouraging setting that gives students sense of belonging
 - High Expectations for all
 - Code of Excellence – fostering Character Development and Ethical Behavior
 - Parental Agreements encouraging high parental involvement
 - Strong Leadership Team
 - Uniform Policy – everyone is part of one family
 - Diverse extra-curricular programs (a variety of clubs, sports, and activities)
 - Career/College counseling services

Community Partnerships

- ❖ Parents, Community, Educational Institutions
- ❖ Governments, Business Entities

Rigorous Curriculum Framework

- ❖ Standards-aligned Curriculum in Grades 9-12
- ❖ Student-centered Instruction
- ❖ Technology integration in all content areas
- ❖ Targeted After-school and Saturday Tutorial Sessions
- ❖ Push-in/Pull-out Remediation and Enrichment Programs
- ❖ College Awareness/Career Preparation beginning in Grade 9

Continuous Evaluation and Improvement

- ❖ School Mission and Vision Driven Program
- ❖ Responsibility aligned with Accountability

The School's educational philosophy is grounded on the expectation of increasing learning opportunities and raising the academic achievement of all its students through high expectations and character development. The School will combine the best practices developed by model schools with "powerful guiding ideas" and principles driving essential school reform nation-wide.

Outlined below are the teaching methods to be incorporated into courses and substantiated by the research of the Coalition for Essential Schools *Common Principles*^[1] (CES) and the Big Picture Company's *New Urban High School Design Principles*^[2] (NUHS) (that address the core principles of high school reform) which have been implemented successfully at other model schools, as follows:

CES PRINCIPLES	INSTRUCTIONAL STRATEGIES & POLICIES
Intellectual Mission - Articulate a common intellectual mission for all students.	<i>We believe in a common intellectual focus of high academic standards and behavioral expectations for all.</i> The School's Mission Statement will be reflected in its culture, programs, and daily life. Guided by high expectations for all, the School will foster the development of self-directed learners who think creatively and set high goals for themselves.
Intellectual Focus - The school should focus on helping adolescents learn to use their minds well.	Academic Excellence and Character Development is at the heart of the School's educational philosophy. Accordingly, the School's intellectual focus centers on high academic and behavioral expectations for all students communicated through the School's Code of Excellence and the Broward County Schools District's Code of Student Conduct. As teachers are expected to model this behavior in a professional environment, the School will set high academic and behavioral expectations for teachers as well and communicate these through the Faculty Handbook. A Professional Development Plan will be priority. The School will provide staff development, support and assessment of best teaching practices through comprehensive activities throughout the school year. This will allow us to offer continuous support as we strive for excellence. The School will monitor students' academic and emotional progress through a "Push and Pull" Method of Instruction. Students may be either "pulled" out of a class for additional remediation or acceleration, based on their needs. Conversely, a teacher or interventionist may "push" into an existing class to facilitate either a remediation program or for students in need of additional educational stimulation to take the most challenging curriculum in which they can be successful to maximize upon their potential. This will be achieved through the following strategies: ❖ Personalized Education Plans: Students achieving below grade level

^[1] CES - Coalition of Essential Schools - "Interpreting the Nine Common Principles" [Patricia Wasley](#), [Barbara Powell](#), [Donna Hughes](#); CES National, 1992.

^[2] NUSH - *New Urban High School: A Practitioner's Guide*; The Big Picture Company, 1998

	will have a Progress Monitoring Plan (PMP) designed to remediate deficiencies. The plan will consider a student's academic profile in the areas needing remediation, a timeline for remediation, and strategies to be utilized to bring the students back on track. This will aid students in preparing academic and personal goals for the school year and will allow teachers and parents to track student progress towards these goals and graduation. Additionally, parents will have access to academic reports through traditional means such as report cards and parent conferences, and will also be able to track their children's academic progress through continuous communication with academic mentors. ❖ Target Tutoring: The School believes that each student has a unique learning style and will use data to drive instruction and remediation strategies for targeting each student's academic need, as well as to enrich instruction and accelerate learning for students showing potential in specific areas. The School will provide opportunities and tutoring sessions to teach one student or a small "targeted" number with the same instructional needs or potential. ❖ Home learning policy: In order to reinforce and practice skills taught in the classroom, all teachers will be required to grade, discuss, and comment on homework regularly. Attention will be given to both quality and quantity of home learning projects.
Universal Goals - The school's goals should apply to all students. School practice should be tailor-made to meet the needs of every group or class of adolescents.	The School has defined specific Universal Student Goals for the targeted student population that will apply to all students at the School. These include: ❖ Habits of Work Goal: Students at the School will develop the work habits necessary to effectively learn subject matter, produce quality assignments, use time effectively, and use creativity to devise better solutions. Through development of effective work habits, students gain greater autonomy and realize their potential. ❖ Self-Esteem and Character Development Goal: Students will be able to identify their learning strengths, challenges, and passions; evaluate this knowledge in terms of their short- and long-term goals; and create a plan of action for their life-long learning based on this evaluation. Character development and behavior management techniques are an important part of the curriculum and increase self-esteem by providing opportunities for academic success. Character development will be encouraged through community service programs and volunteerism. ❖ Community Building Goal: The School will expect all students to be active and contributing citizens within their school and community. Students will be instructed as to the importance of community

	responsibility and will understand the School's focus on service-learning. Students will understand the effect that they have upon the community, and will take the initiative to better themselves and the community as a whole.
Less is More - Curricular decisions should be guided by the aim of thorough student mastery and achievement rather than by an effort merely to cover content.	The School values Interdisciplinary Connections. As teachers build on interdisciplinary connections, students naturally begin to link information between and among courses, increasing the relevancy and transfer of skills and content in such courses. Though Differentiated and Standards-based Instruction, the School will provide a learning environment that maximizes potential for student success. Teachers will use differentiated instructional strategies that connect with individual students' learning needs. Additionally, teachers will manage instructional time to meet mandated standards while providing motivating, challenging, and meaningful experiences for students to receive and process information in ways that require differentiation of experience. These instructional practices will include: ❖ Direct Instruction (lecturing/modeling): This methodology will be used when teachers need to explain or demonstrate specific content and skills. This instruction will be explicit, systematic, structured and based on mastery learning. Frequent curriculum-based assessments help place students in ability groups for further differentiated strategies and identify students who require additional intervention. ❖ Scaffolding: Teachers will identify the current developmental skills of individual students based on assessments and provide support structures to help students move to the next level. As the year progresses, students become more adept at skills and at directing their learning; learning becomes more autonomous. ❖ Cooperative Learning: Teachers will guide small-group learning to increase communication and team-building skills. This strategy is based on grouping small teams of students heterogeneously according to ability, interest, background, or other commonality. Some Cooperative learning activities may include Jigsaw II, Socratic circles, and Group Investigation. ❖ Inquiry-Based Learning: Based on the scientific method, this student-centered strategy will require students to conduct investigations independent of the teacher, unless otherwise directed or guided through the process of discovery. Teachers will use this strategy in developing critical thinking and problem solving skills using both traditional and digital resources through the use of flipped classrooms and WebQuests, among others. ❖ Information Processing Strategies: Teaching students "how to" process information is a key factor in teaching students how to

	strategically organize, store, retrieve, and apply information presented. Such strategies will include memorization, KWL, reciprocal teaching, graphic organizing, scaffolding, and/or webbing.
Teacher- as-Generalist - Staff should expect multiple obligations (teacher-counselor-manager) and a sense of commitment to the entire school. (Participatory management, teachers developing curriculum, changing teacher practices).	The School will develop Professional Learning Communities (PLC) by integrating professional development throughout the school year to allow for common planning and teaching teams, both within grade levels and subject areas. Through professional development activities planned throughout the school calendar, teachers will have opportunities to reflect on practice, discuss research and cases of learning, and examine student work. Such a culture makes it safe for teachers to share universal goals, confront what is and isn't working, and transform their own thinking and practice. Professional development will include: ❖ Vertical Alignment (by Departments): Teachers will be permitted common planning time by department in order to correctly align courses by quickly assessing what students mastered in preceding grades and focusing on building skills and knowledge. This will eliminate the common problem of consuming valuable instructional time with unnecessary reviewing and re-teaching of skills that have already been mastered. ❖ Horizontal Alignment (by grade level): The School will encourage teacher collaboration and cross-curricular planning, allowing all teachers of a common grade level to address specific subject matter following the same time line. Such alignment is crucial in school systems dealing with state-mandated, standards-based assessments. It also allows students to see interdisciplinary connections.

The following table lists teaching methods, principles, and essential components of the School's educational program based on the research of the Big Picture Company's *New Urban High School Design Principles*^[2] (NUHS) (that address the core principles of high school reform):

NUHS PRINCIPLES	NSTRUCTIONAL STRATEGIES & POLICIES
Personalization - Create settings where teachers and students can know each other well.	<i>We believe that students learn best in a personalized small school setting:</i> In an effort to maintain Small Class Sizes, the School will commit to maintaining student-to-teacher ratios as required by Florida Law as applied to charter schools, and to implement a standards-based teaching approach to allow greater attention and service to the individual student.

^[2] NUSH - *New Urban High School: A Practioner's Guide*: The Big Picture Company, 1998

Context for Reflection - Provide interactive, reflective contexts for students.	<i>We believe in providing opportunities for students to reflect on their own work and its meaning outside of school.</i> Reflection allows students connect their experiences with academic and real world standards. With this in mind, the School will provide reflective contexts for students through: ❖ Seminars & Initiatives: A central component of these programs will focus on higher order skills and connections beyond the classroom. Teachers will allow students to practice these skills and apply them across the curriculum. College Preparation and internship seminars, and Community Building Initiatives will allow students to connect their experiences with academic and real world standards. ❖ Study Skills Training: The School will provide its students extensive study skills training and opportunities for self-reflection about learning. Students will understand different aspects of learning through discussions and will explore how they learn, what their learning strengths and weaknesses are, and why different learning strategies are used in different situations.
Teacher as Designer - Conceive of the teacher as designer, inquirer, clinician.	<i>We believe that highly effective educators are those who feel ownership of the school program</i> The School sees teachers as facilitators and providers of opportunities for learning, NOT merely providers of information. Using differentiated instructional strategies, teachers will tailor their instruction and adjust the curriculum to students' needs rather than expecting students to modify themselves to fit the curriculum. When Teachers Develop Curriculum, it serves to increase their "buy-in" to the pedagogical process. At the School, teachers will play an integral role in the development of core curriculum, maintaining and exceeding high expectations, in alignment with the Florida Standards and all applicable NGSSS, as adopted. Thus, curriculum development will reflect what and how best to present a core body of knowledge to further school-wide initiatives and encourage instruction "beyond the book."

Real World Immersion- Situate students directly in the world beyond school.	<i>We believe that learning should take place beyond the classroom.</i> The World Outside the Classroom will be accessible to students at the School through job shadowing, project-based learning initiatives, executive internship opportunities, dual enrollment opportunities, and community service. Additionally, teachers will engage students in Service-learning Projects that start in the classroom and extend beyond it, encouraging responsible, caring participation in the local environment and in the wider world. Additionally: ❖ Service-learning Activities in Courses: The School will embed service-learning activities in academic courses to maximize student understanding of community issues and civic responsibility. ❖ Service-learning Opportunities: The School will provide Service Learning opportunities in grades 9-11, encouraging students to reach-out into the community. ❖ Service-learning Requirement: By the end of grade 12, students must have completed service learning in fulfillment of the high school graduation requirement. Additionally, students will be encouraged to actively engage in the community and complete more service than required.
Community Partnership - Work closely with family and community.	<i>We believe in working closely with family and community.</i> The School will provide Enrichment Activities and Community-based Initiatives, allowing students to interact in social settings with diverse individuals. For example: ❖ Community Partnerships: Teachers, students, parents and the administration will work together with the governing board and the School to identify potential community partners for internships, service learning opportunities, and other community based initiatives at the school. ❖ Parental Involvement: Learning is enhanced when a school encourages parents to stimulate their children's intellectual development. Parental “investment” in a student’s education is crucial to student success as well as to the advancement of the School’s mission and vision. Parental involvement agreements will encourage parents to contribute a minimum of 30 volunteer hours to ensure their active participation in their child’s education. Parents will receive and sign a parent handbook that

	outlines the responsibilities they have for their child’s learning and behavior at school. ❖ School Groups: School partnership will also be encouraged through a Parent Teacher Student Organization (PTSO), School Advisory Committee (SAC) and other such outreach and involvement groups.

C. Describe the research base for the educational program.

The research base draws on the design principles driving school reform nation-wide. Combining the best practices of model schools with “powerful guiding ideas” and those essential principles, the School will implement their educational philosophy as presented in the aforementioned section. To that end, the School’s philosophy is substantiated by the research of the Coalition for Essential Schools *Common Principles*^[1] (CES) and the Big Picture Company’s *New Urban High School Design Principles*^[2] (NUHS), which have been implemented effectively and proven fruitful at other successful schools.

Furthermore, the school will utilize research-based programs and state adopted textbooks for all core curriculum subjects, as further described under each respective core curriculum subject. A sampling of these includes:

- ❖ **State approved - K-12 Comprehensive Research-Based Reading Plan** of the Sponsor (to be implemented with fidelity) will provide an array of state adopted and scientifically research based reading program materials from which the School will select (e.g. Wilson Reading; REWARDS (Reading Excellence Word Attack and Rate Development Strategies); Hampton Brown/National Geographic Edge; Jamestown Reading Fluency; Impact, by Principle Woods; Achieve 3000, etc.)
- ❖ **Carnegie Learning's Cognitive Tutor Programs**-are the most extensively researched mathematics curricula on the market. They are based on over 20 years of research on how students think, learn, and apply new knowledge in mathematics. The system is built on cognitive models which assess students' mathematical knowledge on a step-by-step basis and presents activities tailored to their individual skill levels. A recent random-assignment study showed significant advantages for students using the Cognitive Tutor over a traditional curriculum, even when both groups of students had the same teacher instructor. The Cognitive Tutor mathematics series utilizes a cognitive model that simulates the way in

^[1] CES - Coalition of Essential Schools - “*Interpreting the Nine Common Principles*” [Patricia Wasley](#), [Barbara Powell](#), [Donna Hughes](#); CES National, 1992.

^[2] NUSH - *New Urban High School: A Practitioner’s Guide*; The Big Picture Company, 1998

which students think about and attack mathematics problem solving. The Cognitive Tutor programs engage students in real-world problem-solving activities. This approach

- Demonstrate an 85% better performance on assessments of complex mathematical problem solving and thinking
- Perform 30% better on questions from the TIMSS assessment
- Experience equivalent results for both minority and non-minority students

- ❖ **ExploreLearning's Gizmos**-Gizmos are online simulations for mathematics and science principles which allow students to explore, manipulate and experiment with theoretical models outlined in their curriculum. The program allows for a digital learning supplement in fulfillment with the STEM initiatives of the School. In a meta-analysis research study conducted (Marzano, 2012), the following instructional techniques were all shown to have an average effect size greater than 1 (indicating strong correlation for student success): Representing new knowledge in graphic/nonlinguistic formats; using manipulatives to explore new knowledge and practice applying it; generating and testing hypotheses about new knowledge; direct presentation of new knowledge, followed by application. Gizmos provides educators and students an opportunity to utilize all of these strategies to digitally enhance traditional science and mathematics textbooks.
- ❖ **Kaplan SAT Advantage**- Students enrolled in Kaplan SAT Online Prep take an initial diagnostic pre-test that determines each individual's specific strengths and weaknesses. Students receive a prescriptive study plan, formative drills within lessons, summative drills at the end of each lesson, answer-specific feedback, individual up-to-the-minute results and progress reports, access to a practice area with hundreds of SAT-like practice items and approximately 450 flashcards for additional study. Kaplan SAT Online Prep is available as a retail program for individual students, and also as an institutional program for schools and districts. An add-on Educator Package provides teachers and administrators with score reports showing student, class and school results, progress reports, professional development, educator handbooks and ongoing support from Kaplan. The course includes approximately 50 hours of SAT prep content including strategy lessons; math, critical reading and writing lessons; basic test prep lessons covering topics such as coping with stress, and full-length practice tests which include instant scoring feedback and essay grading.
- ❖ **Teenbiz Achieve3000™** solutions utilize a five-step pedagogy that is designed to improve students' reading comprehension, vocabulary development, reading fluency and writing skills. Equally important, Achieve 3000 is designed to motivate students and encourage use, as well to develop an intrinsic interest in literacy and learning. Achieve3000™ Differentiated Instruction Solutions are scientifically proven to accelerate results in language arts instruction in the form of Lexile™ gains and dramatically increased scores on end-of-the-year standardized reading tests - including the Scholastic Reading Inventory (SRI), TerraNova and the Iowa Test of Basic Skills tests. In addition, the differentiated instruction component of our solutions is also scientifically proven effective. These results have been proven in multiple independent, large-scale scientific evaluations - aligning Achieve3000 with the criteria stipulated by NCLB for selecting and implementing educational programs.

- Five Step Literacy Routine
 - Foundation: Developing Intrinsic Interest in Literacy
 - Step 1: Set a Schema
 - Step 2: Read for Information
 - Step 3: Demonstrate Mastery
 - Step 4: Construct Meaning
 - Step 5: Form an Opinion
 - Students are thusly motivated within the classroom via in-class competitions and prizes and also with the national network of other schools utilizing the program.
- ❖ **SpringBoard-** The foundation of the College Board’s College Readiness system, Springboard serves the School’s commitment to college-readiness by infusing rigor and engaging students in problem solving and analysis. Used in schools across the country to expand access and opportunities for students of all backgrounds, Springboard’s language arts and mathematics curriculums may be used by the School to enhance students’ critical thinking skills and ensure preparedness for a post- secondary education.
- ❖ **ACT's Quality Core** During the 2003-2004 academic year, ACT teamed with The Education Trust on a study, *On Course for Success* (released in 2005), to determine the courses, level of rigor, and instructional practices most likely to lead to student success. The study focused on high schools producing graduates who are meeting or exceeding ACT's College Readiness Benchmarks in proportions greater than those seen nationally. ACT’s 2007 release of *Rigor at Risk* outlined elements of students who were deemed to be more likely to be college and career ready. Researchers identified college-ready students and examined their coursework and teachers. They surveyed the teachers about their experience, teaching philosophy, and practices, and examined lesson plans and instructional materials. They interviewed and observed the teachers in their classrooms. Next, the team collected data from a wider sample of high-performing high schools nationwide. The study team's analyses provided the foundation for Quality Core’s program components. Course objectives deemed essential by a majority of teachers became the basis for the test specifications of the end-of-course assessments. Course syllabi, course descriptions, course content, pacing charts, and instructional materials informed the development of model syllabi for Quality Core courses. The Quality Core **educator's resources**, which are aligned to the objectives and the end-of-course assessments, reflect ACT's vision of rigorous high school courses. All were created in collaboration with practicing, well-qualified high school teachers: experienced classroom teachers, published in professional journals, recipients of educational awards. (<http://www.act.org/qualitycore/html>)

D. Explain how the educational program aligns with the school’s mission.

The mission of Somerset Academy High School is to provide a rigorous, college preparatory education in an environment that furthers a philosophy of respect and high expectations for all, enabling students to become confident, autonomous life-long learners and responsible, contributing members to society.

The School is dedicated to preparing students to be college bound as well as being college ready. The educational program is in perfect concert with the School's mission, which is to provide a college preparatory educational environment that furthers the philosophy of respect and high expectations for all, enabling students to become confident, self-directed, and responsible life-long learners. The School's educational philosophy is grounded in the expectation of increasing learning opportunities and raising the academic achievement of all its students, through high expectations and character development. The School's educational philosophy, values, and educational programming, are all in direct alignment with the school's mission and therefore support and facilitate fruition of the school's mission.

E. Explain how the services the school will provide to the target population will help them attain the Next Generation Sunshine State-Common Core Standards, as required by section 1002.33, F.S.

The School is committed to serving the needs of all its students, regardless of level, learning style(s), and/or special needs; the goal remains that all our students attain and demonstrate mastery of the Florida Standards and/or NGSSS. Teachers will utilize differentiated instruction, as well as other modes of instruction including, but not limited to peer tutoring, individual instruction, and group work. Students need to have a minimum Grade Point Average (GPA) of 2.0 to graduate from high school in the State of Florida, as well as to participate in the School's sports and activities programs. Any student failing to achieve this minimum requirement at the end of any quarter will be placed on Academic Probation; parents will be required to attend a subsequent conference to monitor student progress. Additionally, the School will ensure that students with special needs, such as ESE and ELL students, are effectively served in accordance with the policies and procedures of Broward County Public Schools.

The School will utilize BCPS District Pacing Guides, which incorporate both the Florida Standards and/or NGSSS in content areas, as adopted. Additionally, all students will be monitored to ensure they are making adequate progress toward the Florida Standards, in this way, students who are struggling and/or below-level will be identified so that any problems can be effectively remediated. Teachers and other support staff will use data from all available assessments, including, but not limited to, state and district required assessments, to develop instruction that meets the needs of all students so that each child can realize his or her highest potential.

As deemed necessary, according to student need, the School will employ a qualified Literacy coach (or a language arts department head) as well as ELL and ESE personnel to provide services to students as identified in their IEP and/or as needed in order for the child to be successful. Classroom teachers will utilize research-based, state adopted texts, enhanced by supplementary materials and programs, to ensure students make progress toward the Florida Standards and/or NGSSS, as adopted, and as required. Lesson plans will identify specific objectives taught and standards met as listed in the curriculum. The principal will check lesson plans weekly and conduct daily classroom walk-through's (CWT) to ensure that curricular objectives are being documented and taught accordingly.

The stakeholders of Somerset Academy, Inc. are committed to meeting the needs of the target student population by hiring qualified staff and creating a School Advisory Council (SAC) that will mirror the diverse characteristics and incorporate multiple perspectives in school development. Further, the Governing Board members reflect diversity in their personal and career backgrounds and areas of expertise, with skills ranging from business ownership to educational leadership, for example, they will well serve to monitor and guide the school and the surrounding community's reciprocal needs.

Through a sustained commitment of the Applicant and the School will maintain:

- ❖ high expectations for students and teachers;
- ❖ creative endeavors as an integral part of the growth and development of all students, as well as an emphasis on character development through a code of excellence;
- ❖ increased self-esteem through mechanisms that ensure the improvement of the students' self-image as learners; and
- ❖ sustained parental involvement obligation "that works" for all stakeholders students will benefit and have positive academic learning outcomes through a true school-home partnership.

Further, students will be taught to understand and appreciate their learning styles; accommodate, plan, and monitor their learning; and be motivated to kindle a desire and ability for lifelong learning. The aforementioned concepts are embodied in the school program and serve as a vehicle to increase learning opportunities with special effort made to help low performing students have success and increased learning gains.

If the school intends to replicate an existing school design:

F. Provide evidence that the existing design has been effective and successful in raising student achievement. *The effectiveness of an existing school design can be demonstrated by providing evidence of organizational viability and the success of the academic program, including compliance with legal requirements, as well as a direct relationship between program elements and student achievement.*

The school will be a replication of the existing Somerset Academy, Inc. high-performing system and therefore likely to result in improved educational performance for the target population. The existing programs have proven to be highly effective in improving the educational performance while serving high minority student populations.

Pursuant to s. 1002.331(3)(a), the School will be a replication of the existing Somerset Academy school educational programs in existence in Miami-Dade, Broward, Palm Beach, St. Lucie, Monroe and Duval Counties as well as in San Antonio, Texas. Somerset Academy was founded in 1997, and has since established high-quality educational programs that have and continue to achieve academic success. The educational program is likely to result in improved educational performance for the target population, since the existing programs have proven to be highly effective in improving the educational performance while serving high minority student populations. Founded in 1997, Somerset Academy was one of the first charter schools to open in Broward County, and

has achieved among the State's highest Mathematics scores in the Stanford Achievement Test and in the FCAT. Somerset Academy was also one of the first charter schools in Florida to be accredited by the Southern Association of Colleges and Schools (SACS - CASI). Since then, every Somerset program has each sought and obtained accreditation, informing stakeholders that every Somerset school is a quality school, committed to continuous improvement.

In further pursuit of academic accountability and excellence, the organization obtained District accreditation for the Somerset schools. In April of 2009, Somerset Academy was awarded SACS/CASI District Accreditation for its proven commitment to quality and continuous improvement and educational excellence. It was the first charter school system in the nation to pursue and achieve "district" accreditation. Throughout the process, The Quality Assurance Review Team representing the SACS - CASI examined the effectiveness of the system's methods for quality assurance. An excerpt from the report findings validates a direct relationship between the program elements and student achievement:

"Somerset Academy, Inc. has a laser-like focus and drive towards excellence and long-range success...[the organization] encourages stakeholder involvement, uses data analysis to improve classroom instruction and student learning, and provides leadership at the district and school level to encourage innovation in all areas. The system also aligns curriculum with the Florida Sunshine State Standards. The board delegates administrative functions to the principals and collectively they have studied and revised the vision and purpose of the school system..."

- Dr. Olivine Roberts, Chair, Quality Assurance Review Team
SACS-CASI - Report of the QAR Team for Somerset
Academy, Inc.
April 26-29, 2009

Somerset Academy, Inc. was awarded re-accreditation from Advanc-ED during the 2013-2014 school year. Based on the organization's accreditation, the proposed school under the operation of Somerset Academy Inc. will open as an Advanc-ED accredited school from its inception and will be held to the same standards of accountability of the existing programs. Thus, by replicating the successful educational design of the existing schools – with a full-range of services targeted to students of all performance levels - the proposed School will prove highly effective in raising student achievement.

Somerset's continuous compliance with legal, organizational, and financial requirements coupled with increasing academic performance annually for all schools, has yielded approved and/or renewed charter school contracts over the past ten years. Today, Somerset has successfully replicated nearly 50 other high quality programs across the Southern United States, which have and continue to increase student performance in grades K-12.

Over the years the founding staff has transformed into an accomplished team wherein founding

teachers have become Somerset principals and administrators in its successfully replicated schools. Cultivating this leadership atmosphere, Somerset Academy, Inc. has a retention rate of over 90% inclusive of founding board members, administrators, and teachers.

It is the commitment of each Somerset charter school to uphold high expectations for all, to create safe and caring learning environments, and to maintain a culture where parents, teachers, students, governing board and community stakeholders work as a cohesive team. It is this common commitment aligned with the vision to set high standards in developing life-long learners that has yielded Somerset's success. The driving force behind this success is the motivation and dedication of each stakeholder to not just maintain that vision, but to continuously strive to reach beyond it from year to year. The result has been a school system that is characterized by successful students, innovative educators, exceptional administrators, committed board members and engaged parents.

These programs have proven to be highly effective in improving the educational performance of their student populations as evidenced by their student populations as evidenced by their academic performance track record that follows:

The term "academic success" best describes Somerset's learning community both collectively as an organization as well as at each individual school. As of the 2007-2008 academic school year, all Somerset elementary and middle schools achieved an "A " grade collectively while the high school achieved a high "B" on the State of Florida's A+ Accountability Reports. Most recently 54% of Somerset schools maintain an "A" rating with the state of Florida.

Each of the Somerset schools has been locally recognized and has won multiple awards for high academic achievement annually while serving a high percentage of minority students (85% average). The Mathematics program at Somerset Academy was derived, modeled and implemented from the original multi-age learning environment with an inventive Mathematics component titled "Project MIND" (Math Is Not Difficult) developed by one of Somerset Academy's Board Members. In 1999, only the second year of the Mathematics program, Somerset Neighborhood achieved the highest Stanford Achievement Test (SAT) Mathematics scores in the State of Florida. Student percentile rankings increased by 32% from below the county average to well above the average. In 2013-2014, 67% of Somerset Academy, Inc. students scored an achievement level 3 or above on the FCAT.

In only the second year of Somerset middle school program in an underserved area of Homestead, FL, Somerset Academy Middle School was recognized as the #1 middle school in the state making academic progress. The school was also the winner of the Florida Literacy Challenge, having the highest learning gains in Reading in the State of Florida in 2006. The school's program increased its percentage of students reading at or above grade level to 79 percent up from 28 percent during the opening year. As a pioneer of many of its programs, Somerset Academy possesses the experience, the experts, and the proven track record of success that make its schools worthy of replication.

Somerset Academy's successful operation of high performing schools with consistent results in student achievement is validated by student academic performance as evidenced by the Florida Department of Education Accountability Reports.

Somerset's Academy's continuous compliance with legal, organizational, and financial requirements coupled with increasing academic performance annually for all schools, has yielded approved and/or renewed charter school contracts over the past ten years. Currently in Florida, there are close 50 Somerset Academy programs in Dade, Broward, St. Lucie, Palm Beach and Duval counties offering complete Pre-K through high school systems across 21 campuses serving over 15,000.

These programs have proven to be highly effective in improving the educational performance of their student populations as evidenced by their academic performance track record below:

Somerset Academy, Inc. School's Report Card (Inception - 2013-2014 SY)										
School	School ID	Year	Grade	Sum Points Earned	Meeting High Standards in Reading	Meeting High Standards in Math	Meeting High Standards in Writing	Meeting High Standards in Science	Free/Red Lunch	Minority Rate
Somerset Academy Charter	0520	2013-14	B	572	85	82	55	69	59	97
		2012-13	A	569	80	83	61	71	49	95
		2011-12	A	608	80	83	96	61	57	94
		2010-11	A	603	91	90	75	66	54	91
		2009-10	A	625	85	88	91	61	45	91
		2008-09	B	583	86	87	87	55	43	90
		2007-08	A	604	82	86	86	51	43	86
		2006-07	A	589	81	79	88	52	44	89
Somerset Academy Charter Elementary School (South Homestead)	0339	2013-14	B	502	60	62	21	57	76	88
		2012-13	B	516	58	53	77	73	73	85
		2011-12	B	502	66	61	77	56	73	85
		2010-11	A	645	74	82	87	50	67	85
		2009-10	D	422	61	54	83	34	61	82
Somerset Academy Elementary School South Miami Campus	2007	2013-14	A	758	91	86	65	80	16	89
		2012-13	A	616	84	86	67	73	15	87
		2011-12	A	668	89	89	92	74	14	85
		2010-11	A	693	91	93	88	80	14	70
		2009-10	N/A	594	91	91	93	79	12	81
Somerset Arts Academy	2012	2013-14	C	486	71	71	62	40	62	70
		2012-13	C	492	66	70	48	47	30	68
		2011-12	B	509	67	56	89	57	52	65
		2010-11	A	558	78	79	81	50	33	65
		2009-10	N/A	495	82	84	89	50	48	67
Somerset Academy-Elementary, Eagle Campus	1251	2013-14	C	435	53	42	52	12	52	96
		2012-13	B	503	65	67	55	44	41	94
		2011-12	A	580	69	52	93	62	32	94
		2010-11	N/A	480	69	75	67	41	30	96
Somerset Academy	5141	2013-14	A	583	82	79	68	69	31	90
		2012-13	A	556	75	77	84	60	36	90
		2011-12	A	584	77	72	92	56	35	90
		2010-11	A	566	83	86	86	61	31	91
		2009-10	B	536	86	84	97	53	37	91
		2008-09	A	601	85	86	96	53	19	87
		2007-08	A	568	81	80	91	51	15	86
		2006-07	A	580	82	78	93	56	14	82
		2005-06	A	431	82	76	76	N/A	13	80
		2004-05	A	451	81	76	85	N/A	15	76
		2003-04	A	418	75	71	90	N/A	13	72
Somerset Academy Davie Charter	5211	2013-14	A	537	78	78	50	53	45	57
		2012-13	A	561	86	83	50	76	36	60
		2011-12	A	588	80	80	83	63	40	61
		2010-11	A	661	94	92	90	75	42	59
		2009-10	A	625	92	92	82	63	45	60
		2008-09	A	656	90	90	96	56	99	62
Somerset Academy East Preparatory	5391	2013-14	A	604	61	73	33	88	78	96
		2012-13	A	572	64	61	69	71	80	96
		2011-12	A	533	56	54	72	71	82	97
		2010-11	A	552	63	72	81	67	73	96
		2009-10	C	487	68	59	84	29	69	95
Somerset Academy Elementary (Miramar Campus)	5405	2013-14	A	631	86	84	86	71	57	93
		2012-13	A	605	77	82	70	61	63	93
		2011-12	A	642	73	80	97	64	62	93
		2010-11	A	593	86	85	96	53	55	91
		2009-10	A	579	81	81	94	59	61	93
		2008-09	A	565	81	78	84	43	57	94
		2007-08	A	582	75	75	88	55	43	93
Somerset Pines Academy	5030	2013-14	B	572	57	46	58	42	65	61
		2012-13	C	438	55	46	56	38	59	58
		2011-12	C	488	63	52	59	51	64	61
		2010-11	C	463	73	75	68	51	63	62

Somerset Preparatory Academy Charter School at North Lauderdale	5003	2013-14	D	410	39	29	33	27	97
		2012-13	C	533	48	42	50	45	91
		2011-12	C	542	48	37	75	34	85
		2010-11	D	417	51	52	69	19	81
Somerset Village Academy	5004	2013-14	C	458	50	49	29	46	94
		2012-13	C	447	40	45	50	29	89
		2011-12	C	467	35	37	83	27	83
		2010-11	C	453	66	61	67	24	81
Somerset Academy (Silver Palms)	0332	2013-14	A	628	67	74	50	43	81
		2012-13	A	623	67	67	61	43	84
		2011-12	A	619	62	55	89	42	82
Somerset Preparatory Academy at Silver Palms	4012	2013-14	A	618	82	83	64	54	82
		2012-13	B	495	63	57	51	32	85
		2011-12	A	541	60	53	74	50	82
Somerset Grace Academy	5008	2013-14	A	744	89	91	94	92	10
		2012-13	N/A	618	84	78	77	53	4
Somerset Academy (Pompano)	5387	2013-14	F	358	36	22	61	51	81
Somerset Neighborhood School	5021	2013-14	A	531	71	70	46	56	75
		2012-13	B	495	67	59	40	56	66
		2011-12	A	525	62	58	87	39	60
		2010-11							
		2009-10	N/A	452	69	75	81	35	66
Somerset Academy Pompano	5388	2013-14	F	383	33	34	52	17	79
		2012-13	N/A	193	29	24	36	30	78
Somerset Preparatory Academy	5501	2013-14	F	216	25	15	5	22	55
Somerset Academy Boca East	3413	2013-14	B	498	75	64	58	56	24
Somerset Academy Bay	5062	2013-14	A	593	84	76	84	79	12
Somerset Academy Middle (Miramar Campus)	5406	2013-14	A	672	78	83	60	50	65
		2012-13	A	623	76	79	62	42	68
		2011-12	A	696	68	84	90	51	67
		2010-11	A	642	82	88	97	62	55
		2009-10	A	605	77	76	96	46	59
		2008-09	A	610	73	78	100	60	54
		2007-08	A	534	72	64	95	43	46
Somerset Academy Middle School	5151	2013-14	A	691	78	79	77	66	33
		2012-13	A	674	79	78	74	68	32
		2011-12	A	688	76	76	95	70	38
		2010-11	A	604	83	81	93	61	27
		2009-10	A	606	80	80	93	67	28
		2008-09	A	580	76	80	96	52	21
		2007-08	A	563	74	74	97	52	16
		2006-07	A	539	72	68	94	43	20
		2005-06	A	464	70	71	91	N/A	17
		2004-05	B	409	60	65	93	N/A	18
		2003-04	A	413	61	61	87	N/A	9
		2002-03	A	442	66	68	95	N/A	15
Somerset Academy Village Charter Middle School	5002	2013-14	C	551	44	45	38	46	91
		2012-13	D	399	43	39	30	37	87
		2011-12	C	439	42	34	75	27	84
		2010-11	C	438	50	39	90	49	87

Somerset Preparatory Charter Middle School	5441	2013-14	A	608	61	52	66	39	73	98
		2012-13	C	497	54	45	52	35	69	98
		2011-12	B	548	50	49	88	33	67	96
		2010-11	A	544	74	52	90	49	79	97
Somerset Academy Charter Middle School	6004	2013-14	A	724	79	88	64	78	67	91
		2012-13	A	670	75	80	48	54	50	92
		2011-12	A	702	77	73	95	77	54	89
		2010-11	A	575	81	77	79	76	46	87
		2009-10	A	618	83	84	85	45	37	87
		2008-09	A	587	74	75	94	37	46	90
		2007-08	A	557	68	71	95	38	46	90
		2006-07	B	504	77	62	90	34	36	89
		2005-06	A	485	81	74	88	N/A	32	89
		2004-05	D	282	29	18	81	N/A	50	92
Somerset Academy Charter Middle School (South Homestead)	6013	1998-99								
		2013-14	A	619	60	59	60	46	78	84
		2012-13	A	604	66	56	40	60	75	82
		2011-12	B	560	58	47	85	39	72	76
		2010-11	A	591	70	72	89	63	65	77
		2009-10	A	552	67	66	94	15	53	77
		2008-09	N/A	693	90	90	94	39	86	93
Somerset Academy Middle Country Palms	6043	2013-14	A	669	88	77	54	50	64	75
		2012-13	C	491	68	53	51	47	24	63
		2011-12	N/A	418	39	33	77	45	61	61
		2010-11								
		2009-10	N/A	397	55	0	89	39	27	100
		2008-09	N/A	451	60	40	94	39	64	100
Somerset Academy Charter Middle School South Miami	6053	2013-14	A	758	91	86	65	80	8	79
		2012-13	A	697	86	76	80	66	18	83
		2011-12	A	656	85	70	100	63	15	82
		2010-11	A	645	93	89	84	47	8	82
		2009-10	N/A	647	91	100	89	39	8	67
Somerset Academy-Middle, Eagle Campus	1261	2013-14	B	560	61	52	73	23	49	93
		2012-13	A	615	59	57	63	17	36	94
		2011-12	B	579	51	50	96	17	35	94
		2010-11	A	558	66	63	86	36	31	92
Somerset Preparatory Academy at Silver Palms	4012	2013-14	B	579	72	70	66	58	23	36
		2012-13	B	445	63	57	51	32	85	96
		2011-12	A	541	60	53	74	50	82	96
Somerset Academy Boca Middle School	4041	2013-14	A	577	77	73	66	53	22	61
Somerset Academy Hollywood Middle School	5419	2013-14	A	535	62	54	65	50	80	80
Somerset Academy Pomapano Middle	5413	2013-14	B	508	55	50	65	50	96	91
Somerset Academy Bay Middle School	6128	2013-14	A	593	84	76	84	79	16	84
Somerset Academy Charter High	5221	2013-14	A	644	73	84	80	88	40	87
		2012-13	A	605	68	79	79	76	36	85
		2011-12	A	591	63	77	94	N/A	43	83
		2010-11	A	532	59	86	80	41	36	81
		2009-10	A	556	57	85	91	34	36	85
		2008-09	A	529	48	85	83	22	26	82
		2007-08	B	495	50	76	84	17	20	83
		2006-07	C	444	35	66	93	33	21	83
		2005-06	B	408	47	74	94	N/A	19	83
		2004-05	C	351	35	69	82	N/A	17	85
Somerset Arts Conservatory	5396	2003-04	N/A	383	35	71	84	N/A	14	79
		2013-14	A	653	86	90	93	87	39	80
		2012-13	A	690	78	92	91	94	37	82
		2011-12	A	628	78	95	100	N/A	47	82
		2010-11	A	629	75	91	100	62	36	87
		2009-10	A	582	79	88	96	25	22	90
Somerset Academy Charter High School	7042	2008-09	N/A	608	67	96	88	39	15	81
		2013-14	A	593	66	81	63	82	78	93
		2012-13	A	580	67	71	71	80	80	94
		2011-12	A	591	46	73	88	N/A	82	95
		2010-11	A	541	37	93	75	43	81	94
		2009-10	A	538	51	83	87	46	72	94
		2008-09	B	508	49	77	85	33	76	94
		2007-08								
		2006-07	A	594	64	93	83	30	29	90

Somerset Academy Charter High School (Miramar Campus)	5007	2013-14	B	536	50	65	70	67	76	97
		2012-13	B	463	46	52	71	35	73	97
		2011-12	A	461	50	48	95	N/A	54	94
Somerset Preparatory Academy Charter High at North Lauderdale	5006	2013-14	F	409	36	46	58	51	97	96
		2012-13	B	513	34	55	45	56	80	94
		2011-12	F	387	25	26	70	N/A	73	95
Somerset Academy Charter High School (South Homestead)	7034	2013-14	C	461	48	46	76	60	75	80
		2012-13	N/A	567	52	69	62	76	78	76
		2011-12	N/A	467	42	64	85	N/A	70	85
Somerset Academy Charter High	7038	2013-14	A	618	73	92	64	79	73	90
		2012-13								
		2011-12								
		2010-11								
		2009-10	N/A	524	38	77	85	34	80	85
Somerset Eagle High School	1381	2013-14	F	317	24	42	67	24	57	95
		2012-13	N/A	554	20	82	69	69	45	86
Somerset Academy Canyons High School	4013	2013-14	B	556	69	87	74	71	27	55
College Preparatory Academy of the Treasure Coast	0712	2013-14	A	581	60	80	56	60	45	53
		2012-13	C	483	45	62	52	63	58	63

G. Describe the applicant's capacity to replicate an existing school design.

Somerset Academy, Inc. is a Florida not-for-profit educational institution with a proven eighteen year track record of successful development and operation of 48 high-performing charter schools serving over 15,000 students in Pre-K through 12th grade in Miami Dade, Broward, Palm Beach, St. Lucie, Monroe and Duval Counties as well as in San Antonio, Texas. The institution and its board of directors have over a decade of experience in charter school operations and management and oversight of public funds.

Somerset Academy has developed a multi-tier system (management, instruction, assessment, and professional development) that has achieved increased performance across all student populations and subgroups as evident by their academic performance over the past 14 years. Somerset Academy has been able to implement unique and innovative strategies aimed at student achievement and have proven these strategies to be successful with all student populations, including ELL and Special Education students, as well as those entering the school below grade level. The results on standardized exams and learning gains, especially in mathematics, have proven its success. Somerset has successfully replicated nearly 50 other high quality programs across the Southern United States, which have and continue to increase student performance in grades K-12.

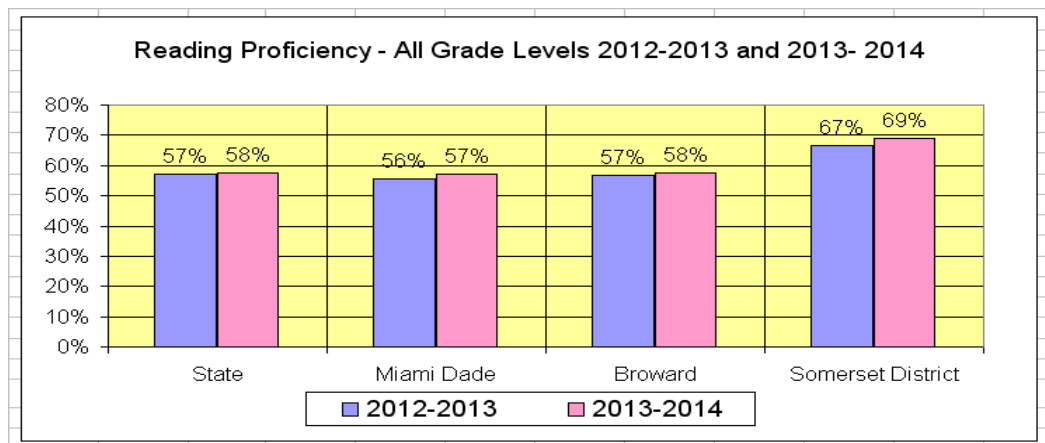
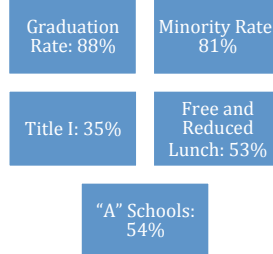
The "Neighborhood School" Philosophy - Somerset schools share a common philosophy of student expectations, a unique code of excellence, an expectation of parental commitment, and collaborative management infrastructure derived from the inception of its first school, Somerset Neighborhood. The "best practices" that have been established at Somerset Academy are derived from over fourteen years of experience on innovative board members, parents and educators.

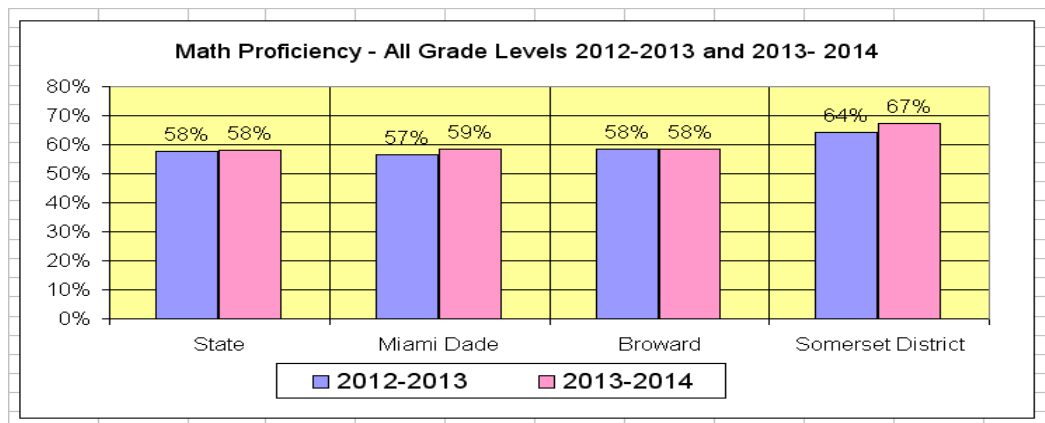
Varying from 150 to close to 4000 students, all Somerset programs have implemented the “neighborhood” school paradigm into its management procedures to consistently maintain a small school environment where students can excel and parents are included in the process. From facilities design to academic program approach, every Somerset school is unique in that it is intended to serve the immediate needs of its local community.

Since it’s inception in 1997 and over the years, Somerset Academy, Inc.’s founding staff has transformed into an accomplished team wherein founding teachers have become Somerset principals and administrators in its successfully replicated schools. Cultivating this leadership atmosphere, Somerset Academy, Inc. has a retention rate of over 90 percent inclusive of founding board members, administrators, and teachers.

It is the commitment of each Somerset charter school to uphold high expectations for all, to create safe and caring learning environments, and to maintain a culture where parents, teachers, students, governing board and community stakeholders work as a cohesive team. It is this common commitment aligned with the vision to set high standards in developing life-long learners that has yielded Somerset’s success. The driving force behind this success is the motivation and dedication of each stakeholder to not just maintain that vision, but to continuously strive to reach beyond it from year to year. The result has been a school system that is characterized by successful students, innovative educators, exceptional administrators, committed board members and engaged parents.

Somerset Academy, Inc. 2014-2015





Strategies for replication of the existing design are fully detailed in the sections referenced below. These include, but are not limited to, the following:

- ❖ Implementing the same core values and beliefs of the existing programs (*Section 3*)
- ❖ Adopting the research-based educational concept for the existing programs (*Section 6*)
- ❖ Utilizing the team of experts (who have ownership of the Somerset educational program) as consultants who continuously provide training to the proposed school's administrators, faculty and staff (*Sections 9 and 11*)
- ❖ Adopting common expectations of student behavior and parental involvement (*Section 8 and 13*)
- ❖ Adopting common Professional Policies and Standards for staff (*Section 10 and 12*)
- ❖ Implementing the policies for financial management and oversight proven effective in the existing schools (*Section 18*)
- ❖ Providing ongoing communication, training, and support for the school's changing operational needs (*Section 9 and 12*)

The Somerset System

Somerset has taken advantage of technology in order to link Somerset schools and leaders throughout the country. What makes Somerset Academy, Inc. extraordinary is that there is always a follow-up with personal interaction by the President*, Vice President*, Executive Director of Education*, Governing Board Chairperson, board members, and any other parties that can assist in the development and success of each of the schools. *salaries for these individuals covered by the entity, not the proposed school.

Somerset bridges all the schools together through scheduled leadership telephone chats, use of Somerset Docs, and Somerset programs, such as New Teacher Academy, Professional Development, Coaches Meetings, Principal Leadership Program, Retreats, Conferences, and site-visits. There is always time for the Somerset Inc. Executive Director of Education or one of her fellow leadership colleagues to visit a new or existing Somerset to assist with whatever is needed no matter how near or far. The Education Service Provider, at the request of the board, may also

sends out experts to lend a hand and to support school initiatives. No Somerset leader ever feels that they are alone. The Executive Director of Education visits each school and performs campus reviews along with the organizations President and Vice President, are assisting with campus reviews to ensure all schools receive the necessary support.

Also bridging the Somerset schools together is the governing board. Although, different states and/or Sponsors (LEA)'s may have different requirements, Somerset ensures that all Somerset's receive the same level of support and guidance.

Many times, already established schools have reached out to Somerset for assistance with educational programming and best practices. They join in with their fellow Somerset colleagues on chats, conferences, professional development, Somerset docs and more. They have access to all of the effective practices and ideology of Somerset. Somerset leaders visit sister schools to observe, share and learn the Somerset educational effective practices. It is truly a collegiate and collaborative group of professionals that make the system work and be successful.

The Somerset district website (<http://www.somersetacademyschools.com>) emphasizes the District's vision, purpose and core principles. From the District website, each individual school's website is accessible to the stakeholders as a means to communicate individual school's programs, services and performance. This website serves as the main source of information for our stakeholders to help them in choosing the best educational path for their child and assuring that their needs are met. In addition, through our governing board meetings, each school presents updates and issues specific to their school. In order to enhance and communicate the vision and purpose, we develop partnerships with surrounding community businesses. Additionally, our District communicates each school's success through advertisements, newsletters, media releases, etc.

Through membership with state and national charter school associations and via attendance at state and national charter school leadership conferences, the school administration and governing board network and collaboratively share with other schools best practices for increased student achievement. These high standards are discussed at ongoing principal meetings and mini-conferences for administrators and instructors that are sponsored by the governing board on employee planning days.

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Section 4: Curriculum Plan

A. Describe the school's curriculum in the core academic areas, illustrating how it will prepare students to achieve the Next Generation Sunshine State-Common Core Standards.

The School's Core Curriculum in Core Academic Areas

The School will implement the Broward County Schools *Student Progression Plan (Policy 6000.1)** as a vehicle to “establish the standards for quality instruction, delineate the criteria for promotion, and provide equal educational opportunities to all children, ensuring no child is left behind.” The curriculum to be taught is described herein the following section. Accordingly, the curriculum will be specifically tailored to ensure that all students meet the requirements for high school graduation -- including mastery of all respective NGSSS Standards and/or Florida Standards, as adopted, while participating in an innovative college preparatory program.

In accordance with the Sponsor's SPP, the School will provide instruction (which may be integrated into existing classroom curriculum, to expand students' knowledge, understanding, and awareness) in the following areas:

- ❖ The Constitution (on Constitution Day, September 17th)
- ❖ Character Education - The character education respect, honesty, responsibility, self-control, tolerance, kindness, citizenship and cooperation. (F.S. 1003.42(2)(s));
- ❖ The Holocaust;
- ❖ The Declaration of Independence;
- ❖ Flag Education (F.S. 1003.42)
- ❖ Elements of Civil Government (F.S. 1003.42)
- ❖ History of the United States (F.S. 1003.42)
- ❖ Elementary principles of agriculture (F.S. 1003.42)
- ❖ Effects of alcohol and narcotics on the body and mind (F.S. 1003.42)
- ❖ Kindness to animals (F.S. 1003.42)
- ❖ History of the state (F.S. 1003.42)
- ❖ Conservation of natural resources (F.S. 1003.42)
- ❖ Comprehensive health education (F.S. 1003.42)
- ❖ Importance of free enterprise in the US economy (F.S. 1003.42)
- ❖ African and African American History;
- ❖ Hispanic Contributions;
- ❖ Women's Contributions;
- ❖ Veterans' Recognition;
- ❖ “Celebrate Freedom Week” (F.S. 1003.421);
- ❖ “Disability History and Awareness Week” (F.S. 1003.4205); and
- ❖ Family Life/Human Sexuality - Health/Life Management Skills curriculum will include consumer education, positive emotional development, marriage and relationship skill-based education,

nutrition, parenting skills, prevention of human immunodeficiency virus infection and acquired immune deficiency syndrome and other sexually transmissible diseases, benefits of sexual abstinence and consequences of teenage pregnancy, information and instruction on breast cancer detection and breast self-examination, cardiopulmonary resuscitation, drug education, and the hazards of smoking (F.S. 1003.43(i)).

The School's commitment to deliver a college preparatory curriculum dictates a curriculum with high rigor and relevance in core subject areas. The School program will be highly prescribed to engage students in a very rigorous curriculum. All programs focus upon the consolidation of study skills, a core of common learning, and emphasis in the development of higher level thinking skills. The School will seek to expand the student's knowledge base in each succeeding grade level, always moving forward, to ensure the student builds capacity and is not only college bound but also college ready.

The recommended course of study for all students will include 24 credits:

- ❖ English - 4 credits required
- ❖ Mathematics - 4 credits required - one of which must be Algebra I, with the Algebra I EOC making up 30% of the final grade; Geometry, with the Geometry EOC making up 30% of the final grade, and 2 courses of additional math; if Algebra II is selected, the Algebra II EOC will make up 30% of the final grade
- ❖ Science - 3 credits required - Biology, with the Biology EOC making up 30% of the final grade and two credits of "Equally Rigorous" additional Science
- ❖ Social science - 3 credits required as follows: World History 1.0, United States History 1.0 (with US History EOC making up 30% of the final grade), United States Government 0.5, and Economics 0.5 are required - the School recommendation is students complete four social science credits;
- ❖ Performing/Fine Arts - 1 credit required (One credit in fine or performing arts, speech and debate, or a practical arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination – from those listed in course code directory);
- ❖ PE/Health – 1 credit required with the integration of Health (HOPE)
- ❖ Electives 8 credits required; the School recommendation is such that, whenever possible, some of the electives be dual enrollment and/or advanced placement courses); and
- ❖ Foreign language – 0 required, however the School will require students to meet the prerequisite for state university school system admittance through completion of three sequential courses in the same foreign language. In addition, this requirement will allow our graduates to be eligible for Florida's Bright Futures Scholarship.

Furthermore in addition to the aforementioned course requirements, students will also:

- ❖ Earn a passing score on the 10th grade English Language Arts (ELA) section of the Florida Standards Assessment (FSA) or any other graduation test implemented by state mandate (and/or achieve an approved concordant score on the ACT or SAT, as allowed by State) and/or End of Course Test** as required;

- ❖ Completion of one course from the approved list meeting NETS Standards **or** Demonstration of competency in a core course integrating technology **or** Demonstration of competency through a GLIDES project AND demonstrate computer literacy from completion of at least one on-line course taken between ninth and twelfth grade, in accordance with the s.1002.321, F.S. Digital Learning Now Act;
- ❖ Completion of a community service project, wherein a minimum of 75 hours of community service are completed, in fulfillment of Florida Bright Futures Scholarship eligibility requirement; (and of which 40 hours can be service learning hours);
- ❖ Service Learning Hours 40 required; and
- ❖ Earn a cumulative grade point average (GPA) of at least 2.0 on a 4.0 scale. Promotion from grade to grade will be in accordance with the requirements set forth in the Broward County Public School (BCPS) *Student Progression Plan**.

NOTE* -The SPP, as referenced herein, reflects current policies and procedures adopted by the Sponsor. The School hereby agrees to adopt and implement the Sponsor's policies and procedures with respect to the SPP, as amended from time to time.

NOTE***: Also in accordance with SB 1076 (referenced above) The End of Course (EOC) Assessment Requirements for Graduation include:

- ❖ **Algebra I** -EOC or common core assessment-must be passed in order to earn credit for the course
- ❖ **Geometry** - EOC or common core assessment will be required and will constitute 30 percent of the student's final course grade
- ❖ **Biology 1** - EOC assessment- will be required and will constitute 30 percent of the student's final course grade.
- ❖ **U.S. History** - EOC assessment-will be required and will constitute 30 percent of the student's final course grade.

Additionally, when the state administers the Algebra II EOC a student selecting Algebra II must take the assessment, and the student performance in the assessment will constitute 30 percent of the student's final course grade

**New High school EOC Assessment Requirements for Graduation		
Year 9th graders entering High School	Year of Graduation	Requirements:
2012-2013	2015-2016 (and thereafter)	1. Algebra I EOC for credit 2. Geometry EOC for credit 3. Biology EOC for credit 4. Algebra 2 credit required for graduation 5. Chemistry and/or Physics (or equally rigorous science course) will be a graduation requirement for students entering grade 9 in 2013-14).

Notwithstanding, the School will address the specific needs of learners via an individualized approach for the placement of students in courses. The School will consider test scores, academic history, state and district requirements, and teacher recommendations when placing students in courses and always for the benefit of the student. In addition, we encourage students to pursue the most challenging coursework in which to demonstrate success.

Students will be advised as to course recovery options, individually and by a school counselor who is aware of all options and scheduling nuances, as well as the respective anticipated results of recovery options. For example, in most cases, students may elect to repeat a course if the schedule permits, but scheduling can become a challenge if the student is enrolled in intensive coursework. A student could also repeat the course via Adult Education and/or through a Virtual Education Course, to recover a mandated course credit, as necessary.

The School will utilize different metrics to advise students, including a combination of PSAT scores (students will take PSAT in 9th and 10th grade), class grades, and FCAT/FSA/EOC scores, as applicable. To identify a student for advanced work, the School may utilize a combination of the CollegeBoard's AP Potential, Core Subject Grades, as well as test scores and teacher recommendations. The students may also demonstrate college readiness by earning the following acceptable College Ready cut scores:

College Ready Cut Scores*			
Assessment	Reading	Writing	Math
ACT	18	17 (English)	19
SAT	460	N/A	440
P.E.R.T.	106	103	114

*Scores reflect the guidelines set by the State, and are subject to change by the FLDOE.

The combination of such metrics will provide for a holistic approach to student advisement. The School will therefore offer differentiated educational programs beyond those normally provided by the regular school program in order to realize potential student contributions to self and society. Some of these options include:

- ❖ Honors courses;
- ❖ Advanced placement program; and
- ❖ Dual enrollment program.

Students who do not demonstrate college readiness will be enrolled in remedial courses that will mirror the competencies of the highest level of College preparatory coursework offered at Broward Community College.

The following is an overview of the core curricular program and courses that may be offered at the School. However, in fulfillment of graduation requirements, other core courses may be offered as electives, if necessary, to benefit the students.

The School will prepare students for mastery of the College and Career Readiness (CCR) anchor standards for:

- ❖ Reading (Literature and Informational Texts),
- ❖ Writing;
- ❖ Speaking and Listening; and
- ❖ Language.

These define what students should understand and be able to do by the end of each grade, respectively. For example, the anchor standards for reading include: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading Level and Text Complexity. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity that together define the skills and understandings that all students must demonstrate.

Reading/Language Arts:

The School will implement the state-approved *BCPS K-12 Comprehensive Research-Based Reading Plan (CRRP)*, as approved by the FL-DOE. The CRRP will provide teachers a systematic framework for literacy instruction, and will align all departments to focus on the teaching of reading and writing throughout all areas of the curriculum. The Language Arts program will reflect critical and creative thinking and a harmonious balance of its several components, including reading, writing, speaking, listening and viewing. Teachers will address all Language Arts Florida Standards (LAFS) for instruction and will prepare students for mastery of those standards.

Additionally, the School will implement other research-based strategies that have proven successful in teaching reading including, but not limited to, designating an uninterrupted reading block for Reading Instruction and utilizing state-adopted textbooks and programs; structured independent reading time; the use of reciprocal teaching methodology, metacognition, vocabulary development, CRIS (Creating Independence through Student-owned Strategies), literature circles, differentiated instruction; use of research based reading software such as Reading Plus and/or Teenbiz/Achieve 3000; the use of state-approved, research-based supplemental instructional materials such as REWARDS; the utilization of instructional tools such as graphic organizers, marginal note-taking, to name a few, as well as instruction and implementation of reading strategies in a variety of professional developments.

The School believes learning continues beyond the classroom. Home learning will reinforce literacy skills taught in the classroom. In addition, the School will promote parental and family involvement in reading by encouraging family literacy practices, and communicating information regarding students' reading progress to parents. The idea will be that reading should take place in the home as well as in the classroom, and parents will be encouraged and instructed as to the creation and encouragement of literacy-rich environments for their children whenever possible.

It is the intention of the applicant that all students will be well accomplished in all aspects of literacy to ensure they are successful in whatever career they pursue. Reading strategies in the

content areas are to be provided to students in all grades, and these strategies should be in addition to those taught within language arts classes.

NOTE: The School will utilize the curriculum and specific guidelines for Language Arts as proffered by the State. The School further commits to abide by the Sponsor's CRRP, as approved by the State.

Writing:

As part of the ELA curriculum, students will enhance writing skills through daily writing assignments in various modes, including, but not limited to: argumentative, informative, and narrative. All students at the School will be required to write across the curriculum on a daily basis. As part of the writing program, students will respond to SAT and ACT prompts regularly, as well as receive instruction in academic and research writing, especially in grades 11-12.

Students will also receive instruction in the correct use of standard English conventions of sentence structure, mechanics, usage, punctuation and spelling. Additionally, the School will also strengthen the requirements for quality of details, requiring use of relevant, logical, and plausible support, rather than contrived statistical claims or unsubstantiated generalities, while students learn to create the expectation that relevant supporting detail for clarification of meaning are the expectation for quality writing at all grade levels. Additionally, all students will be instructed in the use of proper and informal citations and avoidance of plagiarism.

Additionally, the school will utilize the Document Based Questions (DBQ) to assess the ability of each student to work within scientific and historical sources in multiple forms. Document-based questions consist of content-area themes and concepts. They will focus on critical thinking skills and ask students to make comparisons, draw analogies, apply knowledge to the given data, and require students to apply historic analysis. Additionally, these questions will ask students to take positions on issues or problems and support their conclusions, requiring students to look at issues from multiple perspectives, and to apply and transfer skills learned in other classes

Four years of High School English are required for graduation. The School will follow the state course descriptions for the below listed courses with fidelity. Course delivery will ensure teachers cover concepts and utilize materials aligned to the Florida Standards, as adopted. Furthermore, course content for these courses will be delivered in accordance with course descriptions provided by the Department of Education available at http://www.fldoe.org/bii/curriculum/course_descriptions/.

Students will be placed in the appropriate English course on the basis of scores on standardized tests, past performance in classes, and teacher recommendations.

The following is a list of Language Arts courses that may be offered, in accordance with student need and interest:

Language Arts Courses
English I
English I Honors
English II
English II Honors
English III
English III Honors
English IV
AP English Language and Composition
AP English Literature
Developmental Language Arts through ESOL

COURSE TITLE	GRADE LEVEL	CREDIT
Speech I	9-12	1
Speech II	10-12	1
Journalism I, II, III, and IV (Yearbook and/or Newspaper)	9-12	1
Semantics and Logic	11 & 12	0.5
Creative Writing I	9-12	0.5
Creative Writing II	9-12	0.5

Some of the curriculum, programs, texts, and curriculum supplements the School intends to use, to deliver English/Language Arts/Reading instruction and achieve student mastery of the Florida Standards include:

- the *K-12 Comprehensive Research Based Reading Plan* and which will be in effect for 2014 and beyond at all BCPS*;
- *Wilson Reading System* for Intensive Reading Classes (as required for students specified in the Reading question that follows);
- *Reading Plus* software;
- National Geographic/Hampton-Brown *Edge* program (as specified in the Reading question that follows);
- Scholastic *ID* program;
- *Jamestown Reading Navigator* for reading intervention;
- Collegeboard *Springboard* curriculum
- Teenbiz/Achieve 3000 to enhance the Reading/Writing program across the curriculum;
- *HMH Collections*
- Multimedia Clips – present a variety of research-based reading strategies (e.g. Think Alouds, Typographical Aides); and
- Classroom libraries representing a variety of genres.

The aforementioned curricula and curriculum support materials are all research-based and support the philosophy, goals and objectives of the School. The School will utilize the curriculum and specific guidelines for ELA as proffered by the State. Furthermore, the School further commits to abide by the Sponsor's CRRP, as approved by the State.

Mathematics:

The purpose of the Mathematics program is to provide instruction and promote academic excellence in education through the study of mathematics, with a focus towards increasing the level of rigor, coherence, and clarity, and to remain competitive with national and international measures of student achievement. The School will implement the Mathematics Florida Standards (MAFS) and the objectives from the state course code descriptions for senior high content, as the base for instruction. The School will develop students' understanding of mathematical concepts and their ability to engage mathematics to reason, communicate, and problem solve making them able to remain competitive in an ever-changing, fast-paced and technology-rich society. The cultivation of these skills will help students develop numerical literacy, wherein they will have acquired the mathematical knowledge, problem solving ability, and communication skills required to excel in our ever changing world.

The School will embrace the MAFS, enabling students to be college-ready at the conclusion of high school. Additionally, the mathematics program of the School will uphold certain principles, endorsed by the National Council of Teachers of Mathematics (NCTM)², as follows:

- Equity: Excellence in mathematics education requires equity, high expectations and strong support for all students;
- Curriculum: A curriculum is more than a collection of activities: it must be coherent, focused on important mathematics, and well-articulated across the grades;
- Teaching: Effective mathematics teaching requires understanding what students know and need to learn and then challenging and supporting them to learn it well;
- Learning: Students will learn mathematics with understanding, actively building new knowledge from building on prior knowledge and experience;
- Assessment: Assessment should support the learning of mathematical concepts and furnish useful information to both teachers and students; and
- Technology: Technology is essential in teaching and learning mathematics; it influences the mathematics that is taught and enhances students' learning.

The School will provide quality instruction, high expectations, and consistent standards for all students. The content will be challenging for all students and based on the assumption that all students can achieve high standards if given stimulating opportunities to learn. The School will also infuse other content areas, including technology into mathematics instruction. This will provide for reinforcement of mathematical terminology, real world applications of mathematical concepts, and organization/visualization of mathematical concepts (e.g. word walls, journals for hypothesizing

² The National Council of Teachers of Mathematics is a public voice of mathematics education, providing vision, leadership, and professional development to support teachers in ensuring mathematics learning of the highest quality for all students.
<http://www.nctm.org/standards/>

and/or subsequent reflection of mathematical conclusions, graphing software, interactive white boards, to name a few.) Similarly, the School's mathematics programs are aimed to encourage student success in the interrelated areas of science, technology, engineering and mathematics (STEM).

In addition, the School will instruct and develop teachers who are also able to make the connection between the mathematics content (numbers and operations, algebra, geometry, measurement, and data analysis and probability) and process standards (problem solving, reasoning and proof, communication, connections, and representations) within and across the curriculum.

Research-Based Materials: The School will utilize research-based and state-adopted curriculum that is rigorous and standards-based. Some of the curriculum, programs, texts, and curriculum supplements the School intends to use to deliver mathematics instruction and achieve student mastery of the MAFS, include:

- State-adopted textbooks, proven effective and selected according to the BCPS curriculum guides and with content to be delivered from publishers, such as Prentice Hall, Houghton Mifflin Harcourt, McDougal Littell, and Glencoe;
- Carnegie Learning's Cognitive Tutor Programs (Algebra I, Geometry, Algebra II, Integrated Math I, II, III, and Test Prep, as appropriate) for delivery of online individualized instruction, practice, immediate feedback and coaching;
- Study Island;
- Khan Academy;
- TenMarks

Furthermore, the School will utilize the Sponsor's curriculum guides, as applicable, as well as develop *Instructional Focus Calendars* to ensure mathematics instruction is provided in a sequential, consistent, and challenging format, and concomitantly ensuring all mandated MAFS are taught for mastery to attain a year's worth of grade-level learning. The School will implement a standards-based instructional model to provide students with a deeper understanding of content rather than a broad base of knowledge. Additionally, the School will ensure courses are delivered with integrity to course content outline and that teachers cover concepts and utilize materials that are appropriate for mastery of the MAFS.

The School's mathematics curriculum is designed to serve students of all ability levels, and therefore, students in need of remediation or not making adequate progress towards mastery of the MAFS and/or students with special learning needs (struggling learners, or learners identified as ESE and/or ELL) will have access to supervised study time and tutoring services during non-school hours (e.g. after school, Saturday mornings, etc. and whenever possible, to accelerate and/or remediate student achievement). Additionally, struggling students will receive the additional time and support they need in order to be successful. Apart from providing any necessary remediation, a learning support system will be utilized to intervene, enabling the School to provide a systematic, timely, and direct program for struggling students. To that end, classroom teachers will identify students who are in need of additional time and provide the necessary support, as applicable.

In addition, the School's learning support system may include the following intervention strategies:

- ❖ **Differentiated instruction** – Classroom teacher designs lesson that recognizes the diverse learning style of students and affords opportunities for student choice and creativity (e.g. some strategies include: prior knowledge assessment, graphic organizers, collaborative mathematical discourse, higher order thinking, continuous assessment of learning, to name a few).
- ❖ **Cooperative Groups of Mixed Ability** - Classroom teachers place students in cooperative groups of mixed abilities to complete a daily activity. Students who are struggling can both benefit and learn from students with a greater mastery of the skill or better grasp of the subject matter.
- ❖ **Coordinated Intervention among School Staff** - Utilize the School's staff to plan intervention strategies for individual students. One example that typifies this intervention would be: the School's counselor will check on struggling students on a weekly basis and communicate with the parent and teacher. Communication between teachers and parents of struggling students provides a safety net for the struggling student.
- ❖ **Interventions*** - If a student scored at Level 1 or Level 2 on the 8th grade FCAT/FSA Mathematics exam and/or if a student does not pass their respective End of Course Exam in either Algebra or Geometry, the School, in consultation with the student's parent, will implement a Progress Monitoring Plan (PMP) to assist the student to meet state and district levels for proficiency, and with the end goal being to have the student receive intervention to remediate deficiency. Remediation will be offered in the aforementioned situations, through a content specific Intensive Mathematics course, simultaneous to the mathematics course to earn the necessary credit for graduation. These interventions are designed to assist students in strengthening the student's abilities in the areas of identified need. The classroom teacher examines the student's data, determines the student's areas of strength and areas for improvement, and designs a plan to assist the student in improving mathematically. When appropriate, the classroom teacher and the other support personnel will provide and coordinate the activities to support remediation and mastery of the MAFS.

Intervention classes will utilize a multitude of additional resources such as technology, peer tutoring, classroom aides, and school volunteers to assist struggling students. Cooperative groups, one-to-one tutoring, and guided instruction will be used to help strengthen the student's area of weakness. Mastery of the MAFS will be continually monitored. Immediate feedback will be provided and appropriate interventions applied to ensure the individual student's success.

The following are programs and additional resources that may be used for mathematics interventions:

- ❖ Carnegie Cognitive Tutor (Algebra I, geometry, algebra II, Integrated Math, and FCAT Prep, as appropriate);
- ❖ ExploreLearning- Gizmos;
- ❖ Florida Coach
- ❖ Buckle Down

**Note - The intervention explained herein is the current and/or anticipated future practice, however, the School will implement Intensive Mathematics interventions in accordance with the Sponsor's Student Progression Plan, as amended.*

The School will also address the needs of advanced learners at all grade levels, via rigorous and relevant coursework offered to students, who by virtue of outstanding abilities, are capable of high performance and require a variety of educational programs beyond those normally provided by the regular school program in order to realize their contributions to self and society. Some of these options within the Mathematics branch include:

- ❖ Honors courses;
- ❖ Advanced placement program;
- ❖ Gifted program;
- ❖ Dual enrollment program; and
- ❖ Virtual Education.

The School will utilize the district pacing guide, if available, or will align the Pearson, Holt McDougal Harcourt, Glencoe and/or any State adopted textbook to serve as the basis and provide the timeline for instruction. The School will ensure courses are delivered with integrity to course content outline and that teachers cover concepts and utilize materials that are appropriate for mastery of the MAFS. Implementing a standards-based instructional model, the school will provide students a deeper understanding of content rather than a broad base of knowledge. Furthermore, EOC Exams for Algebra I, Geometry, Algebra 2, etc. will be used to assess students in respective Mathematics courses. Upon adoption, the School will implement and prepare students to demonstrate their mastery of MAFS on any other standardized assessments that may be required by the State and/or district.

Technology will also be integrated into the mathematics curriculum to enable students to explore, visualize, solve, and better describe the concepts they are learning. Graphing software, calculators, computers, and interactive white-boards are some of critical technology tools that will be used as part of an effective mathematics program. In addition, the School may utilize specific software to support the teaching and learning of mathematics, such as Carnegie Learning's Cognitive Tutor Programs, Khan Academy, and Gizmos, to name a few.

Four years of mathematics are required for high school graduation: However, additional mathematics electives will be made available to students of the School, that they may elect to pursue whenever possible. Students will be placed in the appropriate math course on the basis of scores on standardized tests, past performance in classes, and teacher recommendations. The minimum four year recommended sequence will include Algebra I, Geometry, Algebra II and another mathematics course, in fulfillment of graduation requirements.

The following is a list of mathematics courses that will be offered, in accordance with student need and interest:

COURSE TITLE	GRADE LEVEL	CREDIT
Intensive Math	9-12	1
Algebra I	9-10	1
Algebra I Honors	9-10	1
Algebra I Honors Gifted	9-10	1
Geometry	9-10	1
Geometry Honors	9-10	1
Geometry Honors Gifted	9-10	1
Algebra II	9-11	1
Algebra II Honors	9-11	1
Algebra II Honors Gifted	9-11	1
Math for College Readiness	10-12	1
Probability and Statistics	11-12	1
Analysis of Functions	10-12	1
SAT Preparation	11-12	1
Pre-Calculus	10-12	1
Calculus	11-12	1
AP Calculus BC	11-12	1
AP Statistics	11-12	1
AP Calculus AB	11-12	1

Science:

The Science curriculum will be aligned with the NGSSS (and/or Florida Standards, as adopted) for Science and the content standards of the National Science Education Standards in their daily lesson plans. The School will utilize *Instructional Focus Calendars* –which are aligned to NGSSS and/or Florida Standards for each core class. The purpose of the science program is to provide students with a broad knowledge of scientific concepts and provide a solid foundation for students to pursue postsecondary education. All science courses and science curriculum content is inquiry-based and hands-on in nature and will include strategies such as wide reading from complex texts, text-dependent complex questions, and providing extensive research and writing opportunities.

Instruction in these subject areas will emphasize the important role science plays in both acquiring a new body of knowledge and mastering a scientific approach to problem solving. Students will be engaged in science inquiry, constructing an understanding of science concepts through their own investigations and analyses using laboratory equipment. Science instruction at the School will be riddled with questions designed to stimulate higher-order thinking by students. Instructors will promote discussion about the increasingly international context of scientific activity, its impact and limitations, and the continuous evolution of scientific knowledge. The School will utilize the *Sponsor's Curriculum Pacing Guides*, to ensure the course is taught in alignment to respective NGSSS and/or Florida Standards, with integrity to course content outline, and within the appropriate timeframes for mastery of those standards.

Science instruction will also teach the need for safety, and appropriate safety measures, protocols, and precautions, and procedures, for the classroom and other “experiment-rich” environments. The procedures that ought to be taken when conducting experiments (use of goggles, handling chemicals, etc.) and safety protocols, such as those presented in the BCPS “Safety and Science”

policies and procedures manual, will be adhered to and taught to students. All labs will be conducted in a safe environment with access to eyewash and use of goggles for teachers and students, as well as safe storage and appropriate disposal of chemicals by approved contractors, and will be maintained in accordance with District guidelines.

Classroom teaching strategies will emphasize active learning, both individually and in groups. Students will be introduced to problem solving, communication, and reasoning through experiments, modeling, investigations, and real-world applications. The instruction will include the use of manipulatives, discovery method, inquiry, higher-order thinking skills, technology, context based problem-solving activities, cooperative-learning groups, and verbal and written communication. Furthermore, assessment will be an integral part of instruction, consistent with the content, goals, and instructional design of the course. Assessments will encourage multiple approaches and make use of diverse forms and methods of assessment. Assessments will probe students' abilities to demonstrate depth, flexibility, and application of learning, as well as provide information on students' progress and learning needs.

All science coursework is designed to promote a sense of inquiry through laboratory experiences and to further develop critical thinking skills. Students are guided in the nature of science, the implementation of scientific habits of mind, the application of scientific knowledge, methodology, and the historical context of science. Emphasis will be placed on the use of laboratory techniques, terminology and relationships between scientific and mathematical disciplines. The science courses will address, at minimum, the following four (4) Bodies of Knowledge: Nature of Science, Earth and Space Science, Life Science and Physical Science. Three years of Science are required for high school graduation, however, students will be encouraged to pursue at least four years of science coursework.

Additionally, the school will utilize Document Based Questions (DBQ) to assess the ability of each student to work within scientific sources in multiple forms. DBQ require many of the same skills used in developing a research paper - interpreting primary and secondary sources, evaluating sources, considering multiple points of view, using scientific evidence, developing and supporting a hypothesis. DBQ will consist of science standards, themes and concepts. They will focus on critical thinking skills and ask students to make comparisons, draw analogies, apply knowledge to the given data, and require students to apply scientific analysis. Additionally, these questions will ask students to take positions on issues or problems and support their conclusions, require students to look at issues from multiple perspectives, and require student to apply skills they have learned in other subject areas.

In alignment with the school's STEM goals, the School will prepare students to develop sophistication in their abilities and understanding of scientific inquiry. Investigations will derive from questions and issues that have meaning for students, such as current events and technology-related problems. Student manipulation, analysis, and interpretation of data strategies will be modeled by science teachers and practiced by students. Determining the range, mean, and mode values of the data, plotting the data, developing mathematical functions, and looking for anomalous data are all examples of analyses students may perform. Small group discussions, peer

review, posing alternative scientific explanations, discussing sources of experimental error, labeled drawings, writings, and concept mapping will also be used by students to develop their scientific explanations. These, in turn, will be the baseline for instruction as teachers help students construct explanations aligned with scientific knowledge, as well as helping them evaluate their own explanations and those made by scientists. These goals follow the State's outline for STEM programs:

- ❖ A curriculum driven by problem-solving, discovery and exploratory learning that requires students to actively engage a situation in order to find its solution.
- ❖ Nature of technology; engineering design; and systems thinking, maintenance and troubleshooting incorporated into the science and mathematics curricula.
- ❖ Innovative instruction allows students to explore greater depths of all of the subjects by utilizing the skills learned.
- ❖ Technology provides creative and innovative ways to solve problems and apply what has been learned.
- ❖ Independent and collaborative research projects embedded in the curricula.
- ❖ Collaboration, communication, and critical thinking skills threaded throughout the curricula.
- ❖ Opportunities for mentoring by business, industry, and research organization leaders.

Through appropriate science instruction in this area, students will be able to:

- ❖ Conduct investigations to explore new phenomena, check previous results, and to test and compare theories.
- ❖ Understand the implications and process of new scientific ideas, the importance of scientific responsibility, and the value of technology.
- ❖ Discuss that the laws of the universe can be discovered through systemic study.
- ❖ Understand the role of scientists in society to understand matters of public concern.
- ❖ Understand that those who engage in design and technology to solve problems and apply practical scientific knowledge.

Students are required to complete a minimum of three credits of high school science for graduation, including Biology. After the completion of the core courses, it is recommended that students continue to take at least one science course per year from the electives list. At minimum, the 3-year required minimum recommended sequence will include: Biology I (or Biology I Honors) and two equally rigorous science courses, in fulfillment of graduation requirements.

The following is a list of Science courses that will be offered, in accordance with student need, interest, and capability:

COURSE TITLE	GRADE LEVEL	CREDIT
Earth/Space Science	9	1
Earth/Space Science Honors	9	1
Earth/Space Science Honors Gifted	9	1
Biology I	9-12	1
Biology I Honors	9-12	1
Biology I Honors Gifted	9-12	1
AP Biology*	10-12	1
AP Biology Gifted	10-12	
Chemistry	9-12	1
Chemistry Honors	9-12	1
Chemistry Honors Gifted	9-12	1
AP Chemistry	10-12	1
AP Chemistry Honors	10-12	1
AP Chemistry Honors Gifted	10-12	1
Environmental Science	11-12	1
AP Environmental Science	11-12	1
Physical Science	10-12	1
Anatomy and Physiology	10-12	1
Physics	10-12	1
Physics Honors	10-12	1
Physics Honors Gifted	10-12	1
AP Physics	11-12	1
AP Physics Gifted	11-12	1
Anatomy and Physiology Honors	11-12	1
Marine Science I	11-12	1
Marine Science I Honors	11-12	1

Research-Based Materials:

Some of the curriculum, programs, texts, and curriculum supplements the School intends to use to deliver science instruction and achieve student mastery of the NGSSS and/or Florida Standards include:

- ❖ state-adopted textbooks, proven effective and selected according to the content to be delivered from publishers such as: Prentice Hall; Glencoe; Holt, Winston and Rinehart; McGraw-Hill; Houghton Mifflin Harcourt;
- ❖ use of Explore Learning's GIZMOS to enhance understanding of key science concepts (virtual "manipulatives" used during instruction to make key concepts easier to understand while targeting higher-order thinking skills);
- ❖ National Science Teachers Association (NSTA) recommended "Outstanding Science Trade Books for Students K-12"

Specific strategies will be implemented to increase awareness of Science programs and initiatives as well as to ensure student success and mastery of NGSSS (and/or CCSS, as adopted) as follows:

- ❖ Commit to hands-on science learning experiences- science teachers will incorporate at least 75 minutes of laboratory experience per week into their instruction;
- ❖ Encourage development of science clubs as well as honor societies, and Career Shadowing experiences;

- ❖ Allocate time for science and mathematics teachers to work together to plan the integration of science and mathematics to support the curriculum of their specific courses (e.g. STEM teachers at the School will include meaningful mathematics and science projects that emphasize the content strands and can be incorporated into classroom and home learning assignments);
- ❖ Integrate technology and literacy (e.g. CRISS strategies for STEM) as a part of their effective teaching strategies;
- ❖ Utilize current research-based programs and high quality materials with documented success; and
- ❖ Inform and include the community and the parents about the curriculum, assessment, and courses necessary to pursue various career options through a Family STEM Night, and/or a Career and College Fair.

Social Studies:

The primary goal of the social studies program will be to prepare students to be knowledgeable, informed, and active citizens in an increasingly diverse community, nation and interdependent world. The main purpose of the social studies program will be to promote civic competence and ensure that the values and ideals that have shaped our democratic nation continue to be instilled in our youth.

The social studies curriculum will be delivered via State-adopted and research-based texts, and will address all Social Studies NGSSS and/or Florida Standards, and with integrity to course content description provided by the State. Furthermore, the School will utilize the Sponsor's Curriculum Guides as a basis for curriculum development and to ensure all appropriate content is addressed within a logical and prescribed timeline, and that it is fully addressed for mastery of respective subject area content, as detailed in the state course content descriptions.

The Social Studies program will utilize the following best practices to reach this goal:

1. Deliver a rigorous, standards-based curriculum to positively impact student performance and achievement.
2. Increase the in-depth study of topics or content in each social studies discipline and decrease cursory coverage of a lock step curriculum. Deeper understandings help students learn, retain, and apply skills and knowledge.
3. Select the most important content and concepts, the most representative case studies, the most precedent-setting events that students will know and apply to their lives outside of school.
4. Increase activities that engage students in inquiry and problem solving about significant human issues.
5. Increase student decision making and participation opportunities in school and in wider social, political, and economic affairs.
6. Offer students opportunities to practice skills and participation in activities necessary to carry on our democratic republican form of government.
7. Encourage teachers to participate in relevant professional development opportunities, designed to enrich their content knowledge and strengthen their pedagogical approaches to teaching social studies.

8. Utilize quality instructional resources to support the School's social studies instructional program and improve student achievement.
9. Integrate social studies disciplines within the field as well as with other areas of the curriculum.
10. Encourage social studies teachers to plan collaboratively with other content areas, especially language arts and mathematics, to ensure that literacy integration and language arts/reading standards are incorporated as well as math skills (e.g. reading graphs, charts and maps, using coordinates).
11. Inspire students by demonstrating "real-life" applications, practical and applicable learning experience. Tap district offices, government agencies, community and not-for-profit organizations, and websites such as www.ncss.org, (National Council for the Social Studies) and colleges and universities as support systems to enrich the K-12 social studies instructional program.
12. Increase knowledge and awareness of global issues, ethnic groups and religious groups to help students understand the environment that surrounds them locally, nationally and internationally (e.g. by committing to offer a Model UN club, and seek to form a partnership with one of the local colleges/universities).
13. Encourage and assist social studies teachers, however possible, to participate and join professional social studies organizations such as Florida Council for Social Studies, National Council for the Social Studies, and share said information with their departments.
14. Utilize Achieve 3000 weekly to support literacy through social studies articles.

The School will ensure social sciences teachers possess a strong background in its content and knowledge, enabling them to create a challenging instructional environment that integrates critical thinking, reading and writing skills throughout the social studies curriculum. The Social Studies teacher will also be required to:

- ❖ promote multicultural appreciation;
- ❖ emphasize geography and current events throughout the curriculum;
- ❖ emphasize a global perspective;
- ❖ develop skills such as reading maps, charts, and graphs;
- ❖ use a variety of learning strategies in the instructional program;
- ❖ encourage the examination of controversial issues;
- ❖ use a variety of teaching materials and resources;
- ❖ assist students in conducting research;
- ❖ utilize technology to enhance the instructional program;
- ❖ use a variety of assessment techniques to evaluate students' progress;
- ❖ establish a positive teacher-student relationship; and
- ❖ encourage parental involvement.

The Social Studies curriculum will be delivered via State-adopted and research-based texts, and will address all Social Studies NGSSS and with integrity to course content description provided by the State. Notwithstanding, in agreement with the Sponsor, the School acknowledges content area teachers, secondary social studies teachers, in particular, often struggle with how to manage the overwhelming amount of information that is in their textbooks. Given this fact, social studies teachers will be encouraged to adapt an attitude of "purposeful abandonment" and ensure the

course content as presented by the State and all respective Next Generation Sunshine State Standards (and/or Common Core State Standards, as adopted), including specific concepts and knowledge, can be retained, understood and mastered, as identified for their specific course.

The school will utilize the Document Based Questions (DBQ) to assess the ability of each student to work within scientific and historical sources in multiple forms. DBQ require many of the same skills used in developing a research paper - interpreting primary and secondary sources, evaluating sources, considering multiple points of view, using historic evidence, developing and supporting a thesis, and consist of social studies standards, themes and concepts. They will focus on critical thinking skills and ask students to make comparisons, draw analogies, apply knowledge to the given data, and require students to apply historic analysis. Additionally, these questions will ask students to take positions on issues or problems and support their conclusions, and require students to look at issues from multiple perspectives.

Further, the School will make a special effort to address a variety of cultures and times and analyze their interaction in the modern world. Lessons will be designed to teach students to effectively analyze historical evidence, use sources effectively, detect potential bias in resources due to cultural influences, and argue empathetically. Thematic units will be designed that integrate the various subjects and address the nine foci of the social studies curriculum, according to the State: American History, Civics and Government, Economics, Financial Literacy, Geography, Humanities, Psychology, Sociology and World History. Additionally, in accordance with the BCPS SPP, the School will infuse the following topics in the social studies curriculum:

- ❖ African-American History Requirement;
- ❖ Holocaust Requirement;
- ❖ Hispanic Contributions to the United States Requirement;
- ❖ Women's Contributions to the United States Requirement;
- ❖ Veterans Contributions Recognition;
- ❖ "Celebrate Freedom Week" - Instruction shall be in accordance with Florida Statutes and district guidelines in an effort to encourage patriotism; and
- ❖ Character Education.

Research-Based Materials:

Some of the state adopted texts and curriculum supplements the School may use to deliver Social Studies instruction and achieve student mastery of the NGSSS and Florida Standards include:

- ❖ State-adopted textbooks, proven effective and selected according to the content to be delivered from publishers such as: Prentice Hall; Houghton Mifflin Harcourt; McGraw-Hill; Norton;
- ❖ Grolier Online – providing quick access to encyclopedia articles, web links, and full-text periodical articles and rich multimedia databases (e.g., Encyclopedia Americana, Grolier Multimedia, New Book of Knowledge, America the Beautiful, etc.);
- ❖ Discovery Learning and BrainPop, Webquests, Podcasts;
- ❖ Facts on File - Extensive resources and curriculum related databases, such as American Women's History, World History On-File, African American History On-File, Geography On-File, et.al; and

- ❖ SIRS - SIRS Knowledge Source (SKS) provides full-text articles and internet resources for credible information on social issues, science, history, etc. and representing respected domestic and international publications organizations. Teachers can also search for resources by state standard on social issues, science, history, government, the arts and humanities, etc.

Additionally, the School will also address the specific needs of learners via an individualized approach for the placement of students in courses. The School will consider test scores, academic history, state and district requirements, and teacher recommendations when placing students, always for the benefit of the student and always encouraging students to pursue the most challenging coursework in which he or she can be successful. That is to say, students will be counseled as to course recovery options, individually and by a school counselor, who is aware of all options and scheduling nuances, as well as the respective anticipated results of recovery options. For example, in most cases, students may elect to repeat a course if the schedule permits, but scheduling can become a challenge if the student is enrolled in intensive coursework. A student could also repeat the course via Adult Education and/or through virtual school, to recover a mandated course credit, as necessary.

Similarly, the School will use the PSAT scores (students will take PSAT in 9th and 10th grade), subsequent CollegeBoard AP potential, scores of A or B in English, as well as other standardized test scores to identify students who have a demonstrated potential for success in advanced coursework. By virtue of student initiative and/or virtue of outstanding abilities, students may also be identified for advanced coursework. The School will therefore offer differentiated educational programs beyond those normally provided by the regular school program in order to realize potential student contributions to self and society. Some of these options within the social studies branch include:

- ❖ Honors courses;
- ❖ Advanced placement program;
- ❖ Dual enrollment program; and
- ❖ Virtual Education Courses.

Courses:

Students will be required to successfully complete three credits of Social Studies in fulfillment of graduation requirements, including 1 credit of United States History and 0.5 credits of both Government and Economics. After the completion of the core courses, the School will encourage and recommend that students continue to take at least one social studies course per year, as applicable, as an elective.

The following is a list of Social Science courses that will be offered, in accordance with student need and interest:

COURSE TITLE	GRADE LEVEL	CREDIT
World History	9	1
World History Honors	9	1
World History Honors Gifted	9	1
AP World History	9-12	1
AP World History Gifted	9-12	1
American History	11	1
American History Honors	11	1
American History Honors Gifted	11	1
AP American History	11-12	1
AP American History Gifted	11-12	1
American Government	12	0.5
American Government Honors	12	0.5
AP US Government and Politics	12	0.5
Economics	12	0.5
Economics Honors	12	0.5
Economics Honors Gifted	12	0.5
AP Macroeconomics	12	0.5
AP Microeconomics	12	0.5
AP European History	9-12	1
AP European History Gifted	9-12	1
Human Geography	10	1
AP Human Geography	10-12	1
World Cultural Geography	10-12	1
AP Comparative Government	11-12	1
Latin American History	10-12	0.5
Psychology I	9-12	0.5
Psychology II	9-12	0.5
AP Psychology	10-12	1
Comprehensive Law Studies	10-12	1
Comprehensive Law Studies Honors	10-12	1

The School's curriculum will be standards-based in keeping with the Next Generation Sunshine State Standards and Florida Standards, and results--rather than processes--will be emphasized. The School will deliver a curriculum to prepare all students not only for college entry but also for successful completion of their postsecondary education, as evidenced by college course completion without the need for remediation. It is anticipated that students will meet and/or exceed the requirements for a standard high school diploma, demonstrating mastery of all respective Next Generation Sunshine State Standards and Florida Standards.

The School will implement the BCPS *Student Progression Plan*, as a vehicle to guide the progression and implementation of the curriculum to be taught (in the manner described herein the following section). The School will seek to expand each student's foundation in each core subject to build upon the preceding acquired knowledge in order to prepare student to compete in a global market.

The School curriculum is designed to serve students of all ability levels, and therefore, students in need of remediation for not making adequate progress towards mastery of the standards and/or students with special learning needs will have access to supervised study time and tutoring services during non-school hours (e.g. after school, Saturday mornings, etc. and whenever possible, to accelerate and/or remediate student achievement).

Similarly, students performing at grade level and above will have access to the full range of academic courses. Students who wish to pursue an advanced academic program will be provided with honors and Advanced Placement courses. Additionally, students will have the opportunity to earn additional credits through, for example, Dual Enrollment Courses at institutions of higher education and/or through Virtual School and/or Summer Programs, and students will be advised and made aware of those options by qualified personnel. All students at the School will be encouraged to maximize their academic potential by taking the most rigorous program in which they can be successful.

The School's curriculum will require students to interact with each other, apply curriculum to real-life situations, and use a variety of technological tools beyond the classroom. Teachers will incorporate various teaching strategies to accommodate all learning styles. In accommodating individual learning styles and individual learner needs, the School's curriculum incorporates the following instructional practices:

[Interdisciplinary Connections](#) - Curricular decisions will be guided by the aim of thorough student mastery and achievement rather than by an effort merely to cover content. As teachers build on interdisciplinary connections, students naturally begin to link information between and among courses, increasing the relevancy of skills and content in such courses.

[Differentiated and Standards-Based Instruction](#) –The School's ultimate goal is to provide a learning environment that will maximize the potential for student success. Teachers will use differentiated instructional strategies that connect with individual student's learning needs. Teachers will manage instructional time to meet the standards while providing motivating, challenging, and meaningful experiences for students to receive and process information in ways that require differentiation of experience.

Some of these instructional practices will include:

- ❖ **Direct Instruction (lecturing/modeling)**- This methodology will be used when teachers need to explain or demonstrate specific content and skills through explicit, systematic instruction. This instruction is structured and based on mastery learning. Frequent curriculum-based assessments help place students in ability groups for further differentiated strategies and identify students who require additional intervention.
- ❖ **Scaffolding** - Teachers will identify the current developmental skills of individual students based on assessments and provide support structures to help students move to the next level. As the year progresses, the student becomes more adept at skills and at directing his or her learning, thus becoming more autonomous.

- ❖ **Cooperative Learning** – Teachers will guide small-group learning to increase communication and team-building skills. This is done based on grouping small teams of students heterogeneously according to ability, interest, background, etc.
- ❖ **Inquiry-Based Learning** - Based on the scientific method, this student centered strategy will require students to conduct investigations independent of the teacher, unless otherwise directed or guided through the process of discovery. Teachers will use this strategy in developing critical thinking and problem solving skills.
- ❖ **Information Processing Strategies** - Teaching students "how to" process information is a key factor in teaching students how to strategically organize, store, retrieve, and apply information presented. Such strategies will include memorization, CRISS Strategies, (e.g. KWL, reciprocal teaching, graphic organizing, scaffolding, webbing, etc.)
- ❖ **Accountability** - Teachers at the School are required to document instruction of the standards and ELL and ESE strategies by completing daily lesson plans, as well as records of weekly and monthly thematic unit plans. Lesson plans identify specific objectives taught and benchmarks met as listed in the curriculum. A member of the administrative team will check lesson plans weekly and conduct daily classroom walk-throughs to ensure that curricular objectives which are documented in each teacher's lesson plan book are being taught accordingly.

Support for Curriculum Delivery - The school will have the following processes in place to support the delivery of the curriculum:

- ❖ targeted interventions for struggling readers and students performing below grade level (and implementation of the Sponsor's K-12 CRRP with fidelity);
- ❖ School Improvement Plan (SIP) maintained and utilized as a living document to ensure quality assurance, and as a continuous improvement tool to ensure that curriculum goals are being monitored, achieved, and accomplished;
- ❖ Literacy integration across all disciplines;
- ❖ Curriculum/instructional pacing of essential standards in major core content areas utilized and based on quarterly intervals (the School will utilize the Sponsor's curriculum pacing guides to ensure all NGSSS, Florida Standards and course content material is covered for mastery within specified timeframes);
- ❖ continuous review of curriculum implementation and student mastery to ensure a year's worth of learning via teaching of respective NGSSS and Florida Standards;
- ❖ ongoing principal evaluation is conducted through daily classroom walkthroughs (wherein the principal will ensure that all teachers are utilizing best practices and implementing the instructional initiatives with fidelity);
- ❖ research-based instructional practices will be incorporated (e.g. the Big Picture Company's *New Urban High School Design Principles* (NUHS), and Coalition of Essential School's common principles);
- ❖ assessment data utilized to make instructional decisions and plan interventions (e.g. Sponsor's Benchmark Assessment Tests, teacher-made assessments, end of chapter assessments,

embedded assessments, FAIR Assessments in Reading three times per year, embedded assessments, etc.);

- ❖ ongoing relevant professional development workshops to target learner needs;
- ❖ before and after-school targeted tutoring for remediation and Saturday seminars for acceleration, in accordance with students learning needs;
- ❖ integration of long term thematic projects across the curriculum;
- ❖ focus on differentiated instruction for varied learning styles;
- ❖ reading and writing across the curriculum; and
- ❖ integration of technology across the major disciplines.

B. Describe the research base and foundation materials that were used or will be used to develop the curriculum.

A tremendous amount of research has been conducted on effective practices for improving student learning to create the most effective curriculum possible. This research provides the basis for pedagogy at the School. In addition to utilizing the Sponsor's approved curriculum, selected successful practices will be used in all of the academic courses. However, it will be expected that, in addition to these practices, teachers will also implement research-based strategies as applicable through their own subjects.

The School's educational program is specifically designed to improve the academic performance of all students, including at-risk students, by tailoring curriculum to individual learning styles, by focusing on strengths, by setting high academic expectations, by viewing differences as assets rather than liabilities and by incorporating best educational practices into the classroom and the curriculum. Differentiated instruction throughout the curriculum will assist all students in reaching their highest potential.

Effective strategies such as tutoring will be used not only to adapt instruction for students who need additional help but also to enrich instruction for students able to accelerate their learning. Additionally, high expectations will be set for all members of the School, creating a culture that encourages success. The curriculum of the School will meet and in some cases exceed the requirements to be considered a rigorous program.

The School will also implement hands on learning, inquiry-based research projects, science experimentation, hands-on technology that is integrated and problem driven, CRISS (Creating Independence through Student-owned Strategies), DBQ, Reciprocal Teaching, and the small learning communities' philosophy. Additionally, the School has utilized a great deal of research conducted on learning a second language, which points to heightened success for students who engage in its study.

- C. Describe the school's reading curriculum. Provide evidence that reading is a primary focus of the school and that there is a curriculum and set of strategies for students who are reading at grade level or higher and a separate curriculum and strategy for students reading below grade level.

The reading curriculum must be consistent with effective teaching strategies and be grounded in scientifically-based reading research.

Reading is a critical portion of Florida's education system and the law requires it be a "primary focus" of all school curricula. The School will adopt the BCPS K-12 Comprehensive Research-Based Reading Plan (CRRP) to provide teachers with a systematic framework for literacy instruction. The goal of all instruction is to improve student achievement through mastery of the Florida Standards, and specifically with regard to literacy instruction, the Language Arts Florida Standards (LAFS). Reading programs alone cannot accomplish the task of moving students to achieve mastery with grade level text. Schools need to use research based strategies that are systematic, explicit, scaffolded, differentiated, and print-rich and that are compatible with the instructional goals in the district's Comprehensive Research Based Reading Plan Programs.

The School will utilize programs that are research-based, state-adopted, and meet the needs of its students. Some of the programs the School will follow may include:

- ❖ *Wilson Reading* is a highly structured, systematic reading and writing program that serves as a comprehensive intervention to support struggling readers in learning the structure of words and language by teaching them to decode and encode (spell) fluently. Instruction is interactive and multi-sensory. *Wilson Reading* resources include age-appropriate reading material for older students.

Progress monitoring for students in *Wilson Reading* is conducted through in-program Step mastery tests. Annual growth in reading is monitored by pre- and post-Diagnostic Assessments of Reading (DAR) results, the WADE (Wilson Assessment for Decoding and Encoding), and FSA results. Students are progress monitored three times per year using the Florida Assessments for Instruction in Reading (FAIR). The Progress Monitoring schedule for all students is outlined on the High School Assessment Chart.

Placement of students into the *Wilson Reading* program is determinant on their demonstrating a need via available scores on the FCAT and/or FSA of level 1 and 2 in grades 9-10 with significant intervention needs in decoding and text reading efficiency. Students with significant intervention needs testing into the *Wilson Reading* program may require a double block of Intensive Reading.

- ❖ *National Geographic/Hampton-Brown Edge* program may be utilized for students scoring level 1 and 2 on the previous year's assessment (either FCAT or FSA, as applicable), without needs in decoding but who have some deficits in text reading efficiency for a single block of Intensive Reading daily. *Edge B* is used for placement of students in 9th grade, and *Edge C* is used for placement of students in 10th grade. Students placed in *Edge B* or *Edge C* need instruction on text reading efficiency (fluency and comprehension), with a strong emphasis in comprehension

monitoring, reasoning, and vocabulary focus, with scaffolded support across texts of increasing complexity, including grade level content area and literary texts. Progress monitoring for students in the single block of *Edge B* and *Edge C* is conducted through in-program mastery tests, the district's Benchmark Assessment Tests, as well as the fall, winter and spring Florida Assessments for Instruction in Reading (FAIR). Annual growth in reading is demonstrated by pre and post Diagnostic Assessments of Reading (DAR) results, in-program assessments, and FSA results. The Progress Monitoring schedule is outlined on the High School Assessment Chart.

❖ **Placement of Level 2 students in Next Generation Content Area Reading Intervention (NGCAR-PD) Option:**

- Level 2 students without needs in decoding or text reading efficiency may be served in a content area reading intervention or CAR-PD Option. The content area teacher serves as the reading teacher of record and provides the student with additional reading instruction using reading strategies embedded within the content area curriculum. The content area teacher will be Reading Certified or Reading Endorsed or will have completed CAR-PD or NGCAR-PD. If a suitably trained teacher is not available, students will be placed in *Edge C*. Students in NGCAR-PD need rigorous instruction in vocabulary, comprehension strategies, and high-level reasoning and critical thinking skills using authentic reading, writing, and presentation tasks, infusing NGSSS benchmark strategies with scaffolded support across highly complex and challenging grade level content area and literary texts.
- Progress monitoring for students in NGCAR-PD is conducted through in-program mastery tests, the district's Benchmark Assessment Tests, as well as the fall, winter and spring Florida Assessments for Instruction in Reading (FAIR). Annual growth in reading is demonstrated by pre and post Diagnostic Assessments of Reading (DAR) results, FAIR, and FSA results. The Progress Monitoring schedule is outlined on the High School Assessment Chart.

❖ **Placement of 11th and 12th Grade students who have not passed the 10th grade FCAT and/or FSA:**

- 11th and 12th grade students that have not passed the tenth grade FCAT or FSA (as applicable), having achieved a Level 1 or 2 (or whatever the FL DOE determines as achieving a passing score on FCAT 2.0, or FSA, as applicable) will be served in Intensive Reading until they pass the FCAT 2.0 or FSA, as applicable or meet graduation requirements through a concordant score on the ACT or SAT, as approved by the State. These students will be placed in Intensive Reading: Improving Reading for Career and College Readiness (Grade 11) or Intensive Reading: Advancing Reading for Career and College Readiness (Grade 12). Students in these courses need rigorous instruction with a strong vocabulary, comprehension, reasoning, and critical thinking focus, infusing NGSSS/LAFS and ACT/SAT strategies with scaffolded support across highly complex and challenging grade level content area and literary texts.
- Students are provided guided support in applying these skills and strategies to their content area texts, inquiry and research projects, and other authentic reading, writing, and presentation tasks with a college and career focus. The curriculum focuses on strategies students need not just for passing the FCAT Reading Retake or FSA LAFS Retake, but also on

the strategies they need to achieve success on the ACT and/or SAT (with a concordant or college readiness score.) Students use *Ten Steps to Improving College Reading Skills* and *Ten Steps to Advancing College Reading Skills*, by Townsend Press as core texts. Additional texts include *The Real ACT*, Principle Woods Impact, as well as students' textbooks in other core subjects.

- Progress monitoring in 11th and 12th Grade Intensive Reading is conducted through in-program assessments, the district's Benchmark Assessment Tests, released items and practice tests for the FCAT, FSA, ACT, and SAT, as well as the fall, winter and spring Florida Assessments for Instruction in Reading (FAIR). Progress is determined by achieving the requisite score for the graduation requirement as mandated by the State.

Supplemental Intervention Reading Programs (SIRP)

Supplemental Intervention Reading Programs provide instruction in one or more areas of reading skill. They are intended for flexible use as part of differentiated instruction or more intensive interventions to meet student learning needs in specific areas (phonological awareness, phonics, fluency, vocabulary, and comprehension). They may be used with almost all students in the class in the event that the Comprehensive Intervention Reading Program (CIRP) does not provide enough instruction and practice in a given area for the majority of the students in the class or to provide targeted, intensive interventions for smaller groups of struggling readers. These programs provide targeted instruction designed to fill in gaps in student knowledge or skill. These programs can be used to provide additional instruction, additional practice, or both.

The SIRP includes instructional content based on the seven essential components of reading instruction (oral language, phonological awareness, phonics, fluency, vocabulary, comprehension and writing). SIRPs are used to accelerate growth in reading with the goal of returning students to grade level proficiency. Teachers will place students in intervention programs based on data.

The School will utilize one or more of the following SIRP Materials in reading classes: Reading Plus, Rewards, Jamestown Timed Readers, and SIPPS (Systematic Instruction in Phonemic Awareness, Phonics and Sight Words). Supplemental Intervention Reading Programs are intended for flexible use as part of differentiated instruction, or in more intensive interventions to meet student learning needs in specific areas (oral language, phonological awareness, phonics, fluency, vocabulary, comprehension and writing). Within these groups students will receive supportive comprehension instruction with scaffolding as necessary that focuses on using grade level text to explicitly address text complexity. The ultimate goal is to have students read and comprehend grade level text independently.

Instructional Models

Teachers will model effective reading strategies and guide students through pre-reading, during reading, and post-reading techniques that will strengthen metacognition and help them learn to self-monitor their own comprehension.

❖ **Systematic, Direct and Differentiated Instruction**- Based on the research, teachers will use systematic, direct and differentiated instruction in their curriculum delivery while implementing the above mentioned research-based strategies as follows:

- **Systematic instruction** will involve a carefully designed sequence plan for instruction. The plan for systematic instruction is carefully thought out, strategic and designed before activities and lessons are developed. Systematic instruction is clearly linked within, as well as across, the seven elements of reading instruction (oral language, phonemic awareness, phonics, fluency, vocabulary, comprehension and writing). For systematic instruction, lessons build on previously taught information, from simple to complex, with clear, concise student objectives that are driven by ongoing assessment. Students are provided appropriate practice opportunities which directly reflect instruction.
- **Direct instruction** is an instructional approach that utilizes explicit and structured teaching routines. A teacher using direct instruction models, explains, and guides the students through extended practice of a skill or concept until mastery is achieved. The lessons are fast paced, students are academically engaged, and teachers are enthusiastically delivering instruction. Direct instruction may be used as one component of instruction for all learners, all seven components of reading, and in all settings (whole group, small group, and one-on-one).
- **Differentiated Instruction** meets the demands of the differing learning abilities in the same class, incorporating the idea that all students learn in different ways and incorporating the element of choice. For optimal instruction, students will be grouped in various ways and in flexible setting to accommodate varying reading levels and learning styles. Teachers will utilize the methods of whole-group instruction, small-group instruction, individual instruction, and independent reading to address the various needs of the students.

❖ **Print-Rich Environment** - Each reading class will maintain a classroom library to include a collection of quality literature that includes material written at varying reading levels and in a variety of genres, inclusive of both fiction and nonfiction. This collection will offer students reading material that will support their individual interests and abilities. Frequent, successful reading experiences using appropriate texts will provide the opportunity to improve their reading proficiency with regard to fluency, vocabulary, and comprehension. The books in the classroom library will be attractively displayed to exhibit an inviting accessibility to all students. Teachers will organize classrooms to afford students ample opportunities for, and easy access to reading materials during literacy center time within the daily reading block.

❖ **Sustained Silent Reading** - Increments of independent, sustained, silent reading will be included in the reading classroom. Reading material will be self-selected, and will encourage students to build stamina for increasingly longer times and with more challenging texts. Teachers will monitor for engagement via reading logs, reaction journals, text talk, book passes or story summaries, to help students make connections to text.

❖ **The Literacy Leadership Team:**

The school will establish a Literacy Leadership Team (LLT), with the purpose of creating capacity of reading knowledge within the school building and focusing on areas of literacy concern across the school. The principal selects team members for the Literacy Leadership Team based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum.

The Literacy Leadership Team will meet monthly to:

- Discuss and disaggregate student data;
- Review, plan and assess the professional development needs of staff related to reading instruction based on student performance data;
- Develop an action plan that addresses curricular and professional development needs as they relate to the implementation of the reading plan; and
- Plan and promote school-wide literacy events, among other things.

The principal will actively promote school-wide literacy reform by:

- Including representation from all curricular areas on the LLT;
- Selecting team members who are skilled and committed to improving literacy;
- Offering professional growth opportunities for team members;
- Creating a collaborative environment that fosters sharing and learning;
- Developing a school wide organizational model that supports literacy instruction in all classes; and
- Encouraging the use of data to improve teaching and thus impact student achievement.

The administrative team will conduct classroom visitations, monitor lesson plans and ensure that reading strategies are implemented across (if applicable) the curriculum. Teachers needing assistance will be supported by the literacy coach. In addition, all faculty members will address strategies for reading instruction in their Professional Growth Plans (PGP). These strategies will be constantly updated based on the results and analysis of progress monitoring in reading.

❖ **Progress Monitoring:**

The principal will monitor collection and utilization of assessment data, including progress monitoring data (FAIR Assessments), District benchmark assessment test data, observational data, and in-program assessment data. Progress monitoring and benchmark assessment test data will be collected a minimum of three times per year. Observational data is collected via principal classroom walk-throughs. In-program assessments will be administered as the program dictates (weekly or monthly). This data will be used to determine intervention and support needs of students by:

- participating in team meetings after each FAIR assessment period,
- analyzing the progress monitoring data with literacy coach (or a language arts department head),
- directing the literacy coach (or a language arts department head) to meet with grade level/departments to review their progress monitoring (FAIR) data,

- monitoring that the literacy coach (or a language arts department head) uses the data to differentiate teachers support as evidenced by the coach's log, daily/weekly schedule, classroom visitations, and
- monitoring the teacher's use of data driven instruction during classroom visits.

The School will utilize the Florida Assessments for Instruction in Reading-Florida Standards (FAIR-FS) as a progress monitoring tool. Students will be progress monitored three times per year using the FAIR-FS. In addition, teachers will keep data portfolios, or folders, of student assessment results and progress in their classrooms to provide additional data of student progress for district and school-based monitoring. The School will also utilize the District's Benchmark Assessment Test as a means to progress monitor.

Language Arts/Reading Department Heads, and/or Literacy Coaches, if applicable, will analyze progress monitoring data on a quarterly basis. As student data are collected and analyzed, these data will be used to identify specific areas in which teachers can benefit from additional professional development opportunities. Assessment data will indicate areas where improvement is needed in instructional methods, practices and necessary interventions, thereby allowing for focused professional development (including site-based modeling and coaching).

Data Collection and Analysis: The School's Literacy Leadership Team will compile progress monitoring data on a quarterly basis (or when available) and will disaggregate the results. Classroom instruction will be designed to address the deficiencies shown by data analysis and progress monitoring (incorporating classroom assessments) will be used to measure effectiveness of such.

Results will be used to modify instructional practices, interventions, and for the use of differentiated instruction. Subsequent FSA examinations will dictate whether or not the School has met prescribed goals and objectives and will clearly indicate whether or not students have made a year's worth of learning gains in a given year.

NOTE: The Sponsor's BCPS K-12 CRRP, as referenced above, reflects current policies and procedures adopted by the Sponsor. The School hereby agrees to adopt and implement the Sponsor's policies and procedures with respect to the K-12 CRRP, as amended from time to time.

D. Explain how students who enter the school below grade level will be engaged in and benefit from the curriculum.

All students will be engaged in and benefit from the curriculum, including students with exceptionalities, limited English proficiency or those who enter the School below grade level. The results of the most recent FCAT or FSA, teacher-made tests, and screenings through the reading program will be used to determine the level of mastery in reading, writing, mathematics and science for all students. This information, coupled with the results of the prior year standardized tests results and student records, will be used to determine the best educational setting for students (e.g., appropriate course selection, tutoring, referral for special services).

Apart from providing the specific services listed in a student's IEP, EP, and/or ELL plans for ELLs, as applicable, the School's faculty will differentiate instruction as necessary, as well as offer tutoring services or other such assistance to ensure students remain successful. Student performance will be continuously assessed. Students not making adequate progress towards the Standards will be identified and the following measures will be instituted:

- ❖ All students not meeting standards will be placed on a Progress Monitoring Plan and specific strategies to remediate any learning deficiencies will be implemented (excluding ELLs who have been participating in the ESOL program for less than 2 years and/or ESE students who have an IEP in place that takes the place of a PMP.)
- ❖ Literacy strategies in the content areas will be facilitated throughout the curriculum to provide students additional practice in addition to those taught during language arts classes and/or Intensive Reading courses.
- ❖ Early bird, Super Saturday, and daily pull-out tutoring may be required for those students consistently demonstrating non-mastery of the standards.
- ❖ Students consistently demonstrating non-mastery of standards on teacher generated quizzes, chapter tests, projects, investigations, and poor academic progress will be targeted for supplemental and intensive instruction/intervention.

Students who remain unsuccessful after the implementation of the PMP, and/or demonstrate additional needs may need additional intervention, and may progress to Tier II or Tier III of RtI, as applicable.

E. Describe proposed curriculum areas to be included other than the core academic areas.

The following elective courses will be offered to enhance the curriculum and/or in fulfillment of course requirements.

World Languages:

The School recognizes that the growing international interdependence among nations and the pluralistic nature of the world demands that the United States develop citizens with sound understanding of international and cross-cultural issues, and with the ability to communicate in more than one language.

Three years of language other than English will be offered, to afford students the opportunity to meet the foreign language entry requirement for state university system and become eligible for the State of Florida's Bright Future's Scholarship. Reading, speaking, and writing a language other than English will not only encompass enhancing students' functional ability with the language, but also will focus on viewing and using the knowledge of another world language as the gateway to the understanding and appreciation of another culture. Additionally, language courses will aim to reinforce and build grammar, vocabulary, comprehension and critical thinking skills that can be transferred to the English language.

To that end, all language courses will be delivered via State-adopted and research-based texts, and will address all language NGSSS (and/or Florida Standards, as adopted). Further, the School will

ensure all state mandates and standards are addressed and that course content for language courses is delivered as specified in the course content description provided by the State, with fidelity.

The following is a list of courses that the school intends to offer, however with the possibility of additional or alternate language coursework upon considering student need and interest:

COURSE TITLE	GRADE LEVEL	CREDIT
Spanish I - (Non-Speakers)	9-11	1
Spanish II - (Non-Speakers)	9-12	1
Spanish for Spanish Sp I	9-11	1
Spanish for Spanish Sp II	9-11	1
Spanish for Spanish Sp III Honors	9-12	1
Spanish for Spanish Sp IV	9-12	1
AP Spanish Language	9-12	1
AP Spanish Literature	10-12	1
French I	9-11	1
French II	9-12	1
French III	9-12	1
French IV	9-12	1
AP French Language	10-12	1

The Arts:

The School will apply an approach of global interpretation and understanding of the arts for its students, analyzing the common traits and differences of artistic expression across cultures, discovering the cultural values of civilizations reflected in their works of arts, and understanding the relationship between ideas and arts across the globe.

Both visual arts and performing arts will be elements of the curriculum. Students will be taught to identify particular creative abilities and to master techniques appropriate to particular forms of expression, developing their own imagination and skills. Works of art that have proven to be of enduring worth will be used throughout the program of arts instruction. The School will be organized around the “creative cycle” wherein an exploration of the arts will focus on “creative energy, communication, interaction, and reflection.”

The following is a list of courses that may be offered, in accordance with student need and interest:

Art Electives
Dance Techniques I
Dance Techniques II
Dance Choreography I-II
Acting I
Acting II
Two-Dimensional Art I
Draw I
Draw II
Digital Art Imaging I
Digital Art Imaging II
Band I
Band II
Instrumental Ensemble I
Instrumental Ensemble II
Chorus I
Chorus II
Eurythmics I
Eurythmics II

Physical Education:

Beyond the mandated graduation requirement of Health integrating HOPE, the School's physical education program will center on teaching students to cultivate a healthy and active lifestyle. Students will develop the motor skills necessary to participate successfully in a variety of physical activities, and will learn the benefits of a regular exercise regime. The physical education program will also expand beyond the school grounds, allowing students to experience and appreciate a wide range of physical activities outside of school, and will be structured to include opportunities for forms of self-reflection, communication, and teamwork.

The following is a list of courses that may be offered, in accordance with student need and interest:

COURSE TITLE	GRADE LEVEL	CREDIT
Personal Fitness	9-12	0.5
Team Sports I	9-12	0.5
Team Sports II	9-12	0.5
Individual and Dual Sports I	9-12	0.5
Individual and Dual Sports II	9-12	0.5
Individual and Dual Sports III	9-12	0.5
Beg. Weight Training	9-12	0.5
Beg. Aerobics	9-12	0.5
Int. Aerobics	9-12	0.5

Business Technology/Practical Arts:

Courses in business technology/practical arts will provide planned, specialized instruction designed to prepare students to enter employment, to make career progress, and to refine prescribed competencies required for employment in a cluster of business occupations or in a specific occupation chosen as a career objective. Courses will prepare students for jobs in a variety of fields such as Management and Supervision, Accounting, Finance and Computer Technology, Web Design, etc. Students are provided with concrete experiences through the study and use of technological tools, Materials, systems, and processes.

The following is a list of courses that may be offered, in accordance with student need and interest:

COURSE TITLE	GRADE LEVEL	CREDIT
Administrative Office Technology	9-12	1
Accounting I	9-12	1
Accounting II	10-12	1
Accounting III	10-12	1
Business and Entrepreneurial Principles	10-12	1
Intro to Information Technology	10-12	1
Digital Design I	9-12	1
Digital Design II	10-12	1
Digital Design III	10-12	1
Business Software Applications 1	9-12	1
Business Software Applications 2	10-12	1
Multimedia Foundations I	9-12	1
Multimedia Foundations II	10-12	1
Computing for College Careers	10-12	1
Web Design 1	9-12	1
Web Design 2	10-12	1
Web Design 3	10-12	1

Additional elective courses may be offered under any of the aforementioned headings to address student's curricular needs.

F. Describe how the effectiveness of the curriculum will be evaluated.

The extent to which the effectiveness of the curriculum can be evaluated will be determined by the achievement of the specific measurable objectives stated herein this application (for the objectives provided here in section 5) and as written in the School's *School Improvement Plan* in subsequent years beyond year one. Those educational goals and performance objectives target student performance and achievement goals, and provide the expectation that all students are expected to make annual learning gains and demonstrate mastery of grade level Next Generation Sunshine State Standards and Florida Standards.

Further, the educational strengths and needs of students will be determined on an individual and school-wide basis. Analysis on a school wide basis will assist in determining staff development needs, curriculum realignments, and the objectives submitted in the School Improvement Plan. Data is used to understand and improve school effectiveness by targeting benchmarks indicating which students need additional support to master specific grade level skills. An array of educational activities will be integrated into the curriculum to support the goals of the *School Improvement Plan* and enhance the overall academic success and performance of the students the School will serve. On a personal basis, students who do not demonstrate grade level proficiency on the appropriate FSA or EOC will be placed on a PMP where their learning needs will be identified, goals developed (with parental input) as well as planned interventions will be identified and student progress towards improvement closely monitored and further documented.

Additionally, under the Somerset District Accreditation umbrella, it is required that all Somerset schools implement, with fidelity, the programs and expectations under which all other existing Somerset schools were accredited; as a condition for the entity to maintain their status as an accredited corporate school system. As a Somerset school, the School will be closely and consistently monitored by the governing board and the School will annually report on their progress and observance of specific parameters and guidelines set by the Accrediting agency. Furthermore, the ongoing continuous improvement process through Advanc-ED, provides for reflection and the development of action plans for all school areas with special emphasis on academic standing and school climate concerns of all stakeholders (student, parent, and community).

Section 5: Student Performance, Assessment and Evaluation

- A. State the school's educational goals and objectives for improving student achievement. Indicate how much academic improvement students are expected to show each year, how student progress and performance will be evaluated, and the specific results to be attained.**

The School will establish educational goals for improving student achievement through Annual Measurable Objectives (AMO) that aim to continuously increase student proficiency from year to year and are competitive with district/state achievement targets. At the time of this charter school petition submission, the data results for the state-mandated Florida Standards Assessment had not yet been released and therefore the specific absolute threshold of proficiency for schools and school districts alike, remain unknown. Due to these changes in legislation and state-mandated testing in ELA and Mathematics, the specific thresholds have not yet been released by the FLDOE. The school commits to implement and address absolute thresholds for all state/district assessments on actual baseline data, once available. Notwithstanding, since the School cannot set absolute thresholds at this time for certain objectives, the School commits to realign AMOs and address absolute thresholds for all state/district assessments (including applicable EOC) based on actual baseline data, once available.

At minimum, the school has set the following Annual Measurable Objectives for Testing Year 1-2016-2017:

- ❖ Given school-wide instruction for mastery of the Language Arts Florida Standards (LAFS), the School average will meet or exceed the District and/or State average (whichever is higher) of students in grades 3-10 meeting high standards in ELA, as evidenced by scoring proficient or higher on the Florida Standards Assessment (FSA) in ELA in 2017 as established by FL-DOE.
- ❖ Given school-wide instruction for mastery of the Mathematics Florida Standards (MAFS), the School will meet or exceed the District and/or State average (whichever is higher) of Algebra 1 students who achieve a passing score on the Algebra 1 EOC, in 2017 as established by FL-DOE.
- ❖ Given school-wide instruction for mastery of the MAFS in Geometry, the School will meet or exceed the District and/or State average (whichever is higher) of Geometry students who achieve a passing score on the Geometry EOC, in 2017, as established by FL-DOE.
- ❖ Given school-wide instruction for mastery of the MAFS in Algebra 2, the School will meet or exceed the District and/or State average (whichever is higher) of Algebra 2 students who achieve a passing score on the Algebra 2 EOC, in 2017 as established by FL-DOE.
- ❖ Given instruction for mastery of Biology NGSSS and LAFS, at least 71% of students enrolled Biology will demonstrate proficiency by earning a passing score on the 2017 Biology EOC.

- (This objective was projected using the current available statewide and district-wide achievement data for the 2015 Biology EOC to calculate the target for 2017).
- ❖ Given school-wide instruction for mastery of US History NGSSS and LAFS, at least 72% of students enrolled in US History will demonstrate proficiency as evidenced by earning a passing score on the 2017 EOC Assessment. (This objective was projected using the current available statewide and district-wide achievement data for the 2015 US History EOC to calculate the AMO target for 2017).
 - ❖ Given instruction for mastery of LAFS/MAFS/NGSSS, in a College Preparatory environment, the School's average passing rate on the P.E.R.T (or other college readiness exam mandated by the FLDOE) will meet and/or exceed the District and/or State average (whichever is higher) of students who achieve a passing score on the P.E.R.T administration.
 - ❖ Given a school-wide emphasis on increasing learning opportunities for the lowest performing students to ensure adequate progress towards mastery of the LAFS/MAFS, at least 55 % of the lowest quartile of students will make learning gains in ELA and Math, as established by the FLDOE in 2014-15 or other state and/or district standardized assessments utilized for State of Florida Accountability Program.
 - ❖ The school's graduation rate will exceed the state average graduate rate by at least 10% by the first year of the school's first graduating class.
 - ❖ The school will increase the number of academically rigorous courses (advanced, honors, AP, dual-enrollment) by a minimum of 4 courses annually beginning in year 2.

Evaluating Student Performance and Progress – All Students are expected to make annual learning gains toward achieving the Florida Standards and NGSSS as assessed by teacher-made internal pre and post testing in each core course in 2016-17. Due to changes in legislation and state-mandated testing in ELA and Mathematics, the specific thresholds have not yet been determined by the FLDOE for 2015. The school will set an absolute AMO targets for annual learning gains as expected to be established by the FL-DOE in 2014-15. As per the Student Success Act, school districts will be expected to administer student assessments that measure mastery of course content for each course offered, beginning the 2014-2015 school year. Accordingly, the school will use such state and district-adopted as well as school-based assessments to measure student progress toward mastery of the Florida Standards and applicable NGSSS across all grade levels. The School will follow the Sponsor's testing calendar and measurements, and frequency of assessments therein as amended from time to time in accordance with any and all district and/or statewide assessments.

Baseline data will be established, collected, and used to identify the educational strengths and needs of students and rates will be compared to the academic progress of the same students from year to year. All baseline, interim, and standardized testing data will be collected and analyzed each year to measure progress and inform instruction. Academic grades will reflect the student's academic progress based on the competencies/benchmarks for the grade level course in which the student is enrolled. The interim assessments to be used are the District's Benchmark Assessments of the Florida Standards (BAFS) which include Baseline Assessments in all areas tested by the state as well as benchmark administrations in the Fall and Winter.

B. Describe the school's student placement procedures and promotion standards.

Placement – The school will use data (state and district requirements, report cards, testing scores, past performance and comportment) as factors for placement in the appropriate courses (described above). Depending on individual student assessment results, some students may be required to enroll in remediation courses for mathematics and reading which will take the place of electives.

Students are initially assigned to a cohort class based upon their year of entry into 9th grade. The Florida Department of Education expects all students to graduate from high school within four years of enrollment. Students will remain classified along with their original cohort to ensure appropriate progression, course placement, and adherence to the proper graduation requirements. Students in their first year are in 9th grade, second year are in 10th grade, etc.

Transfer students who have been retained in their previous district will be assigned to their appropriate grade level during registration based upon their cohort. For students who have been previously retained or are otherwise not classified according to their respective cohort, schools may place them in the appropriate grade level if approved by the school principal/designee. These decisions will be made in accordance with a personalized academic plan, which specifies how the student will meet the credits, GPA, and testing requirements in order to graduate with the cohort. This plan may be in the form of an IEP, 504, PMP, ePEP, or similar document.

No student will be assigned to a grade level based solely on age or other factors that constitute social promotion (F.S. 1008.25(6)(a)). Students may be assigned to a grade level based upon their initial year of entry into HS or other academic criteria recommended by the school principal designee as a part of the student's personalized educational plan.

Promotion from grade to grade will be in accordance with the requirements set forth in the District's **Student Progression/Promotion Criteria Matrix**.

The number of credits required to progress from one grade to another in high school follows:

- To be in grade 9, a student must be promoted from grade 8.
- To be in grade 10, a student must have completed one year as a designated 9th grader.
- To be in grade 11, a student must have completed one year as a designated 10th grader.
- To be in grade 12, a student must have completed one year as a designated 11th grader.

This overview of the policies reflects the most current Student Progression Plan (available at the time of application submission (2015)). The School hereby agrees to adopt the plan in effect for the 2016-2017 school year and as amended for each year of the charter.

- C. If the school will serve high school students, *describe the methods used to determine if a student has satisfied the requirements specified in section 1003.428, F.S., and any proposed additional requirements.*

Graduation Requirements: A student may be awarded a standard diploma at which time he/she meets all graduation requirements. A student who graduates early from high school may continue to participate in school activities during his/her four-year cohort period, and will continue to be ranked with this cohort. The student shall be included in all awards and honors with his/her cohort. Students who have graduated early shall comply with school board rules regarding access to school facilities and grounds during normal operating hours. The information below provides additional information regarding a number of graduation requirements:

Mathematics: Four total credits are required:

- ❖ All students must earn one credit in Algebra with the Algebra I EOC comprising 30% of the final grade.
- ❖ All students must earn 1 credit of Geometry, with the Geometry EOC making up 30% of the final grade.
- ❖ Students must complete 2 additional credits in math.
- ❖ If students elect to take Algebra II, the Algebra II FSA/EOC will count for 30% of the final grade.

Science: Three total credits are required:

- ❖ One of the three required credits in science must be Biology. The end-of-course assessment will count as 30% of the final grade in Biology I.
- ❖ The remaining two credits must be equally rigorous courses, as determined by the State Board of Education.

Fine Arts: One credit is required in:

- ❖ Fine or Performing Arts,
- ❖ Speech and Debate, or
- ❖ eligible Practical arts.

Physical Education Integrated with Health: One credit is required.

Service Learning: Students are required to complete a minimum of 40 documented hours of service learning in order to graduate. In cases of extreme hardship or senior out-of-district transfers, the school principal may waive the service-Learning requirement.

Graduation Diploma Options - Selection of one of the graduation options is exclusively up to the student and parent. If the student and parent fail to select a graduation option, the student shall be considered to have selected the general requirements for the four-year high school graduation option (F.S. 1003.429(1)6(2)).

- **24-Credit Standard Diploma**- The 24-credit option is the traditional standard high school diploma as described in the graduation requirements above.
- **18-Credit ACCEL Diploma**- Awarded to students who meet all requirements for a standard diploma with the following exceptions:
 - o Physical Education is not required
 - o Online Course is not required
 - o Three elective credits only
 - o Community Service hours are not required

STUDENTS WITH DISABILITIES

A student with disabilities who has met all requirements for graduation with a standard diploma except the state assessment program requirements shall be awarded a certificate of completion from the School, unless the graduation requirement has been waived by the IEP team or Commissioner of Education. Students with disabilities, eligible under IDEA, may remain in or return to school until receipt of a standard diploma or until the end of the school year in which they turn 22 years of age.

GRADUATION REQUIREMENTS - SPECIAL DIPLOMA FOR STUDENTS WITH DISABILITIES Two options are provided for earning a special diploma. Option I is based primarily upon mastering state standards and earning credits. Option II is based primarily on demonstrating competency in employment. Exceptional students eligible under IDEA may graduate with a special diploma and return to school until receipt of a standard diploma or until the end of the school year in which they turn 22 years of age. Service learning hours are not required for a special diploma. A student with disabilities who was working towards a Special Diploma – Option I may receive a special certificate of completion and participate in the graduation ceremonies of his/her school if the student completes the minimum number of credits and other requirements of the School Board but is unable to demonstrate mastery of the Sunshine State Standards for a Special Diploma.

The awarding of Special Diploma (option 1 or option 2) for Students with Disabilities and/or Special Certificate of Completion will occur in adherence to the guidelines and provisions detailed in the BCPS Student Progression Plan (SPP).

Grading Student Performance: Student grades will be issued in accordance with State and Sponsor guidelines, as specified in the Sponsor's SPP. Academic grades will reflect the student's academic progress based on the competencies/benchmarks for the grade level/course in which the student is enrolled. A student's academic grade will reflect the teacher's most objective assessment of the student's academic achievement. The determination of the specific grade a student receives will be based on the teacher's best judgment after careful consideration of all aspects of each student's performance during a grading period, including such factors as class attendance, homework, and participation. The grade will not be based on the student's effort and/or conduct, attendance or tardiness.

In Accordance with the BCPS SPP, the following are the academic grades used:

High School Grading Scale		
Numerical	Letter	Points
90-100	A	4.0
87-89	B+	3.5
80-86	B	3.0
77-79	C+	2.5
70-76	C	2.0
67-69	D+	1.5
60-66	D	1.0
0-59	F	0.0
INCOMPLETE	I	0.0

In grading students these numerical or letter grades are to be averaged to determine a students' grade for a nine-week grading period.

Forgiveness Policy: In grades 9-12, teachers may override the final grade of a semester or an annual course on the electronic grade book, thus overriding the computation of the grade point average. The override option applies to raising a grade to a higher grade or lowering it.

For students in grades 9-12 the forgiveness policy for required courses is limited to replacing a grade of "D" or "F" with a grade of "C" or higher earned subsequently in the same or comparable course. The forgiveness policy for elective courses is limited to replacing a grade of "D" or "F" with a grade of "C" or higher earned subsequently in another course. In either situation when a student attempts forgiveness for a grade, only the new grade will be used to compute the student's GPA, but the lower grade will remain on the student's transcript and in the student's permanent record. Any course not replaced according to this policy shall be included in the calculation of the cumulative grade point average required for graduation.

In grades 9-12, in authorized semester courses, the student's final grade shall be determined as follows: 37.5% percent value for each of two quarter grading periods, with 25% of the grade being composed of the final examination grade. A teacher exercising the override rule must have documentation for such a decision.

EOC Requirement: As of July 1, 2010, statewide End of Course (EOC) assessments are mandated for specific high school courses. Since then, those EOCs have been expanded to include Algebra 1, Geometry, Algebra 2, Biology and US History. EOC scores will factor into the final grade of the course, comprising 30% of it. Students must pass the Algebra I EOC in partial fulfillment of the graduation requirements in the State of Florida. Additionally, middle school students who take a

course that requires a statewide EOC, may “bank” their passing scores for the purpose of high school credit accumulation.

NOTE: The SPP, as referenced above, reflects current policies and procedures adopted by the Sponsor. The School hereby agrees to adopt and implement the Sponsor's policies and procedures with respect to the SPP, as amended from time to time.

D. Describe how baseline achievement data will be established, collected, and used.
Describe the methods used to identify the educational strengths and needs of students and how these baseline rates will be compared to the academic progress of the same students attending the charter school.

Students arriving in Florida's public schools for the first time, or students who have been in private schools and returning to the District's public schools, will first have their records reviewed. Students will be screened using the Florida Assessment for Instruction in Reading (FAIR) and the Diagnostic Assessments of Reading (DAR) word lists. A grade level Lexiled Passage and the NAEP Fluency Rubric may be used as additional screening assessments to confirm reading needs and potential Intensive Reading placement. Detailed placement criteria, including cut scores for each assessment, are outlined in detail on the District's Decision Tree and corresponding placement charts. Schools may also administer the Hampton Brown/National Geographic Edge placement test or benchmark assessment tests if needed.

If a student with disabilities whose IEP identifies a deficit in reading due to the impact of their disability, the full DAR will be administered in accordance with Sponsor's guidelines.

The baseline student academic achievement levels for the school will be established using multiple measures of student's academic performance on the school and the Florida Assessment Program, as applicable. Some of the assessments to be utilized will include the following:

- ❖ Florida Standards Assessment (FSA)
- ❖ Other standardized tests;
- ❖ Other standards-based exams;
- ❖ Benchmark Assessment of the Florida Standards (BAFS)
- ❖ FAIR (as applicable)
- ❖ Teacher-made or Curriculum-provided pretests

The baseline levels of academic achievement established during the first academic year will be compared to academic achievement levels in prior years, when data is available, in order to assess rates of prior academic progress and the baseline rates of academic progress for the School's students. Other than standardized test scores, other baseline data may include report card grades, attendance records, and behavioral records (including in school and out of school suspensions as well as exemplary behavior). In the case of Exceptional Student Education (ESE), IEPs will be secured and ELLSEPs will be obtained for English language learners (ELL). This data will be made available to teachers who will assess progress against the baseline data.

Baseline data will be also be utilized to determine the extent to which educational goals and performance standards have been met (inasmuch as the achievement of the specific measurable objectives identified in the charter school application for the first year of operation). Said baseline data is also made available to stakeholders and the community at-large, as reported in the *School Improvement Plan (SIP)* via the needs assessment and also through specific learning objectives, which are written to address student's learning needs. In subsequent years, the results (based upon those baseline data items) will be gauged against the objectives specified in the *School Improvement Plan* and this method of goal setting and data collection will be utilized as a living and continuous improvement tool.

E. Identify the types and frequency of assessments that the school will use to measure and monitor student performance.

The School will follow federal, state, and district policies and procedures with regard to administration of tests and standardized assessments and participate in all required assessments as specified in F.S. 1003.43 (7)(a)(4) and/or as directed by the Sponsor and/or specified in charter. The School will appoint a test chairperson to carry out and administer procedures and setup and monitor computer based testing programs. The School will ensure test security, report irregularities and ensure confidentiality of student results.

In addition to the discussion of required and mandated assessment requirements for graduation, teacher-made classroom assessments will be utilized for evaluative purposes to determine mastery of the Florida Standards and/or NG-SSS for earning specific class credit requirements, as discussed above; the School commits to implement all State mandated and/or Sponsor-required assessments as appropriate to high school students and as presented in the BCPS Assessment Calendar. Some of the specific instruments that will be used to assess student performance, as well as those utilized for diagnostic and/or other placement purposes, are presented below:

BCPS Testing Calendar (9-12)
Florida Assessment for Instruction In Reading (FAIR) AP1, AP 2, AP3
District Benchmark Assessment (BAFS)
District Writing Prompt Tests
Florida Alternate Assessment Administration (ESE)
Comprehensive English Language Learning Assessment (CELLA)
Florida Comprehensive Assessment Test Reading Retake (FCAT) 2.0
Advanced Placement Exams (AP)
Algebra, Biology, Algebra II, US History and Geometry End-Of-Course Tests
Florida Post Secondary Education Readiness Test (PERT)

Preliminary ACT (PLAN)
Florida Standards Assessment (FSA)
College Board Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT)
IDEA Oral Language Proficiency Test II (IPT-II) and Kaufman Test of Educational Achievement II (KTEA-II) (ESOL Placement)

School-Based Assessments in all Courses will include:

- ❖ Teacher-generated quizzes
- ❖ Teacher-generated and textbook-adopted assessments
- ❖ Quarterly Exams
- ❖ Portfolios and presentations
- ❖ Class participation/presentation and PBL rubrics
- ❖ Quarterly projects /investigations
- ❖ Teacher Made Performance-based Assessments
- ❖ UDL Design Framework*

**Universal Design for Learning* supports teachers' efforts to meet the challenge of diversity by providing flexible assessment strategies that help teachers differentiate instruction to meet varied needs, especially for SWD and ELL student populations. It does this by providing options for Instruction (Presenting information and content in different ways) and Assessment (Differentiating the ways that students can express what they know)

F. Describe how student assessment and performance data will be used to evaluate and inform instruction.

The results of the Florida Standards Assessments (FSA) and End of Course (EOC) examinations will be used to improve the teaching and learning of higher educational standards. The primary purpose of these state-mandated standardized assessments is to assess student achievement of the higher-order thinking skills represented in the Florida Standards/NGSSS. Results of these examinations will inform stakeholders (students, parents, and teachers) about where a student is succeeding and what areas need strengthening on an annual basis. Assessment will serve as a feedback system to guide teachers in lesson planning and individualizing instruction for the subsequent school year. Additionally, it will guide students in gaining full mastery of each respective standard and it will keep parents informed about student progress to specific learning objectives. Expectations are that students will progress at least as well as they did before attending the charter school, that the specific measurable objectives for the School are achieved, and they will have at least a year's worth of learning in a year's time.

The School will also participate in the Sponsor's Benchmark Assessment Tests of the Florida Standards (BAFS) as means to monitor student's attainment of the curriculum benchmarks. The

BAFS will be utilized to assess level of mastery of benchmarks within the Florida Standards/NGSSS and to further monitor student progress after instruction and intervention have occurred.

Additionally, student performance in the classroom will be assessed by the classroom teacher, and students not making adequate progress towards the Florida Standards/NGSSS—as evidenced by teacher evaluation, assessment of student work, and overall academic performance—will also be identified, and appropriate measures for improvement will be instituted. Ongoing communication between the School and the parents will be maintained through on-line reporting systems such, for example, web-based grade book, such as, Pinnacle-Excelsior grade book, and through progress reports, parent conferences, and other forms of written and oral communication that the parents may be comfortable to utilize. Ongoing internal audits (interim progress reports and report cards) of student performance, including beginning year, mid-year, and end-year assessments, will also be utilized as reflective and guidance tools.

Furthermore, the establishment of a *School Improvement Plan* will ensure school-wide student assessment and performance data can be shared with parents, students and other stakeholders. The School Advisory Committee (SAC) will participate in the development of the *School Improvement Plan* to ensure input from all stakeholders, including teachers, students, parent representatives, and community members. The attainment of specific learning objectives, with supporting documentation, will be detailed in the School's Annual Report, and copies will be made available to the charter school constituents on an annual basis.

As well, the School will utilize a Response to Intervention model that integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. The school will identify students at-risk for poor learning outcomes; monitor student progress; provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness; and identify students with learning disabilities or other disabilities. The RtI implementation at the school will contribute to more meaningful identification of learning and/or behavioral problems, improve instructional quality, provide all students with the best opportunities to succeed at the school, and assist with the identification of learning difficulties and problems.

G. Describe how student assessment and performance information will be shared with students and with parents.

The comprehensive assessment program will be used to inform students, parents, and teachers about where a student is succeeding and what areas need strengthening. Assessment will serve as a feedback system to guide teachers in lesson planning and individualizing instruction. Parents will be able to access student grades via online gradebooks, student records via Virtual Counselor and student assignments via the School's website.

Additionally, state-mandated tests, EOC's and benchmark assessment test results will guide students in understanding full mastery of each respective standard and it will keep parents informed about student progress to specific learning objectives. Teachers will use assessment

rubrics as teaching tools in the classroom by helping students to interpret their performance and comprehend their results. Students will be given the opportunity to participate in data chats with teachers, which will provide the opportunity to understand their strengths and weaknesses on standardized tests and make them active participants in their education. Data chats will be conducted on student-teacher and students-teacher-parent levels via in-person conferences, telecommunication as well as via email.

Appropriate measures for improvement will be instituted for students not making adequate progress towards the Florida Standards/NGSSS. The parent/guardian will be advised in a special conference as needed, and remedial strategies will be communicated. If a child's performance is on target for his or her immediate stage of development, we will so advise the parents. Assessment and performance information will be shared with parents and evidence by parental contact logs for every teacher. Not later than midway between marking periods, an interim report shall be sent to parents of students who are experiencing difficulty including, but not limited to, the following: failing, a drop of two or more grades, unacceptable behavior and excessive absences. In schools with an automated system for record keeping and grading, interim reports will be provided for all students. Interim progress reports shall be signed by the parent and returned to the teacher.

Ongoing communication between the School and the parents will be maintained through on-line reporting systems such, for example, a web-based grade book and through progress reports, parent conferences, and other forms of written and oral communication that the parents may be comfortable to utilize. Conferencing will be a highly effective way to keep parents apprised of their child's progress in all grade levels. Specifically, the School will ensure communication with parents via the following district-mandated means:

- ❖ [Report Cards:](#) The School will issue report cards at the end of each marking period. These will not be withheld from students because of failure to pay dues, fees or charges for lost or damaged books or property.
- ❖ [Interim reports:](#) No later than midway between marking periods, an interim report shall be sent to parents of students who are experiencing difficulty including, but not limited to, the following: failing, a drop of two or more grades, unacceptable behavior or excessive absences. In schools with an automated system for record keeping and grading, interim reports will be provided for all students, indicating satisfactory or unsatisfactory progress.
- ❖ [Required parental notification for students in danger of not meeting graduation requirements:](#) Any student with a GPA below 2.5 shall have their parent or guardian notified that good work and improvement is necessary to ensure that high school graduation requirements are met. The School will assist students to meet these requirements through a variety of options which may include, but are not limited to:
 - forgiveness policy
 - extended learning
 - special counseling
 - volunteer and/or peer tutors

- school-sponsored help sessions
- homework hotlines
- study skills classes

Further, the establishment of a *School Improvement Plan* will ensure school-wide student assessment and performance data will be shared with parents, students and other stakeholders. The SAC will participate in the development of the *School Improvement Plan* to ensure input from all stakeholders, including teachers, students, and parent representatives. The attainment of specific learning objectives, with supporting documentation, will be detailed in the School's Annual Report, and copies will be made available to the charter school constituents on an annual basis.

Section 6: Exceptional Students

A. Please indicate the level of service that the school will provide to students with disabilities by selecting from the list below.

- *The school will serve students with disabilities whose needs can be met in a regular classroom environment (at least 80% of instruction occurring in a class with non-disabled peers) with the provision of reasonable supplementary supports and services and/or modifications and accommodations.*

The School will adhere to all applicable provision of Federal law relating to the education of students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.

The School hereby agrees to adopt and implement the Sponsor's Special Policies and Procedures (SP&P) with respect to the ESE Plan, as amended from time to time. Special Education students will be provided with programs implemented in accordance with federal, state, and local policies. The school will serve students with disabilities whose needs can be met in a regular classroom environment (at least 80% of instruction occurring in a class with non-disabled peers) with the provision of required supplementary supports and services and/or modifications and accommodations.

Students with disabilities enrolled in the School will be educated in the least restrictive environment and will be segregated only if the nature and severity of the disability is such that education in general education classes with the use of supplementary aids and services cannot be achieved satisfactorily. The School will provide a continuum of support from consultation on, in a collaborative setting, as appropriate, wherein the ESE Specialist and General Education teacher regularly monitor students' progress on attaining goals stated on the IEP as well as grade-level curriculum goals.

Plan of Services: The school will follow the School Board of Broward County's Special Programs and Procedures (SP&P) for Exceptional Students and Collaborative Problem Solving (CPS) and Comprehensive Evaluation in serving students with disabilities (SWD).

Highly qualified personnel will ensure that students' needs are being met even before student is identified or evaluated for Exceptional Education Services through a Response to Intervention (RtI) process, wherein interventions will be frontloaded in the general education classroom as a first step which provides students the support they need to learn. The RtI framework will be a comprehensive support to students. The goal of the RtI model at the school is to minimize the risk for long-term negative learning outcomes by responding quickly and efficiently to documented learning or behavioral problems and ensuring appropriate identification of students with disabilities. This first step is to provide the student with support in order for them to achieve their success in the classroom.

B. Describe how the school will ensure that students with disabilities will have an equal opportunity of being selected for enrollment in the charter school.

The School will not discriminate on the basis of race, religion, or national or ethnic origin, or exceptionality in the admission of students. Any eligible student who submits a timely application and whose parents accept the conditions of the Parental Involvement Contract shall be considered, unless the number of applications exceeds the capacity of the program, class, grade level, or building. The School will be open to any student residing in the County, provided the parent/guardian submits the Student Application Form. The Student Application Form does not inquire about or require parents/guardians to disclose whether or not their child has a disability and/or an IEP or 504 Plan. In accordance with the law, preferences may be given to applicants based on F.S. 1002.33(10)(d). The School will have an open admissions procedure, utilizing a "first come, first served" policy as required by statute, unless the number of applicants exceeds capacity. In such case, all applicants shall have an equal chance of being admitted through a random selection process conducted by the School's accounting firm in conformity with Florida's Charter School Legislation and in accordance with the racial/ethnic balance provisions described in F.S. 1002.33(7)(a)(8). All students in the lottery will be assigned a waiting list number should student seats become available or capacity increases.

C. Describe how the school will work with the sponsor to ensure the charter school is the appropriate placement for each student with a disability, based on the student's needs.

The School hereby agrees to adopt and implement the Sponsor's policies and procedures (SP&P) with respect to the Special Education, as amended from time to time. Teachers and ESE personnel will participate in District workshops and monthly District ESE Specialist meetings. Data regarding students' IEPs will be entered into TERMS, if applicable, and the School will utilize the EasyIEP platform, consistent with the District's use, in order to facilitate communication between and compliance with BCPS's systems. It is the School's mission to place students in an environment where they can develop to their highest potential; those students whose needs cannot be adequately addressed at the School will be appropriately referred, and staff will work together with the Sponsor's personnel to ensure that the needs of these students are met.

Operating under the auspices of the Sponsor as the Local Education Agency (LEA), the School will assume responsibility for programming and delivering related services to exceptional students, as identified in the student's IEP with adherence and fidelity to the Sponsor's policies, and with provisions further detailed in the paragraph that follows. The School does acknowledge a need for a collaborative linkage with the Sponsor, especially with respect to the responsibilities that exist for providing a free appropriate public education to children with disabilities.

Least Restrictive Environment: Students with disabilities will be educated in the least restrictive environment and will be separated from non-disabled peers only if the nature and severity of the

disability is such that education in regular classes, with the use of supplementary aids and services, cannot be achieved satisfactorily.

The school will utilize the Sponsor's policies and procedures with respect to serving students with disabilities, including the procedures for identifying students with special needs, developing Individualized Education Plans, and 504 Plans (as applicable), and providing a full range of services. Special Education students will be provided with programs implemented in accordance with federal, state, and local policies (specifically, the Individuals with Disabilities Education Act (IDEA); Section 504 of the Rehabilitation Act of 1993; Sections 1000.05 and 1003.57, Florida Statutes; Chapter 96-186, Laws of Florida; and Chapter 6A-6 of the Florida Administrative Code. Additionally, the School will follow guidelines and procedures detailed in Broward County Public Schools' ESE Plan and Manuals.

The educational program for exceptional students will include and adhere to the principles of the law as follows:

- ❖ **Free appropriate public education (FAPE)**- will be provided to every exceptional student enrolled in the School. That is, free: at no cost to parents; appropriate: suited to individual needs of the child; public: provided by and paid for the public education system; education: including extracurricular activities.
- ❖ **Appropriate evaluation** – evaluations will occur within appropriate timeframes and in accordance with published guidelines.
- ❖ **Individual Education Plans (IEP)**- and Educational Plans (EP) for gifted will be developed, and maintained; meetings will be held in accordance with Sponsor's guidelines.
- ❖ **Parent/Student Participation in Decisions** – including but not limited to giving consent for evaluation and initial placement, helping design the IEP, helping the School understand their child.
- ❖ **Procedural Due Process** – A Non-discriminatory policy regarding the eligibility, identification, location, placement and evaluation process as well as adherence to procedural guidelines for all of these and with integrity to FAPE will consistently be implemented. Notwithstanding, when in question, due process hearings may be initiated by a parent or the district on the proposal or refusal to initiate or change the identification, evaluation, or educational placement of the student or the provision of a free appropriate public education.
- ❖ **Least Restrictive Environment: (LRE)** students with disabilities will be educated in the least restrictive environment and will be segregated only if the nature and severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

In accordance with the policies of Broward County Public Schools, the School will follow the Response to Intervention (RtI) process, including the following three (3) tiers of intervention that will be followed before psycho-social evaluation can be recommended:

- ❖ **Tier 1:** During this stage, students will be provided academic and/or behavioral support aimed at serving their needs. This stage supports all students and is conducted in the general education classroom, targeting the educational needs of each student via differentiated instruction and research-based instructional methods. Core academic

interventions at this stage would include the use of the core curriculum and whole-class interventions. Core behavioral interventions would include school-wide discipline policies and procedures as well as positive behavior supports. Academic assessments at the Tier 1 level would include benchmark assessments; behavioral assessments would include discipline data. It is the intention of both the District and the School that Tier 1 of the RtI process would successfully address the needs of at least 80-90% of the population.

- ❖ **Tier 2:** At this point in the process, students will be provided a variety of methods to target instruction that may include but not be limited to: small groups, one-on-one instruction, and twice a week pull-out tutoring. Assessments would include behavioral observations, intervention data and gap analysis, in accordance with District mandates. Tier 2 interventions would be initiated for the 10-15% of the student population that did not adequately respond to the interventions provided in the general education classroom during the Tier 1 intervention process.
- ❖ **Tier 3:** During this stage, students will be provided with a more frequent, intense and individualized intervention, which can include but not be limited to: pull-out tutoring conducted three to five times a week, or one-on-one tutoring. Students who did not successfully respond to the Tier 1 and Tier 2 interventions would receive such interventions as a behavior intervention plan, individualized counseling, and intensive individualized academic plans, as well being assessed via Functional Behavioral Analyses (FBA), and the use of progress monitoring graphs, as applicable and in accordance with District mandates.

Identifying Exceptional Education (ESE) Students - The School will follow the School Board of Broward County's Special Programs and Procedures for Exceptional Students and Collaborative Problem Solving (CPST) and Comprehensive Evaluation. In summary the school will identify students as follows:

Identifying Exceptional Education (ESE) Students - The School will follow the School Board of Broward County's Special Programs and Procedures (SP&P) for Exceptional Students and Collaborative Problem Solving (CPS) and Comprehensive Evaluation. In accordance with the SP&P, the School will identify students as follows:

- ❖ **Step 1:** Identify the problem with stakeholders (parents, teachers, staff, etc)
- ❖ **Step 2:** Analyze the problem by reviewing at data that focuses on the student's learning and behavioral/social characteristics in the classroom.
- ❖ **Step 3:** Select and implement the intervention targeted to address the student's needs.
- ❖ **Step 4:** Progress monitor for a time period of at least 4-6 weeks to evaluate the effectiveness of intervention(s).
- ❖ **Step 5:** If the aforementioned RtI process has been executed with fidelity and the student is not responding appropriately then the School will refer the student to SBBC's Psychological services for appropriate comprehensive evaluation.
- ❖ **Step 6:** All stakeholders meet as a team to review and discuss the results of the comprehensive evaluation, and as a committee determine ESE eligibility for services. If there is a documented medical/physical condition affecting their performance in school, the student will first be considered for 504 Plan eligibility.
- ❖ **Step 7:** Appropriate educational support is determined; IEP is developed for student.

Individual Education Plans (IEPs): The School will utilize all of the Sponsor's procedures (Easy IEP) and forms related to IEP and placement process procedures. The School will develop an Individual Education Plan (IEP) and conduct an IEP meeting with the student's family for each exceptional student enrolled in the School. The School will invite the Sponsor to any and all parent conferences, staffings and IEP meetings, by giving at least two (2) weeks prior notice, with a copy of the Parent Participation Form, by mail or given in person. The school will support the education of the students with special learning needs within the regular classroom setting as the first choice of placement and with a commitment to provide services necessary for full implementation of the child's IEP.

Students will be guaranteed a free appropriate education through aforementioned identification and evaluation as well as consequent placement and implementation of an appropriate IEP. The written individualized educational plan for each student will include measurable annual learning goals and behavioral goals. Supplementary aids and related Services will also be identified as well as necessary accommodations and modifications which will be clearly delineated in this written plan.

The IEP will be implemented immediately following the receipt of parental consent, or 10 days after the meeting and will be made accessible to each of the student's teachers who are responsible for the implementation. Each teacher of the student will be notified of specific responsibilities related to implementing the student's IEP. The School will offer various services to meet the needs of the students with disabilities based on the Individual Educational Plan, including, but not limited to: specialized instruction, acceleration, modifications of content through differentiated curriculum, curriculum compacting, enrichment, speech/language therapy, occupational therapy, physical therapy, social skills development and/or counseling.

The ESE Specialist – This member of the School's support staff verifies that students have current assessment data and are receiving the type of supports they need in general education. These may include:

- Ensuring proper reading placement.
- Reviewing all schedules prior to the start of the school year and making necessary changes.

Procedural Safeguards - Parents of students with disabilities will receive procedural guidelines and guidance in their native language. These will include the areas of notice and consent, independent educational evaluations, confidentiality of student records, due process hearings, and surrogate parents. As early as possible in the planning/development stages, School staff will work closely with the Sponsor's staff to discuss the needed services (including all related services and programs) of the enrolled students with disabilities.

Services will be regularly and routinely monitored through the School's ESE Specialist to ensure that individual learning plans are being met. Similarly, all personnel who provide related services (e.g. psycho-social counseling provided by a Speech/Language Pathologist, Occupational Therapist, physical therapist, guidance counselor, social worker or mental health professional, etc.) to

students will meet all required licensure and/or certification requirements pertaining to their area of related service.

Federal and State Reports: The School will complete federal, state and any other reports deemed necessary in accordance with the time-lines and specifications of the Sponsor and the State Department of Education. In compliance with Rule 6A-6.03311, Florida Administrative Code (FAC), Procedural Safeguards for Students with Disabilities, the Family Educational Rights and Privacy Act (FERPA), and Sections 393.12, 743.07, and 744, Florida Statutes (F.S.), the School will provide students with a transfer of rights at the age of majority, and provide transition services with respect to the IEP, when appropriate and as applicable.

504 Plan: The School's policies for 504 students will reflect the requirements of the Section 504 of the Americans with Disabilities Act of the Rehabilitation Act of 1973 that prohibits discrimination against persons with disabilities in any program receiving federal financial assistance, including public schools. The purpose of Section 504 is to ensure that eligible students have educational opportunities equivalent to their non-disabled peers. It is often said that Section 504 "levels the playing field" for all students attending public school. Section 504 requires that accommodations, aids or special services be provided to students with disabilities so they have an opportunity, equal to non-disabled students, to participate in educational experiences.

Section 504 provides no funding and the eligible student's education must be provided in the general education classroom, unless it is demonstrated that education in the regular environment, with the use of supplementary aids and services, cannot be achieved satisfactorily. Section 504 requires school districts to provide a Free Appropriate Public Education (FAPE) to qualified students who have a physical or mental impairment that substantially limits one or more major life activities.

After obtaining parental consent, the Section 504 Team collects data from a variety of sources, e.g., student records, standardized test scores, teacher reports, medical reports, behavioral rating scales, psycho-educational evaluations, grades, attendance. Unlike most IDEA evaluations, Section 504 evaluations do not necessarily involve formal testing.

Placement refers to regular and/or special education program in which a student receives educational and/or related services. For the vast majority of Section 504 students, "placement" refers to planned accommodations within the regular classroom. Students whose needs cannot be met in such a manner may require evaluation to determine eligibility for special education under IDEA. Once a plan is written, all staff in the school should view it as a "legal contract" to which they are parties.

Meetings will occur on an annual basis between the parents, classroom teacher, and the 504 team in order to assess student progress. 504/ADA plans will be revisited and reviewed annually. Reevaluation will take place every three years.

D. Describe how the school will utilize the regular school facilities and adapt them to the needs of exceptional students to the maximum extent appropriate, including the use of supplementary aids and services.

The School will utilize school facilities to meet the needs of exceptional students by offering ramps, parking spaces, elevators, assistive technology, handicap bathroom stalls, resource rooms and any other options that are needed as decided by the IEP team. The School will also make adaptations to school facilities, to the maximum extent appropriate and within provisions of the law, to ensure students with disabilities enrolled in the School will be educated in the least restrictive environment and will be separated from non-disabled peers (pull-out) only if the nature and severity of the disability is such that education in regular classes, including the use of supplementary aids and services, cannot be achieved satisfactorily. In addition, students will be offered specialized instruction, collaboration, consultation, or support facilitation depending on the student's area of need. Other services may include social skills development, speech/language therapy, occupational therapy, physical therapy and/or counseling.

E. Describe how the school's effectiveness in serving exceptional education students will be evaluated.

The goals for determining the School's effectiveness in serving special education students are consistent with the goals set for all students of the School or as specified in the child's IEP. The School will support the education of the students with special learning needs within the regular classroom setting as the first choice of placement and with a commitment to provide services necessary for full implementation of the child's IEP. The School's effectiveness in serving special education students can also be evaluated in its ability for the student to demonstrate learning gains consistent with the annual goals specified in the child's IEP. In addition, the Sponsor's annual ESE compliance will further measure the school's effectiveness to serve Exceptional Education Students. Similarly, the School's ability to meet Adequate Yearly Progress (AYP), including AYP for the students with disabilities subgroup, would also serve to demonstrate effectiveness. Feedback from the Sponsor's annual ESE compliance review will also help the School to measure its effectiveness in serving students with disabilities. Furthermore, parents annually complete the Broward County ESE Parent Online Survey indicating how well schools are supporting parents' involvement in their child's education.

F. Explain how exceptional students who enter the school below grade level will be engaged in and benefit from the curriculum.

The School's curriculum is designed to serve students of all ability levels, and the School will ensure that all students will be engaged in and benefit from the curriculum, including exceptional students who enter the school below grade level. Any student in need of remediation for not making adequate progress towards mastery of the Florida Standards, when applicable, will have access to supervised study time and tutoring services during school and non-school hours (e.g. after school, Saturday mornings, etc. and whenever possible, to accelerate and/or remediate student achievement).

Apart from providing the specific services listed in a student's IEP, as applicable, the School's faculty will differentiate instruction as necessary, as well as offer tutoring services or other such assistance to ensure students' success. Student performance will be continuously assessed and students not making adequate progress towards mastery of the Florida Standards and/or NGSSS, as applicable, will be identified and the following measures will be instituted:

- ❖ Reading strategies in the content areas will be facilitated throughout the curriculum to provide students additional practice in addition to those taught during language arts classes.
- ❖ Early bird, Super Saturday, and additional daily pull-out tutoring may be required for those students consistently demonstrating non-mastery of the standards. The team will meet to discuss pull-out tutoring options.
- ❖ Students consistently demonstrating non-mastery of the Standards on teacher generated quizzes, chapter tests, projects, investigations, and poor academic progress will be targeted for supplemental and intensive instruction/intervention.

All students with disabilities will be monitored as stated on their IEP and progress reports will be sent to parents/guardians attached to the student's report card each quarter.

G. Provide the school's projected population of students with disabilities and describe how the projection was made.

The school will be nonsectarian in its programs, recruitment, admission policies and operations. The promotional plan to be followed in publicizing the School will be designed to reach the entire community and, accordingly, all groups within it. By publicizing the availability of the School throughout Broward County, the School's demographic composition should mirror that of the local community. Therefore it is anticipated that the School may have approximately 10-12 percent population of students with disabilities enrolled at the School.

H. Identify the staffing plan, based on the above projection, for the school's special education program, including the number and qualifications of staff.

The school teaching staff will include a certified ESE Program Specialist with demonstrated experience in providing support and services to children with disabilities. The ESE Specialist will be an employee of the School and will, at minimum, possess full certification in special education. The ESE Specialist will ensure the implementation of all IEPs and will consult with the general education teachers to provide direct instructional support to special education students. Consultation provided by the ESE Specialist will include:

- ❖ adjustments to the learning environment;
- ❖ modifications of instructional methods; and
- ❖ adaptation of curricula, and the use of appropriate accommodations to meet the needs of individual students.

The school teaching staff will include a certified ESE Teacher with demonstrated experience in providing support and services to children with disabilities. The ESE Teachers will be an employee of the School and will at a minimum possess full certification in special education. The school will increase number of staff based on actual student enrollment. The ESE Teacher will ensure the implementation of all IEPs and Section 504 Plans. The needs of the population of students with disabilities will dictate the role of the ESE Teachers.

The school will employ teachers who meet all licensure and/or certification requirements that apply to the area in which the individuals are providing services to the special education students. Special Education teachers will be hired to service students with disabilities, in accordance with the level of support needed to implement the related services and specialized instruction detailed on the IEP (e.g. including, but not limited to, if applicable, Extended School Year Services (ESY)—for students needing specialized services as required by students IEP).

I. Describe how the school will serve gifted and talented students.

The School will serve the needs of gifted students in accordance with State Board Rule 6A-6.03019, FAC, *Special Instructional Programs for Students Who Are Gifted*, and BCPS Exceptional Student Education Policies and Procedures (SP&P), and as amended from time to time – as follows:

The School will serve the needs of gifted students in accordance with State Board Rule 6A-6.03019, FAC, *Special Instructional Programs for Students Who Are Gifted*, and BCPS Exceptional Student Education Policies and Procedures (SP&P).

Identification: Gifted students will be identified for special instructional programs for the gifted if the student demonstrates the following:

1. A need for a special program*;
2. A majority of the characteristics of gifted students according to the Gifted Indicators Checklist
3. Superior intellectual development measured by an intelligence quotient of two (2) standard deviations or more above the mean on an individually administered standardized test of intelligence.

*In order to provide a comprehensive profile of the student's abilities and needs, screening activities will include nomination forms from teachers, school staff, students themselves, parents and/or community or through the use of such assessments as the The Kaufman Brief Intelligence Test (K-BIT), Cognitive Abilities Test (CogAT), or other cognitive screening measure after proper consent for such an evaluation has been obtained.

The following criteria may be used in identifying students:

- ❖ performance on standardized tests as determined below;
- ❖ referrals from teachers for gifted eligibility based on classroom performance, student's portfolio;
- ❖ recommendation from counselor/teachers regarding student motivational behavior, involvement in activities, etc.; and

- ❖ recommendation from parents about student's academic areas of strength
- ❖ K-BIT score of a minimum of ≥ 113 .
- ❖ CogAT score of a minimum of ≥ 116

Plan B Gifted (which is the underrepresented minority, ELL/ESOL, Free reduced lunch) is assigned if the student scores in the 80th percentile or above in reading or mathematics on a standardized achievement test such as the BAT or scores an average of 80% on at least four (4) of the nomination forms. Then, the student will be referred for screening of intellectual functioning. The Kaufman Brief Intelligence Test (K-BIT) or other cognitive screening measure will be administered after proper consent for such an evaluation has been obtained. If the student scores greater than 116 on the screening measure of intellectual functioning, or if the parent requests evaluation, the student will be referred for evaluation by the School Psychologist.

Services - The School will choose the most intense model that can be financially supported by the size of the gifted population. The number of gifted students per grade level will determine the choice of models as follows:

Self-contained, Gifted Content Area Classes: Content-based classes in Language Arts, Math, Science, and Social Studies (or combination blocks of these content areas), numbers permitting in grades 9 and 10. Teachers are gifted endorsed (or working towards gifted endorsement and on an approved out-of-field waiver) and differentiate curriculum based on individual student needs.

Self-contained Gifted/High Achieving Content Area Classes: Content-based classes in Language Arts, Math, Science, and Social Studies (or combination blocks of these content areas), in grades 9 and High achieving students are determined by the following:

- ❖ (For placement in the Gifted/High Achiever model in language arts, social studies and science.) Scored a Level 5 in reading on the most recent FCAT/FSA. If there are more level 5s than available seats, the students are ordered by their scaled scores. If there are multiple students who have the same scaled scores, then their GPAs from the previous year will be considered.
- ❖ (For placement in the Gifted/High-Achiever model for math). Scored a Level 5 in math on the most recent FCAT/FSA/EOC. If there are more level 5s than available seats, the students are ordered by their scaled scores. If there are multiple students who have the same scaled scores, then their math grades from the previous year will be considered.

Note: If there are an insufficient number of students who scored a Level 5 to fill the seats, then students who scored a Level 4 can be considered.

Teacher(s) are gifted endorsed (or working towards gifted endorsement and on an approved out-of-field waiver) and differentiate curriculum according to individual student needs.

EP Plan Development: Prior to identifying a student as gifted, the gifted coordinator will notify the student's paren/guardian, teachers, and school psychologist. The gifted coordinator at the school site will fill out the appropriate forms provided by the District and notify the parents of the student to give permission for testing. Upon eligiibty, at a mutually scheduled EP meeting, the participants

will determine the best suitable services required to meet the student's educational needs. The Gifted Eligibility Matrix (GEM) will be utilized to evaluate placement in the gifted program. The Plan B Matrix will include measures of intellectual functioning, academic performance, leadership, motivation, and creativity through the following means: a multi-disciplinary committee of professionals will be established which will include a parent and may also be comprised of the classroom teacher, the teacher of the gifted, the Exceptional Student Education (ESE) Specialist, an LEA representative, the school psychologist, an ESOL designee where appropriate, and other school staff who spend significant time with the student. The eligibility committee at each school will be responsible for the review and analysis of evaluation data and the recording of the data on the Gifted Eligibility Matrix (GEM).

Initial Educational Plan (EP) Team Participants: The EP team will include the following participants:

- ❖ The student's parents/guardians*;
- ❖ The student;
- ❖ The Schools' gifted coordinator;
- ❖ At least one teacher of the gifted program;
- ❖ One regular education teacher of the student who, to the extent appropriate, is involved in the development and review of a student's EP. Involvement may be the provision of written documentation of a student's strengths and needs;
- ❖ School psychologist; and
- ❖ Staffing Specialist.

*Parents/Guardians will be considered partners with the schools in developing, reviewing, and revising the educational plan (EP) for their child. The role of parents/guardians in developing EPs will include:

- Providing critical information regarding the strengths of their child;
- Expressing their concerns for enhancing the education of their child so that they receive a free appropriate public education;
- Participating in discussions about the child's need for specially designed instruction;
- Participating in deciding how the child will be involved and progress in the general curriculum; and
- Participating in the determination of what services the school will provide to the child and in what setting.

The Educational Plan (EP) for each student will be individualized, measurable, and observable. The plan will include a statement of the student's present levels of performance which may include, but is not limited to, the student's strengths and interests, the student's needs beyond the general curriculum results of the student's performance on state and district assessments, and evaluation results;

- ❖ A statement of goals, including benchmarks or short term-objectives;
- ❖ A statement of the specially designed instruction to be provided to the student;
- ❖ A statement of how the student's progress toward the goals will be measured and reported to parents/guardians; and

- ❖ The projected date for the beginning of services, and the anticipated frequency, location, and duration of those services;

Implementation: The EP will be implemented immediately following the granting of parental consent and will be made accessible to each of the student's teachers who are responsible for its implementation. Each teacher of the student will be notified of specific responsibilities related to implementing the student's EP.

Services and instructional Strategies for Gifted - The school will offer various services to meet the needs of the gifted student based on the Educational Plan. These services may include but are not limited to:

- ❖ specialized gifted courses (as detailed in the curriculum section of this application),
- ❖ acceleration,
- ❖ ability grouping,
- ❖ modifications of content through differentiated curriculum,
- ❖ Career exploration and goal setting integrated into the curriculum,
- ❖ curriculum compacting,
- ❖ enrichment,
- ❖ opportunities for college credit/acceleration via dual enrollment or virtual school courses
- ❖ social skills development and/or counseling, and
- ❖ Real world immersion activities (i.e. as science and social studies fairs, music and art exhibits, academic competitions, mentoring).

Curriculum will be vertically and horizontally enriching, providing those students who have mastered the grade-level Florida Standards and/or NGSSS opportunities for acceleration. Curriculum for gifted students should include a wealth of opportunities for extended learning beyond the classroom.

Evaluations - A consultation model will be established by the gifted coordinator at the school. Consultation will include periodical meetings between the general education teachers, gifted teachers and gifted coordinator to plan, implement, and monitor the student's progress. All faculty providing consultation to the student will maintain a record of the teachers, courses, and students for whom the services are being provided.

The EP team shall consider the strengths of the student and needs resulting from the student's giftedness and the results of recent evaluations, including classwork and state assessments. In the case of a student with limited English proficiency, the language needs of the student as they relate to the EP, will be considered when reviewing and revising the plan. Quarterly Progress reports are also sent home in addition to parent contact.

Educational Plan (EP) Review Team Participants: The EP review team will include but is not limited to the following participants:

- ❖ The student's parents/guardians;

- ❖ The student;
- ❖ At least one teacher of the gifted program;
- ❖ General Education teacher; and
- ❖ At the discretion of the parent or the school district, other individuals who have knowledge or special expertise regarding the student.

Timelines: An EP will be in effect at the beginning of each school year for all gifted students for duration of 1 or 2 years as applicable to each case. Timelines for EP meetings for students who are gifted shall include the following: **1)** An EP will be developed within thirty (30) calendar days following the determination of eligibility for specially designed instruction. **2)** Meetings may be held to develop and revise the EP at least every 1 or 2 years for students. Plans may be reviewed earlier as needed or if the student's parent or teacher requests a review, or if services change.

Section 7: English Language Learners

A. Describe how the school will comply with state and federal requirements for serving English language learners, including the procedures that will be utilized for identifying such students and providing support services.

The School will adhere to all applicable provisions of Federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974. Additionally, the School will meet the requirements of the Consent Decree entered in *Lulac, et al. vs. State Board of Education*.

The School hereby agrees to adopt and implement the Broward County Public Schools ELL Plan, as referenced herein, in serving its population of Limited English Proficient (LEP) students (also referred to as ELL—English Language Learners). The Sponsor’s Plan for English Language Learners is as follows:

Identification and Assessment: Per FS 1003.56, “English Language Learner” (ELL) is identified as:

- ❖ An individual who was not born in the United States and whose native language is a language other than English;
- ❖ An individual who comes from a home environment where a language other than English is spoken in the home; or
- ❖ An individual who is an American Indian or Alaskan native and who comes from an environment where a language other than English has had a significant impact on his or her level of English language proficiency.

The school will survey ALL parents upon initial entry (registration) using the Home Language Survey (HLS). This is required by the *League of United Latin American Citizens (LULAC) et al. v. State Board of Education Consent Decree*. The Home Language Survey is given at the time of registration and includes three questions:

1. Is a language other than English used in the home?
2. Did the student have a first language other than English?
3. Does the student most frequently speak a language other than English?

If a parent answers “yes” to one or more of the three HLS questions, and/or meets the definition of ELL, they will be advised that the student will need an aural/oral language assessment of English proficiency to determine eligibility and placement in the school’s ESOL Program. The parents are informed orally of the need of a language assessment by the school registrar, ESOL contact/designee, or by the guidance counselor. The student is then referred to a trained language assessor at the school.

The student is assessed for English aural/oral language proficiency with the IPT within 20 days of registration, using the following assessment instrument:
IDEA Oral Language Proficiency Test I (IPT-I) Form G
Kaufman Test of Educational Achievement II Brief Form (KTEA-II)

1. If the student is classified A1-B2, the school will update the language classification on TERMS and the ELLSEP folder. All decisions regarding ELL programmatic assessment and academic placement will be documented in the appropriate section of the student's English Language Learner Student Educational Plan (ELLSEP) folder. Parents will be notified of placement within 20 days in the home language.
2. ELLs in grades 3-5 who score Fluent English Speaker on the IDEA Oral Language Proficiency Test are administered the Kaufman Test of Educational Achievement II Brief Form (KTEA-II) as part of the entry requirements into the ESOL program. This test generates Reading and Writing scores and can be used to determine reading achievement.
3. In addition, ELLs are administered the Comprehensive English Language Learning Assessment (CELLA), which contains a separate reading section to qualify for exit of ESOL.

Once the student is assessed with an aural/oral language assessment instrument, the School will use the charts correlating the IDEA Oral Language Proficiency Test Score Levels with Broward County Language Level to determine appropriate placement.

ESOL Program Placement - The school will implement an ESOL program of instruction in meeting the needs of the ELL population to be served. Program instruction will be designed to develop the student's mastery of the four language skills, including listening, speaking, reading, and writing, as rapidly as possible. The School will provide ESOL instruction in English and ESOL instruction (or home language instruction) in the basic subject areas of reading, mathematics, science, social studies, and computer literacy following the guidelines and procedures outlined by the current District ELL Plan.

English Language Learners will receive instruction, which is comprehensible, equal and comparable in amount, scope, sequence and quality to the instruction provided to English proficient students. Administrators will be responsible for monitoring the implementation of strategies by the classroom teacher using classroom walk-through model. Evidence of instruction can be observed during classroom visits, through lesson plans, through use of materials and audiovisuals, and through grade book notations. All teachers of ELLs must document the ESOL strategies used for each lesson in their lesson plans.

Comprehensive parent/guardian/student interviews, available student records, teacher-made tests, tests of academic skills administered in English (e.g., Kaufman Test of Educational Achievement-Brief-II Form) and/or the student's heritage/native language, or other forms of formal or informal assessment are used in determining the appropriate grade and course placement of ELLs. All decisions regarding ELL programmatic assessment and academic placement are documented in the appropriate section of the ELLSEP Folder.

Placement decisions are primarily based on:

- ❖ Documented Prior Educational Services,
- ❖ ELL Committee,
- ❖ Assessment – Diagnostic/placement test, and
- ❖ Parent/Guardian and Student Interview.

Some of the ELL Strategies to assist ELLs include but are not limited to Marzano's High Yield Strategies:

Identifying Similarities and Differences

Mind mapping
Venn diagrams
T Charts
Cause and Effect Organizers
Word Sort

Cooperative Learning

Group Projects
Language Experience Approach
Shared Reading and Writing
Book Pass
Dramatization

Nonlinguistic Representations

Pictures
Manipulatives
Concept Maps
Student Drawings
Mnemonic Clues
Visualization
5 Senses Organizer

Questions-Cues-Advanced Organizers

Activate background knowledge
Frontload key vocabulary
Predicting, inferencing, concluding
Reciprocal teaching and modeling
Think alouds and guided questions
KWL

Homework and Practice

Lesson opening with review and preview
Metacognition of strengths and weaknesses
Reflective journals
Sharing goals and objectives with parents
Praise efforts to use English
Hold high expectations
Honor individual learning styles
Use authentic assessment

Resources: Word-to-Word dictionaries in the students' heritage language/English language will be available in the ESOL and Content classrooms throughout the year, as well as, for all district and state assessments.

The ELL Committee – For students in grades K-12 with inconsistent test data to meet the entry criteria, an ELL Committee is convened to determine if the student should enter the ESOL Program. Parents are invited to attend this meeting. The main function of the ELL Committee is to resolve any issue that affects the instructional program of an ELL student. It is composed of at least 4 members: an administrator or designee, the ESOL teacher, the home language teacher (if any), the classroom/subject area teacher(s), plus guidance counselors, school social workers, school psychologists or other educators as appropriate for the situation. The parent(s) will be invited in writing, in the home language, to attend any meeting of the ELL Committee.

ELL Committee decisions are documented in the ELLSEP folder under ELL Committee recommendations. ELL Committee members sign the folder for documentation purposes.

The Individual ELL Student Education Plan: All students classified as ELL will have an Individual ELL Student Plan. Such plan is part of the permanent student cumulative record folder upon entry into the ESOL program. The plan will include biographical student information (name, grade, home language), initial assessment and placement data, ESOL program and update information, program participation, amount of instructional time and/or schedule, exit information, post program review, etc. The plan will be updated on an ongoing basis to include programmatic changes, assessments, level updating, and ELL committee meeting information. The ELL Plan will:

- ❖ Inform the student, parent, and teachers on the student ESOL language level;
- ❖ Monitor student progression;
- ❖ Establish meetings between the school, the parents, and the student to discuss academic progress;
- ❖ Provide methods for evaluation and provisions for monitoring and reporting student progress;
- ❖ Provide for parental and teacher involvement to ensure that the students are being properly serviced; and
- ❖ Provide for student exit from and reclassification into the program.

The School will designate an ESOL coordinator to be responsible for developing and updating all Student ELL Plans, keeping a record of parental contact and ESOL Program Records Folder. The ESOL contact/designee is responsible for overseeing the development and updating of the English Language Learner Student Education Plan (ELLSEP) by the ELL committee.

The ELLSEP is updated as follows:

- ❖ whenever an ELL Committee is held;
- ❖ annually at the end of each school year;
- ❖ on the anniversary date of student's entry into the ESOL Program; and
- ❖ any other time when there is a change in the student's educational plan.

All ELLSEPs are reviewed annually, at the end of each school year, to determine the appropriate educational placement and instructional options of the student. Assessment data (i.e. achievement test results, class performance, grades, language proficiency) are considered when conducting the review. The documentation of the recommendations is part of the student ELLSEP folder. The plan is also updated on the student's anniversary date of entry into the ESOL program for a recommendation for continued placement in the ESOL program. The 2nd and 3rd year recommendations are documented by the ESOL contact/designee in the appropriate section of the ELLSEP folder. In addition, the principal/designee or the ESOL contact person informs the teachers of students who have completed a 3-year base period in the ESOL program. If the student does not meet the exit criteria after 3 years in the ESOL program, the ELL Committee is convened to make a recommendation for a 4th, 5th or 6th year of continued ESOL program placement. Recommendations for an extension of the ESOL program are documented on the ELLSEP Folder by the school ESOL contact person or designee.

Evaluation - Student plans will be updated annually by the program coordinator. The ESOL coordinator will document former ELL student's progress in the student's ELL Student Plan using a Post-Program Review Report and a Post-Program Review Student Profile. These are generated with information regarding students who have exited the ESOL program within the last two years. Documentation of the progress review for each ESOL-exited student will be conducted at the end of the student's first grading period, first semester, first year, and second year after exiting. The school will monitor the student's progress using report cards, test scores, classroom performance, Post Program Review Reports (as applicable), Standardized tests and Student Case Management referrals (as applicable). Additionally, students who are in the program longer than 4 years may have a plan update twice a year, depending upon their date of entry into an ELL program.

The Comprehensive English Language Learning Assessment (CELLA) will be administered each spring to all current ELL students to measure proficiency and gains in reading, writing, listening, and speaking.

Exit procedures:

The School ESOL contact person, in coordination with its teachers, will ensue with the following procedures to exit students from the ESOL program:

- ❖ Identify students who are eligible to exit the ESOL program based on the exit criteria.
- ❖ Update the exit information on the ELLSEP folder for exiting students.
- ❖ Complete the appropriate section of the ELLSEP folder with the assessment data used to determine English proficiency, date and signature. If the ELL Committee needs to be convened, parents will be invited and all committee members will sign as appropriate.
- ❖ Provide the school data processor with required exit data. The required information is entered in the State Database (TERMS).
- ❖ Notify the parent(s) that the student is exiting the ESOL program.
- ❖ Monitor the student for two years from the exit date in order to ensure success in the mainstreamed classroom.

Students in grades 3-12 eligible for exit from the ESOL program will score an achievement level of three or greater or equivalent developmental scale score on the Reading portion of the Florida Comprehensive Assessment Test* or other state-mandated assessment. In addition students will score a level of proficient on the Comprehensive English Language Learning Assessment (CELLA) in listening and speaking, and writing.

Parental Involvement – The School will advise parents and encourage them to take part in the ESOL Leadership Council monthly. This district-wide forum for Limited English Proficient (LEP) parents and interested community members will allow parents to assist in identifying the educational needs and priorities of ELL students. To promote parent and community participation in programs for ELLs, the school will have a parent representation through school and district parent organizations. Parents of ELLs who are, or wish to be, in leadership positions will also be invited to attend local conferences and will be provided translation technology for better understanding. Participants will acquire relevant knowledge, information, skills and strategies needed to fully integrate into their leadership role at the ESOL Leadership Council or the School Advisory Council.

B. Identify the staffing plan for the school's English language learner program, including the number and qualifications of staff.

The School will ensure that experienced and ESOL certified teachers, as appropriate, will be hired to serve the School's English Language Learner Program, based on students' proficiency levels. The number of teachers will be based on the number of students identified upon student enrollment (results from home language surveys and/or ESOL levels). Additionally, the School is committed to ensuring that all core curriculum personnel instructing ELL students will have the appropriate training (ESOL endorsement/required coursework including ESOL Issues and Strategies -18 or 60 MPP) documentation. The Principal/Staffing Committee will identify each teacher's training status or requirement.

All instructional staff will be trained and expected to:

- ❖ identify the students in their lesson plans and record the ESOL level next to student's initials;
- ❖ use appropriate lessons and reflect ESOL strategies being used in lesson plans; and
- ❖ use appropriate grading guidelines and report card comments.

Additionally, in accordance with Rule 6A-6.0904, FAC., once the School has 15 or more ELLs who speak the same language, the School will employ a bilingual paraprofessional or teacher, as required. Teachers and/or paraprofessionals assigned to this program will be expected to assist ELL students using their home language in the core subject areas and providing instructional assistance in the classroom to ensure the delivery of comprehensible instruction for the ELL students.

Bilingual paraprofessionals will assist students through the use of the following:

- ❖ working in small groups,
- ❖ translating information,
- ❖ interpreting test questions and homework assignments as appropriate, and

- ❖ helping students comprehend textbooks and other written materials.

The school will identify an ESOL coordinator who will have the responsibility of overseeing, training, and assisting staff in meeting the needs of the school's ELL population throughout the school year.

C. Explain how English Language Learners who enter the school below grade level will be engaged in and benefit from the curriculum.

English Language Learners will receive instruction, which is comprehensible, equal and comparable in amount, scope, sequence and quality to the instruction provided to English proficient students. A variety of symbolic and concrete referents to illustrate meaning will be used in the classroom and contextual support in the form of hands-on activities and visuals will be used to not only instruct but gauge progress. Teachers will plan lessons that incorporate language development by:

- ❖ offering many opportunities for students to listen, speak, read and write;
- ❖ using cooperative activities;
- ❖ creating an environment where students are engaged in meaningful, comprehensive, and useful language activities;
- ❖ aligning the lessons with Sunshine State Standards and documenting benchmarks as required by the state;
- ❖ focusing on critical thinking and problem-solving skills;
- ❖ providing opportunities for active participation in the learning process.

Apart from providing the specific services listed in a student's English Language Learner Student Educational Plan (ELLSEP) folder IEP, as applicable, the School's faculty will differentiate instruction as necessary, as well as offer tutoring services or other such assistance to ensure students success. Student performance will be continuously assessed and students not making adequate progress towards mastery of the Florida Standards/NGSSS, as adopted, will be identified and the following measures will be instituted:

- ❖ Reading strategies in the content areas will be facilitated throughout the curriculum to provide students additional practice in addition to those taught during language arts classes.
- ❖ Early bird, Super Saturday, and daily pull-out tutoring may be required for those students consistently demonstrating non-mastery of the standards. The team will meet to discuss pull-out tutoring options and all decisions will be documented on the student's English Language Learner Student Educational Plan (ELLSEP) folder, IEP and Matrix of Services.
- ❖ Students consistently demonstrating non-mastery of Benchmarks on teacher generated quizzes, chapter tests, projects, investigations, and poor academic progress will be targeted for supplemental and intensive instruction/intervention.

The school will make every effort to offer a balanced approach to engage ELL students in classroom activities with their peers. ELL students who enter below grade level will be provided extra help by receiving lessons using modified language. Realistic goals for the students will be set to assist in raising the ELL student to the appropriate grade level.

As noted in section (A) above, English Language Learners will be offered strategies to assist in understanding assignments. Strategies to assist ELLs include but are not limited to Marzano's High Yield Strategies. Other strategies for facilitating instruction for ELL students include:

- ❖ checking for comprehension of assignments and simplifying the language if necessary
- ❖ using visual information to make verbal information clearer
- ❖ keeping a dialogue journal that is shared between the teacher and the student, allowing the student to write freely about his life and to read the teacher's responses
- ❖ giving the student extra time to complete tests and other exercises that will be assessed, thus taking into account the time needed for language processing
- ❖ having the student keep a vocabulary log and allowing him to look up words, when necessary, in a bilingual dictionary
- ❖ selectively correcting grammar errors in the student's writing rather than correcting everything so that the student can gradually master the most important grammar points

Teachers of ELL students will also participate in inquiry based activities in a cooperative learning environment that address the topics of:

- ❖ Designing effective instruction for ELLs in the mainstream classroom.
- ❖ Building and activating background knowledge and creating contexts for meaningful, authentic interaction.
- ❖ Identifying comprehensible input in terms of vocabulary and language structures used as well as in terms of literacy abilities.
- ❖ Selecting appropriate material that targets a variety of ability and interest levels so that all learners have access to the curriculum.
- ❖ Planning for meaningful differentiation of instruction and integration of multiple instructional strategies.
- ❖ Examine existing assessment procedures and integrate multiple modes of assessment of ELLs in mainstream classroom

All ELL students will be monitored as stated on their English Language Learner Student Educational Plan (ELLSEP) folder, IEP and quarterly progress notes will be sent to the parents attached to their report cards every nine weeks.

Essentially, if a student is not able to learn after various ELL interventions are given, the school will begin an RTI- just as any other struggling student would require in attempts to engage the student, allowing them to benefit from the curriculum.

Section 8: School Climate and Discipline

A. Describe the school's planned approach to classroom management and student discipline.

The School's philosophy regarding student behavior ensures its commitment to the School's mission on a daily basis. Its founders are of the opinion that both teachers and students need to be provided with a consistent behavior management system so that maximum time can be spent teaching and learning. Inappropriate behaviors that interfere with the learning process and the expectations set for character development can be reduced and ultimately extinguished through consistent, best-practice behavior management techniques.

The School will function on the belief that a safe and orderly school is of primary importance in order to create an enjoyable environment for both students and teachers. Discipline at the school will be approached with objectivity, consistency and equity. When students behave in a respectful, responsible and safe manner, they learn more and develop into adults whose character counts. With the students' best interests in mind, it is imperative that parents and staff work together to ensure a happy, safe and productive learning experience. The School expects parents to take an active role in supporting this plan in order for students to learn to be responsible citizens.

Thus, behavior management based on a positive reward/point system will be in place in all classrooms from the beginning of the first year of operation. Pre-service and in-service training will be required of all teachers. Each teacher, then, will be given the opportunity to implement her/his own behavior management techniques in their respective classrooms. The ultimate goal will be to remove these systems from the classrooms, based on the theory that appropriate behaviors will be internalized and external reward systems will no longer be necessary.

The School expects all staff to model and practice the following Character Traits - Responsibility, Citizenship, Kindness, Honesty, Self-Control, Tolerance, Respect and Cooperation.

B. Describe the school's Code of Conduct, including the school's policies for discipline, suspension, and dismissal.

The School will adopt and follow the most recent version of the *Broward County Public Schools Handbook Code of Student Conduct Policy 5.8 and Discipline Matrix*, therein incorporating the district's policies and expectations for students related to consistent and timely attendance, respect for persons and property, appropriate dress, technology usage, student publications, student activities, student records, and the right to appeal, including grievance procedures. This information will be made available to parents and students upon registration. The principal and staff have the responsibility and authority for maintaining the orderly educational process. The principal is authorized to take administrative action whenever a student's misconduct away from school has a detrimental effect upon other students or on the orderly educational process. Teachers and administrators will strive to use a variety of informal disciplinary or guidance

strategies, prior to, during, and after formal disciplinary action. Following the county, the school will distribute the *Broward County Public Schools Handbook Code of Student Conduct Policy 5.8* electronically and ensure that all parents and students sign and return the Acknowledgement form provided on page 11 of the handbook. The school will retain the signed form in office with student records. Somerset parents will be encourage to take an active role in supporting this plan. In order for student to learn to be responsible citizens, parents and school staff must work together to ensure a safe, conducive and productive learning environment.

Furthermore, a collaborative problem solving process will be utilized to address learning and/or behavioral challenges identified by the classroom teacher and/or identified by the parent and corroborated by the teacher as an in-school behavior. The School will have a team (like a child study team) comprised of a School counselor, a member of the administrative team, and respective department heads e.g. members of the curriculum council (wherein every department is represented) and referring teacher and parent, when appropriate, will meet to discuss the pattern of behavior, targeted potential strategies to aim at assisting the child curtail the undesired behavior or learning outcome. The group will really consider the actual repetitive harmful behavior, and assign targeted strategies and or interventions (including timeframes for implementation and an informal plan of action) will be planned, implemented and subsequently evaluated at a subsequent meeting. The student's response and the results of intervention will be discussed and further action will be determined based on specific data and results gathered. Through this process, the student's needs can be addressed across the curriculum and the strategies can be individualized as well as the student's needs can be discussed and results compared, with allocation of necessary resources being implemented throughout the school day and in every discipline. The goal of this approach is to assist and support the student, avoiding, whenever possible, the necessity for punitive measures that will interrupt the integrity of the everyday academic or social setting of the student.

In accordance with the BCPS Students Conduct Code Book and the respective Discipline Matrix, the most appropriate disciplinary action taken by the School's officials, will be the least extreme measure that can resolve the discipline problem. Teachers and administrators strive to use a variety of informal disciplinary or guidance strategies, prior to, during, and after formal disciplinary action. The following will be the manner for issuing consequences for violations of classroom and/or school rules:

Classroom Consequences:

- 1st Consequence – VERBAL WARNING
- 2nd Consequence – PARENT CONTACT
- 3rd Consequence – DETENTION
- 4th Consequence – ADMINISTRATIVE/DISCIPLINARY REFERRAL
- 5th Consequence – REFERRAL THROUGH BROWARD COUNTY DISCIPLINE MATRIX

The use of corporal punishment, including physical force or physical contact applied to the body as punishment, is prohibited by any member of the School staff and extends to parents or guardians on school grounds. National origin minority or English Language Learners (ELL) students shall not be subjected to any disciplinary action because of the use of a language other than English.

When confronted with an act that may require the imposition of disciplinary action by the School, the student and all other appropriate persons should be given the opportunity to explain the circumstances of the incident. The School will make every effort to inform a parent of disciplinary action prior to the action being taken, if at all possible.

Some of the disciplinary actions that may be utilized (in accordance with the district's Code of Student Conduct) include:

- ❖ Removal from Class
- ❖ Student Work Assignment
- ❖ Peer Mediation
- ❖ Other Alternatives (e.g. after-school detention)

Suspension:

The Principal of the School may suspend a student from school for up to ten days for persistent disobedience and/or gross misconduct (and will assign suspension in accordance with provisions of the discipline matrix of BCPS). Principals take this action when they have exhausted informal disciplinary strategies, or when they have at least considered those alternatives and rejected them as inappropriate in a given situation.

Outdoor Suspension may be utilized by the School under the following conditions:

- ❖ The student's presence in school presents a physical danger to the student or others;
- ❖ A "cooling off" period is needed in order to relieve tensions and relieve pressure; and/or
- ❖ The student and/or parent refuse an alternative to suspension.

During a suspension the child will be given the opportunity to complete the work that was missed during the suspension. Failure to make up the assigned work missed during a period of suspension will result in the student being given the academic grade of "F" for those assignments. A suspended student completing assigned work missed during the period of suspension will not be subject to the withholding of passing final grades unless the student has, in addition to suspension, attained five or more unexcused absences in a semester course or ten or more unexcused absences in an annual course. In addition to making up assigned work, the student will be held responsible for the material presented during the student's absence.

Under no circumstances are teachers required to make special provisions to comply with this procedure. The responsibility for securing assignments missed during the suspension period will be that of the student. Upon completion of the makeup work, within a reasonable amount of time, the student should submit the work to the teacher. The teacher must grade and record the makeup work as it is received. Improved effort and conduct by the student are expected, and lack of improvement will be handled by the teacher in an appropriate manner, (e.g., parent conference, lowered effort and/or conduct grades, or referral to administration).

Dismissal or Recommendation for Expulsion:

In accordance with the SB Policy 5006, the School's Principal may request that the Superintendent recommend to the School Board that a student be expelled. The Principal of the School may take this

action when he/she has exhausted less severe administrative disciplinary action, or when he/she has considered those alternatives and rejected them as inappropriate in the given situation.

Glossary of terms:

1. [After School Detention](#): being detained in a designated room after school as determined by the classroom teacher and Principal. Time spent is determined by the severity of the infraction. Any after-school activities (sports, clubs, etc.) may be attended but the student will not be eligible to participate. Parents must be notified ahead of time to make appropriate arrangements.
2. [Severe Clause](#): extremely disruptive behavior resulting in immediate removal from class to the principal's office and/or from school.
3. [Disrespect](#): to be rude or discourteous to another person, talking back, or arguing with another.
4. [Outdoor Suspension](#): takes away the privilege of attending school for a certain number of days. A student receiving OSS may not be allowed to participate during the OSS period in after-school activities or set foot on campus (i.e., sports, clubs, etc.). Work missed during OSS may be made up for credit.
5. [In-School Suspension \(SCSI\)](#): takes away the privilege of attending classes; student remains in school and may get credit for work completed during ISS. A student receiving ISS may not be allowed to participate or attend during the ISS period in after school activities (i.e., sports, clubs, etc.).
6. [Possession](#): Ownership; to carry on as if you owned it; to have in your control.
7. ["NO TOLERANCE" Policy](#): the School maintains a "NO TOLERANCE" policy for weapons in school. Any child bringing weapons to school, including toy weapons, will be considered for expulsion.
8. [Code of Conduct](#): a set of rules that develop self-control and orderliness in students by providing logical consequences for both appropriate and inappropriate behavior; the goal being a safe and orderly education for ALL STUDENTS.
9. [Respect](#): to be courteous to those around you; to show consideration.
10. [Detention](#): students who do not comply with the Code of Conduct, uniform code, etc., may be given a detention. Students will assist with cleaning chores in the cafeteria, media center, classrooms and around the school grounds, and thereafter will write a positive essay about their experience. Students receiving a detention must attend on the date scheduled. Three detentions will result in a mandatory meeting with the parents and the administration to discuss the next step.

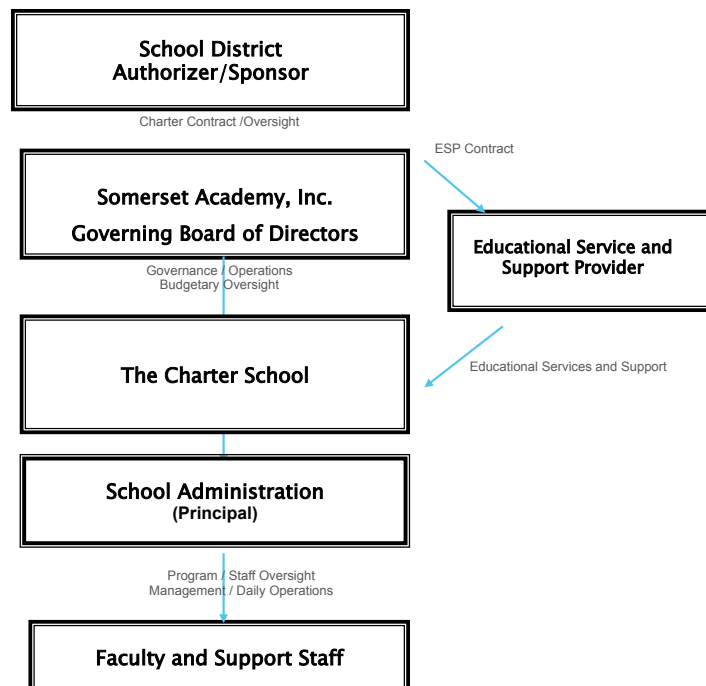
II. ORGANIZATIONAL PLAN

Section 9: Governance

A. Describe how the school will organize as or be operated by a non-profit organization.

Somerset Academy, Inc., a non-profit Florida corporation, is the legal entity that will operate the School as per the Articles of Incorporation, (Appendix A) and Bylaws (Appendix B). The governing board of directors (the "Governing Board") will have the responsibility for the activities and affairs of the corporation, including management of the school and for providing continuing oversight of school operations. All corporate powers and functions shall be exercised by the Governing Board. The Governing Board is committed to the mission of the school and is cognizant of its responsibility to effectively and properly manage public funds.

B. Provide an organizational chart for the school and a narrative description of the chart. Clearly describe the proposed reporting structure to the governing board and the relationship of the board to the school's leader and administration.



The Somerset Academy, Inc. Governing Board is the ultimate policy-making body with the responsibility of operation and oversight of the school including but not limited to academic direction, curriculum, and budgetary functions. The school principal, hired by the board, will be responsible for all aspects of school operations within the scope of operating policies and procedures and budgetary functions as adopted and approved by the Governing Board. The school's faculty and staff will report directly to the principal, who shall report to the Governing Board.

The School's on site administration (principal, an assistant principal and/or lead teacher) will ensure that the operations of the School (resources, courses, policies) are in accordance with the mission and vision of the School as adopted and approved by the Governing Board. The administrative staff, as instructional leaders, will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the School. The faculty and secretarial staff will be responsible for carrying out these procedures in their daily activities and interactions with students, parents and the community.

C. Provide a description of how the governing board will fulfill its responsibilities and obligations, including but not limited to:

- *Adoption of annual budget*
- *Continuing oversight over charter school operations*

The Governing Board is the ultimate policy-making body for the school, and will have the responsibility for the affairs and management of the school. The Governing Board will provide continuing oversight of school operations, including a responsibility to effectively and properly manage public funds.

The Governing Board will fulfill its responsibilities and obligations by performing the following duties, as well as any and all other duties specified in Florida Statutes regarding Governing Boards of Charter Schools and any other duties specified therein the Applicant's Bylaws:

- ❖ Oversee operational policies; Academic accountability, and financial accountability.
- ❖ Annually adopt and maintain an operating budget.
- ❖ Exercise continuing oversight over charter school operations.
- ❖ Report its progress annually to its sponsor, which shall forward the report to the Commissioner of Education at the same time as other annual school accountability reports.
- ❖ Ensure that the charter school has retained the services of a certified public accountant for the annual financial audit who shall submit the report to the governing body.
- ❖ Review and approve the audit report, including audit findings and recommendations
- ❖ Monitor a financial recovery plan in order to ensure compliance (if applicable).
- ❖ Report progress annually to its sponsor, including at least the following components (i.e. Charter School Annual Report):
 - a. Student achievement performance data
 - b. Financial status of the School, including revenues and expenditures at a level of

detail that allows for analysis of the ability to meet financial obligations and timely repayment of debt.

- c. Documentation of the facilities in current use and any planned facilities for use by the charter school for instruction of students, administrative functions, or investment purposes.
- d. Descriptive information about the charter school's personnel, including salary and benefit levels of charter school employees, the proportion of instructional personnel who hold professional or temporary certificates, and the proportion of instructional personnel teaching in-field or out-of-field.

D. Describe the proposed policies and procedures by which the governing board will operate, including board powers and duties; board member selection, removal procedures and term limits; code of ethics, conflict of interest, and frequency of meetings. If the Board has not yet developed policies, the applicant shall describe the timeline for development and approval of Board policies. *Charter school governing boards must be guided by a set of by-laws that define how the board will operate. Applicants may include their proposed by-laws.*

The Applicant's Bylaws clearly specify the selection, removal procedures, and term limits of Board Members, and is summarized as follows:

Selection: Directors shall be elected at a duly organized meeting of the Governing Board. Notice of the Governing Board's intentions to elect any such Director shall be included in the agenda for that meeting and publicly announced in accordance with Sunshine Law requirements. Newly created directorships resulting from an increase in the number of directors comprising the board and all vacancies occurring on the board for any reason shall be filled by the majority of the members in office at a duly organized meeting of the Governing Board. A member elected to fill a newly created directorship or a vacancy will serve until a successor is elected. Newly elected members will agree to support the founding organization's vision in order to maintain continuity between the founders and the subsequent board members.

Removal Procedures: A Director may be removed without cause by a majority of the Directors then in office.

Term Limits: Each member of the Board of Directors shall have a term of five (5) years and may only be elected for up to three (3) consecutive years. Upon serving the maximum term, a Director's term shall automatically expire without further action of the Board.

The policies and procedures by which the board will operate, including specific board member powers are specifically detailed in the attached Bylaws.

A brief overview of those policies and procedures is as follows:

Board Member Powers: Subject to the limitations of the Florida not-for-profit corporation law, the

corporation's Articles of Incorporation and Bylaws, the activities and affairs of the corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board. The Board shall have the following powers in addition to any other powers enumerated in the Bylaws and permitted by law

- ❖ Select and remove all of the officers, agents and employees of the corporation and prescribe powers and duties for them which are not inconsistent with the law
- ❖ To conduct, manage and control the affairs and activities of the corporation
- ❖ To adopt, make and use a corporate seal
- ❖ To borrow money and incur indebtedness for the purpose of the corporation
- ❖ To act as trustee under any trust incidental to the principal object of the corporation, and receive, hold, administer, exchange and expend funds and property subject to such trust
- ❖ To acquire by purchase, exchange, lease, gift, devise, bequest or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of real and personal property
- ❖ To assume any obligations, and enter into any contracts or other instruments
- ❖ To form and be a member or shareholder of a not-for-profit entity organized under the law of any state
- ❖ To carry out such duties as described in the Articles of Incorporation and Charter Contract

Board Member Duties: The Governing Board will perform the following duties, as well as any and all other duties specified in Florida Statutes regarding Governing Boards of Charter Schools and any other duties specified in the Bylaws:

- ❖ Oversee operational policies; Academic accountability, and financial accountability.
- ❖ Annually adopt and maintain an operating budget.
- ❖ Exercise continuing oversight over charter school operations.
- ❖ Report its progress annually to its sponsor, which shall forward the report to the Commissioner of Education at the same time as other annual school accountability reports.
- ❖ Ensure that the charter school has retained the services of a certified public accountant for the annual financial audit who shall submit the report to the governing body.
- ❖ Review and approve the audit report, including audit findings and recommendations
- ❖ Monitor a financial recovery plan in order to ensure compliance (if applicable).
- ❖ Report progress annually to its sponsor

Code of Ethics: It is Board policy that employees and board members uphold the highest standards of ethical, professional behavior. To that end, these employees and board members will agree to commit themselves to carrying out the mission of this organization and shall:

- ❖ Be mindful of and honor the safety, health and welfare of the public in the performance of professional duties.
- ❖ Act in such a manner as to uphold and enhance personal and professional honor, integrity and the dignity of the profession.
- ❖ Treat with respect and consideration all persons, regardless of race, religion, gender, sexual orientation, maternity, marital or family status, disability, age or national origin.

- ❖ Recognize that the mission at all times is the effective education of children and the development of institutions to foster that mission.
- ❖ Engage in carrying out the Board's mission in a professional manner.
- ❖ Collaborate with and support other professionals in carrying out the educational mission.
- ❖ Build professional reputations on the merit of services.
- ❖ Keep up to date and informed on emerging issues and business of the Board, and to conduct themselves with professional competence, fairness, impartiality, efficiency and effectiveness.
- ❖ Uphold and implement policies adopted by the Board of Directors.
- ❖ Keep the faculty, parents, students and community informed about issues affecting them.
- ❖ Conduct organizational and operational duties with positive leadership exemplified by open communication, creativity, dedication and compassion.
- ❖ Exercise whatever discretionary authority they have under the law so as to carry out the mission of the organization.
- ❖ Serve with respect, concern, courtesy, and responsiveness in carrying out the organization's mission.
- ❖ Demonstrate the highest standards of personal integrity, truthfulness, honesty and fortitude in all activities in order to inspire confidence and trust in such activities.
- ❖ Avoid any interest or activity that is in conflict with the conduct of official duties.
- ❖ Respect and protect privileged information to which they have access in the course of their official duties.
- ❖ Strive for personal and professional excellence and encourage the professional development of others.

Conflict of Interest Policy: As a nonprofit, tax-exempt organization authorized to operate charter schools, the operations of the Applicant can also be viewed as a public trust, which is subject to scrutiny by and accountable to the public. Consequently, a fiduciary duty exists between the Board, officers, management employees, and the public, which carries with it a duty of loyalty and fidelity. The Board, officers, and management employees have the responsibility of administering the affairs of corporation honestly and prudently. Those persons shall exercise the utmost good faith in all transactions involved in their duties, and they shall not improperly use their positions with, or knowledge gained from the organization for their personal benefit.

Nature of Conflicting Interest: A conflicting interest may be defined as an interest, direct or indirect, with any persons or firms mentioned above. Such an interest might arise through:

- Owning stock or holding debt or other proprietary interests in any third party dealing with the Corporation.
- Holding office, serving on the Board, participating in management, or being otherwise employed (or formerly employed) with any third party dealing with the Board.
- Receiving remuneration for services with respect to individual transactions involving the Corporation.
- Using the corporation's time, personnel, equipment, supplies or good will for other than Board - approved activities, programs and purposes.
- Receiving personal gifts or loans from dealing or competing third parties. Receipt of any gift is disapproved except gifts of a value less than \$150, which could not be refused without

discourtesy. No personal gift of money should ever be accepted.

Interpretation of this Statement of Policy: The areas of conflicting interest listed and the relations in those areas, which may give rise to conflict are not exhaustive. Conflicts might arise in other areas or through other relations. Directors, officers and management employees will hopefully recognize such areas and relation by analogy. However, it is the policy of the Board that the existence of any conflict of interest shall be disclosed before any transaction is consummated. It shall be the continuing responsibility of the Board, officers, and management employees to scrutinize their transactions and outside business interests and relationships for potential conflicts and to immediately make such disclosures.

Disclosure Policy and Procedure: Transactions with parties with whom a conflicting interest exists may be undertaken only if all of the following are observed: The conflicting interest is fully disclosed; 2. The person with the conflict of interest is excluded from the discussion and approval of such transaction; 3. Where products, goods or services are being procured or sold, that there exists reliable independent evidence of fair value (which shall be specifically identified in and attached to the minutes), which may include a competitive bid or market survey or comparable valuation or other reliable evidence of market value; and The Board has determined that the transaction is in the best interest of the organization.

Disclosure in the organization should be made to the Board Chair who shall bring the matter to the attention of the Board. Disclosure involving the directors should be made to the Board. The Board shall determine whether a conflict exists and in the case of an existing conflict, whether the contemplated transaction may be authorized as just, fair and reasonable. If the conflict is not deemed to be material and the conflicted party is excluded from the decision making process, then the Board can use its reasonable judgment and make a decision, which it deems to be in the best interest of the entity. The decision of the Board on these matters will rest in its sole discretion, and its concern must be the welfare of the Corporation and the advancement of its purpose.

Meeting schedule selection: A procedure for selection of meeting schedule is clearly written in the Applicant's Bylaws. The Applicant will vote upon and post their meeting schedule for the opening school year, and annually thereafter, in accordance with chapter 119 of the Florida Statutes, relating to public records, and public meetings.

In accordance with 1002.33(7)(d)(2) F.S., the governing board will hold at least two public meetings per school year in the school district. The meetings will be noticed, open, and accessible to the public, and attendees will be provided an opportunity to receive information and provide input regarding the charter school's operations.

E. Explain how the founding group for the school intends to transition to a governing board. (This question is not applicable if the applicant is an established governing board.)

Not applicable. The applicant is an established governing board.

F. Describe the plans for board member recruitment and development, including the orientation process for new members and ongoing professional development.

Since the Governing Board is an existing entity and has already been established, the Governing Board will recruit members as vacancies arise, and will endeavor to fill these vacancies with those who will commit to forward the mission of the School. Board members will agree to oversee the operational policies, and ensure academic accountability and financial accountability of the School as well as participate in charter school governance training and successfully undergo a background check by the Sponsor, as specified by law.

Governance Training: The administrators and Governing Board members will be trained in the areas of Non-Profit Board Governance, Florida's Open Government Requirements, the Florida Sunshine Law, and the Florida Public Records Law. This training will be provided by The Florida Consortium of Charter Schools or another approved vendors. Further, as presented in the Applicant's Bylaws, The Applicant shall develop an orientation and training program for new directors and an annual continuing education program for existing directors.

G. List each of the proposed members of the school's governing board, indicating any ex-officio members and vacant seats to be filled. For each proposed member, provide a brief description of the person's background that highlights the contribution he/she intends to make through service as a governing board member and any office of the board that individual holds. Complete Addendum B (Form IEPC-M1A) if the proposed school will be operated by an existing governing board that operates or has operated charter schools in Florida. Otherwise complete Addendum A (Form IEPC-MIA) to include each member of the applicant group.

SOMERSET ACADEMY, INC. BOARD MEMBERS

David Concepcion – Director / Chair

Mr. Concepcion has been a part of the Charter School movement, originally serving as Board Member and Chairman of Mater Academy Charter Schools from 2003-2006, and later joining the Somerset Academy Charter Schools as an Executive Board Member since 2006. David worked as the Chief Legislative Aide with the Florida House of Representatives, Mayor's Chief of Staff and City Clerk in the City of Hialeah, FL, and currently serves as the Assistant City Manager and City Clerk at the City of Pacific Grove, CA. Mr. Concepcion has experience in the areas of bill-drafting, presentation of legislation, implementation of legislation among governmental agencies, fundraising, governmental relations, and municipal management. Mr. Concepcion works directly with local constituency and serves as a liaison to the community with the media, state, federal and local agencies. Mr. Concepcion attended the University of Florida, where he obtained a Bachelor of Arts Degree in Political Science with a specialization in International Relations and Latin American Studies; and is currently studying to obtain his Masters in Public Administration from St. Thomas University.

Lourdes Isla – Director / Vice-Chair

Ms. Lourdes Isla is an accomplished educator with ten years of experience in the field of education. Ms. Isla is currently the principal of Mater Gardens Academy Elementary and Middle Charter Schools, both A+ charter schools in Miami-Dade County. She is responsible for overseeing the daily school operations of 500 students and over 30 staff members. Under Ms. Isla's direction, the schools are ranked among the top third of public elementary and middle schools in Miami-Dade County, achieving Adequate Yearly Progress under Federal standards of the No Child Left Behind Act and earning "A" grades from the Florida Department of Education. Ms. Isla is currently pursuing her doctorate degree in Organizational Leadership from Nova Southeastern University.

Todd German – Director / Treasurer

Todd was born in Augsburg, Germany when his father was serving in the U.S. Army. Raised in Virginia Beach, Todd has been a resident of the Florida Keys for 16 years and has lived in Key West since 1999. As a young man, Todd enlisted in the U.S. Army on his 18th birthday and served in the 82nd Airborne and 7th Special Forces at Ft. Bragg, N.C.

Professionally, Todd is an Investment Advisor and partner in Keys Wealth Management, a private investment management firm. He has previously served as a senior officer for a number of local financial institutions. Since arriving on the island, he has immersed himself in leadership roles in the arts, civic activities and the business community.

Most recently, Todd is the President of the Key West Collegiate School, Vice Chair of the Community Foundation of the Florida Keys, Vice President of the Key West Business Guild and member of the Key West Citizen Editorial Board. In addition, he is the Chairman and spokesperson for Hometown! PAC. He is the former President of the Montessori Charter Elementary School, Former Chair of the Key West Citizen's Review Board, and former President of the Key West Botanical Garden Society. Todd is a graduate of Leadership--Monroe County, the Key West Ambassador Program and the Key West Citizen's Police Academy. He holds memberships in all the associations promoting business in Key West--the Attractions, Lodging, Innkeeper's and Realtor's Associations. His daughter Valerie, an Ultra Marathoner, is currently an Internal Medicine resident at Eastern Virginia Medical School.

Ana Diaz, M.S. Elementary Ed. – Director / Secretary

Ms. Diaz has been in the field of education for over fourteen years. She earned her Master's Degree in Elementary Education from the University of Florida and began her career as a teacher in the Miami-Dade County Public School System. Ms. Diaz continued her studies at Nova Southeastern University where she completed her certification in Educational Leadership. In the fall of 2005, Ms. Diaz began working with Charter Schools and she serves as the Principal of Pinecrest Preparatory Academy Charter School. In addition to supervising the daily school operations, her areas of expertise include curriculum planning, program evaluation, data analysis, assessment design and professional development. Ms. Diaz has been an integral part in the success of the Pinecrest Academy Inc. school organization. Since her election to the Somerset School Board in May of 2013, Diaz has effectively provided oversight and support in her areas of expertise for several of the Somerset Schools and organization.

Raul L. Martinez, Jr.- Director / Parent Representative

As the Deputy Chief of Staff & District Director, Mr. Martinez oversees all district offices operations and work flow. He is responsible for recruiting, hiring, training, and managing district staff; he also represents Congressman Joe Garcia at events; monitors district issues and politics, while conducting staff outreach. Mr. Martinez also develops and implements policy objectives, strategies and operating plans for the Congressman's district offices and directs all activities and staff in the district.

Previously, as the Interim Chief of Staff, Mr. Martinez, was the Member's chief policy advisor. He was responsible for developing and implementing position strategies and operating plans for the Member's offices and managing and directing all activities and staff of the Member's Washington D.C. and district offices including overseeing the office budget. Mr. Martinez acted as the Member's principal liaison and responded to office visits and telephone inquiries from constituents and various interest groups.

As Hispanic Vote Director, Mr. Martinez managed community-oriented, metric-driven program to register, engage and turnout Hispanic voters in support of President Barack Obama's re-election in partnership with field, political, communications, digital, data, voter protection and operations departments. He implemented local capacity-building efforts – developing training materials in English and Spanish, organizing voter education events, engaging community stakeholders as strategic partners in organizing structure and contributed to field program by organizing 100's of Hispanic engagement activities across Florida recruiting over 200 volunteers. Other positions Mr. Martinez has held include Hispanic Outreach Director for Democracy at Stake, Managing Partner of Martinez Consulting Group, Regional Manager – Prestige Builders Group; Senior Account Manager – Public Relations Agencies and Public Information Officer – Miami-Dade Aviation Dept. Mr. Martinez earned a Bachelors Degree in Public Relations and Communications from Florida International University and Associates in Arts from Miami-Dade Community College.

Jenny Equijarosa – Director / Parent Representative

Ms. Esquijarosa is a graduate from Florida International University, school of Journalism and Mass Communications. Her background in event planning and marketing makes her a valuable asset to the Somerset Board. Additionally, Ms. Equijarosa is a charter school parent, having served on the Pinecrest Academy Charter School Board. Responsibilities include logistics & production of dozens of local and nationwide events ranging from private functions of 50 guests, to public events and street festivals of 50,000 consumers. Furthermore, she coordinated marketing, promotional and public relations programs for the live entertainment division, including an exclusive concert series for the Florida Marlins. Ms. Esquijaosa has been with the Somerset Board since 2014.

Tony Morales- Director / Student Alumnus

Tony Morales is a proud alumnus of Somerset Academy Charter High school. Graduating summa cum laude from Broward College, he obtained his Associates Degree and is now currently attending the University of Pennsylvania. He currently serves as the Chairperson of the Board of Directors for *Under A Tree, Inc.*, a nonprofit that works with educational administrators, postsecondary academics, management consultants, venture capitalists, business leaders, and politicians, to connect diverse student populations with transformational leadership education and high-profile mentorship.

Also the CEO of *Prepory*, he develops college admissions consultancy strategies, including human capital sourcing, international marketing, curriculum crafting, and operations flow formulation. Mr. Morales serves as Consulting Director for 180 Degrees Consulting, the world's largest nonprofit student consultancy. In that capacity, he leads projects to drive organizational change across clients including Camden City Public Schools in New Jersey and Freire Charter School in Pennsylvania. Previously, he served as Director of Strategy and Analytics and Director of Compliance and Governmental Affairs for Academica Virtual Education.

George B. Ozuna – Director

George B. Ozuna is a Hydrologist with the U.S. Geological Survey (USGS) whose public service has spanned over 30 years. After graduation from the University of Texas at San Antonio with a B.S in Geology in 1980 he was hired by the USGS as a hydrologist in 1981, and assigned to the San Antonio office. Initially, he was a team member for a project collecting and analyzing data on the Edwards aquifer. From 1984 to 1990 he served as a project chief on several different studies that included such work as: monitoring well installation, aquifer testing, evaluating shallow ground-water systems, and describing the surface hydrogeology. In June 1991, he became the San Antonio Water Quality Specialist, assisting the Office Chief in the development of water-quality projects in the office. In 1993, George was selected as the San Antonio Office Chief as Supervisory Hydrologist and 2009 was promoted to a new position as Deputy Director for the USGS Texas Water Science Center. In January 2013 he took on a new position as Senior Program Manager.

George has worked tirelessly throughout his USGS career to apply his hydrologic knowledge and research to address water issues in the San Antonio area. His outreach efforts to the area's predominantly Hispanic community have been a major factor in the link between the USGS and the San Antonio Hispanic community. This is evidenced by his personalized educational lectures to the area schools and communities and his student mentorship program. Frequently, these efforts have been on George's personal time and paid for out of his own pocket.

In his career with the USGS, he continually is involved in diversity efforts; he served as a vocal member of the Ethnic Minority Advisory Committee and actively on the USGS Bureau Outreach and Recruitment Team. As the USGS representative, George served on the committee that prepared the Department of the Interior Hispanic Association of Colleges and Universities (HACU) Memorandum of Understanding. His participation in the diversity programs for the USGS extended the USGS diversity programs goals into his own office and serve as a model of success for all of the USGS. To his staff, the students he has mentored, the Hispanic community within San Antonio, and his family, George is an extraordinary modest unsung champion. He is a man of integrity in both his professional and personal life. He has sacrificed many opportunities to leave the San Antonio area for career advancement in order to be an active resource to the Hispanic community of his ancestors. He has maintained an honest obligation regarding the science impact of his hydrology discipline that makes a huge difference to the welfare of the Hispanic community where he lives and works. On the job and after work, his colleagues and neighbors admire and respect him as a person that the San Antonio community as a whole and the Hispanic community in particular can count on to always act selflessly on their behalf.

George is widowed after 30 years of marriage to his wife Ninfa and has two children; Andrea, 22, is a graduate of Incarnate Word High School and now a senior at Rockhurst University.

Their son Matthew, 21, is a graduate of Central Catholic High School and a junior at University of North Texas.

Louis J. Marin – Director

Louis Marin is the Compliance Officer at Generations Federal Credit Union since June 2013. In that capacity, Marin is responsible for monitoring both Federal and State laws and regulations applicable to Credit Union operations administering loss prevention programs, managing security, vendor management programs and risk management processes. In addition, he serves as the Security Officer for the \$400 million, 48,000 member credit union. A native of San Antonio, Texas, Marin obtained his Bachelor's of Business Administration degree in Accounting from University of Texas at San Antonio in 1981. After an extensive career in the private and public sectors, Marin began working with the credit unions in 2004, where he served as the Vice-President of Project Management, until his currently held position. He is married to his wife Sandra and they have two children; Danielle and James. He serves on several volunteer committees and is a certified Sports Official in basketball, soccer, football and softball.

H. Outline the methods to be used for resolving disputes between a parent and the school.

The school's governing board will appoint a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes. The representative may be a governing board member, charter school employee, or individual contracted to represent the governing board. The representative's contact information will be provided annually in writing to parents and posted prominently on the charter school's website if a website is maintained by the school. The appointed representative and charter school principal or director, or his equivalent, will be physically present at board meetings in accordance with 1002.33 (7)(d)(1) and 1002.33(7)(d)(2), Florida Statutes.

Positive relations between the School and its parents and families are a primary concern. For that reason, every effort will be made to handle disputes in the most positive way possible. The following steps have been outlined in order to facilitate resolution of such issues:

- Step 1: Make an appointment to clarify issue with your student's teacher (if applicable).
- Step 2: Make appointment to clarify issue with the school administrator.
- Step 3: Contact Educational Support Provider
- Step 4: Contact Board Appointed Parent Liaison
- Step 5: State concerns at a scheduled Governing Board meeting.

Section 10: Management

A. Describe the management structure of the school. Include job descriptions for teachers and each administrative position that identify key roles, responsibilities and accountability.

The management structure for the school's day-to-day operations will be as follows:

The Governing Board will hire and oversee the school principal. **The Principal**, as the instructional leader, will be responsible for all aspects of day-to-day administration of the school within the scope of the board's operating policy and in compliance with district, state, and federal guidelines for the school's operation. The Principal will hire, oversee, and evaluate faculty and staff. The principal will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the school including procedures for curriculum and instruction, classroom management, discipline, faculty and staff evaluation, data analysis, testing, support services, parental communication, professional development, discipline, community outreach, oversight of facilities and internal financial controls, etc. The principal will report to the board on the school's operations and finances at minimum at every governing board meeting and will be expected to communicate with the board as often as needed by the School and/or board members in order for school's operational needs to be met.

The administration will implement policies and procedures for the daily operations of the school. The principal will delegate duties to administrative support staff to ensure that daily operations, resources, policies and procedures are being implemented in accordance with the school's mission. Faculty and staff will be responsible for carrying out these procedures in their day-to-day duties, activities, and interactions with students, teachers, and parents of the school.

The duties and key roles for these key personnel are detailed in the job descriptions, Appendix F.

The Board expects it will contract with Academica, an Educational Services and Support Provider, to provide off-site support to the school. The support services to be provided are central office functions including but not limited to: assistance with facilities design and maintenance, staffing recommendations and human resource coordination, curriculum support, research and updating, sponsor relations and reporting, program marketing, general accounting services including bookkeeping, payables, asset management, budget preparation, risk management, cash flow analysis, and preparation of financial statements provided to the Governing Board for oversight and approval.

The Sample ESP agreement, in Appendix D, herein includes all anticipated professional support services to be provided.

Financial Oversight and Management - The Governing Board has the ultimate responsibility of ensuring that the school's finances are managed properly. As per the duties described in *Section 9-*

Governance, the Board will annually adopt and maintain an operating budget and maintain oversight of all school-based finances. The Governing Board will ensure that the charter school has retained the services of a certified public accountant for the annual financial audit. The ESP, as contracted by the Board, will assist the School with additional preparation and reporting of the school's finances.

The school principal, with support from the ESP, will prepare the estimated budget using anticipated enrollment projections prior to the beginning of each fiscal year. Hiring and procurement decisions will be made at that time. Enrollment will be closely monitored in order to make sure that appropriate master schedules and hiring decisions remain within budgetary constraints. Budget reports will be prepared and presented to the Sponsor and the Board on a monthly basis for oversight. Budgets will be prepared and presented to the Board at all quarterly board meetings.

The board has also established financial policies and internal controls for the school's operational and internal accounts. These policies and controls are detailed in Section 18, *Financial Management and Oversight*, of this application.

B. Outline the criteria and process that will be used to select the school's leader and the process by which the school leader will be evaluated.

The school principal will be hired by the board, and will be responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the Governing Board. The Board intends to recruit talented individuals who have knowledge of and experience with instructional, educational, and school-site matters. The school will adhere to the anti-discrimination provisions of s. 1000.05, Florida Statutes.

At minimum, the Governing Board will seek an individual who has:

- ❖ extensive administrative and teaching experience;
- ❖ State of Florida Educational Leadership Certification;
- ❖ experience working with school or advisory educational boards;
- ❖ strong managerial capabilities;
- ❖ knowledge of the needs of student population;
- ❖ positive evaluations from previous administrative position(s);
- ❖ letters of recommendation;
- ❖ excellent communication skills; and
- ❖ demonstrated capacity to meet and or exceed the Florida Principal Leadership Standards

Administrator Evaluations-

In compliance with s. 1012.34, F.S., the administrator's evaluation must, at minimum, be based on the following components:

- 1. Performance of students-** *At least* one-third of a performance evaluation will be based upon data and indicators of student performance* This portion of the evaluation will include growth or

achievement data of the students attending the school over the course of at least 3 years. If less than 3 years of data are available, the years for which data are available will be used.

*Student learning growth will be assessed annually and measured by statewide assessments using performance standards adopted into State Board Rule for courses beginning in 2015-16. For courses/subjects not measured by statewide assessments, and courses with statewide assessments without a state-adopted growth model, the school will abide by the district's adoption of either all, some or none of the results of statewide assessments in the performance of students component. (s. 1012.34, F.S.)

2. Instructional Leadership - *At least* one-third of the performance evaluation must be based on instructional leadership. Evaluation criteria for instructional leadership must include indicators based upon each of the leadership standards adopted by the State Board of Education under s. 1012.986, including: performance measures related to effectiveness of classroom teachers, recruitment and retention of effective & highly effective teachers, improvement in the percentage of instructional personnel rated as highly effective & effective, appropriate use of evaluation criteria and other practices that result in student learning growth.

3. Professional & Job Responsibilities - the remainder of the performance evaluation may include, but is not limited to, professional and job responsibilities as adopted by State Board of Education and/or the Governing Board of the school and may also include a mechanism to give parents and teachers an opportunity to provide input into the administrator's performance assessment, when appropriate.

Accordingly, the FCPCS School-Based Administrator Evaluation System -which meets the above statutory requirements and is aligned to the Florida Principal Leadership Standards, approved by the Florida Department of Education.

The governing board will conduct formal administrator evaluations annually in accordance with s. 1012.34, F.S.

The evaluation systems for school administrators must:

- ❖ Be designed to support effective instruction and student learning growth, and performance evaluation results must be used when developing district and school level improvement plans.
- ❖ Provide appropriate instruments, procedures, timely feedback, and criteria for continuous quality improvement of the professional skills of instructional personnel and school administrators, and performance evaluation results must be used when identifying professional development.
- ❖ Include a mechanism to examine performance data from multiple sources, including opportunities for parents to provide input into employee performance evaluations when appropriate.
- ❖ Identify those teaching fields for which special evaluation procedures and criteria are necessary.
- ❖ Differentiate among four levels of performance as follows:

1. Highly effective
 2. Effective
 3. Needs improvement or, for instructional personnel in the first 3 years of employment who need improvement, developing
 4. Unsatisfactory
- ❖ Provide for training and monitoring programs based upon guidelines provided by the department to ensure that all individuals with evaluation responsibilities understand the proper use of the evaluation criteria and procedures.
- C. Provide a staffing plan for each year of the charter term aligned with the school's projected enrollment as detailed on the cover page of this application.**

Refer to Staffing Plan in Budget- Appendix A

Costs for educational staff and administrators are forecast using the published pay scale in effect in the district where the school is located as a guide. The number of instructional personnel is in line with Florida's laws relating to class size.

- ❖ Teacher Salaries were derived at by using an average salary of \$39,500 teacher for Year 1, with a CPI of approximately 2% for every year thereafter.
- ❖ Paraprofessionals are budgeted at an average salary of \$ 18,000.
- ❖ Substitute teacher costs assumes that substitutes will be hired for \$10 days/full-time teacher at a rate of \$110/day.
- ❖ Administrative Salaries include a Principal \$85,000 and an Assistant Principal \$65,000 as of Year 3.
- ❖ Clerical and Administrative assistant salaries include those for Registrar \$23,000, Administrative Assistants \$28,081 and other Clerical personnel \$19,000
- ❖ Contract Services include professional fees paid to entities such as the Services and Support Provider, Speech Therapist, and other ESE service providers.
- ❖ As noted in the detailed Revenue Worksheet included in the application, the budget anticipates that 12% of students will be classified as ESE. There is room in the budget to modify the amount paid for ESE services under Miscellaneous and in the Budget Surplus, should the rate of contracted services for ESE and ESOL increase due to the various needs of the students once enrolled.
- ❖ Employee Benefits are calculated at a rate of 23% of all salaries (excluding contracted services). This includes health insurance costs, 401k contributions, tuition reimbursements, Worker's Compensation, and all mandatory federal and state employment taxes. As noted in the application, for employee insurance and benefits selection, the Governing Board has engaged the services of ADP Totalsource, a professional employer organization that provides human resource services to small and moderate size employers. The use of a professional employer organization allows the staff of the School to enjoy the same level of benefits that are available to employees of large organization such as Fortune 500 companies (including health/dental/vision insurance and Retirement/401k plans).

D. Explain the school's plan for recruitment, selection, and development.

The qualifications to be required of the teachers and the potential strategies used to recruit, hire, train, and retain qualified staff.

Recruitment – The School will ensure that faculty members are certified, highly qualified professional personnel.

Accordingly, the School will:

- ❖ Recruit teachers through the State-sponsored, *Department of Education, Teach in Florida* website,
- ❖ Coordinate efforts to partner with postsecondary educational institutions to serve as host school for interns whenever possible, and
- ❖ Organize other efforts to attract in-field experts to serve as teachers in the various disciplines that require higher levels of academic content delivery.

Recruitment efforts will also include advertisements in local newspapers and on the school's website, presentations and fliers at local universities, school job fairs, and via word of mouth. Considerable effort will be taken during interviews to hire the most qualified candidates that cumulatively represent the diverse racial/ethnic background of the local community and county that we serve.

Selection Process- The school will look for candidates who demonstrate the following qualifications:

Administration

- ❖ Educational background: Master's Degree or higher
- ❖ Extensive administrative and teaching experience
- ❖ State of Florida Certification in Educational Leadership
- ❖ Vast experience in working with school or advisory educational boards
- ❖ Strong managerial capabilities
- ❖ Knowledge of the needs of the student population served by the School
- ❖ Positive evaluations from previous administrative position
- ❖ Letters of recommendation
- ❖ Excellent communication skills

Faculty/Staff

- ❖ Educational background: Bachelor's Degree or higher in field
- ❖ State Certification for the required position
- ❖ Excellent presentation and interpersonal skills
- ❖ Satisfactory recommendation and/or evaluations from previous employer
- ❖ Personal characteristics, knowledge, and belief in the school's mission
- ❖ An ability and motivation to work as part of a team in a small-school setting with parental involvement

❖ References/Letters of Recommendation

Hiring Process - The School's Governing Board will appoint a screening committee to recruit, interview and recommend to the board qualified candidates for Administrative positions, as needed. This committee may include current charter school administrators, employees of the organization, current board members and ESP personnel. Based on the recommendations of the committee, the Board conducts final interviews of the most qualified candidates and hires the Principal and any assistance principals (as the need arises).

The Principal, once hired, recruits teachers and may appoint a school-based committee to screen highly - qualified and certified teachers. This committee develops an interview questionnaire for specific positions, conducts initial screening interviews and makes recommendations to the principal. The principal reviews recommendations, conducts final interview, and makes all final hiring decisions within the scope of the budget, as approved by the Governing Board.

The school will not employ an individual to provide instructional services if the individual's certificate or license as an educator is suspended or revoked by this or any other state. The school agrees to fingerprint all employees as required by Section 1012.32, F.S., all employees agree to background checks, and drug-screening. The School will adhere to the antidiscrimination provisions of s. 1000.05, Florida Statutes. Furthermore, the school will not discriminate based on actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation in the hiring of its employees.

Employee Evaluations- In compliance with s. 1012.34, F.S., instructional personnel evaluations must, at minimum, be based on the following components:

1. Performance of students* – in accordance with s. 1012.34, F.S., *At least* one-third of a performance evaluation will be based upon data and indicators of student performance. This will include growth or achievement data of the teacher's students.

*Student learning growth will be assessed annually and measured by statewide assessments using performance standards adopted into State Board Rule for courses beginning in 2015-16. For courses/subjects not measured by statewide assessments, and courses with statewide assessments without a state-adopted growth model, the school will abide by the district's adoption of either all, some or none of the results of statewide assessments in the performance of students component. (s. 1012.34, F.S.)

2. Instructional practice - *At least* one-third of the performance evaluation will be based upon instructional practice. Evaluation criteria used when annually observing classroom teachers, as defined in s. 1012.01(2)(a), excluding substitute teachers, will include indicators based upon each of the Florida Educator Accomplished Practices (FEAPs) adopted by the State Board of Education. For instructional personnel who are not classroom teachers, evaluation criteria will be based upon indicators of the Florida Educator Accomplished Practices (FEAPs) and may include specific job expectations related to student support.

3. Other indicators –the remainder of a performance evaluation may include, but is not limited to, professional and job responsibilities as those recommended by the State Board of Education and/or identified by the approved plan, peer reviews, objectively reliable survey information from students and parents based on teaching practices that are consistently associated with higher student achievement, and other valid and reliable measures of instructional practice.

Accordingly, the school will implement the FCPCS Charter School Evaluation System for Classroom Teachers and Other Instructional Personnel in alignment with the Florida Educator Accomplished Practices (FEAPs) and in compliance with s.1012.34, F.S.

All teachers will be formally evaluated on an annual basis. Newly hired teachers (new to the district and/or new to the profession) will be formally evaluated at least twice in the first year of teaching and will be under a probationary contract. All personnel must be fully informed of the criteria and procedures associated with the evaluation process before the evaluation takes place. Instructional personnel and administrative personnel who have been evaluated as less than effective must participate in professional development programs as part of the improvement prescription (s. 1012.98, F.S.)

The CWT (Classroom Walk -Through) Program will be used frequently to provide feedback on objective - setting, grade level appropriateness of lessons, appropriate higher-level thinking strategies and appropriate use of texts and materials. Instructional strategies, classroom management skills, and engagement of learners in the classroom will also be observed and teacher performance will be evaluated as a means to inform instruction and provide for professional growth opportunities.

Non-instructional staff, such as clerical staff will also be evaluated and receive feedback on their performance via in-house assessment tools and individual conferences with the principal or designee.

The evaluation systems for school instructional personnel must:

- ❖ Be designed to support effective instruction and student learning growth, and performance evaluation results must be used when developing district and school level improvement plans.
- ❖ Provide appropriate instruments, procedures, timely feedback, and criteria for continuous quality improvement of the professional skills of instructional personnel and school administrators, and performance evaluation results must be used when identifying professional development.
- ❖ Include a mechanism to examine performance data from multiple sources, including opportunities for parents to provide input into employee performance evaluations when appropriate.
- ❖ Identify those teaching fields for which special evaluation procedures and criteria are necessary.

- ❖ Differentiate among four levels of performance as follows:
 1. Highly effective.
 2. Effective.
 3. Needs improvement or, for instructional personnel in the first 3 years of employment who need improvement, developing.
 4. Unsatisfactory.
- ❖ Provide for training and monitoring programs based upon guidelines provided by the department to ensure that all individuals with evaluation responsibilities understand the proper use of the evaluation criteria and procedures.

Staff Development Plan - In setting high expectations for both students and teachers, the School will be committed to maintaining the level of high quality instructors by implementing a comprehensive professional development plan. The school will support the professional development needs of all professional staff by subsidizing college classes, facilitating the attainment of continuing education credits, and offering trainings.

Teacher training will be offered throughout the school year in a variety of forms. Select teachers will attend local, state and national conferences and serve as trainer to the remainder of the staff upon return to the School. Appropriate and relevant school wide training will occur on teacher planning days as well as on early release dates. All staff will participate in school-initiated and other relevant and necessary workshops for professional development, and a member of the administrative team will coordinate, assist and monitor the staff development process. In-house workshops and meetings will be held monthly by administrators and may occur as often as biweekly through team leaders, in order to facilitate support, encourage communication, allow for team planning, and troubleshoot concerns and needs.

All Staff will be offered, at minimum, the following school-site and district-based trainings:

- ❖ Curriculum Implementation by Subject/Specialty – Teachers will participate in school-wide trainings and individual department trainings throughout the school year related to curriculum implementation, Florida Standards and FSA implementation - These include but are not limited to: *Horizontal and Vertical team planning, CollegeBoard's SpringBoard Training, Implementing Florida Standards in English/Language Arts and Mathematics instruction.*
- ❖ Comprehensive Research-Based Reading Plan Implementation and Instructional Reading Strategies Across The Curriculum
- ❖ Differentiated Instruction – This training teaches teachers and coaches how to differentiate and individualize instruction in order to create effective targeted instructional lessons and tutoring to increase student achievement and maximize instructional time.
- ❖ Data-Driven Decision-Making – Administrators and staff learn how to analyze, extrapolate and disaggregate school data from a variety of sources and to use this data to create effective school improvement plans and increase student achievement.
- ❖ PS RtI MTSS Framework – Staff learn to create RtI Leadership team that utilizes the Problem-Solving (PS) model to meet the academic and behavioral needs of all students.

- ❖ [Technology for the Next Generation](#) – Staff will participate in hands-on technology workshops to learn how to integrate technology into the classroom. The purpose is to ensure schools are growing with technology to ensure students and teachers are prepared for the expectations of the 21st century and national technology standards.
- ❖ [Promethean Board Trainings](#): Beginner/Intermediate
- ❖ [Safety and Security](#) – Safety and security training will instruct staff on daily safety procedures, and how to prevent and protect the school and students, to handle emergency situations, and to recognize potential threats in accordance with the school safety plan.

[The professional development plan for administrators](#) will encompass both internal and district-based in-service trainings. Administrators may also participate in professional development conducted through: the National Association of Secondary School principals; the National Association of Elementary School Principals; the Southern Association of Colleges and Schools/AdvancEd; Association for Supervision and Curriculum Development; and state trainings.

At a minimum, administrators will be encouraged to participate in the following professional development trainings and conferences:

- ❖ [Florida Annual State Charter School Conference](#) - administrators will attend state conference on an annual basis.
- ❖ [Clinical Educator Training](#) –This training provides quality support for developing administrators for the classroom or other educational environments such as the student services area. The Clinical Educator Program is designed to assist experienced educators as they exercise the very critical task of supporting and mentoring developing professionals in a variety of settings. This course helps develop skills for coaches and mentors in a formative observation, clinical supervision, feedback skills, and professional development planning for increased instructional effectiveness. The Florida Performance Measurement System’s formative and summative processes are incorporated.
- ❖ [Teacher Formal Observation for Principals](#)- Training is provided by the Florida Consortium of Charter Schools
- ❖ [Classroom Walk-through Training](#) - Provides school leaders with strategies and tools to effectively structure classroom visits and follow-up reflection. Reflective thinking about one's practice provides an effective strategy for change and improvement by fostering a process of communication between the instructional leaders and the teacher to increase the focus on student achievement. The process provides a powerful strategy for increasing student achievement; a strategy for classroom visits that focuses on teaching and learning; methodology for analyzing the classroom for feedback purposes, and the use of reflective conversation for providing feedback.
- ❖ [Budget Training for Administrators](#) – This training addresses school budgeting as it pertains to both the school’s operating budget and internal accounting policies and procedures, *Financial*

and Program Cost Accounting and Reporting for Florida Schools (Redbook) requirements, and checks and balances to ensure a sound budget.

- ❖ [Master Scheduling for Administrators](#) – Administrators are trained on creating an efficient and effective master schedule that meets the national, state and district course requirements, is financially sound, and that meets class size requirements.
- ❖ [Developing the School's Improvement Plan](#) – This training assists school administrators to develop a sound and effective school improvement plan to ensure an equitable and high-quality school improvement plan. This process includes data analysis, goal-setting, budget planning, professional development planning and reflective practices.
- ❖ [Principal Chat Sessions](#) – Charter School Administrators meet by level (secondary, elementary) to go over pertinent topics and to share best practices. These sessions include curriculum development, standards implementation, scheduling, educational changes, innovative programs, and more. Experienced administrators share their best practices for using student achievement data with newly appointed assistant principals.

Retention of Staff: The School wishes to provide the best benefits and employee services possible. Our experience has shown that when employees deal openly and directly with supervisors, the work environment can be excellent, communications can be clear, and attitudes can be positive. We believe that the School will amply demonstrate their commitment to employees by responding effectively to employee concerns.

A number of the programs (Social Security, workers' compensation, and unemployment insurance) cover all employees in the manner prescribed by law. Additionally, the school will provide a wide range of benefits such as Flexible Benefits Plan; Direct Deposit; Retirement/401(k) Savings Plan; Bereavement Leave; Dental Insurance; Family Medical Leave; Financial Counseling; Health Insurance; Holidays; Life Insurance; Long-Term Disability; Sick Leave; Vision Care Insurance to ensure the retaining of qualified and capable staff. These fringe benefits are reflected in the budget – See Appendix A.

Other programs include:

[Educational Assistance/Tuition Reimbursement:](#) The School recognizes that the skills and knowledge of its employees are critical to the success of the institution. The educational assistance program encourages personal development through formal education so that employees can maintain and improve job-related skills or enhance their ability to compete for reasonably attainable jobs within the School. The following criteria will be used for Tuition Reimbursement for Full-time Certified Teacher Employees

[Employee Assistance Program:](#) The School cares about the health and well-being of its employees and recognizes that a variety of personal problems can disrupt their personal and work lives. Through the Employee Assistance Program (EAP), the school will provide confidential access to

professional counseling services for help in confronting such personal problems as alcohol and other substance abuse, marital and family difficulties, financial or legal troubles, and emotional distress

[Flexible Spending Account \(FSA\)](#): A Flexible Spending Account (FSA) program that allows employees to have pre-tax dollars deducted from their salaries to pay for eligible out-of-pocket expenses. The pre-tax contributions made to the FSA can be used to pay for predictable non-reimbursed health care expenses and dependent care expenses during the plan year. Through the FSA program, staff can reduce taxable income without reducing real income, in order to keep more of the money they earn.

[Support for Beginning and Struggling Teachers](#): Observation of new and struggling teachers by veteran teachers and support strategies will be implemented as applicable. A new educator support system format will also be used as a means to offer support to beginning teachers, through the assigning of a willing mentor, who will be assigned for struggling and/or beginning teachers.

Section 11: Education Service Providers

If the school intends to enter into a contract with an Education Service Provider (ESP):

A. Describe the services to be provided by the ESP.

The ESP's services include assistance with facilities design, staffing recommendations and human resource coordination, curriculum development, research and data updating, sponsor relations and reporting, program marketing, and bookkeeping, budgeting, and financial forecasting, provided to the Governing Board for its oversight and approval.

B. Provide a draft of the proposed contract between the school and the ESP including, at a minimum, proposed services, performance evaluation measures, fee structure, renewal and termination provisions, and terms of property ownership (real, intellectual and personal).

A sample contract that would be negotiated between the School and the ESP is included herein as *Appendix D- Sample ESP Agreement*.

Additionally, the board will conduct a performance evaluation of the ESP on an annual basis to measure the service levels provided by the organization. The evaluation is grouped by area or specialty of service provided by the ESP and using a rating scale ranging from 1 (unsatisfactory) to 5 (highly effective). The Boards reviews this evaluation as a means of determining service improvement, satisfaction with services and ESP contract renewal.

C. Unless the ESP is the parent non-profit organization, explain why the ESP was selected, including what due diligence efforts were conducted to inform the selection and how the relationship with the ESP will further the school's mission.

The Board analyzed data regarding several ESP's currently working with charter schools in Florida and concluded that the ESP chosen offered the most competitive price and had a proven track record of success.

The ESP is one of an affiliated group of charter school service and support entities, which compose one of Florida's longest serving and most successful charter school service and support organizations. Currently working with over 120 charter schools, in Florida and throughout the country, the ESP's mission is to facilitate the vision of the School's governing board by providing the services and support necessary to allow each school to fulfill its mission.

The ESP was selected for the following reasons including, but not limited to:

- ❖ The company is staffed by professionals and educators with extensive knowledge of and experience with Florida Charter Schools.

- ❖ The president of the ESP, Fernando Zulueta, is a founding Board Member of the Florida Consortium of Charter Schools, and a Board Member of The National Alliance for Public Charter Schools. Mr. Zulueta has received numerous awards for his work with charter schools including the “Cervantes Award” sponsored by Nova Southeastern University for significant efforts to support excellence in the education of Hispanic students.
- ❖ The ESP’s affiliated group serves the largest number of high-performing (HP) schools of any charter school service organization in Florida. (See evidence in Addendum C)
- ❖ The ESP’s affiliated group was the first charter school service and support entity in Florida to seek SACS/AdvancED accreditation for the schools it serves, and all of the schools it serves are either fully accredited or in the process of obtaining accreditation. For example, Somerset Academy, Inc., one of the charter school networks serviced by the ESP, was the first charter school system in the Nation to receive District Accreditation from SACS/AdvancEd. Mater Academy, Inc., another charter school network serviced by the ESP, was also awarded District Accreditation from SACS/AdvancED.
- ❖ The White House’s College Opportunity Agenda & the Harvard Graduate School of Education has invited the administration of Mater Academy Charter Middle/High, a charter school serviced by the ESP, to be part of a select gathering of thought leaders and decision makers focused on increasing access to college for all Americans. The school was presented with an Inspiration Award from the College Board for being one of the three most inspiring secondary schools in America.
- ❖ The exemplary academic performance and fiscal soundness achieved for its charter school clients by this service and support organization has resulted in 15-year charter renewals for all schools which have had initial contracts completed. (see evidence in Addendum C)

D. Explain the ESP’s roles and responsibilities for the financial management of the proposed charter school, if applicable, and the internal controls that will be in place to guide this relationship.

The ESP will conduct general accounting services including bookkeeping, purchasing support, payables, asset management, budget preparation, cash flow analysis, and preparation of interim financial statements and assistance with the work of the school’s independent certified auditor. The school principal/administrator is responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the Governing Board. The ESP, contracted by the board, will work with the school principal to provide financial forecasting services to the Governing Board for its oversight and approval.

The principal will prepare a school-site budget, report at least quarterly to the Governing Board on the progress of the site-based budget. The ESP will assist the Board and the principal in developing a budget that will be supportive of an optimal educational experience for students, while maintaining fiscal soundness and accountability. The principal maintains authority to make the hiring and spending decisions, which affect the budget. The ESP’s role is to monitor the budget and advise the school and Board on how to remain fiscally sound.

Accounts- State funds are received by the district/fiscal agent. The district/fiscal agent then wires the funds directly to the school's account. The ESP does NOT receive said funds. The ESP will simply process school invoices relating to daily operations. The accounts payable clerk will code invoices per the "Red Book", verify the accuracy of the invoice, and send the invoice to the school principal for approval. The school's internal fund accounts will all be maintained at the school site under the direction of the school administrator. These accounts will be reconciled monthly by the school treasurer.

E. Unless the ESP is the parent non-profit organization, explain how the governing board will ensure that an "arm's length," performance-based relationship exists between the governing board and the ESP.

The Governing Board will ensure that an "arm's length " performance-based relationship exists between the governing board and the ESP as described in the questions above. The ESP is hired by the Board of the non-profit organization that governs the charter school to perform specific duties, at the discretion of the Board. The ESP does not manage the day-to-day operations of a school, but rather provides "back office" support for the Board through a team of individuals with expertise in the areas of business, law, facilities, quality assurance, strategic planning and development, and governmental compliance. The ESP charges a flat annual fee per student enrolled at the school.

The ESP was established as a for-profit entity, similar to most organizations or vendors that provide services to public school districts and other charter schools (i.e. law firms, accounting firms, software companies, speech therapy agencies, educational materials vendors, uniform companies, etc.).

The Boards annually evaluates the ESP, as described above, and determines continuation and renewal of services based on the ESP's performance. The ESP is hired by the Board to provide certain services, which support the operations of the school. The principal, as the leader, is the individual responsible for the day-to-day operations of the school. Both the ESP and the principal report to the Governing Board, which has the ultimate authority to hire and fire them. Although the ESP may provide support and guidance to principals, it does NOT hire these individuals. They are hired and report directly to their Governing Boards. The ESP does not sign off on annual performance evaluations for principals or staff.

The ESP does not establish or implement a school's curriculum. The ESP does, however, assist the Board and the school in developing their own curriculum by providing them with the resources and tools for research and development, strategic planning, and sharing of best practices of other successful charter schools.

F. Provide a summary of the ESP's history, including its educational philosophy and background and experience of senior management.

Academica is one of the Nation's most experienced and successful charter school service and support organizations. Founded in 1999 on the principle that each charter school is a unique educational environment governed by an independent board of directors that best knows the right path for its school, it is Academica's mission is to facilitate that governing board's vision. Academica has a proven track record of developing growing networks of high performing charter schools. (See Addendum C).

As one of the longest-serving and successful charter school service and support organizations in the nation, the company serves more than 120 charter schools in Florida, California, Nevada, Texas, Utah, and Washington D.C. providing educational programs from pre-kindergarten through high school.

In Florida, Academica schools have been recognized on a local, state, and national level for their achievements. For example, the Somerset Academy and Mater Academy Schools were recently designated by the Southern Association of Colleges & Schools (SACS) as the first fully accredited charter school systems in the United States.

Further, International Studies Charter High School was ranked #1 in the state of Florida and #13 in the nation as one of the "Best High Schools" by U.S. News & World Report and Newsweek magazines and, this year. The Advanced Placement® participation rate at International Studies Charter High School is 100 percent. It was awarded a Gold Medal based on its performance on state assessments and college readiness. Academica-serviced high schools represented 5 out of the top 25 schools while 14 Academica-serviced schools were ranked overall. Last year, two Academica-serviced schools were 2014 National Blue Ribbon Award honorees: Doral Performing Arts & Entertainment Academy and Mater Gardens Academy. Additionally, the Somerset and Mater Academy schools earned District accreditation from the Southern Association of Colleges & Schools (SACS) -- the first, and only, fully accredited charter school systems in the United States. On average, Academica's charter schools earned a letter grade of "A" during the 2014 testing year from the Florida Department of Education.

A president of the ESP, Fernando Zulueta, is a founding Board Member of the Florida Consortium of Charter Schools, and a Board Member of The National Alliance for Public Charter Schools. Mr. Zulueta has received numerous awards for his work with charter schools including the "Cervantes Award" sponsored by Nova Southeastern University for significant efforts to support excellence in the education of Hispanic students.

G. Provide a complete list of other charter schools the ESP operates or previously operated using Addendum C (Form IEPC-M1A).

Please see attached Addendum C

Section 12: Human Resources and Employment

A. Explain the school's compensation plan, including whether staff will be publicly or privately employed.

The School will be a not-for-profit, private employer, and will not participate in the Florida Retirement System. Full time, salaried employees will be entitled to Health Insurance and other benefits as detailed below. For employee insurance and benefits selection, the Governing Board has engaged the services of ADP Totalsource, a professional employer organization that provides human resource services to small and moderate size employers. The use of a professional employer organization allows the staff of the School to enjoy the same level of benefits that are available to employees of large organization such as Fortune 500 companies (including health/dental/vision insurance and Retirement/401k plans). More information on ADP is found on www.adptotalsource.com.

The proposed school will use its Governing Board's adopted performance-based salary schedule for instructional personnel and school administrators, in accordance with s. 1012.22(1)(c) relating to *Compensation and Salary Schedules*. The Board's plan includes a base salary schedule for classroom teachers, other instructional personnel, and school administrators in which annual adjustments are based on performance as follows:

- ❖ An employee who is "**highly effective**," as determined by his or her evaluation, would receive a salary increase that must be greater than the highest annual salary adjustment available to that individual through any other salary schedule adopted by the board
- ❖ An employee who is "**effective**," as determined by his or her evaluation, would receive a salary increase between 50-75 % of the annual salary increase provided to a highly effective employee.
- ❖ An employee who is in "**need of improvement (or developing)**" or is "**unsatisfactory**," as determined by his or her evaluation would not be eligible for a salary increase.

Such adjustments will be in addition to the base salary schedule that is not a bonus and becomes part of the employee's permanent base salary and shall be considered compensation under s.121.021(22).

Advanced Degrees will not be used for base salary calculations, but may be used for supplements. Supplements will be annual additions to the base pay, but will not be not part of the continuing base salary.

- B. Describe the proposed personnel policies and procedures to which staff will be required to adhere, including expectations for participation in the school's professional development program. If personnel policies and procedures have not been developed provide a clear plan, including timeline, for the development and approval by governing board.**

The school will adhere to all antidiscrimination provisions of section 1000.05, F.S. The school will not discriminate based on actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation in the hiring of its employees. All faculty and staff members employed by the School will possess the personal characteristics, knowledge base of and belief in the educational and curriculum design as described in this proposal, as well as an ability and motivation to work as part of a team with parental involvement. The School will look for personnel who bring with them a sense of enthusiasm and commitment as well as a strong belief in and understanding of the charter school concept.

Employees are expected to observe high standards of job performance and professional conduct. When performance or conduct does not meet standards, the School may terminate employment, or it may endeavor, if it deems appropriate, to provide the employee a reasonable opportunity to correct the problem. If, however, a corrective opportunity is given and the school determines that the employee has failed to make the correction, he or she will be subject to further discipline, including termination.

Under the No Child Left Behind Act (NCLB) of 2001, all teachers must be "highly qualified" to teach in the school. The definition of a highly qualified teacher includes meeting at least the following three criteria:

1. Having a bachelor's degree
2. Having State credentials or certificate
3. Demonstrated core academic subject matter competence

All instructional and non-instructional personnel who are hired or contracted to fill positions and members of the governing board of the school must undergo background screening as required by Section 1012.32, F.S. The school will be a safe, Drug-Free and Tobacco-Free Environment. All employees will be required to undergo background checks and drug-screenings.

Additionally, school employees will be required to adhere to The Code of Ethics of the Education Professional in Florida as defined in FAC Rule 6A – 10.080.

Contracts: Instructional personnel will receive either a probationary contract (for instructional personnel new to the profession or new to the district) or an annual contract (for personnel who have completed a probationary contract or are already under an annual contract). The contracts will provide just cause reasons, and process, for suspension or dismissal of instructional personnel during the term of an annual contract. At the end of the probationary contract, the Governing Board may choose to award or not award the Teacher an annual contract pursuant to §1012.335, Florida Statutes, with or without cause. Teachers will be evaluated in accordance with provisions of §1012.34, Florida Statutes.

The rules set forth below are not exhaustive and are intended to provide employees with illustrations and fair notice of what is expected from them. Obviously, however, such listing cannot identify every situation of unacceptable conduct and performance. Employees should be aware that conduct not specifically listed below, but which adversely affects or is otherwise detrimental to the interests of the school, to students, or to other employees, may also result in disciplinary action.

Probation Period

Pursuant to Florida Statute, Section 1012.335, all instructional personnel will be issued a probationary employment contract for a period of one school year upon initial employment in the school.

Voluntary Termination

The School will consider an employee to have voluntarily terminated or abandoned his or her employment if an employee does any of the following:

- ❖ Elects to resign from the school.
- ❖ Fails to return from an approved leave of absence on the date specified by the school.
- ❖ Fails to return to work without notice to the school for three (3) consecutive days.

Involuntary Termination

The School expressly reserves the right to discharge employees for cause, but without being in violation of the laws of the State of Florida and the United States of America. The School assures thorough, consistent, and even-handed termination procedures. Terminated employees will receive all earned pay to the next regular pay period. An employee may be terminated involuntarily for any reason not prohibited by law, including a leave of absence in excess of 180 days, incompetency, misconduct, or other violations of the school's rules of conduct for employees. Involuntary termination, other than for an administrative reason or abandonment of employment, will result in forfeiture of all earned accrued compensation, other than as required to be paid by law.

Job Performance: Employees may be disciplined/discharged for poor job performance, including but not limited to, the following:

- ❖ Below-average work quality or quantity
- ❖ Poor attitude or lack of cooperation
- ❖ Excess absenteeism, tardiness, or abuse of break or lunch privileges
- ❖ Failure to follow instructions or procedures
- ❖ Failure to follow established safety/security procedures

Additionally, school employees will be required to adhere to The Code of Ethics of the Education Professional in Florida as defined in FAC Rule 6A – 10.080.

Misconduct: All school instructional personnel will be required to adhere to the Principles of Professional Conduct for the Education Profession in Florida as defined in FAC Rule 6A-10.081.

Violation of any principles detailed therein shall subject the individual to revocation or suspension of the individual educator's certificate, or the other penalties as provided by law. In addition, any employee may be disciplined or discharged for misconduct, including but not limited to the following:

- ❖ Dishonesty;
- ❖ Insubordination;
- ❖ Theft;
- ❖ Discourtesy (to students, parents, peers, supervisors, etc.);
- ❖ Misusing or destroying school property or the property of another;
- ❖ Disclosing or using confidential or proprietary information without authorization;
- ❖ Falsifying or altering school records, including the application for employment;
- ❖ Interfering with the work performance of others;
- ❖ Harassing other employees or students;
- ❖ Being under the influence of, manufacturing, dispensing, distributing, using, or possessing alcohol or illegal or controlled substances on school property or while conducting school business or supervising students;
- ❖ Possessing a firearm or other dangerous weapon on school property or while conducting school business;
- ❖ Conduct which raises a threat to the safety and well being of the school, its employees, students, or property, including being charged or convicted of a crime that indicates unfitness for the job; and/or
- ❖ Failing to report to the school any charge or conviction under any criminal, drug, state or felony arrests. *Employees must self-report within forty-eight (48) hours to appropriate authorities (as determined by district) any arrests/charges involving the abuse of a child or the sale and/or possession of a controlled substance. Such notice shall not be considered an admission of guilt nor shall such notice be admissible for any purpose in any proceeding, civil or criminal, administrative or judicial, investigatory or adjudicatory. In addition, shall self-report any conviction, finding of guilt, withholding of adjudication, commitment to a pretrial diversion program, or entering of a plea of guilty or Nolo Contendere for any criminal offense other than a minor traffic violation within forty-eight (48) hours after the final judgment. When handling sealed and expunged records disclosed under this rule, school districts shall comply with the confidentiality provisions of Sections 943.0585(4)(c) and 943.059(4)(c), Florida Statutes.
- ❖ Failing to immediately report suspicion or knowledge of child abuse, abandonment or neglect. *The school will follow the district policy regarding any and all procedures for reporting child abuse, abandonment or neglect. All employees who know or have reasonable cause to suspect that a child is an abused, abandoned, or neglected child, must report such knowledge or suspicion immediately to the Department of Children and Families Florida Abuse hotline. The employee should immediately notify the school principal and follow the districts procedures including completion of appropriate reporting documentation. Failure to immediately report suspected child abuse, abandonment, or neglect may result in termination by the school and criminal penalties by law enforcement authorities.

The school may proceed directly to a written reprimand or to termination for misconduct or performance deficiency, without resort to prior disciplinary steps, when the school deems such action is appropriate. If an employee is recommended for dismissal by the principal of the school, the principal will propose such dismissal at a meeting of the Board of the School. The employee shall have the right to contest the dismissal at the board meeting and present testimony or evidence in connection with the dismissal action.

Professional Development

In setting high expectations for both students and teachers, the School will be committed to maintaining the level of high quality instructors by implementing a comprehensive professional development plan. The school will support the professional development needs of all professional staff by subsidizing college classes, facilitating the attainment of continuing education credits, and offering trainings.

Teacher training will be offered throughout the school year in a variety of forms. Select teachers will attend local, state and national conferences and serve as trainer to the remainder of the staff upon return to the School. Appropriate and relevant school wide training will occur on teacher planning days as well as on early release dates. All staff will participate in school-initiated and other relevant and necessary workshops for professional development, and a member of the administrative team will coordinate, assist and monitor the staff development process. The Educational Service Provider may also prepare staff development meetings in which the school may elect to participate. In-house workshops and meetings will be held monthly by administrators and may occur as often as biweekly through team leaders, in order to facilitate support, encourage communication, allow for team planning, and troubleshoot concerns and needs.

In addition to school wide professional development opportunities, faculty members will each complete an Individual Professional Development Plan (IPDP) as a means to document and identify areas for personal targeted professional growth, including the identification of strategies for obtaining specified goals, its' compatibility to ensuring the professional development exercise will serve to benefit the student, and a timeframe in which the staff development exercise should occur. All IPDPs will be approved by the Principal, or his/her designee, at such time the principal may elect to recommend additional recommended professional development that should occur within a given timeframe.

Section 13: Student Recruitment and Enrollment

A. Describe the plan for recruiting students, including strategies for reaching the school's targeted populations and those that might otherwise not have easy access to information on available educational options.

The School will make great efforts to reach families reflective of the demographic of the County. A comprehensive advertising and promotional plan will include the use print and online media – including minority and community periodicals -- to disseminate information about the school's educational program and open enrollment period. The goal is to reach parents by using various means of information delivery. Promotional flyers and/or postcards will be distributed via direct mail, penny-saver publications, and/or directly to community groups and churches to ensure that harder-to-reach families are aware of the school and their eligibility to apply for enrollment. This information will also be posted in local public facilities such as community centers, parks/recreation centers, libraries and other locations of public access as permitted by local regulations. In order to best reach out to the county's growing diverse population, informational materials will be available in multiple languages as needed.

The School will distribute press releases and/or public service announcements to various media outlets to promote the open enrollment period, open house and other essential details about the school and its programs. A banner will also be posted on site with relevant information.

Once opened, parents and community partners will be encouraged to inform family, friends, and their community groups about the School. Local elected officials and community leaders will be invited to visit the School. They will also be given an updated on the program's growth and asked to share open enrollment information with their constituents through their newsletter and upcoming community meetings.

Current publications and websites that Somerset Academy, Inc advertises/or is featured in, includes:

- ❖ Broward Family Life
- ❖ South Florida Parenting
- ❖ South Florida Sports and Activities
- ❖ New Times Broward
- ❖ Sun Sentinel Educational Edition
- ❖ Greatschools.org

B. Explain how the school will achieve a racial/ethnic balance reflective of the community it serves or with the racial/ethnic range of other local public schools.

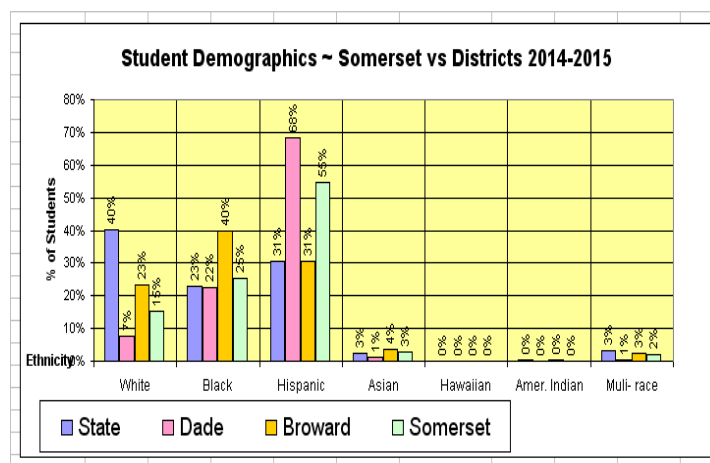
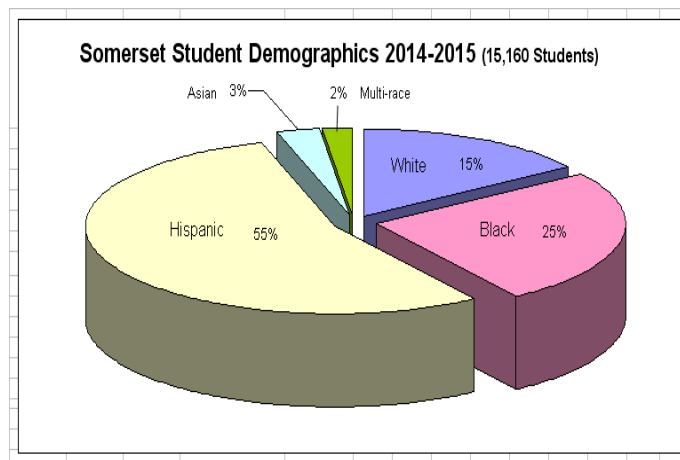
Pupils will be considered for admission without regard to ethnicity, national origin, gender, or achievement level. The school expects to achieve diversity reflective of the community. The school's promotional plan aims to reach a broad audience and, accordingly, all racial/ethnic groups within it. By disseminating information in multiple languages to various media -- including minority and community periodicals, and postcard mailers delivered directly to residential addresses in various communities, the racial/ethnic balance of the School should be equivalent to that of public schools within the County.

Informational meetings will be held in a variety of community forums, to ensure that a diverse set of families are reached and given the opportunity to learn about the educational opportunity at the School. The governing board and administrators will also work with diverse community groups to seek assistance in disseminating information.

Somerset Academy's currently operating in Broward County serve a very diverse population of students and families reflective of their respective communities as noted in the chart below, which is based on the 2013-2014 school year:

School	School ID	Free/Reduced Lunch	Minority Rate	Title I
Somerset Academy	5141	31	90	NO
Somerset Academy Middle School	5151	33	88	NO
Somerset Academy High School	5221	40	87	NO
Somerset Arts Conservatory	5396	39	80	NO
Somerset Academy (Miramar Campus)	5405	57	93	YES
Somerset Academy Middle School (Miramar Campus)	5406	65	95	YES
Somerset Academy Miramar South	5054			NO
Somerset Academy (Davie)	5211	45	57	NO
Somerset Academy East Preparatory	5391	78	96	YES
Somerset Academy Hollywood Pompano North	5387	81	86	NO
Somerset Academy Village	5004	94	90	YES
Somerset Academy Village Charter Middle School	5002	91	91	YES
Somerset Preparatory Academy Charter School at North Lauderdale	5003	97	96	YES
Somerset Preparatory Academy Charter High School at North Lauderdale	5006	97	96	NO
Somerset Academy Neighborhood School	5021	75	98	YES
Somerset Preparatory Academy Charter Middle School	5441	73	98	YES
Somerset Academy Hollywood Middle School	5419	80	80	NO
Somerset Academy Charter High School (Miramar Campus)	5007	76	97	NO
Somerset Pines Academy	5030	65	61	YES
Somerset Academy Pompano	5388	79	78	NO
Somerset Academy Pompano Middle School	5413	96	91	NO

Currently, Somerset Academy, Inc. caters to all ethnicities in a comparable way in each respective sponsoring District, as the charts below indicate:



C. Describe the school's proposed enrollment policies and procedures, including an explanation of the enrollment timeline, criteria and/or any preferences for enrollment, and lottery process.

Admission Policy - In accordance with federal and state anti-discrimination laws and in accordance with the Florida Educational Equity Act, Section 1000.05(2)(a), the School will not discriminate on the basis of race, ethnicity, national origin, gender, or disability against a student in its school admission process. An open admissions policy will be implemented wherein the School will be open to any student residing in the County. Any eligible student, as described in F.S. §1002.33(10), who submits an application (prior to the posted deadline) shall be considered, unless the number of applications exceeds the capacity of the program, class, grade level, or building. In such case, all applicants shall have an equal chance of being admitted through a random selection/lottery process. If the number of applications falls short of the established capacity, supplemental registration periods may be held for the purpose of reaching student capacity.

Enrollment Preferences - In accordance with 1002.33(10)(d), F.S. the charter school may give enrollment preference to the following student populations:

1. Students who are siblings of a student enrolled in the charter school.
2. Students who are the children of a member of the governing board of the charter school.
3. Students who are the children of an employee of the charter school.
4. Students who are the children of: An employee of the business partner of a charter school-in-the workplace established under paragraph (15)(b) or a resident of the municipality in which such charter school is located; or A resident of a municipality that operates a charter school-in-a-municipality pursuant to paragraph (15)(c).
5. Students who are the children of an active duty member of any branch of the United States Armed Forces.

In order to minimize any traffic impact caused by the school and ensure that the school is available to serve the residents of the neighborhood where the school is located, the Governing Board of the charter school may elect to limit the enrollment process to target students residing within a reasonable distance of the school as provided under Florida law.

Enrollment Limitation - In accordance to 1002.33(10)(e), F.S. the charter school may limit the enrollment process only to target the following student populations:

1. Students within specific age groups or grade levels.
2. Students considered at risk of dropping out of school or academic failure. Such students shall include exceptional education students.
3. Students enrolling in a charter school-in-the-workplace or charter school-in-a-municipality established pursuant to subsection (15).
4. Students residing within a reasonable distance of the charter school, as described in paragraph (20)(c). Such students shall be subject to a random lottery and to the racial/ethnic balance provisions described in subparagraph (7)(a)8 or any federal provisions that require a school to achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other public schools in the same school district.
5. Students who meet reasonable academic, artistic, or other eligibility standards established by the charter school and included in the charter school application.
6. Students articulating from one charter school to another pursuant to an articulation agreement between the charter schools that has been approved by the sponsor.
7. Students living in a development in which a business entity provides the school facility and related property having an appraised value of at least \$10 million to be used as a charter school for the development. Students living in the development shall be entitled to 50 percent of the student stations in the charter school. The students who are eligible for enrollment are subject to a random lottery, the racial/ethnic balance provisions, or any federal provisions.

Enrollment Timeline (Approximate Dates):

May 15 th	- Student Registration Begins
May 30 th	- Students who have registered will be officially enrolled. If number of applicants exceeds capacity, lottery will be conducted.
June 1 st	- Second Registration Period Begins
June 15 th	- Students who have registered will be officially enrolled. If number of applicants exceeds capacity, lottery will be conducted.

D. Explain any student and/or family contracts that will be used as a requisite for initial and continued enrollment in the school. Describe if and how the school will enforce such contracts.

As noted in the sample Parent Contract provided, through the contract, parents and students agree, as members of the school's family, to abide by all of the school rules and regulations. Through the contract, parents agree, as stakeholders in the school, to abide by all of the school rules and regulations. The sample parent contract stipulates various items that will be utilized in support of the child's education. For example, parental involvement in the educational process is a major initiative. Therefore, one of the stipulations of the contract is that parents willingly agree to hours of service as an investment in the child's education. Please see *Appendix E - Sample Parent Contract*. The School will provide various options to complete such volunteer obligation, in accordance with State law and detailed below.

The School shall implement parent/guardian contracts as provided by law. The school will work to resolve matters regarding the parent/guardian contract by: 1) setting up a parent/guardian conference (via telephone or in person) to discuss and work with the parent/guardian toward a mutually satisfactory resolution and/or 2) providing opportunities for parents/guardians to fulfill their responsibilities under the contract.

E. Explain any other efforts to encourage parental and community involvement, if applicable.

Parental and community involvement in the School is a fundamental and required part of the philosophy and operation of the School. The goal is to encourage parents to be active participants in their child's education, and give the community ownership of a high quality educational program, and teach children to be civic-minded and socially responsible. Parents and community members will have extensive opportunities for involvement in aspects of school operations. Through the parent/teacher group, Educational Excellence Advisory Council (EESAC), and other such committees, parent and community representation and decision making in the educational processes of the School is possible. Similarly, the administration will also require the faculty and staff of the School to uphold a strong belief in and understanding of the charter school concept through the inclusion of parents in the educational process. Through open lines of communications, faculty and staff will also encourage parental involvement through such endeavors as follow:

- ❖ Parental Service Contracts – parents agree to volunteer with their child’s teacher and/or be involved in other ways in school activities.
- ❖ Educational Excellence School Advisory Council (EESAC)- This group will consist of school personnel, parents, students, local business, and community members. Members will be able to address and vote on pertinent school matters on a regular basis.
- ❖ Quarterly Parent/Teacher Conferences – hosted in the evenings at the School where parents can discuss topics that affect their children’s educational progress.
- ❖ Open houses, Career Fairs, Family Day - events held to recruit new students, maintain communication and involvement between the School and the surrounding community.
- ❖ School Website, Newsletters, and Event Calendar – updated regularly to disseminate information and maintain open lines of communication in the community.
- ❖ Community Service Projects – students, faculty and parents will participate in activities to help, give back to, and connect with, the community.
- ❖ PTSA – Parent Teacher Student Association coordinates extra-curricular events involving the community.

Parent Workshops on education-related topics, such as decision-making regarding school performance and student assessment needs will be offered. Parent/Teacher Conferences and the electronic grade book, will also encourage parents to be fully involved in the School’s operations and will promote parental partnerships in the educational process. Volunteer opportunities to complete parent participation hours (communicated through newsletters, the School website, schoolnotes.com, email and calls home) will be plentiful and yearlong. Some of these will include activities such as chaperoning field trips, assisting with class and community service projects, helping in the library, participating in Career Week and Family Day, and assisting with the School store.

III. BUSINESS PLAN

Section 14: Facilities

If the site is not acquired:

A. Explain the school's facility needs, including desired location, size, and layout of space.

The Board plans to either lease a facility or engage an experienced charter school facilities developer to acquire, design, plan and construct facilities for lease, which are appropriate to the needs of the School. The School would need a one or multi-story structure built or renovated to meet all requisite codes and life-safety regulations set forth by the applicable governing agency.

Size and Layout of Space: The facility will have an adequate number of classrooms designed to meet or exceed all pertinent classroom design standards set forth by the governing agency. The proposed 9-12 school facility will include program elements such as traditional classrooms, art, science and computer labs, multi-media instructional areas, lunch / multi-purpose room, food prep areas, and indoor and outdoor activity spaces.

In accordance with 1002.33(18)(a)(b) F.S., The school facility will comply with the Florida Building Code pursuant to chapter 553, with the exception of State Requirements for Educational Facilities, the exception of SREF. The school's facility will comply with the Florida Fire Prevention Code, pursuant to s. 633.208. The school has projecting a minimum of 55-60 sq. ft. per student station.

B. Provide an estimate of the costs of the anticipated facility needs and describe how such estimates have been derived.

- *The financial plan for the proposed school should align with the facilities-related costs described.*

The Governing Board expects that it will enter into a triple-net, long-term lease for the facilities. The Board and the ESP have undertaken several such leases, and have budgeted for anticipated lease and other facilities costs in the financial data provided in **Appendix A**. The Board has obtained confirmation that the budgeted amounts comport with the current forecast of lease conditions.

Estimate of Costs - These Budget projections in **Appendix A** have been derived from actual historical data from other comparable charter school facilities leased by the board, and from experienced charter school facilities developers, updated based upon widely-reported cost escalations for land and construction costs for the corporation's charter school programs.

Lease of Facilities: The amount assumes an average cost of \$900-per student station in the budget, with a 3% increase for CPI. This amount is comparable to that paid by several other charter schools with similar enrollment numbers which have opened recently. It is the intent of this proposed school to try to negotiate under similar terms when entering into new leases. The figures are based on statistical expense data compiled from the applicant's other successful charter schools currently operating in Florida. The fees included are comparable to the average annual amounts paid by other charter schools with similar enrollment numbers. Lease payments will commence upon the taking of possession of the facilities by the School.

Long-term leasing provides to the School the ability for the School's Governing Board to focus on its core mission (education and educational programming), outsourcing the design, acquisition, permitting, financing, and construction of facilities to experienced entities in those markets, creating long-term guaranteed access to needed physical plant without the associated risks of ownership. The lease documents will provide that so long as the School is meeting its rent and other obligations, even the foreclosure of the property by the developer's lender will not affect the School's continuing rights to possession and use of the facilities under the lease.

Utilities and maintenance cost estimates are shown in the proposed budget and amounts are comparable to the average annual costs paid by other charter schools with similar enrollment numbers. Water and sewer bills are set at \$80.00/Classroom and electricity bills are set at \$2600.00/Classroom.

Operations of Facility/Plant includes Purchased Service - CAM (Custodial, fire and alarm, pest control), Property Insurance and Utilities.

C. Explain the strategy and schedule that will be employed to secure an adequate facility.

The Governing Board will direct its ESP to bring to the Board a recommendation for a quality educational facility to be leased by the School.

Projected Schedule

Nov- Dec	Facility Search
Jan	Facilities Identification and Negotiations upon charter approval by Sponsoring District
Feb-July	Execute Lease/Conduct Maintenance and Repairs
July	Final Preparations of Facilities
July	Conduct Final Facilities and Safety Inspections

The ESP has extensive experience in identifying facilities and facilities developers, and has successfully assisted other charter school applicants in securing state-of-the-art charter school campuses. The ESP works with reputable and experienced charter property developers, who have access to a network of financial institutions ready to commit the necessary capital for build-to-lease

facilities. The developers have also demonstrated abilities in securing the necessary local governmental approvals for charter school purposes and required financing. They have relationships with award-winning design and engineering firms, as well as contractors with a track record of timely completion of excellent facilities meeting the needs of the School. For example, Mater Academy East Charter School's facility, a 6-month construction project, was awarded "Outstanding Educational Design" and featured as the cover of *The American School & University Magazine's* June 2006 issue.

Safety, Permitting, and Inspections - The facility will meet all requirements for educational facilities in accordance with 1002.33(18)(a)(b) - the Florida Building Code pursuant to chapter 553, with the exception of SREF and state minimum fire protection codes pursuant to Section 633.028, F.S., as adopted by the County. The facility will meet all such requirements for education facilities, including but not limited to, restrooms, fire safety, campus security, air quality control, weather proofing, etc.

The School will participate in the Sponsor's annual site compliance visits for the purpose of reviewing and documenting, as appropriate, compliance with applicable health and safety requirements. Other inspection agencies may include inspections of kitchens and related spaces as well as Department of Labor and Employment to for OSHA compliance. The School will show proof of the annual inspections prior to the first day of operations.

D. Describe the back-up facilities plan.

The School's Governing Board expects to finalize negotiations with a potential landlord prior to charter contract negotiations with the Sponsor. If unsuccessful, negotiation will commence immediately with an experienced developer. The Governing Board will require periodic updates from its ESP concerning the progress that is being made in final identification of a suitable site and developer to acquire, construct and lease the facilities. In the event that issuance of the Certificate of Occupancy is for any reason not expected in a timely fashion, the School's Governing Board intends to direct the ESP to locate alternative facilities options suitable for school use immediately for the Board's review. The Governing Board will require periodic updates from its ESP concerning the progress that is being made in final identification of a suitable facility. Any such facility shall be zoned for educational use and contain the adequate number of classrooms designed to meet or exceed all pertinent classroom design standards set forth by the governing agency.

E. Describe the plan and methods the school will employ to comply with Florida's constitutional class size requirements.

The school plans to implement methods, which will ensure that is compliant with Florida's laws relating to class size. For example, the school will ensure that the facilities it occupies are equipped with the number of classrooms needed to accommodate the necessary number of classes. In addition, the school's Board will adopt annual budgets, which include sufficient certified teachers to achieve the student-to-teacher ratios, which are legally applicable.

Section 15: Transportation Service

A. Describe the school's plan for transportation, including any plans for contracting services. Your plan should discuss, to the greatest extent possible, the issues relevant to the school's transportation plans.

The School's plan for transportation, including any plans for contracting services, will be pursuant to Florida's Charter School Legislation and consistent with the requirements subpart I.E. of Chapter 1006 and 1012.45, F.S. The School transportation plan will abide by applicable district, state, and federal rules and regulations. Accordingly, the School will ensure that transportation is not a barrier to equal access within a reasonable distance of the School, as required by section 1002.33, F.S. The School's plan for providing reasonable and equitable transportation opportunities for all students is as follows:

Parent Transportation Agreements: The School's plans for contracting services, as described in Florida law, §1002.33(20)(c) F.S., provides that the governing body of the charter school may provide transportation through an agreement or contract with a private provider or with parents. The School will enter into agreements with the parents/guardians to provide transportation for their children as stipulated in the school's proposed parental involvement agreements wherein parents receive volunteer hours. The school believes that the time a parent can spend daily transporting the student (his or her child) to the school is a valuable opportunity for the parent and student to strengthen their bond and share information regarding the day's activities and events at the school.

Ensuring Equal Access: The school will ensure that transportation is not a barrier to equal access within a reasonable distance of the School, as provided in the Florida's Charter School Legislation. In the case transportation is needed and if the parent advises the School that there is a hardship, and he/she is unable to provide the transportation, the School will provide transportation within a defined reasonable distance. In such cases, the School shall be responsible for transporting all students in a non-discriminatory manner to and from the School who reside within a reasonable distance of the School or who otherwise are entitled to transportation by law. In these situations, the School may provide transportation by contracting with an independent private transportation provider approved by the Sponsor.

Transportation for ESE Students: The School may contract with a Sponsor-approved private transportation carrier to provide specialized transportation for students with disabilities based on their particular student needs and that which may be specified in a student's IEP. In such case, the School will provide the Sponsor the name and information of the Sponsor-approved private transportation firm.

Private Providers: Any private providers contracted by the School will be such providers who have been approved by the Sponsor as per the Sponsor's approved provider list. The School will comply

with all applicable requirements of Fla. Stat. 1012.45 and review these rules and statutes at least annually for any changes thereto in ensuring compliance with statutes and rules pertaining to the safety of transported students. The School will provide the Sponsor with the names and contact information of any and all contracted private providers in ensuring monitoring of compliance for the safe transporting of students.

Section 16: Food Service

A. Describe the school's plan for food services, including any plans for contracting services or plans to participate in the National School Lunch Program.

An organized meal service that meets local health, state and federal regulations will be offered at the school site. Nutritious meals will be provided in accordance with The Healthy, Hunger-Free Kids Act of 2010 and the USDA Dietary Guidelines of meal component and portion size requirements. The school will either prepare its own food in which case the school will have a food service preparation area with all of the necessary equipment for preparing and holding the food or the school will contract with a FDACS registered vendor to provide the food and equipment necessary for holding the food at required temperatures. All meals will be distributed to students using a point of sale accountability procedure.

Somerset Academy, Inc. is an approved Sponsor of the National School Lunch Program (NSLP) and therefore the School will participate in the free/reduced priced meal program. The School will be an approved site under Somerset Academy, Inc. NSLP Sponsorship and will provide free and reduced priced meals for eligible children. Eligible children are children from households with gross incomes within the free and reduced limits on the Federal Income Guidelines.

Schools have a Verification Plan that is implemented each school year. During the verification period, the confirmations of eligibility for free and reduced priced meal benefits under the National School Lunch Program are completed. Verification includes income documentation or confirmation that the child is included in a currently certified Temporary Assistance to Needy Families (TANF) assistance unit, SNAP, or Food Distribution Program on Indian Reservation (FDPIR). Verification efforts are not required for students who have been directly certified, homeless certified, and migrant certified or designated as a runaway youth. Directly certified students, migrant children, homeless and runaway youth are granted automatic eligibility for free meal benefits.

The School will process all necessary lunch applications; adhere to program operation and record keeping requirements; and use of the Florida Automated Nutrition System (FANS). The School will implement the following procedure for processing Free/Reduced Lunch Applications:

- ❖ Disseminate lunch applications to all students upon enrollment
- ❖ Collect lunch applications and determine applications, according to Florida Income Eligibility Guidelines, published in the Federal Register by Food & Nutrition Service, USDA;
- ❖ Enter determinations for each child into district mainframe or via direction provided by district;
- ❖ Provide students with notice of eligibility;
- ❖ Serve/Charge student lunches in accordance with determined eligibility;
- ❖ Submit claims for reimbursement within 30 days of the following month for each approved month of the school year once approved by the NSLP.

Contracting Services - The School may contract with an independent provider to prepare and

provide meals, or the school may prepare and serve the meals to students. If an independent provider is required, the school will solicit bids from registered vendors for food service. The private vendor selected by the school will prepare and deliver food to the school in accordance with standards established by the Florida Department of Professional and Business Regulations. The private vendor will be required to maintain and supply the school with equipment to hold the meals and daily records of all lunches served and current copies of inspection and insurance certificates.

Lunch Area - The school facility will include a lunchroom or, at minimum, a seating area that meets state nutritional and sanitation standards. The School agrees to have two satisfactory health inspections conducted on a yearly basis, by the State Department of Health, County Department, as required, to maintain Permit for Food Service.

Section 17: Budget

- A. Provide an operating budget covering each year of the requested charter term that contains revenue projections, expenses and anticipated fund balances. The budget should be based on the projected student enrollment indicated on the cover page of the application.

See Appendix A – Operating Budget

- B. Provide a start-up budget that contains a balance sheet, revenue projections, including source of revenues, expenses, and anticipated fund balance. The start-up budget must cover any period prior to the beginning of FTE payments in which the school will expend funds on activities necessary for the successful start-up of the school.

Somerset Key Charter High School

Start-up Budget

	February	March	April	May	June	Total
Line of Credit / Grant **	25,000					
EXPENSES:						
Administration Staff	2,500	3,500	3,500	3,500	3,500	16,500
Marketing & Enrollment		2,500		2,000	500	5,000
Computer/Printer	1,500				1,000	2,500
Administrative Expenses	500	200	100	100	100	1,000
TOTAL OPERATING EXPENSES	4,500	6,200	3,600	5,600	5,100	25,000
Fund Balance	20,500	14,300	10,700	5,100	-	

** The School will apply for a \$25,000 planning and design grant, as provided by the Charter School Implementation Grant Program. If awarded, the grant will assist the school with the start-up costs which will be incurred prior to the period when the school will begin to receive operational funding from the sponsor. In the event that the start-up grant is not awarded, the school can either use resources from its network or has identified a non-profit charter school lender that will provide a line of credit to support the opening expenditures.

Start-Up Budget Revenue: the school will apply for a \$25,000 planning and design grant, as provided by the Charter School Implementation Grant Program. If awarded, the grant will assist the school with the start-up costs, which will be incurred prior to the period when the school will begin to receive operational funding from the sponsor. In the event that the start-up grant is not awarded, the school has identified a non-profit charter school lender that will provide a line of credit to support the opening expenditures (*See Appendix G - Lender Commitment Letter*).

Startup Budget Expenses: The startup budget expenses as detailed above by object and function are based on the critical expenses for planning and program design and include: marketing efforts for 3 months prior to school opening; office materials and equipment and office computer; and professional services for staff recruitment and professional development.

C. Provide a detailed narrative description of the revenue and expenditure assumptions on which the operating and start-up budget are based.

The budget narrative should provide sufficient information to fully understand how budgetary figures were determined.

The school's budget forecast was developed using statistical data collected from over a decade's worth of operations at more than 100 charter schools successfully operating in Florida. Additionally, representatives of the charter applicant have attended state and district sponsored charter school budget training workshops in prior years. The data and methodology used to prepare the budget forecast is highly reliable. The majority of charter schools that developed budgets using this system completed the past school year with a budget surplus.

The budget contains the following sections to help the reader follow the assumptions presented in the budget:

Budget Summary: This section contains summary information of the overall budget including:

- ❖ Student projection, grades to be served, number of students per grade level, per student revenue based on the State provided revenue worksheet.
- ❖ Revenue- Calculates maximum gross revenue and budgeted state sources of revenue.
- ❖ Expenditure Summary Teacher Staff Summary – Contained in the expenditure section is information on the size and cost of the facility and illustrates the average class size, number of teachers, and salary benefits per teacher.

Budget Detail: The complete five-year budget is presented in this section. For the first year we budget enrollment at; expected, 75%, and 50% of expected enrollment. For the future years we budget our expected number, since the school has demonstrated viability with low enrollment early on.

- ❖ The revenues are calculated based on the number of students using the Revenue Worksheet provided by the state for each of the years budgeted. For each additional year, a revenue increase amount (1%) has been utilized.
- ❖ The expenditures are calculated based on a function of each line item. Each line item has a cost and a basis for the calculation. For example *Classroom Supplies and Equipment* are budgeted at \$45.00 per student while *Textbook and /or ebooks/Student Activities* are budgeted at \$210.00 per student.
- ❖ For salaries the total is presented from the Staffing Plan section for each function.

Start up Budget: The budgeted amounts of revenue and expenditures before the school's first fiscal year of operation are presented in this section. The school will apply for a \$25,000 planning and design grant, as provided by the Charter School Implementation Grant Program. If awarded, the grant will assist the school with the start-up costs, which will be incurred prior to the period when the school will begin to receive operational funding from the sponsor. In the event that the start-up grant is not awarded, the school has identified a non-profit charter school lender that will

provide a line of credit to support the opening expenditures (*See Appendix G - Lender Commitment Letter*).

Startup Budget Expenses: The startup budget expenses as detailed above by object and function are based on the critical expenses for planning and program design and include: marketing efforts for 3 months prior to school opening; office materials and equipment and office computer; and professional services for staff recruitment and professional development.

Budget Monthly Years 1-5: In these sections the annual budget is presented in a monthly format on a cash basis for each of the years of the charter. The ESP has negotiated payment terms with various vendors and the amounts shown follow the payment terms received.

School Design: In this section the number of classrooms and students is presented in four different formats along with the percentage of ESE, ESOL, and students qualifying for free and reduced lunch meals.

Staffing Plan: This section is broken out into three different areas;

- ❖ The first item is the assumptions used for calculating the benefits provided to each staff member.
- ❖ The second area is to provide the calculation for the number of staff members for each position.
- ❖ Next is the calculation of the pay amount times the number of positions for that function. In addition, benefits costs are calculated at the gross amount times the benefits rate from the first item.
- ❖ The average performance pay increase is budgeted at 2%

All Charter School Calculator: This section is from the Florida Department of Education Revenue worksheet based on the first calculation of the most recent FEFP. It is used to calculate the gross State Funding.

Operating Budget Revenue:

The FTE Revenue forecast is based upon data provided by the Florida Department of Education and the sponsoring school district at informational meetings held by sponsors for new charter school applicants. The application includes a detailed Revenue Worksheet in *Appendix A*, which explains how revenue figures were derived.

The Transportation Reimbursement revenue was based on the assumptions provided in the budget notes therein.

The Lunch Program income is calculated based on an estimated percentage of F&R lunch from existing schools in the target area, plus an estimation of students paying for their own meals. The revenue and costs associated with the lunch program are detailed in the “Budget Detail” section of the budget.

Capital Outlay: An estimate of the Capital Outlay amount based on the \$50 million allocated for the 2015-16 school year. The amount is kept constant for each year of the budget. The school is a part of a district-accredited network.

Operating Budget Expenditures

Expenses have been forecast using the statistical expense data compiled from over 100 successfully charter schools operating in Florida. The data is highly reliable. The more than 100 charter schools utilizing a budget using this system completed the 2014-2015 year with a budget surplus.

Staff: Costs for educational staff and administrators are forecast using the published pay scale in effect in the district where the school is located as a guide. The number of instructional personnel is in line with Florida Law for class size as it pertains to charter schools (see Staffing Plan in the budget).

Instructional Staff- (Refer to Staffing Plan in Appendix A for further detail)

Teacher Salaries were derived at by using an average salary of \$39,500/teacher for Year 1, with a CPI of 3% for every year thereafter.

Teachers include ESE or ESOL certified

Paraprofessionals are budgeted at an average salary of \$18,000/year

Substitute teacher costs assumes that substitutes will be hired for 10 days/full-time teacher at a rate of \$110/day.

Pupil Personnel Services includes an ESE Teacher/Coordination at \$40,500 a year

Media Services A Media Specialist is included as of Year 2 at the rate of \$41,000 a year

School Administration includes a Principal (Years 1-5), Assistant Principal (Years 3-5) and support personnel such as a Registrar and Administrative Assistant

Additional staff includes Business Manager, Food Service Workers, & Custodian

Employee Benefits are calculated at a rate of approximately 24% (see "Staffing Matrix" section of the budget for exact calculation) of all salaries (excluding contracted services). This includes health insurance costs, 401k contributions, Worker's Compensation, and all mandatory federal and state employment taxes. As noted in the application, for employee insurance and benefits selection, the Governing Board has engaged the services of ADP Totalsource, a professional employer organization that provides human resource services to small and moderate size employers. The use of a professional employer organization allows the staff of the School to enjoy the same level of benefits that are available to employees of large organization such as Fortune 500 companies (including health/dental/vision insurance and Retirement/401k plans).

Contract Services include professional fees paid to entities such as the Services and Support Providers for Contracted Professional Services (includes Therapists & other contracted instructional services). As noted in the detailed Revenue Worksheet included in the application, the budget anticipates that 12% of students will be classified as ESE. There is room in the budget to modify the amount paid for ESE services under Miscellaneous and in the Budget Surplus, should the rate of contracted services for ESE/ESOL increase due to the various needs of the students once enrolled.

Instructional Materials expenditures include Classroom Supplies and Equipment, Teacher Supplies, Textbooks and Student Activities budgeted at a per student rate. The budgeted amounts assume that the only revenue that the school will receive is FTE, and is therefore consistent with (and exceeds) the amount allocated to instructional materials under the categorical funding formulas used by the State of Florida.

Instructional Technology includes the leasing of computer equipment/Promethean boards and repairs of such, and educational software and electronic textbooks budgeted per classroom. In addition, the budget includes EduSoft Software and scanner and hardware maintenance. This amount assumes that the only funding received is FTE, and does not take account possible Implementation Grant funds.

The ESP fees are budgeted by services on a per student basis as follows: Instructional Services (Curriculum Planning, Research, Development and Evaluation) \$115.00, General Administration management \$225.00, Fiscal Services (Planning, Research, Development and Evaluation) \$110.00.

Staff Development is allocated at \$1000 per teacher to cover costs for workshops and other PD activities, including, but not limited to: Data-Driven Decision Making for Teachers and Administrators, Mission and Vision, Improving Individual Student Achievement and Continuous Improvement Process.

Advertisement and Promotion includes costs related to recruiting students and staff (i.e. printing of brochures, website production, and advertisements in local media outlets).

Independent Financial Audit (Fiscal Services) allocates \$8500.00 to the cost of the annual audit paid to an outside auditor. Cost was derived using amounts paid by schools of similar size to accounting firms that perform the Independent Audit.

Food Services: Lunch Program expense is based on current figures found in the affiliated charter schools. Somerset Academy, Inc. is already approved under the National School Lunch Program and is qualified to receive reimbursements. Since we are uncertain of the precise population (and number of free and reduced lunch meals to be served) we are unable to provide a more precise budgeted structure for food service. However, an estimated amount is provided in the "Budget Detail" section of the budget.

Pupil Transportation Services is calculated at \$235/bus per day with a 20% utilization rate identified in the budget.

Operations of Facility/Plant includes Purchased Service - CAM (Custodial, fire and alarm, pest control), Property Insurance and Utilities. The figures included are based on statistical expense data compiled from over 100 successfully managed charter schools currently operating in Florida. It is the intent of this proposed school to use this data as the threshold when planning for its new facilities. The fees included are comparable to the average annual amounts paid by other charter

schools with similar enrollment numbers.

Lease of Facilities: The amount assumes an average cost of \$900 per student station in the budget. This amount is comparable to that paid by several other charter schools with similar enrollment numbers which have opened recently. It is the intent of this proposed school to try to negotiate under similar terms when entering into new leases.

Maintenance of Plant: Allocates \$1.50 per sq. ft. for repairs and maintenance of the facility. The amount listed is comparable to the average annual amounts paid by other charter schools with similar enrollment numbers and facility size.

The school has identified a non-profit charter school lender that will provide a line of credit to support the opening expenditures (*See Appendix G - Lender Commitment Letter*). If the school opens at 50% enrollment, debt repayment of this line of credit will be interest only for at least 3 years and the school will have the option to pay when funds are available.

D. Explain how the governing board will monitor the budget, including a strategy for addressing revenue shortfalls due to lower than expected enrollment.

The Board has the ultimate responsibility to ensure that the School's finances are managed properly. Accordingly, the Board will review and approve a preliminary annual budget prior to the beginning of the fiscal year. The ESP will work with the school Principal to prepare a school-site budget, which will include anticipated revenues and expenditures based on student enrollment. As part of its responsibilities, through a contractual agreement with the ESP, the ESP assists the Board and the Principal with the preparation and reporting of the School's finances including providing each school with quarterly reports which reflect budget vs. actual expenditures. The principal receives a monthly Profit and Loss statement from the ESP detailing expenditures in each of the budgeted categories to monitor spending throughout the year. This strategy allows for the principal and Board to make adjustments to expenses in anticipation of any possible shortfalls.

At minimum, the Board will meet quarterly to review all financial statements and budgets and approve revisions to the budget as necessary. In the event a financial recovery plan is necessary, the Board will monitor it and ensure such plan is appropriately maintained.

Professional audit services are allocated and will be used to verify and audit the financial revenues and expenditures of the School to ensure to the board that all funds have been allocated and used in accordance with generally accepted accounting standards, including internal controls, and will accurately represent the financial position of the school as well as the results of their operations and cash flows. Each year, the auditors are selected by the Board of Directors through an RFP process. In addition, the audit will confirm the operations of the schools and organization were properly conducted in accordance with legal and regulatory requirements, including Florida Statutes, and State Board of Education Rules.

- E. Provide 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.**

See Appendix A- Monthly Cash Flow

- F. Describe the school's fundraising plan, if applicable. Report on the current status of any fundraising efforts, including verification of any fundraising monies reported in the school's start-up or operating budgets.**

Fundraising will serve as a catalyst to further service the School's needs. Throughout the school year, the School will conduct fundraising activities to generate capital and to supplement the per pupil allocations. Examples of fundraising activities include Book Fairs, Yearbook Sales, Holiday Store, School Pictures, and a School Fair. The School may also apply for grants from national, state, and local foundations, as well as other sources for education grants, including the Charter School Implementation Grants. Specific grant sources will be determined, based on appropriateness and feasibility, by the school administration and Governing Board.

Additionally, the School will also receive a percentage of the sales made from school pictures, uniform sales, and yearbook sales. The School will also welcome and encourage sponsorship and donations from local business partners within the local community. This includes financial and in-kind donations that will promote the educational program from the benefit of the community. The school has no fundraising efforts to be reported at this time.

Section 18: Financial Management and Oversight

A. Describe who will manage the school's finances and how the school will ensure financial resources are properly managed.

The Governing Board has the ultimate responsibility to ensure that the School's finances are managed properly. The Board will contract with an Education Services Provider (ESP), which will assist the Board and the School Principal with the preparation and reporting of the School's finances.

The Board will review and approve a preliminary annual budget prior to the beginning of the fiscal year. The Principal of the School will prepare a school-site budget, which will include anticipated revenues and expenditures based on student enrollment. Each quarter, the Board will review the budget and make revisions, as necessary.

The Principal will manage the day-to-day operations and site-based finances, including expenditures and receivables. The Board will adopt a policy whereby the Principal will need to seek prior approval from the Board for expenditures over a pre-approved amount. The Principal will report at least quarterly to the Governing Board on the progress of the site-based budget and make recommendations and seek approval for large expenses. The Governing Board will oversee the Principal and remain responsible for all financial matters delegated to the Principal.

B. Describe the financial controls, including an annual audit and regular board review of financial statements, which will be employed to safeguard finances.

The School has established financial procedures to further safeguard its finances. The Governing Board shall annually adopt and maintain an operating budget, retain the services of a certified public accountant or auditor for the annual independent financial audit and review, and will approve the audit report, including audit findings and recommendations. In the event a financial recovery plan is necessary, the Board will monitor it and ensure such plan is appropriately maintained. The Governing Board of the School will also review and monitor the financial statements of the School on at least a quarterly basis during regularly scheduled Board Meetings.

Controls - The Board of Directors is responsible for establishing and maintaining a system of internal controls in order to provide reasonable assurance that the school's assets are safeguarded against loss from unauthorized use or disposition, and that transactions are executed in accordance with the school's authorization and recorded properly in the financial records. Specifically, the Board has established controls in accordance with all applicable federal, state and local laws and in line with accepted industry standards and best practices regarding:

- ❖ Revenues, accounts receivable, and cash receipts
- ❖ Expenditures, accounts payable, and cash disbursements
- ❖ Budgeting and financial reporting
- ❖ Risk management

- ❖ School inventory & capital assets
- ❖ Student records
- ❖ Employment records

Standard procedures utilized to ensure sound internal accounting and a system of checks and balances include:

General Accounting - utilization of accepted state codification of accounts pursuant to the Financial and Program Cost Accounting and Reporting for Florida Schools in all transactions pertaining to its operations.

Internal accounting procedures for the School pertaining to receivables and disbursements are as follows:

For receivables, all cash payments will be logged, coded by source and deposited in a timely manner. Deposits are reconciled to cash receipt logs. Disbursements will be made only to approved vendors and must be appropriately authorized. Disbursement voucher packages are prepared at the School site and authorized by the School Principal. Disbursement vouchers are submitted to the ESP with appropriate supporting documentation to substantiate the nature, account classification, business purpose and amount. Disbursement vouchers are reviewed and approved by the Principal and the ESP. For internal accounts, all disbursements require two signatures. For operating and lunch accounts, disbursements require two signatures for any check in the amount of \$2,500 or above. Checks in the amount of \$25,000 or above require that one of the signatures be that of the Board Chair. Authorized signatures on checks are limited to the Chair of the Governing Board, the president, the School Principal/designee, ESP representative, and others, as approved by the Governing Board.

Bank statements will be reconciled on a monthly basis. The School will provide regular financial statements to the Sponsor including a statement of revenues and expenditures and changes in fund balances, prepared in accordance with generally accepted accounting principles. These will be provided on the dates required by the School Board in the charter school contractual agreement between the School and the Sponsor.

Wire Transfers - copies of all wire transfers (e.g., FTE funds, grants, charter school capital outlay) into the school's banking account(s) along with supporting documentation are maintained and recorded in the general ledger by journal entry.

Internal Revenue Collection - funds collected at the school (i.e., lunch monies, fundraisers, field trips) will be initially collected by designated school staff. These funds along with supporting documents are submitted to the Financial Manager whose responsibility is to record and prepare the deposit. All deposits will be prepared in duplicate; the original goes to the financial institution and the copy remains intact in the deposit book. A copy of the financial institution validated receipt along with supporting documentation will be maintained.

Capital Expenditures - purchase orders are required for all capital expenditures and are pre-approved by the Executive Director, Principal, or Designee. Limits are set by the Board of Directors and may change as necessary. These purchase orders are prepared in duplicate with one going to the vendor and the other remaining at the school on file in the Accounting Office. Any purchase order totaling more than the limit as set by the Board of Directors requires Board action.

Operational Checking Accounts - all expenses related to the operations of the school are paid from the operating account. All operating expenditures are subject to the same approval processes as indicated for capital expenditures. All accounts are reconciled on a monthly basis and presented to the Board of Directors for review.

Authorized Check Signers - authorized signers on school accounts are limited to certain specified individuals as approved by the Board of Directors.

Segregation of Duties relating to financial controls –

The school principal/administrator will be responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the Governing Board. The school's on-site administration/faculty and staff will report directly to the principal, who then reports to the Governing Board. The ESP, contracted by the board, will provide bookkeeping, and financial forecasting services to the Governing Board for its oversight and approval.

The Board, at minimum, will be responsible for:

1. reviewing and approving a preliminary annual budget prior to the beginning of the fiscal year;
2. reviewing quarterly financial statements, which include a balance sheet and statement of revenue, expenditures and changes in fund balance, at each public board meeting;
3. annually adopting and maintaining operating budget for the school
4. retaining the services of a certified public accountant/auditor to conduct the annual independent financial audit;
5. reviewing and approving the audit report, including audit findings and recommendations; and
6. reporting to all applicable legal agencies including the charter school's sponsor
7. overseeing the school's principal and all financial matters delegated to the principal

The School will provide the Sponsor with annual audited financial reports as of June 30 of each year. These reports will include a complete set of financial statements and notes thereto prepared in accordance with generally accepted accounting principles for inclusion into the Board's financial statements annually, formatted by revenue source and expenditures and detailed by function and object, as per the Sponsor's timelines.

The School will utilize the standard state codification of accounts as contained in the Financial and Program Cost Accounting and Reporting for Florida Schools, as a means of codifying all transactions pertaining to its operations for both internal and external reporting. Financial reporting will be subject to any directives issued by the State of Florida and the local school district.

C. Describe the method by which accounting records will be maintained.

The School will utilize the standard state codification of accounts as contained in the Financial and Program Cost Accounting and Reporting for Florida Schools, as a means of codifying all transactions pertaining to its operations for both internal and external reporting. Financial reporting will be subject to any directives issued by the State of Florida and Sponsor.

Additionally, these policies, identified in the Board's Policies and Procedures Manual, ensure effective internal controls over revenues, expenses and fixed assets and are evaluated on a monthly basis to ensure compliance with all statutory and regulatory authorities.

Among others, these procedures require the school to:

- ❖ Utilize the standard state codification of accounts (Redbook) as a means of codifying all transactions pertaining to its operations for both internal and external reporting; the Board reserves the right to use GAAP in accordance with the Florida Statute.
- ❖ Open an operating bank account and a school fundraising account with an FDIC insured institution
- ❖ Record transactions managed by these accounts in a QuickBooks or similar program
- ❖ Reconcile monthly reports and bank statements and keep in monthly binders at the school
- ❖ Record and log all cash and checks received and deposit daily.
- ❖ Require dual signatures for all checks over \$2500.00, as established by the Board
- ❖ Prepare disbursement voucher packages at school-site as authorized by the Principal and submit to ESP with appropriate supporting documentation
- ❖ Make disbursements only to authorized/approved vendors
- ❖ Conduct physical property inventories at the beginning and end of every school year to safeguard fixed assets.
- ❖ Categorize, label, and record all fixed assets in an Inventory Log which is updated throughout the school year as items are purchased and disposed
- ❖ Follow the procedures for proper disposal and inventory as detailed in the Internal Accounting Manual
- ❖ Retain documents for a specified amount of time

D. Describe how the school will store student and financial records.

The School will maintain both student and financial records in accordance with Chapter 119, Florida Statutes. Retention schedules established by the records and information management program of the Division of Library and Information Services of the Department of State will be followed. The school maintains both active and archival records for current and former students in accordance with federal, state, local laws and with the regulations prescribed by the Florida Department of Education. The school ensures that all student records are kept confidential as required by applicable law. All permanent records of students leaving the school, whether by graduation or transfer to another sponsoring district school are transferred to the sponsoring district school in which the student is enrolled. All students leaving the school to attend an out-of county school or a private educational institution shall have a copy of their permanent record forwarded to the school in which the student is enrolled. All permanent records remain in the last school in which the student was enrolled.

All student and financial records are kept in locked, fireproof cabinets or in a fireproofed locked records storage vault. Only certain school personnel have access to student records, and computerized student records are backed up regularly and stored in a secure area.

Financial Data Security - financial data will be maintained on a secured system/network. Only the School Director and authorized representatives of the Board of Directors have access to the data. Appropriate file backups and physical records will be maintained in a secure environment.

E. Describe the insurance coverage the school will obtain, including applicable health, workers compensation, general liability, property insurance and directors and officers liability coverage.

The School will maintain insurance coverage limits that either meet or exceed the District minimum insurance limit requirements. The School's insurance shall cover the School (and its subcontractors, to the extent that it is not otherwise insured) for those sources of liability which would be covered by the latest edition of the standard Workers' Compensation Policy, as filed for use in Florida by the National Council on Compensation Insurance, without restrictive endorsements as stated in the Florida Workers' Compensation Act.

Minimum Limits: There shall be no maximum limit on the amount of coverage for liability imposed by the Florida Workers' Compensation Act or any other coverage customarily insured under Part 1 of the standard Worker's Compensation Policy.

The minimum amount of coverage for those customarily insured under Part 2 of the standard Worker's Compensation Policy shall be: EL Each Accident: \$500,000; EL Each Disease-Policy Limit: \$500,000; EL Disease-Each Employee: \$500,000

Insurance limits and deductibles are as follows:

- General Liability Limit - \$1,000,000/\$3,000,000 Deductible: \$0
- Auto or Hired Non-Owned Auto Liability Limit - \$1,000,000 Deductible: \$0
- Educators Legal Liability and Employment Practices - Limit: \$1,000,000 Deductible: \$2,500 Aggregate: \$2,000,000
- Umbrella/Excess Liability Limit: \$10,000,000 Deductible: \$10,000
- Crime Coverage – Limit: \$1,000,000 Deductible: \$25,000
- Comprehensive Property Coverage – Limit: 100% TIV Deductible: Named Windstorm 5% of TIV, \$5,000 All other Perils

The insurance carrier has AM Best financial rating of A XII, with over \$1 billion in retained earnings according to AM Best.

For Worker's Compensation: Aon Risk Services, Inc. of FL is licensed in the State of FL and Illinois National Insurance Company is rated "A (Excellent)" by AM Best Company.

Section 19: Action Plan

- i. Applying for and securing appropriate legal status
- ii. Identifying and securing facility
- iii. Recruiting and hiring staff
- iv. Staff training
- v. Finalizing curriculum and other instructional materials
- vi. Governing Board training
- vii. Policy Adoption by Board (if necessary)
- viii. Enrollment Lottery, if necessary
- ix. Acquire furniture, fixtures, equipment
- x. Acquire instructional materials and technology
- xi. Student enrollment

The school's projected timetable for start-up is as follows:

May 1,2015	Early submission of charter school application proposal
May 1st-July 1st	Sponsor Review and feedback to Applicant
August 2015	Submission of charter school application proposal
August -November	Application Review and Board Interviews
November – December	School Board consideration of Application Facility Search Grant Solicitation
December – February	Contract Negotiations with School District Facilities Identification and Negotiations
December - January	Grant Preparation
February	Recruitment of Principal
March – May	Marketing and Student Recruitment Initial Recruitment of Faculty and Staff
May	Principal selection and hiring by the Board
May 15th	Student Registration Begins
May30th	Students who have registered will be officially enrolled. If number of applicants exceeds capacity, lottery will be conducted.
June1st	Second Registration Period Begins Vendor Contracts Finalized (food service, uniforms, etc.)
June 15th	Students who have registered will be officially enrolled. If number of applicants exceeds capacity, lottery will be conducted.
May-June	Curriculum Planning and Purchasing of Materials Technology and School Furniture Purchasing Finalize Staff Recruitment and Hiring
July	Preparation of Facilities Finalize Faculty and Staff Hiring Policy Adoption by Board as needed (Budget adoption, etc.) Governing Board Training/Fingerprinting as needed
July-Aug	Conduct Final Facilities and Safety Inspections

	Staff Training (Summer Institutes) Finalize Registrations and Master Schedule Teacher fingerprinting, drug-testing, and background checks completed.
August 2016	Textbook and Furniture distribution and inventory Final Curriculum Review with lead staff Faculty Orientation Workshops – PD Student/Parent Orientations Classes Commence as per Sponsor Calendar

School-Emergency Management and Recovery Plan - The School will implement a Security Action Plan articulated in its Employee Handbook that prepares all staff for unanticipated events including but not limited to: medical, fire, hazardous, weather security, etc. The School will cooperate with the District to provide the safest school possible for the staff and students, and will incorporate all the applicable and appropriate District-approved emergency efforts in order to maintain a safe school environment. Accordingly, the School will adopt the emergency plans for fire, hurricane, tornado, and child safety currently in effect within the District.

All staff members will be trained regarding procedures for disaster preparedness plans outlining procedures for emergency situations and natural disasters. Staff will be trained to implement an action plan within an emergency situation. Both students and staff will be trained in planning for these events through routine drills and practice. Procedures and plans will be provided to teachers and the staff through the employee handbook, and parents and community members will receive information regarding emergency procedures via newsletters and parent meetings.

The Governing Board and the School will ensure that all provisions of the Jessica Lunsford Act (1012.465.F.S.) are adhered to at the school in ensuring the safety of all faculty, staff and students on the property.

*Addendum – Governance/Management Information

1. Does anyone, who is part of the founding group, governing board, management company or a paid consultant for this application have prior experience in the operation of a charter school? Yes

What is his/her name?

Somerset Academy, Inc. Board Members all have prior experience operating a charter school as noted in Section 10 and further detailed in Addendum B. This includes:

Raul L. Martinez, Jr.- Director / Parent Representative

Louis J. Marin – Director

George B. Ozuna – Director

Tony Morales- Director/Student Alumnus- Somerset Academy

Jenny Esquijarosa– Director/Parent Rep., also Pinecrest Academy Board Member 2011-2014

Ana Diaz, M.S. Elementary Ed. – Director/Secretary, also School Principal at Pinecrest Academy Charter School (Miami-Dade County)

Todd German – Director/Treasurer, also Board Chair for Key West Collegiate School (Monroe County)

Lourdes Isla – Director/Vice-Chair, also School Principal Mater Gardens Academy Charter School (Miami-Dade County)

David Concepcion – Director/Chair, also former Mater Academy, Inc. Board Member 2007-2008 (for information on Mater Academy Schools, please refer to Addendum “C”)

Somerset Academy, Inc.’s Educational Service Provider, Academica, Corp. and staff have prior experience operating a charter school as noted in Section 11 and further detailed in “Addendum C”. Academica’s President is Fernando Zulueta.

What is/was the name of the charter school? Please refer to “Addendum B” and “Addendum C”

In what district is/was the charter school? Please refer to “Addendum B” and “Addendum C”

2. Has any individual involved in the application for a charter school in Broward County been involved in a charter school that has closed? Yes If you answered YES to number 2, what were the circumstances of the closure? Provide specific details such as voluntary, academic performance, financial viability.

<i>What is his/her name? In what capacity was the individual involved?</i>	<i>What was the name of the charter school?</i>	<i>In what district was the charter school?</i>	<i>Reason*</i>
Academica, ESP	Ben Gamla Charter School	Pinellas	Voluntary
Academica, ESP	Palm Bay Community Charter	Brevard	Fiscal
Academica, ESP	Palm Bay Municipal Charter High	Brevard	Fiscal
Academica, ESP	Pinecrest Preparatory Charter High	Orange	Voluntary

*Please refer to supporting documents in “Addendum C” for thorough explanation regarding the closures.

3. **Are any of the individuals involved in this application associated with a current charter school operating in the state?** Yes

What is his/her name? Somerset Academy, Inc. and Academica

What is the name(s) of the charter school(s)? Please refer to "Addendum B" and "Addendum C" for a list of schools

In what district is the charter school? Please refer to "Addendum B" and "Addendum C"

4. **Are any of the individuals associated with this application part of a founding group, governing board, management company or a paid consultant for a charter school in academic or financial corrective action?** Yes

(Academic corrective action would be defined as having received a D or F on a State assessment or the point equivalent, or in the case of an SIR school, a rating of declining. Financial corrective action would be defined as meeting any of the criteria noted on Section 218, Florida Statutes).

What is his/her name? Somerset Academy, Inc. and Academica

What is the name(s) of the school(s)? Please refer to chart below

In what district is the charter school? Please refer to chart below

<i>School</i>	<i>District</i>	<i>Reason</i>
Somerset Academy Hollywood Charter School #5387 (f/k/a Pompano North)	Broward County	Academic
Somerset Academy Pompano K-5 #5388	Broward County	Academic
Somerset Academy Village Charter Middle #5002	Broward County	Academic
Somerset Preparatory Academy Charter High at North Lauderdale #5006	Broward County	Academic
Somerset Preparatory Academy Charter School at North Lauderdale #5003	Broward County	Academic
Somerset Eagle High School #1381	Duval County	Academic
Somerset Preparatory Academy #5501	Duval County	
Pinecrest Creek Charter School	Orange County	Academic

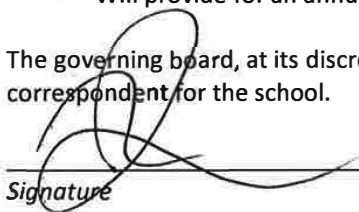
IV. STATEMENT OF ASSURANCES

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

As the authorized representative of the applicant group, I hereby certify that the information submitted in this application for a charter for **Somerset Key High Charter School** is accurate and true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

- Will be nonsectarian in its programs, admission policies, employment practices and operations.
- Will enroll any eligible student who submits a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case students will be admitted through a random selection process.
- Will adhere to the antidiscrimination provisions of section 1000.05, F.S.
- Will adhere to all applicable provision of state and federal law relating to the education of students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.
- Will adhere to all applicable provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.
- Will participate in the statewide assessment program created under section 1008.22, F.S.
- Will comply with Florida statutes relating to public records and public meetings, including Chapter 119, Florida Statutes, and section 286.011, F.S., which are applicable to applicants even prior to being granted a charter.
- Will obtain and keep current all necessary permits, licenses and certifications related to fire, health and safety within the building and on school property.
- Will provide for an annual financial audit in accordance with section 218.39, F.S.

The governing board, at its discretion, allows **David Concepcion, Board Chair** to sign as the legal correspondent for the school.


Signature

July 28, 2015
Date

David Concepcion
Printed Name



*Somerset Academy, Inc. submit to
Broward County Public Schools:*

ADDENDUM B APPLICANT HISTORY WORKSHEET

**For:
SOMERSET KEY
HIGH CHARTER
SCHOOL**

Addendum B - Applicant History Worksheet
Schools Currently or Previously Operated by Governing Board

Form IEPC-M1A
Rule 6A-6.0786
August 2015

Somerset Academy, Inc.			Status as of the date application is submitted. For any school that is closed, please attach separate page explaining reasons for closure, with supporting documentation if applicable.	Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/ .	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as (\$25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating
2015 (Most Recent Year)								
District	School Name	MSID	Status (Active/Closed)	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Dade	Somerset Academy (Miami-Dade)	13-0520	Active	590/65%	N/A	N/A	N/A	N/A
Dade	Somerset Academy Middle School (Miami-Dade)	13-6004	Active	211/66%	N/A	N/A	N/A	N/A
Dade	Somerset Academy (Silver Palms)	13-0332	Active	623/84%	N/A	N/A	N/A	N/A
Dade	Somerset Academy High School (Miami-Dade)	13-7042	Active	347/76%	N/A	N/A	N/A	N/A
Dade	Somerset Academy High School (South Campus)	13-7038	Active	30/83%	N/A	N/A	N/A	N/A
Dade	Somerset Preparatory Academy at Silver Palms	13-4012	Active	669/80%	N/A	N/A	N/A	N/A
Dade	Somerset City Arts Academy	13-2012	Active	363/69%	N/A	N/A	N/A	N/A
Dade	Somerset Academy Middle School (Country Palms)	13-6043	Active	35/74%	N/A	N/A	N/A	N/A
Dade	Somerset Oaks Academy	13-3033	Active	293/82%	N/A	N/A	N/A	N/A
Dade	Somerset Academy Elementary School (South Miami Campus)	13-2007	Active	451/16%	N/A	N/A	N/A	N/A
Dade	Somerset Academy Middle School (South Miami)	13-6053	Active	152/17%	N/A	N/A	N/A	N/A
Dade	Somerset Academy Charter Elementary School (South Homestead)	13-0339	Active	488/85%	N/A	N/A	N/A	N/A
Dade	Somerset Academy Charter Middle School (South Homestead)	13-6013	Active	222/77%	N/A	N/A	N/A	N/A
Dade	Somerset Academy Charter High School (South Homestead)	13-7034	Active	110/87%	N/A	N/A	N/A	N/A
Dade	Somerset Gables Academy	13-5008	Active	412/15%	N/A	N/A	N/A	N/A
Dade	Somerset Academy Bay	13-5062	Active	249/16%	N/A	N/A	N/A	N/A
Dade	Somerset Academy Bay Middle School	13-6128	Active	42/24%	N/A	N/A	N/A	N/A
Dade	Somerset Academy Virtual Middle High School	13-6016	Active	20/25%	N/A	N/A	N/A	N/A
Dade	Somerset Academy Middle School (Country Palms)	06-5151	Active	827/34%	N/A	N/A	N/A	N/A
Broward	Somerset Academy	06-5141	Active	938/32%	N/A	N/A	N/A	N/A
Broward	Somerset Academy High School	06-5221	Active	1,101/45%	N/A	N/A	N/A	N/A
Broward	Somerset Arts Conservatory	06-5396	Active	116/36%	N/A	N/A	N/A	N/A
Broward	Somerset Academy (Miramar Campus)	06-5405	Active	644/64%	N/A	N/A	N/A	N/A
Broward	Somerset Academy Middle School (Miramar Campus)	06-5406	Active	439/65%	N/A	N/A	N/A	N/A
Broward	Somerset Academy Miramar South	06-5054	Active	105/43%	N/A	N/A	N/A	N/A
Broward	Somerset Academy (Davie)	06-5211	Active	150/59%	N/A	N/A	N/A	N/A
Broward	Somerset Academy East Preparatory	06-5391	Active	289/87%	N/A	N/A	N/A	N/A
Broward	Somerset Academy Hollywood	06-5387	Active	49/78%	N/A	N/A	N/A	N/A
Broward	Somerset Academy Hollywood Middle School	06-5419	Active	11/82%	N/A	N/A	N/A	N/A
Broward	Somerset Academy Village	06-5004	Active	235/93%	N/A	N/A	N/A	N/A
Broward	Somerset Academy Village Charter Middle School	06-5002	Active	116/90%	N/A	N/A	N/A	N/A
Broward	Somerset Preparatory Academy Charter School at North Lauderdale	06-5003	Active	701/92%	N/A	N/A	N/A	N/A

Addendum B - Applicant History Worksheet
Schools Currently or Previously Operated by Governing Board

Form IEPC-M1A
Rule 6A-6.0786
August 2015

Somerset Academy, Inc.			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fido.org/ .	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as (\$25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with
2014							
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Dade	Somerset Academy (Miami-Dade)	13-0520	571/59%	B	\$495,667	11%	No
Dade	Somerset Academy Middle School (Miami-Dade)	13-6004	230/67%	A	\$487,286	32%	No
Dade	Somerset Academy (Silver Palms)	13-0332	631/81%	A	\$100,385	2%	No
Dade	Somerset Academy High School (Miami-Dade)	13-7042	345/78%	A	\$287,250	11%	No
Dade	Somerset Academy High School (South Campus)	13-7038	30/73%	A	\$102,599	51%	No
Dade	Somerset Preparatory Academy at Silver Palms	13-4012	640/82%	B	\$100,385	2%	No
Dade	Somerset City Arts Academy	13-2012	315/62%	C	\$174,426	6%	No
Dade	Somerset Academy Middle School (Country Palms)	13-6043	28/64%	A	\$105,126	55%	No
Dade	Somerset Oaks Academy	13-3033	69/57%	N/A	\$114,845	23%	No
Dade	Somerset Academy Elementary School (South Miami Campus)	13-2007	475/16%	A	\$897,039	21%	No
Dade	Somerset Academy Middle School (South Miami)	13-6053	115/8%	A	\$216,837	29%	No
Dade	Somerset Academy Charter Elementary School (South Homestead)	13-0339	445/76%	B	\$1,041,118	29%	No
Dade	Somerset Academy Charter Middle School (South Homestead)	13-6013	184/78%	A	\$268,177	22%	No
Dade	Somerset Academy Charter High School (South Homestead)	13-7034	79/75%	C	\$64,060	12%	No
Dade	Somerset Gables Academy	13-5008	294/10%	A	\$414,716	13%	No
Dade	Somerset Academy Bay	13-5062	218/12%	A	\$184,773	7%	No
Dade	Somerset Academy Bay Middle School	13-6128	25/16%	A	\$13,708	7%	No
Dade	Somerset Academy Virtual Middle High School	13-6016	N/A	N/A			No
Dade	Somerset Academy Middle School (Country Palms)	06-5151	870/33%	A	\$406,144	7%	No
Broward	Somerset Academy	06-5141	938/31%	A	\$1,453,590	12%	No
Broward	Somerset Academy High School	06-5221	1,030/40%	A	\$886,551	12%	No
Broward	Somerset Arts Conservatory	06-5396	129/39%	A	\$919,127	106%	No
Broward	Somerset Academy (Miramar Campus)	06-5405	670/57%	A	\$2,740,540	48%	No
Broward	Somerset Academy Middle School (Miramar Campus)	06-5406	449/65%	A	\$853,029	27%	No
Broward	Somerset Academy Miramar South	06-5054	78/41%	N/A	\$421,597	70%	No
Broward	Somerset Academy (Davie)	06-5211	144/45%	A	\$921,834	77%	No
Broward	Somerset Academy East Preparatory	06-5391	289/78%	A	\$1,148,905	48%	No
Broward	Somerset Academy Hollywood	06-5387	80/81%	F	\$55,240	7%	No
Broward	Somerset Academy Hollywood Middle School	06-5419	15/80%	A	\$4,733	5%	No
Broward	Somerset Academy Village	06-5004	284/94%	C	\$794,251	33%	No
Broward	Somerset Academy Village Charter Middle School	06-5002	128/91%	C	\$242,720	22%	No
Broward	Somerset Preparatory Academy Charter School at North Lauderdale	06-5003	786/97%	D	\$1,000,581	16%	No

Addendum B - Applicant History Worksheet
Schools Currently or Previously Operated by Governing Board

Form IEPC-M1A
Rule 6A-6.0786
August 2015

Somerset Academy, Inc.			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/ .	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as (\$25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If
2013							
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Dade	Somerset Academy (Miami-Dade)	13-0520	175/49%	A	\$148,938	4%	No
Dade	Somerset Academy Middle School (Miami-Dade)	13-6004	222/50%	A	\$359,633	26%	No
Dade	Somerset Academy (Silver Palms)	13-0332	637/84%	A	\$187,858	4%	No
Dade	Somerset Academy High School (Miami-Dade)	13-7042	343/80%	A	\$403,913	17%	No
Dade	Somerset Academy High School (South Campus)	13-7038	4/100%	N/A	\$71,115	261%	No
Dade	Somerset Preparatory Academy at Silver Palms	13-4012	612/85%	B	\$187,858	4%	No
Dade	Somerset City Arts Academy	13-2012	296/30%	C	\$132,946	5%	No
Dade	Somerset Academy Middle School (Country Palms)	13-6043	38/24%	C	\$68,963	30%	No
Dade	Somerset Oaks Academy	13-3033	54/24%	N/A	\$46,073	8%	No
Dade	Somerset Academy Elementary School (South Miami Campus)	13-2007	476/15%	A	\$598,933	15%	No
Dade	Somerset Academy Middle School (South Miami)	13-6053	131/18%	A	\$147,518	19%	No
Dade	Somerset Academy Charter Elementary School (South Homestead)	13-0339	315/73%	B	\$551,280	22%	No
Dade	Somerset Academy Charter Middle School (South Homestead)	13-6013	134/75%	A	\$200,615	25%	No
Dade	Somerset Academy Charter High School (South Homestead)	13-7034	41/78%	N/A	\$15,896	3%	No
Dade	Somerset Gables Academy	13-5008	231/4%	N/A	\$321,017	14%	No
Dade	Somerset Academy Bay	13-5062	N/A	N/A			No
Dade	Somerset Academy Bay Middle School	13-6128	N/A	N/A			No
Dade	Somerset Academy Virtual Middle High School	13-6016	N/A	N/A			No
Dade	Somerset Academy Middle School (Country Palms)	06-5151	868/32	A	\$419,022	8%	No
Broward	Somerset Academy	06-5141	895/36%	A	\$227,621	2%	No
Broward	Somerset Academy High School	06-5221	853/36	A	\$702,884	12%	No
Broward	Somerset Arts Conservatory	06-5396	163/37%	A	\$695,169	69%	No
Broward	Somerset Academy (Miramar Campus)	06-5405	722/63%	A	\$2,490,987	13%	No
Broward	Somerset Academy Middle School (Miramar Campus)	06-5406	391/68%	A	\$512,017	20%	No
Broward	Somerset Academy Miramar South	06-5054	79/57%	N/A	\$208,570	37%	No
Broward	Somerset Academy (Davie)	06-5211	149/36%	A	\$778,162	72%	No
Broward	Somerset Academy East Preparatory	06-5391	297/80%	A	\$942,097	42%	No
Broward	Somerset Academy Hollywood	06-5387	N/A	N/A			No
Broward	Somerset Academy Hollywood Middle School	06-5419	N/A	N/A			No
Broward	Somerset Academy Village	06-5004	302/89%	C	\$715,931	32%	No
Broward	Somerset Academy Village Charter Middle School	06-5002	161/87%	D	\$91,322	7%	No
Broward	Somerset Preparatory Academy Charter School at North Lauderdale	06-5003	788/91%	C	\$463,756	8%	No

Addendum B - Applicant History Worksheet
Schools Currently or Previously Operated by Governing Board

Form IEPC-M1A
Rule 6A-6.0786
August 2015

Somerset Academy, Inc.			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fido.org/ .	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as (\$25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes,"
2012							
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Dade	Somerset Academy (Miami-Dade)	13-0520	546/57%	A	\$159,511	4%	No
Dade	Somerset Academy Middle School (Miami-Dade)	13-6004	227/54%	A	\$304,650	22%	No
Dade	Somerset Academy (Silver Palms)	13-0332	623/82%	A	\$282,124	6%	No
Dade	Somerset Academy High School (Miami-Dade)	13-7042	366/82%	A	\$494,331	20%	No
Dade	Somerset Academy High School (South Campus)	13-7038	5/100%	N/A	\$85,648	221%	No
Dade	Somerset Preparatory Academy at Silver Palms	13-4012	479/82%	A	\$282,124	6%	No
Dade	Somerset City Arts Academy	13-2012	243/52%	B	\$118,820	6%	No
Dade	Somerset Academy Middle School (Country Palms)	13-6043	18/61%	N/A	\$70,062	39%	No
Dade	Somerset Oaks Academy	13-3033	18/39%	N/A	\$30,194	21%	No
Dade	Somerset Academy Elementary School (South Miami Campus)	13-2007	456/14%	A	\$504,433	13%	No
Dade	Somerset Academy Middle School (South Miami)	13-6053	116/15%	A	\$81,818	12%	No
Dade	Somerset Academy Charter Elementary School (South Homestead)	13-0339	316/73%	B	\$440,096	19%	No
Dade	Somerset Academy Charter Middle School (South Homestead)	13-6013	114/72%	B	\$185,352	27%	No
Dade	Somerset Academy Charter High School (South Homestead)	13-7034	20/70%	N/A	\$1,516	1%	No
Dade	Somerset Gables Academy	13-5008	75/1%	N/A	\$290,359	26%	No
Dade	Somerset Academy Bay	13-5062	N/A	N/A			No
Dade	Somerset Academy Bay Middle School	13-6128	N/A	N/A			No
Dade	Somerset Academy Virtual Middle High School	13-6016	N/A	N/A			No
Dade	Somerset Academy Middle School (Country Palms)	06-5151	842/38%	A	\$70,062	39%	No
Broward	Somerset Academy	06-5141	886/35%	A	\$80,856	1%	No
Broward	Somerset Academy High School	06-5221	755/43%	A	\$37,014	1%	No
Broward	Somerset Arts Conservatory	06-5396	91/47%	A	\$421,087	75%	No
Broward	Somerset Academy (Miramar Campus)	06-5405	811/62%	A	\$2,260,864	37%	No
Broward	Somerset Academy Middle School (Miramar Campus)	06-5406	357/67%	A	\$388,429	17%	No
Broward	Somerset Academy Miramar South	06-5054	N/A	N/A	\$2,260,864	37%	No
Broward	Somerset Academy (Davie)	06-5211	141/40%	A	\$695,352	67%	No
Broward	Somerset Academy East Preparatory	06-5391	299/82%	A	\$689,025	31%	No
Broward	Somerset Academy Hollywood	06-5387	N/A	N/A			No
Broward	Somerset Academy Hollywood Middle School	06-5419	N/A	N/A			No
Broward	Somerset Academy Village	06-5004	348/83%	C	\$619,330	25%	No
Broward	Somerset Academy Village Charter Middle School	06-5002	141/84%	C	\$111,142	10%	No
Broward	Somerset Preparatory Academy Charter School at North Lauderdale	06-5003	687/85%	C	\$195,071	4%	No

Addendum B - Applicant History Worksheet
Schools Currently or Previously Operated by Governing Board

Form IEPC-M1A
Rule 6A-6.0786
August 2015

Somerset Academy, Inc.			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fido.e.org/ .	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as (\$25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If
2011							
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Dade	Somerset Academy (Miami-Dade)	13-0520	527/54%	A	\$153,993	4%	No
Dade	Somerset Academy Middle School (Miami-Dade)	13-6004	174/46%	A	\$291,211	24%	No
Dade	Somerset Academy (Silver Palms)	13-0332	948/80%	N/A	\$496,376	7%	No
Dade	Somerset Academy High School (Miami-Dade)	13-7042	286/81%	A	\$692,019	31%	No
Dade	Somerset Academy High School (South Campus)	13-7038	17/82%	N/A	\$105,205	56%	No
Dade	Somerset Preparatory Academy at Silver Palms	13-4012	N/A	N/A	\$496,376	7%	No
Dade	Somerset City Arts Academy	13-2012	209/33%	A	\$28,373	2%	No
Dade	Somerset Academy Middle School (Country Palms)	13-6043	10/10%	N/A	\$29,985	29%	No
Dade	Somerset Oaks Academy	13-3033	N/A	N/A			No
Dade	Somerset Academy Elementary School (South Miami Campus)	13-2007	425/14%	A	\$402,182	9%	No
Dade	Somerset Academy Middle School (South Miami)	13-6053	73/8%	A	\$47,509	10%	No
Dade	Somerset Academy Charter Elementary School (South Homestead)	13-0339	292/67%	A	\$418,590	18%	No
Dade	Somerset Academy Charter Middle School (South Homestead)	13-6013	104/65%	A	\$168,647	23%	No
Dade	Somerset Academy Charter High School (South Homestead)	13-7034	N/A	N/A			No
Dade	Somerset Gables Academy	13-5008	57/2%	N/A	\$23,497	3%	No
Dade	Somerset Academy Bay	13-5062	N/A	N/A			No
Dade	Somerset Academy Bay Middle School	13-6128	N/A	N/A			No
Dade	Somerset Academy Virtual Middle High School	13-6016	N/A	N/A			No
Dade	Somerset Academy Middle School (Country Palms)	06-5151	795/27%	A	\$29,985	29%	No
Broward	Somerset Academy	06-5141	862/31%	A	\$1,394,864	17%	No
Broward	Somerset Academy High School	06-5221	703/36%	A	\$738,552	14%	No
Broward	Somerset Arts Conservatory	06-5396	76/36%	A	\$331,080	61%	No
Broward	Somerset Academy (Miramar Campus)	06-5405	695/55%	A	\$2,475,131	40%	No
Broward	Somerset Academy Middle School (Miramar Campus)	06-5406	396/55%	A	\$595,337	20%	No
Broward	Somerset Academy Miramar South	06-5054	N/A	N/A			No
Broward	Somerset Academy (Davie)	06-5211	142/42%	A	\$627,236	55%	No
Broward	Somerset Academy East Preparatory	06-5391	232/73%	A	\$391,536	19%	No
Broward	Somerset Academy Hollywood	06-5387	N/A	N/A			No
Broward	Somerset Academy Hollywood Middle School	06-5419	N/A	N/A			No
Broward	Somerset Academy Village	06-5004	306/81%	C	\$339,736	12%	No
Broward	Somerset Academy Village Charter Middle School	06-5002	92/87%	C	\$8,652	1%	No
Broward	Somerset Preparatory Academy Charter School at North Lauderdale	06-5003	440/81%	D	\$203,298	6%	No



*Somerset Academy, Inc. submit to
Broward County Public Schools:*

ADDENDUM C ESP WORK HISTORY

**For:
SOMERSET KEY
HIGH CHARTER
SCHOOL**

Addendum C - Applicant Worksheet History Schools Previously Operated by Management Company

**Form IEPC-M1A
Rule 6A-6.0786
August 2015**

ACADEMICA			Status as of the date application is submitted. For any school that is closed, please attach separate page explaining reasons for closure with	Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued	Unassigned Fund Balance from independent annual audit. Deficit fund balances should be reported in	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by	Applicant should indicate whether the independent financial audit included any of the following findings: financial
2015 (Most Recent Year)								
District	School Name	MSID	Status (Active/Closed)	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Dade	Mater Academy	13-0100	Active	1,603/ 93%	N/A	N/A	N/A	N/A
Dade	Mater Academy East Charter School	13-3100	Active	621/ 86%	N/A	N/A	N/A	N/A
Dade	Mater Academy East Charter Middle School	13-6009	Active	333/96%	N/A	N/A	N/A	N/A
Dade	Mater Academy East Charter High School	13-7037	Active	339/96%	N/A	N/A	N/A	N/A
Dade	Mater Academy of International Studies	13-1017	Active	553/98%	N/A	N/A	N/A	N/A
Dade	Mater Academy Middle School of International Studies	13-6047	Active	188/94%	N/A	N/A	N/A	N/A
Dade	Mater Academy High School of International Studies	13-7024	Active	20/100%	N/A	N/A	N/A	N/A
Dade	Mater Academy Middle School	13-6012	Active	1,351/87%	N/A	N/A	N/A	N/A
Dade	Mater Academy High School	13-7160	Active	1,742/84%	N/A	N/A	N/A	N/A
Dade	Mater Performing Arts & Entertainment Academy	13-7014	Active	333/81%	N/A	N/A	N/A	N/A
Dade	Mater Gardens Academy Elementary School	13-0312	Active	582/53%	N/A	N/A	N/A	N/A
Dade	Mater Gardens Academy Middle School	13-6042	Active	218/60%	N/A	N/A	N/A	N/A
Dade	Mater Lakes Academy Middle School	13-6033	Active	845/78%	N/A	N/A	N/A	N/A
Dade	Mater Lakes Academy High School	13-7018	Active	1,143/76%	N/A	N/A	N/A	N/A
Dade	Mater Academy (Miami Beach)	13-5047	Active	532/70%	N/A	N/A	N/A	N/A
Dade	Mater Academy High School (Miami Beach)	13-7025	Active	30/87%	N/A	N/A	N/A	N/A
Dade	Mater Grove Academy	13-5045	Active	182/58%	N/A	N/A	N/A	N/A
Dade	Mater Brickell Preparatory School	13-5046	Active	172/53%	N/A	N/A	N/A	N/A
Dade	Mater Academy at Mt. Sinai	13-5054	Active	146/58%	N/A	N/A	N/A	N/A
Dade	iMater Academy	13-5384	Active	565/95%	N/A	N/A	N/A	N/A
Dade	iMater Academy Middle School	13-6014	Active	768/90%	N/A	N/A	N/A	N/A
Dade	iMater Preparatory Academy High School	13-7090	Active	383/87%	N/A	N/A	N/A	N/A
Dade	Mater Academy Virtual Middle School	13-6997	Active	23/48%	N/A	N/A	N/A	N/A
Dade	Sports Leadership and Management Charter Middle School	13-6015	Active	568/86%	N/A	N/A	N/A	N/A
Dade	Sports Leadership and Management Charter High School	13-7016	Active	394/87%	N/A	N/A	N/A	N/A
Dade	Ben Gamla Charter School	13-5022	Active	249/36%	N/A	N/A	N/A	N/A
Dade	City of Hialeah Educational Academy	13-7262	Active	619/87%	N/A	N/A	N/A	N/A
Dade	Doral Academy	13-3030	Active	1,143/44%	N/A	N/A	N/A	N/A
Dade	Just Arts and Management Middle School	13-6083	Active	99/56%	N/A	N/A	N/A	N/A
Dade	Doral Academy of Technology	13-3029	Active	185/53%	N/A	N/A	N/A	N/A
Dade	Doral Academy Charter Middle School	13-6030	Active	1,283/58%	N/A	N/A	N/A	N/A
Dade	Doral Academy Charter High School	13-7020	Active	1,515/60%	N/A	N/A	N/A	N/A
Dade	Doral Performing Arts and Entertainment Academy	13-7009	Active	379/54%	N/A	N/A	N/A	N/A
Dade	Theodore R. and Thelma A. Gibson Charter School	13-2060	Active	286/100%	N/A	N/A	N/A	N/A
Dade	Integrated Science and Asian Culture Academy	13-2004	Active	13/77%	N/A	N/A	N/A	N/A
Dade	International Studies Charter Middle School	13-6045	Active	300/63%	N/A	N/A	N/A	N/A
Dade	International Studies Charter High School	13-7007	Active	391/61%	N/A	N/A	N/A	N/A
Dade	International Studies Virtual Academy	13-6017	Active	N/A	N/A	N/A	N/A	N/A
Dade	Miami Children's Museum Charter School	13-4000	Active	303/15%	N/A	N/A	N/A	N/A
Dade	Pinecrest Preparatory Academy Charter School	13-0600	Active	650/55%	N/A	N/A	N/A	N/A
Dade	Pinecrest Preparatory Academy Charter Middle School	13-6022	Active	537/64%	N/A	N/A	N/A	N/A
Dade	Pinecrest Preparatory Academy High School	13-7053	Active	477/63%	N/A	N/A	N/A	N/A
Dade	Pinecrest Academy South Campus	13-0342	Active	732/63%	N/A	N/A	N/A	N/A
Dade	Pinecrest Palm Academy	13-4634	Active	18/0%	N/A	N/A	N/A	N/A
Dade	Pinecrest Academy (North Campus)	13-5048	Active	437/66%	N/A	N/A	N/A	N/A
Dade	Pinecrest Academy Middle School (North Campus)	13-6003	Active	22/73%	N/A	N/A	N/A	N/A
Dade	Pinecrest Cove Academy	13-5049	Active	731/56%	N/A	N/A	N/A	N/A
Dade	Somerset Academy (Miami-Dade)	13-0520	Active	590/65%	N/A	N/A	N/A	N/A
Dade	Somerset Academy Middle School (Miami-Dade)	13-6004	Active	211/66%	N/A	N/A	N/A	N/A
Dade	Somerset Academy (Silver Palms)	13-0332	Active	623/84%	N/A	N/A	N/A	N/A
Dade	Somerset Academy High School (Miami-Dade)	13-7042	Active	347/76%	N/A	N/A	N/A	N/A
Dade	Somerset Academy High School (South Campus)	13-7038	Active	30/83%	N/A	N/A	N/A	N/A
Dade	Somerset Preparatory Academy at Silver Palms	13-4012	Active	669/80%	N/A	N/A	N/A	N/A
Dade	Somerset City Arts Academy	13-2012	Active	363/69%	N/A	N/A	N/A	N/A
Dade	Somerset Academy Middle School (Country Palms)	13-6043	Active	35/74%	N/A	N/A	N/A	N/A
Dade	Somerset Oaks Academy	13-3033	Active	293/82%	N/A	N/A	N/A	N/A
Dade	Somerset Academy Elementary School (South Miami Campus)	13-2007	Active	451/16%	N/A	N/A	N/A	N/A
Dade	Somerset Academy Middle School (South Miami)	13-6053	Active	152/17%	N/A	N/A	N/A	N/A

Addendum C - Applicant Worksheet History Schools Previously Operated by Management Company

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District	School Name	MSID	Status (Active/Closed)	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Dade	Somerset Academy Charter Elementary School (South Homestead)	13-0339	Active	488/85%	N/A	N/A	N/A	N/A
Dade	Somerset Academy Charter Middle School (South Homestead)	13-6013	Active	222/77%	N/A	N/A	N/A	N/A
Dade	Somerset Academy Charter High School (South Homestead)	13-7034	Active	110/87%	N/A	N/A	N/A	N/A
Dade	Somerset Gables Academy	13-5008	Active	412/15%	N/A	N/A	N/A	N/A
Dade	Somerset Academy Bay	13-5062	Active	249/16%	N/A	N/A	N/A	N/A
Dade	Somerset Academy Bay Middle School	13-6128	Active	42/24%	N/A	N/A	N/A	N/A
Dade	Somerset Academy Virtual Middle High School	13-6016	Active	20/25%	N/A	N/A	N/A	N/A
Dade	Somerset Academy Middle School (Country Palms)	06-5151	Active	827/34%	N/A	N/A	N/A	N/A
Broward	Somerset Academy	06-5141	Active	938/32%	N/A	N/A	N/A	N/A
Broward	Somerset Academy High School	06-5221	Active	1,101/45%	N/A	N/A	N/A	N/A
Broward	Somerset Arts Conservatory	06-5396	Active	116/36%	N/A	N/A	N/A	N/A
Broward	Somerset Academy (Miramar Campus)	06-5405	Active	644/64%	N/A	N/A	N/A	N/A
Broward	Somerset Academy Middle School (Miramar Campus)	06-5406	Active	439/65%	N/A	N/A	N/A	N/A
Broward	Somerset Academy Miramar South	06-5054	Active	105/43%	N/A	N/A	N/A	N/A
Broward	Somerset Academy (Davie)	06-5211	Active	150/59%	N/A	N/A	N/A	N/A
Broward	Somerset Academy East Preparatory	06-5391	Active	289/87%	N/A	N/A	N/A	N/A
Broward	Somerset Academy Hollywood	06-5387	Active	49/78%	N/A	N/A	N/A	N/A
Broward	Somerset Academy Hollywood Middle School	06-5419	Active	11/82%	N/A	N/A	N/A	N/A
Broward	Somerset Academy Village	06-5004	Active	235/93%	N/A	N/A	N/A	N/A
Broward	Somerset Academy Village Charter Middle School	06-5002	Active	116/90%	N/A	N/A	N/A	N/A
Broward	Somerset Preparatory Academy Charter School at North Lauderdale	06-5003	Active	701/92%	N/A	N/A	N/A	N/A
Broward	Somerset Preparatory Academy Charter High School at North Lauderdale	06-5006	Active	215/84%	N/A	N/A	N/A	N/A
Broward	Somerset Academy Neighborhood School	06-5021	Active	515/73%	N/A	N/A	N/A	N/A
Broward	Somerset Preparatory Academy Charter Middle School	06-5441	Active	334/75%	N/A	N/A	N/A	N/A
Broward	Somerset Academy Charter High School (Miramar Campus)	06-5007	Active	282/66%	N/A	N/A	N/A	N/A
Broward	Somerset Pines Academy	06-5030	Active	484/71%	N/A	N/A	N/A	N/A
Broward	Somerset Academy Pompano	06-5388	Active	165/81%	N/A	N/A	N/A	N/A
Broward	Somerset Academy Pompano Middle School	06-5413	Active	24/83%	N/A	N/A	N/A	N/A
Broward	Ben Gamla Charter School	06-5410	Active	589/50%	N/A	N/A	N/A	N/A
Broward	Ben Gamla Charter School (North Campus)	06-5001	Active	76/71%	N/A	N/A	N/A	N/A
Broward	Ben Gamla South Broward	06-5392	Active	379/60%	N/A	N/A	N/A	N/A
Broward	Ben Gamla Charter School (Hallandale Campus)	06-5025	Active	12/58%	N/A	N/A	N/A	N/A
Broward	Ben Gamla Charter High School	06-5005	Active	128/53%	N/A	N/A	N/A	N/A
Orange	Cornerstone Charter Academy	48-0133	Active	916/9%	N/A	N/A	N/A	N/A
Orange	Cornerstone Charter High School	48-0146	Active	355/11%	N/A	N/A	N/A	N/A
Orange	Pinecrest Preparatory Charter School (Orlando Campus)	48-0155	Active	226/12%	N/A	N/A	N/A	N/A
Orange	Pinecrest Creek Academy	48-0203	Active	208/22%	N/A	N/A	N/A	N/A
Duval	Somerset Academy (Eagle Campus)	16-1251	Active	219/12%	N/A	N/A	N/A	N/A
Duval	Somerset Academy Charter Middle School (Eagle Campus)	16-1261	Active	109/16%	N/A	N/A	N/A	N/A
Duval	Somerset Academy High School (Eagle Campus)	16-1381	Active	28/14%	N/A	N/A	N/A	N/A
Duval	Somerset Preparatory Academy	16-5501	Active	356/23%	N/A	N/A	N/A	N/A
Palm Beach	Ben Gamla Charter School Palm Beach	50-3941	Active	286/0%	N/A	N/A	N/A	N/A
Palm Beach	Somerset Academy Boca	50-3413	Active	318/0%	N/A	N/A	N/A	N/A
Palm Beach	Somerset Academy Boca Middle	50-4041	Active	41/0%	N/A	N/A	N/A	N/A
Palm Beach	Somerset Academy Middle School	50-4012	Active	748/0%	N/A	N/A	N/A	N/A
Palm Beach	Somerset Academy Canyons High School	50-4013	Active	242/0%	N/A	N/A	N/A	N/A
St. Lucie	Somerset College Preparatory Academy	56-0712	Active	291/44%	N/A	N/A	N/A	N/A
Monroe	Key West Collegiate School	44-0382	Active	77/5%	N/A	N/A	N/A	N/A
Dade	Excelsior Language Academy of Hialeah	13-5029	Active	--	--	--	--	--
Dade	Excelsior Academy High School	13-7054	Active	--	--	--	--	--
Brevard	Odyssey Charter School	05-6507	Active	--	--	--	--	--
Brevard	Palm Bay Community Charter	05-6519	Closed*	N/A	N/A	N/A	N/A	N/A
Brevard	Palm Bay Municipal Charter High School	05-6520	Closed*	N/A	N/A	N/A	N/A	N/A
Orange	Pinecrest Preparatory Charter High School (Orlando Campus)	48-0162	Closed*	N/A	N/A	N/A	N/A	N/A
Pinellas	Ben Gamla Charter School	52-7321	Closed*	N/A	N/A	N/A	N/A	N/A
Monroe	Key West Montessori Charter School	44-0351	Active	--	--	--	--	--

*See supporting documentation
-- School did not have service agreement with ESP

Addendum C - Applicant Worksheet History Schools Previously Operated by Management Company

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ACADEMICA			Status as of the date application is submitted. For any school that is closed, please attach separate page explaining reasons for closure with	Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued	Unassigned Fund Balance from independent annual audit. Deficit fund balances should be reported in	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by	Applicant should indicate whether the independent financial audit included any of the following findings: financial
District	School Name	MSID	Status (Active/Closed)	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Dade	Mater Academy	13-0100	Active	747/91%	A	\$2,824,936	48%	No
Dade	Mater Academy East Charter School	13-3100	Active	627/87%	A	\$2,431,290	48%	No
Dade	Mater Academy East Charter Middle School	13-6009	Active	355/96%	C	\$691,613	28%	No
Dade	Mater Academy East Charter High School	13-7037	Active	355/93%	B	\$300,020	12%	No
Dade	Mater Academy of International Studies	13-1017	Active	560/97%	A	\$570,624	13%	No
Dade	Mater Academy Middle School of International Studies	13-6047	Active	150/93%	A	\$223,174	19%	No
Dade	Mater Academy High School of International Studies	13-7024	Active	25/92%	B	\$423,645	224%	No
Dade	Mater Academy Middle School	13-6012	Active	1,351/83%	A	\$2,786,060	29%	No
Dade	Mater Academy High School	13-7160	Active	1,709/81%	A	\$3,092,787	24%	No
Dade	Mater Performing Arts & Entertainment Academy	13-7014	Active	238/74%	A	\$441,918	26%	No
Dade	Mater Gardens Academy Elementary School	13-0312	Active	570/52%	A	\$129,966	3%	No
Dade	Mater Gardens Academy Middle School	13-6042	Active	231/55%	A	\$84,830	5%	No
Dade	Mater Lakes Academy Middle School	13-6033	Active	792/77%	A	\$1,630,634	31%	No
Dade	Mater Lakes Academy High School	13-7018	Active	1,007/73%	A	\$3,218,282	45%	No
Dade	Mater Academy (Miami Beach)	13-5047	Active	537/69%	B	\$771,702	17%	No
Dade	Mater Academy High School (Miami Beach)	13-7025	Active	17/82%	C	\$36,522	24%	No
Dade	Mater Grove Academy	13-5045	Active	134/39%	A	\$238,986	24%	No
Dade	Mater Brickell Preparatory School	13-5046	Active	171/25%	A	\$214,693	17%	No
Dade	Mater Academy at Mt. Sinai	13-5054	Active	105/57%	N/A	\$191,116	18%	No
Dade	iMater Academy	13-5384	Active	389/95%	B	\$75,244	2%	No
Dade	iMater Academy Middle School	13-6014	Active	541/86%	C	\$310,487	9%	No
Dade	iMater Preparatory Academy High School	13-7090	Active	201/82%	C	\$115,111	8%	No
Dade	Mater Academy Virtual Middle School	13-6997	Active	16/56%	N/A	\$6,294	11%	No
Dade	Sports Leadership and Management Charter Middle School	13-6015	Active	441/83%	C	\$58,001	2%	No
Dade	Sports Leadership and Management Charter High School	13-7016	Active	265/85%	C	\$149,664	8%	No
Dade	Ben Gamla Charter School	13-5022	Active	241/34%	A	\$70,870	4%	No
Dade	City of Hialeah Educational Academy	13-7262	Active	571/89%	A	\$494,184	12%	No
Dade	Doral Academy	13-3030	Active	1,140/39%	A	\$3,807,527	39%	No
Dade	Just Arts and Management Middle School	13-6083	Active	100/41%	A	\$123,415	15%	No
Dade	Doral Academy of Technology	13-3029	Active	186/43%	A	\$677,361	51%	No
Dade	Doral Academy Charter Middle School	13-6030	Active	1,321/58%	A	\$3,089,055	32%	No
Dade	Doral Academy Charter High School	13-7020	Active	1,384/60%	B	\$141,204	1%	No
Dade	Doral Performing Arts and Entertainment Academy	13-7009	Active	331/51%	A	\$103,635	4%	No
Dade	Theodore R. and Thelma A. Gibson Charter School	13-2060	Active	245/99%	C	-\$50,032	-2%	No
Dade	Integrated Science and Asian Culture Academy	13-2004	Active	25/12%	A	\$97,670	52%	No
Dade	International Studies Charter Middle School	13-6045	Active	299/64%	A	\$280,960	14%	No
Dade	International Studies Charter High School	13-7007	Active	405/60%	A	\$201,304	17%	No
Dade	International Studies Virtual Academy	13-6017	Active	N/A	N/A	N/A	N/A	N/A
Dade	Miami Children's Museum Charter School	13-4000	Active	307/41%	A	\$1,687,875	75%	No
Dade	Pinecrest Preparatory Academy Charter School	13-0600	Active	650/50%	A	\$1,592,406	30%	No
Dade	Pinecrest Preparatory Academy Charter Middle School	13-6022	Active	604/57%	A	\$602,808	14%	No
Dade	Pinecrest Preparatory Academy High School	13-7053	Active	412/67%	A	\$471,723	16%	No
Dade	Pinecrest Academy South Campus	13-0342	Active	732/61%	A	\$1,340,997	20%	No
Dade	Pinecrest Palm Academy	13-4634	Active	18/0%	N/A	\$6,987	5%	No
Dade	Pinecrest Academy (North Campus)	13-5048	Active	415/62%	A	\$447,185	13%	No
Dade	Pinecrest Academy Middle School (North Campus)	13-6003	Active	22/73%	A	\$14,106	10%	No
Dade	Pinecrest Cove Academy	13-5049	Active	715/53%	A	\$495,063	9%	No
Dade	Somerset Academy (Miami-Dade)	13-0520	Active	571/59%	B	\$495,667	11%	No
Dade	Somerset Academy Middle School (Miami-Dade)	13-6004	Active	230/67%	A	\$487,286	32%	No
Dade	Somerset Academy (Silver Palms)	13-0332	Active	631/81%	A	\$100,385	2%	No
Dade	Somerset Academy High School (Miami-Dade)	13-7042	Active	345/78%	A	\$287,250	11%	No
Dade	Somerset Academy High School (South Campus)	13-7038	Active	30/73%	A	\$102,599	51%	No
Dade	Somerset Preparatory Academy at Silver Palms	13-4012	Active	640/82%	B	\$100,385	2%	No
Dade	Somerset City Arts Academy	13-2012	Active	315/62%	C	\$174,426	6%	No
Dade	Somerset Academy Middle School (Country Palms)	13-6043	Active	28/64%	A	\$105,126	55%	No
Dade	Somerset Oaks Academy	13-3033	Active	69/57%	N/A	\$114,845	23%	No
Dade	Somerset Academy Elementary School (South Miami Campus)	13-2007	Active	475/16%	A	\$897,039	21%	No
Dade	Somerset Academy Middle School (South Miami)	13-6053	Active	115/8%	A	\$216,837	29%	No

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District	School Name	MSID	Status (Active/Closed)	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Dade	Somerset Academy Charter Elementary School (South Homestead)	13-0339	Active	445/76%	B	\$1,041,118	29%	No
Dade	Somerset Academy Charter Middle School (South Homestead)	13-6013	Active	184/78%	A	\$268,177	22%	No
Dade	Somerset Academy Charter High School (South Homestead)	13-7034	Active	79/75%	C	\$64,060	12%	No
Dade	Somerset Gables Academy	13-5008	Active	294/10%	A	\$414,716	13%	No
Dade	Somerset Academy Bay	13-5062	Active	218/12%	A	\$184,773	7%	No
Dade	Somerset Academy Bay Middle School	13-6128	Active	25/16%	A	\$13,708	7%	No
Dade	Somerset Academy Virtual Middle High School	13-6016	Active	N/A	N/A	N/A	N/A	N/A
Dade	Somerset Academy Middle School (Country Palms)	06-5151	Active	870/33%	A	\$406,144	7%	No
Broward	Somerset Academy	06-5141	Active	938/31%	A	\$1,453,590	12%	No
Broward	Somerset Academy High School	06-5221	Active	1,030/40%	A	\$886,551	12%	No
Broward	Somerset Arts Conservatory	06-5396	Active	129/39%	A	\$919,127	106%	No
Broward	Somerset Academy (Miramar Campus)	06-5405	Active	670/57%	A	\$2,740,540	48%	No
Broward	Somerset Academy Middle School (Miramar Campus)	06-5406	Active	449/65%	A	\$853,029	27%	No
Broward	Somerset Academy Miramar South	06-5054	Active	78/41%	N/A	\$421,597	70%	No
Broward	Somerset Academy (Davie)	06-5211	Active	144/45%	A	\$921,834	77%	No
Broward	Somerset Academy East Preparatory	06-5391	Active	289/78%	A	\$1,148,905	48%	No
Broward	Somerset Academy Hollywood	06-5387	Active	80/81%	F	\$55,240	7%	No
Broward	Somerset Academy Hollywood Middle School	06-5419	Active	15/80%	A	\$4,733	5%	No
Broward	Somerset Academy Village	06-5004	Active	284/94%	C	\$794,251	33%	No
Broward	Somerset Academy Village Charter Middle School	06-5002	Active	128/91%	C	\$242,720	22%	No
Broward	Somerset Preparatory Academy Charter School at North Lauderdale	06-5003	Active	786/97%	D	\$1,000,581	16%	No
Broward	Somerset Preparatory Academy Charter High School at North Lauderdale	06-5006	Active	192/97%	C	\$240,495	18%	No
Broward	Somerset Academy Neighborhood School	06-5021	Active	504/74%	A	\$1,453,590	12%	No
Broward	Somerset Preparatory Academy Charter Middle School	06-5441	Active	337/72%	A	\$364,722	16%	No
Broward	Somerset Academy Charter High School (Miramar Campus)	06-5007	Active	251/76%	B	\$146,198	8%	No
Broward	Somerset Pines Academy	06-5030	Active	477/65%	B	\$604,299	17%	No
Broward	Somerset Academy Pompano	06-5388	Active	159/79%	F	\$50,735	4%	No
Broward	Somerset Academy Pompano Middle School	06-5413	Active	23/96%	B	\$36,031	20%	No
Broward	Ben Gamla Charter School	06-5410	Active	579/47%	B	\$110,354	2%	No
Broward	Ben Gamla Charter School (North Campus)	06-5001	Active	75/69%	A	\$1,737	0%	No
Broward	Ben Gamla South Broward	06-5392	Active	386/49%	B	\$3,525	0%	No
Broward	Ben Gamla Charter School (Hallandale Campus)	06-5025	Active	28/50%	C	\$26,451	14%	No
Broward	Ben Gamla Charter High School	06-5005	Active	123/41%	C	\$4,150	1%	No
Orange	Cornerstone Charter Academy	48-0133	Active	892/3%	A	\$1,092,169	16%	No
Orange	Cornerstone Charter High School	48-0146	Active	314/0%	A	\$216,744	10%	No
Orange	Pinecrest Preparatory Charter School (Orlando Campus)	48-0155	Active	209/50%	A	\$159,511	10%	No
Orange	Pinecrest Creek Academy	48-0203	Active	231/0%	F	\$39,561	2%	No
Duval	Somerset Academy (Eagle Campus)	16-1251	Active	259/51%	C	\$50,287	2%	No
Duval	Somerset Academy Charter Middle School (Eagle Campus)	16-1261	Active	136/46%	B	\$39,931	-4%	No
Duval	Somerset Academy High School (Eagle Campus)	16-1381	Active	21/52%	F	\$21,832	9%	No
Duval	Somerset Preparatory Academy	16-5501	Active	211/55%	F	\$186,117	35%	No
Palm Beach	Ben Gamla Charter School Palm Beach	50-3941	Active	281/21%	A	\$186,081	9%	No
Palm Beach	Somerset Academy Boca	50-3413	Active	284/24%	B	\$221,279	10%	No
Palm Beach	Somerset Academy Boca Middle	50-4041	Active	23/13%	A	\$180	0%	No
Palm Beach	Somerset Academy Middle School	50-4012	Active	546/20%	B	-\$7	0%	No
Palm Beach	Somerset Academy Canyons High School	50-4013	Active	118/23%	B	\$64,568	6%	No
St. Lucie	Somerset College Preparatory Academy	56-0712	Active	211/43%	A	\$24,920	2%	No
Monroe	Key West Collegiate School	44-0382	Active	72/35%	C	\$49,567	8%	No
Dade	Excelsior Language Academy of Hialeah	13-5029	Active	--	--	--	--	--
Dade	Excelsior Academy High School	13-7054	Active	--	--	--	--	--
Brevard	Odyssey Charter School	05-6507	Active	--	--	--	--	--
Brevard	Palm Bay Community Charter	05-6519	Closed*	N/A	N/A	N/A	N/A	N/A
Brevard	Palm Bay Municipal Charter High School	05-6520	Closed*	N/A	N/A	N/A	N/A	N/A
Orange	Pinecrest Preparatory Charter High School (Orlando Campus)	48-0162	Closed*	N/A	N/A	N/A	N/A	N/A
Pinellas	Ben Gamla Charter School	52-7321	Closed*	N/A	N/A	N/A	N/A	N/A
Monroe	Key West Montessori Charter School	44-0351	Active	118/4%	A	\$222,436	19%	No

*See supporting documentation
-- School did not have service agreement with ESP

Addendum C - Applicant Worksheet History Schools Previously Operated by Management Company

**Form IEPC-M1A
Rule 6A-6.0786
August 2015**

ACADEMICA			Status as of the date application is submitted. For any school that is closed, please attach separate page explaining reasons for closure with	Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued	Unassigned Fund Balance from independent annual audit. Deficit fund balances should be reported in	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by	Applicant should indicate whether the independent financial audit included any of the following findings: financial
District	School Name	MSID	Status (Active/Closed)	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Dade	Mater Academy	13-0100	Active	750/57%	A	\$3,660,198	66%	No
Dade	Mater Academy East Charter School	13-3100	Active	622/86%	A	\$2,021,696	67%	No
Dade	Mater Academy East Charter Middle School	13-6009	Active	331/83%	C	\$722,068	34%	No
Dade	Mater Academy East Charter High School	13-7037	Active	371/80%	A	\$5,513	0%	No
Dade	Mater Academy of International Studies	13-1017	Active	506/88%	D	\$148,241	4%	No
Dade	Mater Academy Middle School of International Studies	13-6047	Active	131/78%	A	\$29,014	3%	No
Dade	Mater Academy High School of International Studies	13-7024	Active	32/81%	A	\$320,569	118%	No
Dade	Mater Academy Middle School	13-6012	Active	1,424/81%	A	\$2,865,856	30%	No
Dade	Mater Academy High School	13-7160	Active	1,654/80%	A	\$3,173,447	28%	No
Dade	Mater Performing Arts & Entertainment Academy	13-7014	Active	189/72%	A	\$1,730,681	134%	No
Dade	Mater Gardens Academy Elementary School	13-0312	Active	617/31%	A	\$23,415	1%	No
Dade	Mater Gardens Academy Middle School	13-6042	Active	185/28%	A	\$61,380	4%	No
Dade	Mater Lakes Academy Middle School	13-6033	Active	721/74%	A	\$1,457,501	33%	No
Dade	Mater Lakes Academy High School	13-7018	Active	926/74%	A	\$2,936,826	51%	No
Dade	Mater Academy (Miami Beach)	13-5047	Active	528/60%	B	\$426,730	10%	No
Dade	Mater Academy High School (Miami Beach)	13-7025	Active	18/72%	N/A	\$17,640	6%	No
Dade	Mater Grove Academy	13-5045	Active	105/50%	B	\$165,712	24%	No
Dade	Mater Brickell Preparatory School	13-5046	Active	154/27%	C	\$72,751	5%	No
Dade	Mater Academy at Mt. Sinai	13-5054	Active	42/36%	N/A	\$163,255	33%	No
Dade	iMater Academy	13-5384	Active	N/A	N/A	N/A	N/A	No
Dade	iMater Academy Middle School	13-6014	Active	N/A	N/A	N/A	N/A	No
Dade	iMater Preparatory Academy High School	13-7090	Active	N/A	N/A	N/A	N/A	No
Dade	Mater Academy Virtual Middle School	13-6997	Active	N/A	N/A	N/A	N/A	No
Dade	Sports Leadership and Management Charter Middle School	13-6015	Active	N/A	N/A	N/A	N/A	No
Dade	Sports Leadership and Management Charter High School	13-7016	Active	26/96%	N/A	\$89,259	43%	No
Dade	Ben Gamla Charter School	13-5022	Active	243/21%	A	\$54,190	3%	No
Dade	City of Hialeah Educational Academy	13-7262	Active	451/88%	A	\$91,177	3%	No
Dade	Doral Academy	13-3030	Active	931/35%	A	\$2,404,538	31%	No
Dade	Just Arts and Management Middle School	13-6083	Active	93/44%	B	\$196,932	26%	No
Dade	Doral Academy of Technology	13-3029	Active	202/46%	A	\$462,681	33%	No
Dade	Doral Academy Charter Middle School	13-6030	Active	931/57%	A	\$2,969,656	59%	No
Dade	Doral Academy Charter High School	13-7020	Active	1,273/56%	A	\$163,741	2%	No
Dade	Doral Performing Arts and Entertainment Academy	13-7009	Active	307/53%	A	\$116,267	6%	No
Dade	Theodore R. and Thelma A. Gibson Charter School	13-2060	Active	250/69%	C	\$57,844	2%	No
Dade	Integrated Science and Asian Culture Academy	13-2004	Active	26/15%	N/A	\$90,322	51%	No
Dade	International Studies Charter Middle School	13-6045	Active	262/66%	A	\$52,451	3%	No
Dade	International Studies Charter High School	13-7007	Active	356/62%	A	\$12,912	1%	No
Dade	International Studies Virtual Academy	13-6017	Active	N/A	N/A			No
Dade	Miami Children's Museum Charter School	13-4000	Active	302/24%	B	\$1,454,488	71%	No
Dade	Pinecrest Preparatory Academy Charter School	13-0600	Active	650/47%	A	\$1,867,187	53%	No
Dade	Pinecrest Preparatory Academy Charter Middle School	13-6022	Active	694/60%	A	\$723,225	17%	No
Dade	Pinecrest Preparatory Academy High School	13-7053	Active	329/60%	A	\$512,044	25%	No
Dade	Pinecrest Academy South Campus	13-0342	Active	750/59%	A	\$1,455,516	25%	No
Dade	Pinecrest Palm Academy	13-4634	Active	N/A	N/A			No
Dade	Pinecrest Academy (North Campus)	13-5048	Active	419/66%	A	\$221,850	7%	No
Dade	Pinecrest Academy Middle School (North Campus)	13-6003	Active	19/74%	N/A	\$4,488	2%	No
Dade	Pinecrest Cove Academy	13-5049	Active	639/51%	A	\$220,853	5%	No
Dade	Somerset Academy (Miami-Dade)	13-0520	Active	175/49%	A	\$148,938	4%	No
Dade	Somerset Academy Middle School (Miami-Dade)	13-6004	Active	222/50%	A	\$359,633	26%	No
Dade	Somerset Academy (Silver Palms)	13-0332	Active	637/84%	A	\$187,858	4%	No
Dade	Somerset Academy High School (Miami-Dade)	13-7042	Active	343/80%	A	\$403,913	17%	No
Dade	Somerset Academy High School (South Campus)	13-7038	Active	4/100%	N/A	\$71,115	261%	No
Dade	Somerset Preparatory Academy at Silver Palms	13-4012	Active	612/85%	B	\$187,858	4%	No
Dade	Somerset City Arts Academy	13-2012	Active	296/30%	C	\$132,946	5%	No
Dade	Somerset Academy Middle School (Country Palms)	13-6043	Active	38/24%	C	\$68,963	30%	No
Dade	Somerset Oaks Academy	13-3033	Active	54/24%	N/A	\$46,073	8%	No
Dade	Somerset Academy Elementary School (South Miami Campus)	13-2007	Active	476/15%	A	\$598,933	15%	No
Dade	Somerset Academy Middle School (South Miami)	13-6053	Active	131/18%	A	\$147,518	19%	No

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by Management Company**

**Form IEPC-M1A
Rule 6A-6.0786
August 2015**

District	School Name	MSID	Status (Active/Closed)	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Dade	Somerset Academy Charter Elementary School (South Homestead)	13-0339	Active	315/73%	B	\$551,280	22%	No
Dade	Somerset Academy Charter Middle School (South Homestead)	13-6013	Active	134/75%	A	\$200,615	25%	No
Dade	Somerset Academy Charter High School (South Homestead)	13-7034	Active	41/78%	N/A	\$15,896	3%	No
Dade	Somerset Gables Academy	13-5008	Active	231/4%	N/A	\$321,017	14%	No
Dade	Somerset Academy Bay	13-5062	Active	N/A	N/A			No
Dade	Somerset Academy Bay Middle School	13-6128	Active	N/A	N/A			No
Dade	Somerset Academy Virtual Middle High School	13-6016	Active	N/A	N/A			No
Dade	Somerset Academy Middle School (Country Palms)	06-5151	Active	868/32	A	\$419,022	8%	No
Broward	Somerset Academy	06-5141	Active	895/36%	A	\$227,621	2%	No
Broward	Somerset Academy High School	06-5221	Active	853/36	A	\$702,884	12%	No
Broward	Somerset Arts Conservatory	06-5396	Active	163/37%	A	\$695,169	69%	No
Broward	Somerset Academy (Miramar Campus)	06-5405	Active	722/63%	A	\$2,490,987	13%	No
Broward	Somerset Academy Middle School (Miramar Campus)	06-5406	Active	391/68%	A	\$512,017	20%	No
Broward	Somerset Academy Miramar South	06-5054	Active	79/57%	N/A	\$208,570	37%	No
Broward	Somerset Academy (Davie)	06-5211	Active	149/36%	A	\$778,162	72%	No
Broward	Somerset Academy East Preparatory	06-5391	Active	297/80%	A	\$942,097	42%	No
Broward	Somerset Academy Hollywood	06-5387	Active	N/A	N/A			No
Broward	Somerset Academy Hollywood Middle School	06-5419	Active	N/A	N/A			No
Broward	Somerset Academy Village	06-5004	Active	302/89%	C	\$715,931	32%	No
Broward	Somerset Academy Village Charter Middle School	06-5002	Active	161/87%	D	\$91,322	7%	No
Broward	Somerset Preparatory Academy Charter School at North Lauderdale	06-5003	Active	788/91%	C	\$463,756	8%	No
Broward	Somerset Preparatory Academy Charter High School at North Lauderdale	06-5006	Active	144/80%	B	\$115,339	13%	No
Broward	Somerset Academy Neighborhood School	06-5021	Active	468/66%	B	\$227,621	2%	No
Broward	Somerset Preparatory Academy Charter Middle School	06-5441	Active	338/69%	C	\$98,938	5%	No
Broward	Somerset Academy Charter High School (Miramar Campus)	06-5007	Active	224/73%	B	\$73,426	4%	No
Broward	Somerset Pines Academy	06-5030	Active	429/59%	C	\$356,210	12%	No
Broward	Somerset Academy Pompano	06-5388	Active	145/78%	N/A	\$33,887	3%	No
Broward	Somerset Academy Pompano Middle School	06-5413	Active	N/A	N/A			No
Broward	Ben Gamla Charter School	06-5410	Active	578/47%	A	\$807	0%	No
Broward	Ben Gamla Charter School (North Campus)	06-5001	Active	70/66%	A	\$7,627	2%	No
Broward	Ben Gamla South Broward	06-5392	Active	453/32%	C	\$51,061	2%	No
Broward	Ben Gamla Charter School (Hallandale Campus)	06-5025	Active	18/28%	N/A	\$5,305	5%	No
Broward	Ben Gamla Charter High School	06-5005	Active	100/34%	C	\$12,482	1%	No
Orange	Cornerstone Charter Academy	48-0133	Active	832/17%	B	\$1,068,034	18%	No
Orange	Cornerstone Charter High School	48-0146	Active	233/17%	A	\$25,236	2%	No
Orange	Pinecrest Preparatory Charter School (Orlando Campus)	48-0155	Active	173/40%	A	\$132,842	10%	No
Orange	Pinecrest Creek Academy	48-0203	Active	123/44%	N/A	\$72,529	8%	No
Duval	Somerset Academy (Eagle Campus)	16-1251	Active	276/41%	B	\$2,062	0%	No
Duval	Somerset Academy Charter Middle School (Eagle Campus)	16-1261	Active	135/36%	A	\$21,369	2%	No
Duval	Somerset Academy High School (Eagle Campus)	16-1381	Active	22/45%	N/A	\$24,760	13%	No
Duval	Somerset Preparatory Academy	16-5501	Active	N/A	N/A	N/A	N/A	N/A
Palm Beach	Ben Gamla Charter School Palm Beach	50-3941	Active	281/14%	A	\$231,291	11%	No
Palm Beach	Somerset Academy Boca	50-3413	Active	165/19%	N/A	\$119,765	9%	No
Palm Beach	Somerset Academy Boca Middle	50-4041	Active	N/A	N/A	N/A	N/A	No
Palm Beach	Somerset Academy Middle School	50-4012	Active	N/A	N/A	N/A	N/A	No
Palm Beach	Somerset Academy Canyons High School	50-4013	Active	N/A	N/A	N/A	N/A	No
St. Lucie	Somerset College Preparatory Academy	56-0712	Active	112/58%	C	\$16,458	2%	No
Monroe	Key West Collegiate School	44-0382	Active	52/38%	N/A	\$42,059	9%	No
Dade	Excelsior Language Academy of Hialeah	13-5029	Active	--	--	--	--	--
Dade	Excelsior Academy High School	13-7054	Active	--	--	--	--	--
Brevard	Odyssey Charter School	05-6507	Active	758/62%	A	\$1,299,637	22%	No
Brevard	Palm Bay Community Charter	05-6519	Closed*	N/A	N/A	N/A	N/A	N/A
Brevard	Palm Bay Municipal Charter High School	05-6520	Closed*	N/A	N/A	N/A	N/A	N/A
Orange	Pinecrest Preparatory Charter High School (Orlando Campus)	48-0162	Closed*	N/A	N/A	N/A	N/A	N/A
Pinellas	Ben Gamla Charter School	52-7321	Closed*	44/32%	N/A	\$0	0%	N/A
Monroe	Key West Montessori Charter School	44-0351	Active	--	--	--	--	--

*See supporting documentation
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ACADEMICA			Status as of the date application is submitted. For any school that is closed, please attach separate page explaining reasons for closure with	Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued	Unassigned Fund Balance from independent annual audit. Deficit fund balances should be reported in	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by	Applicant should indicate whether the independent financial audit included any of the following findings: financial
District	School Name	MSID	Status (Active/Closed)	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Dade	Mater Academy	13-0100	Active	750/79%	A	\$7,700,050	147%	No
Dade	Mater Academy East Charter School	13-3100	Active	546/79%	A	\$1,816,205	45%	No
Dade	Mater Academy East Charter Middle School	13-6009	Active	334/93%	C	\$643,190	30%	No
Dade	Mater Academy East Charter High School	13-7037	Active	290/82%	B	\$106,659	5%	No
Dade	Mater Academy of International Studies	13-1017	Active	453/90%	C	\$462,003	13%	No
Dade	Mater Academy Middle School of International Studies	13-6047	Active	123/85%	A	\$112,041	13%	No
Dade	Mater Academy High School of International Studies	13-7024	Active	100/83%	A	\$296,577	47%	No
Dade	Mater Academy Middle School	13-6012	Active	1,454/80%	A	\$4,526,614	49%	No
Dade	Mater Academy High School	13-7160	Active	1,317/79%	A	\$4,077,088	40%	No
Dade	Mater Performing Arts & Entertainment Academy	13-7014	Active	210/74%	A	\$2,364,166	92%	No
Dade	Mater Gardens Academy Elementary School	13-0312	Active	549/51%	A	\$107,442	3%	No
Dade	Mater Gardens Academy Middle School	13-6042	Active	254/65%	A	\$68,620	4%	No
Dade	Mater Lakes Academy Middle School	13-6033	Active	579/76%	A	\$1,026,652	30%	No
Dade	Mater Lakes Academy High School	13-7018	Active	1012/72%	B	\$2,324,047	41%	No
Dade	Mater Academy (Miami Beach)	13-5047	Active	477/68%	A	\$232,588	6%	No
Dade	Mater Academy High School (Miami Beach)	13-7025	Active	17/82%	N/A	\$4,749	4%	No
Dade	Mater Grove Academy	13-5045	Active	126/64%	N/A	\$51,051	5%	No
Dade	Mater Brickell Preparatory School	13-5046	Active	19/42%	N/A	\$22,097	13%	No
Dade	Mater Academy at Mt. Sinai	13-5054	Active	N/A	N/A	N/A	N/A	N/A
Dade	iMater Academy	13-5384	Active	N/A	N/A	N/A	N/A	N/A
Dade	iMater Academy Middle School	13-6014	Active	N/A	N/A	N/A	N/A	N/A
Dade	iMater Preparatory Academy High School	13-7090	Active	N/A	N/A	N/A	N/A	N/A
Dade	Mater Academy Virtual Middle School	13-6997	Active	N/A	N/A	N/A	N/A	N/A
Dade	Sports Leadership and Management Charter Middle School	13-6015	Active	N/A	N/A	N/A	N/A	N/A
Dade	Sports Leadership and Management Charter High School	13-7016	Active	N/A	N/A	N/A	N/A	N/A
Dade	Ben Gamla Charter School	13-5022	Active	163/29%	A	\$304	0%	No
Dade	City of Hialeah Educational Academy	13-7262	Active	394/90%	A	\$153,265	6%	No
Dade	Doral Academy	13-3030	Active	795/37%	A	\$2,801,640	47%	No
Dade	Just Arts and Management Middle School	13-6083	Active	N/A	N/A	N/A	N/A	N/A
Dade	Doral Academy of Technology	13-3029	Active	109/40%	A	\$197,102	23%	No
Dade	Doral Academy Charter Middle School	13-6030	Active	1,241/58%	A	\$2,005,491	25%	No
Dade	Doral Academy Charter High School	13-7020	Active	1,163/60%	A	\$949,682	11%	No
Dade	Doral Performing Arts and Entertainment Academy	13-7009	Active	225/54%	A	\$704,352	49%	No
Dade	Theodore R. and Thelma A. Gibson Charter School	13-2060	Active	279/89%	D	\$159,554	7%	No
Dade	Integrated Science and Asian Culture Academy	13-2004	Active	26/12%	N/A	\$53,993	32%	No
Dade	International Studies Charter Middle School	13-6045	Active	225/67%	A	\$62,462	4%	No
Dade	International Studies Charter High School	13-7007	Active	353/56%	A	\$38,578	2%	No
Dade	International Studies Virtual Academy	13-6017	Active	N/A	N/A	N/A	N/A	N/A
Dade	Miami Children's Museum Charter School	13-4000	Active	263/49%	A	\$1,243,800	70%	No
Dade	Pinecrest Preparatory Academy Charter School	13-0600	Active	650/43%	A	\$1,258,446	27%	No
Dade	Pinecrest Preparatory Academy Charter Middle School	13-6022	Active	772/59%	A	\$578,141	12%	No
Dade	Pinecrest Preparatory Academy High School	13-7053	Active	228/52%	C	\$346,109	25%	No
Dade	Pinecrest Academy South Campus	13-0342	Active	349/58%	A	\$629,658	12%	No
Dade	Pinecrest Palm Academy	13-4634	Active	N/A	N/A	N/A	N/A	No
Dade	Pinecrest Academy (North Campus)	13-5048	Active	389/70%	A	\$142,091	5%	No
Dade	Pinecrest Academy Middle School (North Campus)	13-6003	Active	15/80%	N/A	\$7,199	5%	No
Dade	Pinecrest Cove Academy	13-5049	Active	432/58%	A	\$2,513	0%	No
Dade	Somerset Academy (Miami-Dade)	13-0520	Active	546/57%	A	\$159,511	4%	No
Dade	Somerset Academy Middle School (Miami-Dade)	13-6004	Active	227/54%	A	\$304,650	22%	No
Dade	Somerset Academy (Silver Palms)	13-0332	Active	623/82%	A	\$282,124	6%	No
Dade	Somerset Academy High School (Miami-Dade)	13-7042	Active	366/82%	A	\$494,331	20%	No
Dade	Somerset Academy High School (South Campus)	13-7038	Active	5/100%	N/A	\$85,648	221%	No
Dade	Somerset Preparatory Academy at Silver Palms	13-4012	Active	479/82%	A	\$282,124	6%	No
Dade	Somerset City Arts Academy	13-2012	Active	243/52%	B	\$118,820	6%	No
Dade	Somerset Academy Middle School (Country Palms)	13-6043	Active	18/61%	N/A	\$70,062	39%	No
Dade	Somerset Oaks Academy	13-3033	Active	18/39%	N/A	\$30,194	21%	No
Dade	Somerset Academy Elementary School (South Miami Campus)	13-2007	Active	456/14%	A	\$504,433	13%	No
Dade	Somerset Academy Middle School (South Miami)	13-6053	Active	116/15%	A	\$81,818	12%	No

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District	School Name	MSID	Status (Active/Closed)	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Dade	Somerset Academy Charter Elementary School (South Homestead)	13-0339	Active	316/73%	B	\$440,096	19%	No
Dade	Somerset Academy Charter Middle School (South Homestead)	13-6013	Active	114/72%	B	\$185,352	27%	No
Dade	Somerset Academy Charter High School (South Homestead)	13-7034	Active	20/70%	N/A	\$1,516	1%	No
Dade	Somerset Gables Academy	13-5008	Active	75/1%	N/A	\$290,359	26%	No
Dade	Somerset Academy Bay	13-5062	Active	N/A	N/A	N/A	N/A	N/A
Dade	Somerset Academy Bay Middle School	13-6128	Active	N/A	N/A	N/A	N/A	N/A
Dade	Somerset Academy Virtual Middle High School	13-6016	Active	N/A	N/A	N/A	N/A	N/A
Dade	Somerset Academy Middle School (Country Palms)	06-5151	Active	842/38%	A	\$70,062	39%	No
Broward	Somerset Academy	06-5141	Active	886/35%	A	\$80,856	1%	No
Broward	Somerset Academy High School	06-5221	Active	755/43%	A	\$37,014	1%	No
Broward	Somerset Arts Conservatory	06-5396	Active	91/47%	A	\$421,087	75%	No
Broward	Somerset Academy (Miramar Campus)	06-5405	Active	811/62%	A	\$2,260,864	37%	No
Broward	Somerset Academy Middle School (Miramar Campus)	06-5406	Active	357/67%	A	\$388,429	17%	No
Broward	Somerset Academy Miramar South	06-5054	Active	N/A	N/A	\$2,260,864	37%	No
Broward	Somerset Academy (Davie)	06-5211	Active	141/40%	A	\$695,352	67%	No
Broward	Somerset Academy East Preparatory	06-5391	Active	299/82%	A	\$689,025	31%	No
Broward	Somerset Academy Hollywood	06-5387	Active	N/A	N/A	N/A	N/A	N/A
Broward	Somerset Academy Hollywood Middle School	06-5419	Active	N/A	N/A	N/A	N/A	N/A
Broward	Somerset Academy Village	06-5004	Active	348/83%	C	\$619,330	25%	No
Broward	Somerset Academy Village Charter Middle School	06-5002	Active	141/84%	C	\$111,142	10%	No
Broward	Somerset Preparatory Academy Charter School at North Lauderdale	06-5003	Active	687/85%	C	\$195,071	4%	No
Broward	Somerset Preparatory Academy Charter High School at North Lauderdale	06-5006	Active	114/73%	F	\$30,101	3%	No
Broward	Somerset Academy Neighborhood School	06-5021	Active	441/60%	A	\$80,856	1%	No
Broward	Somerset Preparatory Academy Charter Middle School	06-5441	Active	317/67%	B	\$25,966	5%	No
Broward	Somerset Academy Charter High School (Miramar Campus)	06-5007	Active	213/54%	A	\$101,535	6%	No
Broward	Somerset Pines Academy	06-5030	Active	380/64%	C	\$325,297	11%	No
Broward	Somerset Academy Pompano	06-5388	Active	N/A	N/A	N/A	N/A	N/A
Broward	Somerset Academy Pompano Middle School	06-5413	Active	N/A	N/A	N/A	N/A	N/A
Broward	Ben Gamla Charter School	06-5410	Active	531/50%	A	-\$213,516	-5%	No
Broward	Ben Gamla Charter School (North Campus)	06-5001	Active	50/64%	B	\$23,990	5%	No
Broward	Ben Gamla South Broward	06-5392	Active	344/34%	C	-\$108,119	-5%	No
Broward	Ben Gamla Charter School (Hallandale Campus)	06-5025	Active	18/28%	N/A	-\$217	0%	No
Broward	Ben Gamla Charter High School	06-5005	Active	40/38%	N/A	\$1,763	1%	No
Orange	Cornerstone Charter Academy	48-0133	Active	738/18%	A	\$600,136	12%	No
Orange	Cornerstone Charter High School	48-0146	Active	201/22%	A	\$9,231	1%	No
Orange	Pinecrest Preparatory Charter School (Orlando Campus)	48-0155	Active	135/51%	B	\$190,032	16%	No
Orange	Pinecrest Creek Academy	48-0203	Active	N/A	N/A	N/A	N/A	N/A
Duval	Somerset Academy (Eagle Campus)	16-1251	Active	231/32%	A	\$33,131	2%	No
Duval	Somerset Academy Charter Middle School (Eagle Campus)	16-1261	Active	111/35%	B	\$120,904	15%	No
Duval	Somerset Academy High School (Eagle Campus)	16-1381	Active	N/A	N/A	N/A	N/A	N/A
Duval	Somerset Preparatory Academy	16-5501	Active	N/A	N/A	N/A	N/A	N/A
Palm Beach	Ben Gamla Charter School Palm Beach	50-3941	Active	195/7%	N/A	-\$13,088	-1%	No
Palm Beach	Somerset Academy Boca	50-3413	Active	N/A	N/A	N/A	N/A	N/A
Palm Beach	Somerset Academy Boca Middle	50-4041	Active	N/A	N/A	N/A	N/A	N/A
Palm Beach	Somerset Academy Middle School	50-4012	Active	N/A	N/A	N/A	N/A	N/A
Palm Beach	Somerset Academy Canyons High School	50-4013	Active	N/A	N/A	N/A	N/A	N/A
St. Lucie	Somerset College Preparatory Academy	56-0712	Active	N/A	N/A	N/A	N/A	N/A
Monroe	Key West Collegiate School	44-0382	Active	30/38%	N/A	\$3,502	1%	No
Dade	Excelsior Language Academy of Hialeah	13-5029	Active	577/92%	B	\$36,986	1%	No
Dade	Excelsior Academy High School	13-7054	Closed*	64/95%	B	\$7,406	1%	No
Brevard	Odyssey Charter School	05-6507	Active	625/66%	N/A	\$1,214,409	24%	
Brevard	Palm Bay Community Charter	05-6519	Closed*	N/A	N/A	N/A	N/A	N/A
Brevard	Palm Bay Municipal Charter High School	05-6520	Closed*	N/A	N/A	\$119,893	33%	N/A
Orange	Pinecrest Preparatory Charter High School (Orlando Campus)	48-0162	Closed*	5/0%	N/A	\$27,049	28%	N/A
Pinellas	Ben Gamla Charter School	52-7321	Closed*	N/A	N/A	N/A	N/A	N/A
Monroe	Key West Montessori Charter School	44-0351	Active	--	--	--	--	--

*See supporting documentation
-- School did not have service agreement with ESP

Addendum C - Applicant Worksheet History Schools Previously Operated by Management Company

**Form IEPC-M1A
Rule 6A-6.0786
August 2015**

ACADEMICA			Status as of the date application is submitted. For any school that is closed, please attach separate page explaining reasons for closure with	Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued	Unassigned Fund Balance from independent annual audit. Deficit fund balances should be reported in	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by	Applicant should indicate whether the independent financial audit included any of the following findings: financial
District	School Name	MSID	Status (Active/Closed)	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Dade	Mater Academy	13-0100	Active	738/77%	A	\$7,149,599	123%	No
Dade	Mater Academy East Charter School	13-3100	Active	537/88%	A	\$1,580,822	36%	No
Dade	Mater Academy East Charter Middle School	13-6009	Active	330/88%	C	\$534,073	22%	No
Dade	Mater Academy East Charter High School	13-7037	Active	246/80%	B	\$180,630	8%	No
Dade	Mater Academy of International Studies	13-1017	Active	376/88%	C	\$446,609	14%	No
Dade	Mater Academy Middle School of International Studies	13-6047	Active	114/34%	A	\$30,426	4%	No
Dade	Mater Academy High School of International Studies	13-7024	Active	60/78%	N/A	\$137,131	19%	No
Dade	Mater Academy Middle School	13-6012	Active	1,297/81%	A	\$4,142,879	44%	No
Dade	Mater Academy High School	13-7160	Active	1446/80%	A	\$3,832,251	34%	No
Dade	Mater Performing Arts & Entertainment Academy	13-7014	Active	175/77%	A	\$2,191,607	163%	No
Dade	Mater Gardens Academy Elementary School	13-0312	Active	544/60%	A	\$16,920	0%	No
Dade	Mater Gardens Academy Middle School	13-6042	Active	97/51%	B	\$79,611	7%	No
Dade	Mater Lakes Academy Middle School	13-6033	Active	531/68%	B	\$717,067	20%	No
Dade	Mater Lakes Academy High School	13-7018	Active	597/67%	B	\$1,688,559	39%	No
Dade	Mater Academy (Miami Beach)	13-5047	Active	267/67%	B	\$37,192	2%	No
Dade	Mater Academy High School (Miami Beach)	13-7025	Active	N/A	N/A	N/A	N/A	N/A
Dade	Mater Grove Academy	13-5045	Active	N/A	N/A	N/A	N/A	N/A
Dade	Mater Brickell Preparatory School	13-5046	Active	N/A	N/A	N/A	N/A	N/A
Dade	Mater Academy at Mt. Sinai	13-5054	Active	N/A	N/A	N/A	N/A	N/A
Dade	iMater Academy	13-5384	Active	N/A	N/A	N/A	N/A	N/A
Dade	iMater Academy Middle School	13-6014	Active	N/A	N/A	N/A	N/A	N/A
Dade	iMater Preparatory Academy High School	13-7090	Active	N/A	N/A	N/A	N/A	N/A
Dade	Mater Academy Virtual Middle School	13-6997	Active	N/A	N/A	N/A	N/A	N/A
Dade	Sports Leadership and Management Charter Middle School	13-6015	Active	N/A	N/A	N/A	N/A	N/A
Dade	Sports Leadership and Management Charter High School	13-7016	Active	N/A	N/A	N/A	N/A	N/A
Dade	Ben Gamla Charter School	13-5022	Active	79/46%	N/A	\$4,199	1%	No
Dade	City of Hialeah Educational Academy	13-7262	Active	330/81%	A	\$98,852	4%	No
Dade	Doral Academy	13-3030	Active	771/35%	A	\$3,225,836	50%	No
Dade	Just Arts and Management Middle School	13-6083	Active	N/A	N/A	N/A	N/A	N/A
Dade	Doral Academy of Technology	13-3029	Active	N/A	N/A	N/A	N/A	N/A
Dade	Doral Academy Charter Middle School	13-6030	Active	1,000/53%	A	\$1,860,517	27%	No
Dade	Doral Academy Charter High School	13-7020	Active	973/57%	A	\$17,717	0%	No
Dade	Doral Performing Arts and Entertainment Academy	13-7009	Active	91/63%	A	\$494,020	72%	No
Dade	Theodore R. and Thelma A. Gibson Charter School	13-2060	Active	261/89%	D	\$1,950	0%	No
Dade	Integrated Science and Asian Culture Academy	13-2004	Active	25/24%	N/A	\$22,405	8%	No
Dade	International Studies Charter Middle School	13-6045	Active	187/74%	A	\$75,335	6%	No
Dade	International Studies Charter High School	13-7007	Active	353/51%	A	\$229,573	9%	No
Dade	International Studies Virtual Academy	13-6017	Active	N/A	N/A	N/A	N/A	N/A
Dade	Miami Children's Museum Charter School	13-4000	Active	244/49%	N/A	\$1,339,478	73%	No
Dade	Pinecrest Preparatory Academy Charter School	13-0600	Active	650/41%	A	\$1,775,438	34%	No
Dade	Pinecrest Preparatory Academy Charter Middle School	13-6022	Active	822/49%	A	\$399,183	7%	No
Dade	Pinecrest Preparatory Academy High School	13-7053	Active	163/50%	B	\$233,954	21%	No
Dade	Pinecrest Academy South Campus	13-0342	Active	750/53%	A	\$498,548	8%	No
Dade	Pinecrest Palm Academy	13-4634	Active	N/A	N/A	N/A	N/A	N/A
Dade	Pinecrest Academy (North Campus)	13-5048	Active	340/67%	A	\$100,889	4%	No
Dade	Pinecrest Academy Middle School (North Campus)	13-6003	Active	N/A	N/A	N/A	N/A	N/A
Dade	Pinecrest Cove Academy	13-5049	Active	N/A	N/A	N/A	N/A	N/A
Dade	Somerset Academy (Miami-Dade)	13-0520	Active	527/54%	A	\$153,993	4%	No
Dade	Somerset Academy Middle School (Miami-Dade)	13-6004	Active	174/46%	A	\$291,211	24%	No
Dade	Somerset Academy (Silver Palms)	13-0332	Active	948/80%	N/A	\$496,376	7%	No
Dade	Somerset Academy High School (Miami-Dade)	13-7042	Active	286/81%	A	\$692,019	31%	No
Dade	Somerset Academy High School (South Campus)	13-7038	Active	17/82%	N/A	\$105,205	56%	No
Dade	Somerset Preparatory Academy at Silver Palms	13-4012	Active	N/A	N/A	\$496,376	7%	No
Dade	Somerset City Arts Academy	13-2012	Active	209/33%	A	\$28,373	2%	No
Dade	Somerset Academy Middle School (Country Palms)	13-6043	Active	10/10%	N/A	\$29,985	29%	No
Dade	Somerset Oaks Academy	13-3033	Active	N/A	N/A	N/A	N/A	N/A
Dade	Somerset Academy Elementary School (South Miami Campus)	13-2007	Active	425/14%	A	\$402,182	9%	No
Dade	Somerset Academy Middle School (South Miami)	13-6053	Active	73/8%	A	\$47,509	10%	No

**Addendum C - Applicant Worksheet History
Schools Previously Operated
by Management Company**

**Form IEPC-M1A
Rule 6A-6.0786
August 2015**

District	School Name	MSID	Status (Active/Closed)	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Dade	Somerset Academy Charter Elementary School (South Homestead)	13-0339	Active	292/67%	A	\$418,590	18%	No
Dade	Somerset Academy Charter Middle School (South Homestead)	13-6013	Active	104/65%	A	\$168,647	23%	No
Dade	Somerset Academy Charter High School (South Homestead)	13-7034	Active	N/A	N/A	N/A	N/A	N/A
Dade	Somerset Gables Academy	13-5008	Active	57/2%	N/A	\$23,497	3%	No
Dade	Somerset Academy Bay	13-5062	Active	N/A	N/A	N/A	N/A	N/A
Dade	Somerset Academy Bay Middle School	13-6128	Active	N/A	N/A	N/A	N/A	N/A
Dade	Somerset Academy Virtual Middle High School	13-6016	Active	N/A	N/A	N/A	N/A	N/A
Dade	Somerset Academy Middle School (Country Palms)	06-5151	Active	795/27%	A	\$29,985	29%	No
Broward	Somerset Academy	06-5141	Active	862/31%	A	\$1,394,864	17%	No
Broward	Somerset Academy High School	06-5221	Active	703/36%	A	\$738,552	14%	No
Broward	Somerset Arts Conservatory	06-5396	Active	76/36%	A	\$331,080	61%	No
Broward	Somerset Academy (Miramar Campus)	06-5405	Active	695/55%	A	\$2,475,131	40%	No
Broward	Somerset Academy Middle School (Miramar Campus)	06-5406	Active	396/55%	A	\$595,337	20%	No
Broward	Somerset Academy Miramar South	06-5054	Active	N/A	N/A	N/A	N/A	N/A
Broward	Somerset Academy (Davie)	06-5211	Active	142/42%	A	\$627,236	55%	No
Broward	Somerset Academy East Preparatory	06-5391	Active	232/73%	A	\$391,536	19%	No
Broward	Somerset Academy Hollywood	06-5387	Active	N/A	N/A	N/A	N/A	N/A
Broward	Somerset Academy Hollywood Middle School	06-5419	Active	N/A	N/A	N/A	N/A	N/A
Broward	Somerset Academy Village	06-5004	Active	306/81%	C	\$339,736	12%	No
Broward	Somerset Academy Village Charter Middle School	06-5002	Active	92/87%	C	\$8,652	1%	No
Broward	Somerset Preparatory Academy Charter School at North Lauderdale	06-5003	Active	440/81%	D	\$203,298	6%	No
Broward	Somerset Preparatory Academy Charter High School at North Lauderdale	06-5006	Active	50/71%	N/A	\$8,466	2%	No
Broward	Somerset Academy Neighborhood School	06-5021	Active	78/13%	N/A	\$1,394,864	17%	No
Broward	Somerset Preparatory Academy Charter Middle School	06-5441	Active	73/79%	A	\$103,880	19%	No
Broward	Somerset Academy Charter High School (Miramar Campus)	06-5007	Active	N/A	N/A	N/A	N/A	N/A
Broward	Somerset Pines Academy	06-5030	Active	270/63%	C	\$118,567	5%	No
Broward	Somerset Academy Pompano	06-5388	Active	N/A	N/A	N/A	N/A	N/A
Broward	Somerset Academy Pompano Middle School	06-5413	Active	N/A	N/A	N/A	N/A	N/A
Broward	Ben Gamla Charter School	06-5410	Active	566/47%	A	\$8,262	0%	No
Broward	Ben Gamla Charter School (North Campus)	06-5001	Active	19/47%	N/A	\$13,714	7%	No
Broward	Ben Gamla South Broward	06-5392	Active	223/29%	C	\$5,258	0%	No
Broward	Ben Gamla Charter School (Hallandale Campus)	06-5025	Active	N/A	N/A	N/A	N/A	N/A
Broward	Ben Gamla Charter High School	06-5005	Active	N/A	N/A	N/A	N/A	N/A
Orange	Cornerstone Charter Academy	48-0133	Active	696/5%	B	\$232,832	4%	No
Orange	Cornerstone Charter High School	48-0146	Active	162/11%	N/A	\$263,527	21%	No
Orange	Pinecrest Preparatory Charter School (Orlando Campus)	48-0155	Active	60/57%	N/A	\$24,711	3%	No
Orange	Pinecrest Creek Academy	48-0203	Active	N/A	N/A	N/A	N/A	N/A
Duval	Somerset Academy (Eagle Campus)	16-1251	Active	198/30%	N/A	\$92,538	5%	No
Duval	Somerset Academy Charter Middle School (Eagle Campus)	16-1261	Active	84/31%	A	\$83,172	11%	No
Duval	Somerset Academy High School (Eagle Campus)	16-1381	Active	N/A	N/A	N/A	N/A	N/A
Duval	Somerset Preparatory Academy	16-5501	Active	N/A	N/A	N/A	N/A	N/A
Palm Beach	Ben Gamla Charter School Palm Beach	50-3941	Active	N/A	N/A	N/A	N/A	N/A
Palm Beach	Somerset Academy Boca	50-3413	Active	N/A	N/A	N/A	N/A	N/A
Palm Beach	Somerset Academy Boca Middle	50-4041	Active	N/A	N/A	N/A	N/A	N/A
Palm Beach	Somerset Academy Middle School	50-4012	Active	N/A	N/A	N/A	N/A	N/A
Palm Beach	Somerset Academy Canyons High School	50-4013	Active	N/A	N/A	N/A	N/A	N/A
St. Lucie	Somerset College Preparatory Academy	56-0712	Active	N/A	N/A	N/A	N/A	N/A
Monroe	Key West Collegiate School	44-0382	Active	N/A	N/A	N/A	N/A	N/A
Dade	Excelsior Language Academy of Hialeah	13-5029	Active	623/92%	B	\$6,229	3%	No
Dade	Excelsior Academy High School	13-7054	Closed*	34/94%	N/A	\$6,229	3%	No
Brevard	Odyssey Charter School	05-6507	Active	565/52%	B	\$1,213,999	25%	No
Brevard	Palm Bay Community Charter	05-6519	Closed*	739/77%	C	-\$3,593,918	-61%	No
Brevard	Palm Bay Municipal Charter High School	05-6520	Closed*	44/77%	N/A	N/A	N/A	N/A
Orange	Pinecrest Preparatory Charter High School (Orlando Campus)	48-0162	Closed*	7/0%	N/A	\$256	1%	No
Pinellas	Ben Gamla Charter School	52-7321	Closed*	N/A	N/A	N/A	N/A	N/A
Monroe	Key West Montessori Charter School	44-0351	Active	--	--	--	--	--

*See supporting documentation
-- School did not have service agreement with ESP

Addendum C - Supporting Documentation

THE NATIONAL BEN GAMLA CHARTER SCHOOL FOUNDATION, INC.

BEN GAMLA CHARTER SCHOOL – PINELLAS

Status as of date of application: Closed

Date Charter School Closed: June 30, 2013

Reason(s) for closure: Voluntary Closure by the Governing Board of the Charter School

Documentation Attached:

- Letter from Pinellas County Schools District accepting the National Ben Gamla Charter School Foundation, Inc.'s decision to voluntarily close "Ben Gamla Charter School – Pinellas"
- Agreement for Termination of Charter School between the National Ben Gamla Charter School Foundation, Inc., and The School Board of Pinellas County, Florida, acknowledging:
 - Ben Gamla's decision to terminate the charter school;
 - The District's acceptance of Ben Gamla's decision;
 - The mutual agreement to close the Charter School and cease school operations effective June 30, 2013.

Addendum C - Supporting Documentation



ADMINISTRATION BUILDING
301 Fourth St. SW
P.O. Box 2942
Largo, FL 33779-2942
Ph (727) 588 6000

SCHOOL BOARD OF
PINELLAS COUNTY, FLORIDA

Chairperson
Carol J. Cook

Vice Chairperson
Peggy L. O'Shea

Janet R. Clark
Rene Flowers
Terry Krassner
Linda S. Leiner
Robin L. Wixle

Superintendent
Michael A. Grego, Ed D

Debra Klein, Board Chair
National Ben Gamla Charter School Foundation
6340 Sunset Drive
Miami, Florida 33143

By Certified U.S. Mail and e-mail

June 18, 2013

Re: Ben Gamla Charter School Pinellas Voluntary Closure

Dear Ms. Klein:

This letter is to serve notice that Pinellas County School District (PCS) accepts the National Ben Gamla Charter School's decision to voluntarily close the Ben Gamla Charter School-Pinellas June 30, 2013. As the Sponsor to the charter school, PCS does not endorse the transfer of the charter to another entity and will move forward with the procedures for closing the school.

We ask that you sign the one page closing agreement, return a scanned version of the signed agreement to me by Friday, June 21, 2013 and mail the original. Please identify the name of the Ben Gamla representative who will work with us during closing procedures and who will be on site while student records and equipment are picked up.

Since you identified June 30, 2013 as the last date that you may have access to the building, we are sensitive to your urgency to complete these procedures by then and will work with you to meet this requirement.

Thank you.

Dot Clark
Coordinator, Partnership Schools
Pinellas County Schools

PCS School Board Members
Dr. Michael A. Grego, Superintendent, Pinellas County Schools
David Koperski, School Board Attorney
Lori Matway, Associate Superintendent for School and Community Services
Eric Lynn, Ben Gamla Charter-Pinellas, Local Chair

Addendum C - Supporting Documentation

AGREEMENT FOR TERMINATION OF CHARTER SCHOOL BEN GAMLA CHARTER SCHOOL - PINELLAS

This Agreement (hereinafter "Agreement"), is entered into this ____ day of _____, 2013, by and between the School District of Pinellas County, Florida (hereinafter "District"), and National Ben Gamla Charter School Foundation, Inc., d/b/a Ben Gamla Charter School - Pinellas (hereinafter "Ben Gamla").

WITNESSETH:

WHEREAS, Ben Gamla and the School Board of Pinellas County, Florida (hereinafter "School Board") entered into a Charter School Agreement dated May 8, 2012 (hereinafter "Charter"), that provides the terms of the School Board's sponsorship of Ben Gamla's charter school;

WHEREAS, Ben Gamla has sent written notice that it is closing the charter school effective June 30, 2013; and

WHEREAS, the School District agrees to work with Ben Gamla on closing procedures as outlined in the Charter.

NOW, THEREFORE, in consideration of premises and of the mutual promises and covenants herein set forth, the receipt of which are hereby acknowledged by both parties, the parties agree as follows:

1. The recitals above are true and correct and are incorporated herein by reference.
2. The Charter shall terminate at 5:00 p.m. on June 30, 2013, except that the provisions of the contract relating to liability, property return, closing procedures, indemnification and other related provisions shall survive the termination of the contract.
3. Ben Gamla and the District, through their designated contacts, will coordinate the pre-closing and closing procedures to be completed in accordance with the Charter.

IN WITNESS WHEREOF, Ben Gamla and the District have executed or caused this Agreement to be executed by their undersigned officers, duly authorized, as of the day and year first above written.

BOARD OF DIRECTORS OF
NATIONAL BEN GAMLA CHARTER
SCHOOL FOUNDATION, INC., d/b/a
BEN GAMLA CHARTER SCHOOL - PINELLAS

By: Debra Klein
Debra Klein,
Board Chair

THE SCHOOL BOARD OF PINELLAS
COUNTY, FLORIDA

By: _____
Michael A. Grego, Ed.D.
Superintendent

Its: _____

Attest: _____

By its: _____

Approved as to Form:

Office of School Board Attorney

Addendum C - Supporting Documentation

THE CITY OF PALM BAY, FLORIDA

PALM BAY COMMUNITY CHARTER SCHOOL – PATRIOT CAMPUS

County: Brevard

Status as of date of application: Closed

Date Charter School Closed: July 19, 2011

Reason(s) for closure:

On June 30, 2011, the School Board of Brevard County, Florida, the Charter School's Sponsor, served the City of Palm Bay, Florida, the Charter School's Governing Board, with 90-day notice of termination for failure to meet generally accepted standards of fiscal management. There were genuine issues of material fact which may have been appealable as of right. However, anticipating a termination, on June 23, 2011, the Governing Body of the Charter School, (the City) voted unanimously to not contest or appeal the School Board's termination of the Charter School Contract. The City and the School Board agreed to close the Charter School and cease School operations as of July 19, 2011.

Documentation Attached:

- School Board of Brevard County, Florida, Meeting of July 19, 2011; Board Agenda Item No. F-33; "Final Order on the School Board's ninety (90) day notice of termination of the Palm Bay Community Charter School – Patriot Campus", agreed termination of charter school.
- Letter dated June 30, 2011 from the School Board of Brevard County, Florida to the City of Palm Bay giving 90-days' notice of termination for failure to meet generally accepted standards of fiscal management
- Fax from the City of Palm Bay to the School Board of Brevard County, Florida and attached Minutes of City of Palm Bay, Florida Council Meeting No. 2011-21 of June 23, 2011, notifying the School Board that the City will not contest or appeal the School Board's termination of the Charter School Contract.

Addendum C - Supporting Documentation

BEFORE THE SCHOOL BOARD OF BREVARD COUNTY, FLORIDA

IN RE: PALM BAY COMMUNITY
CHARTER SCHOOL - PATRIOT CAMPUS

BOARD AGENDA ITEM NO. F-33
July 19, 2011

FINAL ORDER

THIS CAUSE came before the SCHOOL BOARD OF BREVARD COUNTY, FLORIDA (SCHOOL BOARD) on the School Board's ninety (90) day notice of termination of the Palm Bay Community Charter School - Patriot Campus charter school contract dated June 30, 2005.

FINDINGS OF FACT

1. The School Board and the City of Palm Bay, Florida, entered into the Palm Bay Community Charter School - Patriot Campus charter school contract on June 30, 2005, pursuant to the authority of Section 1002.33, Fla. Stat., to grant the municipality a charter contract to operate a charter school in the City of Palm Bay.

2. At its June 30, 2011, meeting the School Board took action to provide the City of Palm Bay (City), the governing body of the charter school, a ninety (90) day notice of termination of the charter school contract pursuant to Section 1002.33(8)(b), Fla. Stat., for failure to meet generally accepted standards of fiscal management. A copy of said notice is attached hereto and incorporated herein as Exhibit "A".

3. On July 14, 2011, the City's Attorney delivered a letter to the School Board Attorney containing a certified copy of the minutes of the June 23, 2011, Palm Bay City Council special

Addendum C - Supporting Documentation

meeting, at which the City Council, as governing body of the charter school, voted unanimously to not contest or appeal the School Board's termination of the charter school contract. A copy of the City Attorney's letter and certified minutes of the Palm Bay City Council's June 23, 2011, special meeting are attached hereto as Exhibit "B".

4. It is in the best interest of the students enrolled in the charter school that the charter contract be terminated as of the date of this Final Order to allow parents the opportunity to enroll their children in other public schools before the beginning of the 2011-2012 school year on August 10, 2011.

5. It is also in the best interest of the students attending the receiving schools and the administration of the Brevard County School District to terminate the charter contract as of the date of this Final Order to facilitate the orderly transfer of students into the receiving schools pursuant to Section 1002.33(8)(g), Fla. Stat.

6. Based upon the action of the Palm Bay City Council as governing body of the charter school to not contest or appeal the termination of the charter contract, and in reliance thereon; the School Board finds that the charter contract can and should be terminated effective as of the date of this Final Order.

CONCLUSIONS OF LAW

7. The School Board has jurisdiction of the subject matter and parties of this proceeding. Section 1002.33(8), Fla. Stat.

Addendum C - Supporting Documentation

8. The School Board finds that the charter school contract between the School Board and the City of Palm Bay for the Palm Bay Community Charter School - Patriot Campus, should be and is hereby terminated effective July 19, 2011, for the failure of the charter school to meet generally accepted standards of fiscal management pursuant to Sections 1002.33(8)(a) and (b), Fla. Stat.

DONE AND ORDERED this 19th day of July, 2011, in Viera, Brevard County, Florida.

THE SCHOOL BOARD OF
BREVARD COUNTY, FLORIDA

By:


BARBARA A. MURRAY, Ph.D.
Chairman

Filed with the Clerk in the
Office of the Superintendent
this 19th day of July, 2011.

ATTEST:


BRIAN T. BINGGELI, Ed.D
Superintendent

Addendum C - Supporting Documentation

School Board of Brevard County

2700 Judge Fran Jamieson Way • Viera, FL 32940-6601
Brian T. Binggeli, Ed.D., Superintendent



VIA U.S. CERTIFIED MAIL AND FAX

June 30, 2011

The Honorable John Mazziotti
Mayor of Palm Bay
City Hall
120 Malabar Road, S.E.
Palm Bay, FL 32907

Ms. Sue Hann
Palm Bay City Manager
City Hall
120 Malabar Road, S.E.
Palm Bay, FL 32907

Dear Mayor Mazziotti and Ms. Hann:

The purpose of this correspondence is to provide official notification that the School Board of Brevard County took action at the June 30, 2011 Special Board meeting to give ninety (90) day notice to terminate the Palm Bay Community Charter – Patriot Campus charter contract. Pursuant to §1002.33(8)(a), Florida Statutes, the charter contract may be terminated for failure to meet generally accepted standards of fiscal management. Palm Bay Community Charter – Patriot Campus has failed to correct identified deficiencies as described in Internal Audit Report dated June 1, 2011 and External Audits for June 30, 2009 and 2010 fiscal years.

As you are aware, RSM McGladrey was contracted by Brevard Public Schools to perform a financial audit at Palm Bay Community Charter – Patriot Campus. Major issues regarding the fiscal management of Palm Bay Community Charter – Patriot Campus are cited in the June 1, 2011 report provided by RSM McGladrey. The internal auditor determines risks based upon auditing standards. Of the thirteen (13) identified concerns, eight (8) are considered “High” risks that require immediate attention and could cause significant operational issues if not addressed.

Exhibit

"A"

Phone: (321) 633-1000, ext. 402 • FAX: (321) 633-3432

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Addendum C - Supporting Documentation

As reported by the external auditor, Berman Hopkins, Patriot has met one of the conditions for "financial emergency" for two (2) consecutive years as described in §218.503(1):

- §218.503(1)(a) – Failure to make bond debt service payments when due, as a result of lack of funds.
- §218.503(1)(e) – A total fund balance deficit and a government-wide ending net deficit.

Patriot reported an accumulated net deficit of \$4,569,700 and a government-wide ending net deficit of \$3,300,100 as of June 30, 2010. The accumulated net deficit increased \$1,119,700 from June 30, 2009 to June 30, 2010. Moreover, the school received a going-concern qualified opinion for the year ended June 30, 2010 and a disclaimer of opinion for the year ended June 30, 2009 from the external auditor.

As reported in Patriot's external audit report dated August 31, 2010, Patriot entered into a capital lease for financing the acquisition of the school facility in 2006, in the amount of \$21,000,000 with payments through July 1, 2036. The lease arrangement was entered into as part of a transaction consisting of a bond issuance by the City of Palm Bay. Prior to December 31, 2008, Patriot made interest payments in the amount of \$589,800. However, Patriot has been unable to continue making capital lease payments due to insufficient funds subsequent to this date. Non-payment of the capital lease of January 1, 2009 resulted in a default of the agreement.

Pursuant to §1002.345, F.S., Palm Bay Community Charter – Patriot Campus provided the Office of School Choice a Financial Corrective Action Plan, dated March 8, 2010, which included a proposed Forbearance and Modification Agreement between the City of Palm Bay, as Issuer of the bonds, Palm Bay Community Charter L.L.C., as Borrower, and the bond Trustee and bond holders. Subsequently, the district provided the Florida Department of Education a synopsis of its concerns as well as a copy of the provided Financial Corrective Action Plan for approval on March 24, 2010. The intention of such forbearance would allow the Borrower and the City to enter into a financial recovery plan in accordance with §218.503, F.S., and provide financial stability for future operation as a charter school in accordance with §1013.62(a)(2), F.S.

As of this date, neither the City of Palm Bay nor Palm Bay Community Charter, L.L.C. has executed the Forbearance and Modification Agreement. Based on the analysis conducted by RSM McGladrey, it can be reasonably projected that Palm Bay Community Charter – Patriot Campus will continue to meet conditions of "financial emergency" as of June 30, 2011. In accordance with an email dated May 23, 2011 from Michael Kooi, Florida Department of Education Executive Director of the Office of Independent Education and Parental Choice, the Financial Corrective Action Plan cannot be approved by the Commissioner of Education without the execution of a Forbearance and Modification Agreement to address the accumulated net deficit.

Addendum C - Supporting Documentation

Please understand that you may within fourteen (14) days of receipt of this notice, request an informal hearing before the Sponsor.

Sincerely,

A handwritten signature in black ink, appearing to read "BT Binggeli", written in a cursive style.

Brian T. Binggeli, Ed.D.

cc School Board Members
Harold Bistline
Judy Preston
Jo Ann Clark
Vicki Mace
Karen Strickland
RSM McGladrey
Audit Committee Members
Reggie Revis
Andrew Lannon
Florida Department of Education

Addendum C - Supporting Documentation



Office of the City Attorney

VIA FAX

Brevard County School Board
c/o Harold Turner Bistline, Esq.
1037 Pathfinder Way
Suite 150
Rockledge, FL 32955-3268
Fax No. 321.636.1170

**Re: Palm Bay Community Charter – Patriot Campus charter contract.
Palm Bay Municipal Charter High School charter contract.**

Dear Mr. Bistline:

This letter is sent to you for the purpose of notifying you of the following facts. On June 21, 2011, I was verbally informed by you that Notice of Termination letters were forthcoming for both the Palm Bay Community Charter – Patriot Campus charter contract and the Palm Bay Municipal Charter High School charter contract. At Special Council Meeting No. 2011-21 on June 23, 2011, I notified the Mayor and City Council of this fact. The charter schools were the subject of agenda item no. 2 of that Special Council Meeting. During that Special Council Meeting, as you can see from attached Exhibit "1", the Mayor and City Council by a unanimous vote decided not to contest or appeal the School Board of Brevard County's forthcoming Notices of Termination of both the Palm Bay Community Charter – Patriot Campus charter contract and the Palm Bay Municipal Charter High School charter contract. As you can see from attached Exhibit "2", the Mayor, the City Manager and I received both Notice of Termination letters on June 30, 2011. These letters were subsequently forwarded by the City Manager to the Mayor and City Council on June 30, 2011 at 3:02 p.m.

Please call me if you have any questions or concerns.

Thanks,

Andrew P. Lannon, Esq.

Exhibit
"B"

Addendum C - Supporting Documentation**CITY OF PALM BAY, FLORIDA****SPECIAL COUNCIL MEETING NO. 2011-21**

Held on Thursday, the 23rd day of June 2011, at the City Hall Council Chambers, 120 Malabar Road, SE, Palm Bay, Florida.

This meeting was properly noticed pursuant to law; the minutes are on file in the Office of the City Clerk, City Hall, Palm Bay, Florida.

The meeting was called to order at the hour of 6:30 P.M.

ROLL CALL:

MAYOR:	John J. Mazziotti	Present
DEPUTY MAYOR:	William Capote	Present
COUNCILMEMBER:	Kristine Isnardi	Present
COUNCILMEMBER:	Michele Paccione	Present
COUNCILMEMBER:	Ken Greene	Present
CITY MANAGER:	Sue Hann	Present
CITY ATTORNEY:	Andrew Lannon	Present
DEPUTY CITY CLERK:	Terese Jones	Present

CITY STAFF: Present were Chad Shoultz, Deputy City Manager; and Brad Johnson, Budget Administrator.

BUSINESS:

1. **Attorney-client session scheduled to discuss the pending litigation of City of Palm Bay versus Wells Fargo Bank NA to provide the City Attorney advice concerning settlement negotiations or strategy related to litigation expenses.**

The Mayor announced the names of the individuals who would be in attendance at the meeting. He stated the meeting would last approximately one-half hour.

The City Council moved to the City Manager's Conference Room to hold the attorney-client session and returned to the Council Chambers at the conclusion of same.

2. **Consideration of action items regarding the Palm Bay Community Charter Schools.**

Mrs. Hann stated the charter school had been unable to make its debt service payment since January 1, 2009, as indicated in the Brevard County School Board internal audit report dated June 1, 2011. This placed the school in a continued state of financial emergency as defined in Florida Statutes, Section 218.503. The projected state funding was anticipated to decline from \$6,468 per student to \$6,045 per student. The enrollment had decreased from 736 in the past school year to 713 in Fiscal Year 2011-2012.



Addendum C - Supporting Documentation

City of Palm Bay, Florida
Special Council Meeting No. 2011-21
Minutes - June 23, 2011
Page 2 of 2

Mr. Lannon stated the City had been advised by the School District that a Notice of Termination letter was forthcoming for the charter school. He asked for guidance as to whether the City would contest or appeal the termination.

Mrs. Hann stated that special counsel would be required for several different aspects of the appeal which would be very costly. Ultimately the City would become much more involved in the operation of the school; the City did not have the capacity to do so based on the budget constraints.

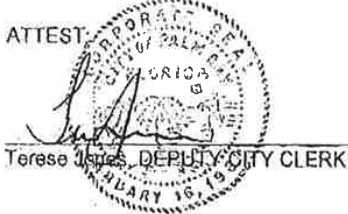
Motion by Mayor Mazziotti, seconded by Deputy Mayor Capote, not to contest or appeal the Notice of Termination. Motion carried with members voting as follows: Mayor Mazziotti, Yea; Deputy Mayor Capote, Yea; Councilwoman Isnardi, Yea; Councilwoman Paccione, Yea; Councilman Greene, Yea.

ADJOURNMENT:

There being no further business, the meeting adjourned at the hour of 7:14 P.M.


John J. Mazziotti, MAYOR

ATTEST


Teresa Lopez, DEPUTY CITY CLERK

Addendum C - Supporting Documentation

THE CITY OF PALM BAY, FLORIDA

PALM BAY MUNICIPAL CHARTER HIGH SCHOOL

County: Brevard

Status as of date of application: Closed

Date Charter School Closed: July 19, 2011

Reason(s) for closure:

On June 30, 2011, the School Board of Brevard County, Florida, the Charter School's Sponsor, served the City of Palm Bay, Florida, the Charter School's Governing Board, with 90-day notice of termination for failure to meet generally accepted standards of fiscal management. There were genuine issues of material fact which may have been appealable as of right. However, anticipating a termination, on June 23, 2011, the Governing Body of the Charter School, (the City) voted unanimously to not contest or appeal the School Board's termination of the Charter School Contract. The City and the School Board agreed to close the Charter School and cease School operations as of July 19, 2011.

Documentation Attached:

- School Board of Brevard County, Florida, Meeting of July 19, 2011; Board Agenda Item No. F-32; "Final Order on the School Board's ninety (90) day notice of termination of the Palm Bay Municipal Charter High School", agreed termination of charter school.
- Letter dated June 30, 2011 from the School Board of Brevard County, Florida to the City of Palm Bay giving 90-days' notice of termination for failure to meet generally accepted standards of fiscal management
- Fax from the City of Palm Bay to the School Board of Brevard County, Florida and attached Minutes of City of Palm Bay, Florida Council Meeting No. 2011-21 of June 23, 2011, notifying the School Board that the City will not contest or appeal the School Board's termination of the Charter School Contract.

Addendum C - Supporting Documentation

BEFORE THE SCHOOL BOARD OF BREVARD COUNTY, FLORIDA

IN RE: PALM BAY MUNICIPAL
CHARTER HIGH SCHOOL

BOARD AGENDA ITEM NO. F-32
July 19, 2011

FINAL ORDER

THIS CAUSE came before the SCHOOL BOARD OF BREVARD COUNTY, FLORIDA (SCHOOL BOARD) on the School Board's ninety (90) day notice of termination of the Palm Bay Municipal Charter High School charter school contract dated May 12, 2009.

FINDINGS OF FACT

1. The School Board and the City of Palm Bay, Florida, entered into the Palm Bay Municipal Charter High School charter school contract on May 12, 2009, pursuant to the authority of Section 1002.33, Fla. Stat., to grant the municipality a charter contract to operate a charter school in the City of Palm Bay.

2. At its June 30, 2011, meeting the School Board took action to provide the City of Palm Bay (City), the governing body of the charter school, a ninety (90) day notice of termination of the charter school contract pursuant to Section 1002.33(8)(b), Fla. Stat., for failure to meet generally accepted standards of fiscal management. A copy of said notice is attached hereto and incorporated herein as Exhibit "A".

3. On July 14, 2011, the City's Attorney delivered a letter to the School Board Attorney containing a certified copy of the minutes of the June 23, 2011, Palm Bay City Council special

Addendum C - Supporting Documentation

meeting, at which the City Council, as governing body of the charter school, voted unanimously to not contest or appeal the School Board's termination of the charter school contract. A copy of the City Attorney's letter and certified minutes of the Palm Bay City Council's June 23, 2011, special meeting are attached hereto as Exhibit "B".

4. It is in the best interest of the students enrolled in the charter school that the charter contract be terminated as of the date of this Final Order to allow parents the opportunity to enroll their children in other public schools before the beginning of the 2011-2012 school year on August 10, 2011.

5. It is also in the best interest of the students attending the receiving schools and the administration of the Brevard County School District to terminate the charter contract as of the date of this Final Order to facilitate the orderly transfer of students into the receiving schools pursuant to Section 1002.33(8)(g), Fla. Stat.

6. Based upon the action of the Palm Bay City Council as governing body of the charter school to not contest or appeal the termination of the charter contract, and in reliance thereon, the School Board finds that the charter contract can and should be terminated effective as of the date of this Final Order.

CONCLUSIONS OF LAW

7. The School Board has jurisdiction of the subject matter and parties of this proceeding. Section 1002.33(8), Fla. Stat.

Addendum C - Supporting Documentation

8. The School Board finds that the charter school contract between the School Board and the City of Palm Bay for the Palm Bay Municipal High School should be and is hereby terminated effective July 19, 2011, for the failure of the charter school to meet generally accepted standards of fiscal management pursuant to Sections 1002.33(8)(a) and (b), Fla. Stat.

DONE AND ORDERED this 19th day of July, 2011, in Viera, Brevard County, Florida.

THE SCHOOL BOARD OF
BREVARD COUNTY, FLORIDA

By: 
BARBARA A. MURRAY, Ph.D.
Chairman

Filed with the Clerk in the
Office of the Superintendent
this 19th day of July, 2011.

ATTEST:


BRIAN T. BINGGELI, Ed.D
Superintendent

Addendum C - Supporting Documentation

School Board of Brevard County

2700 Judge Frank Jamieson Way • Viera, FL 32940-6601

Brian T. Binggeli, Ed.D., Superintendent



VIA U.S. CERTIFIED MAIL AND FAX

June 30, 2011

The Honorable John Mazziotti
Mayor of Palm Bay
City Hall
120 Malabar Road, S.E.
Palm Bay, FL 32907

Ms. Sue Hann
Palm Bay City Manager
City Hall
120 Malabar Road, S.E.
Palm Bay, FL 32907

Dear Mayor Mazziotti and Ms. Hann:

The purpose of this correspondence is to provide official notification that the School Board of Brevard County took action at the June 30, 2011 Special Board meeting to give ninety (90) day notice to terminate the Palm Bay Municipal Charter High School charter contract. Pursuant to §1002.33(8)(a), Florida Statutes, the charter contract may be terminated for failure to meet generally accepted standards of fiscal management.

As you are aware, RSM McGladrey was contracted by Brevard Public Schools to perform a financial audit at Palm Bay Municipal Charter High School. Major issues regarding the fiscal management of Palm Bay Municipal Charter High School are cited in the June 1, 2011 report provided by RSM McGladrey. The internal auditor determines risks based upon auditing standards. Of the seven (7) identified concerns, three (3) are considered "High" risks that require immediate attention and could cause significant operational issues if not addressed.

RSM McGladrey reviewed the School's draft amended 2010/2011 annual budget, which was submitted to the internal auditor on May 25, 2011. (The amended budget was approved by the Palm Bay City Council on June 2, 2011.) The draft amended budget reflected revenue and expense amounts per the March 31, 2011 financial statements, expected future revenues and expenditures, which were not reflected in the original budget, and revised classification of certain expenses.

Exhibit

Phone: (321

"A"

21) 633-3432

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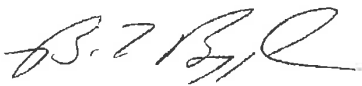
Addendum C - Supporting Documentation

Palm Bay Municipal Charter High School has projected an \$11,900 excess of revenues over expenditures. The School has incurred \$89,800 of operation of plant expenditures as compared to a budget of \$7,000. As such, Palm Bay Municipal Charter High School is trending a potential \$70,900 deficiency of revenues under expenditures for the 2010/2011 fiscal year. The amended budget takes into account an action taken by the Palm Bay City Council on June 2, 2011, which modified the amount paid by the School for the use of the school facility.

The School Board of Brevard County is taking action to give ninety (90) day notice to terminate the Palm Bay Community Charter – Patriot Campus charter contract. Palm Bay Municipal Charter High School shares the same facility, administration, and other resources with the City's K-8 charter school, Palm Bay Community Charter – Patriot Campus, which meets criteria for a state of "financial emergency". It stands to reason that the high school will not be able to sustain operation under these circumstances, particularly since the School is not projected to end the current fiscal year with a positive fund balance.

Please understand that you may within fourteen (14) days of receipt of this notice, request an informal hearing before the Sponsor.

Sincerely,



Brian T. Binggeli, Ed.D.

cc School Board Members
 Harold Bistline
 Judy Preston
 Jo Ann Clark
 Vicki Mace
 Karen Strickland
 RSM McGladrey
 Audit Committee Members
 Reggie Revis
 Andrew Lannon
 Florida Department of Education

Addendum C - Supporting Documentation**Office of the City Attorney****VIA FAX**

Brevard County School Board
c/o Harold Turner Bistline, Esq.
1037 Pathfinder Way
Suite 150
Rockledge, FL 32955-3268
Fax No. 321.636.1170

**Re: Palm Bay Community Charter – Patriot Campus charter contract.
Palm Bay Municipal Charter High School charter contract.**

Dear Mr. Bistline:

This letter is sent to you for the purpose of notifying you of the following facts. On June 21, 2011, I was verbally informed by you that Notice of Termination letters were forthcoming for both the Palm Bay Community Charter – Patriot Campus charter contract and the Palm Bay Municipal Charter High School charter contract. At Special Council Meeting No. 2011-21 on June 23, 2011, I notified the Mayor and City Council of this fact. The charter schools were the subject of agenda item no. 2 of that Special Council Meeting. During that Special Council Meeting, as you can see from attached Exhibit "1", the Mayor and City Council by a unanimous vote decided not to contest or appeal the School Board of Brevard County's forthcoming Notices of Termination of both the Palm Bay Community Charter – Patriot Campus charter contract and the Palm Bay Municipal Charter High School charter contract. As you can see from attached Exhibit "2", the Mayor, the City Manager and I received both Notice of Termination letters on June 30, 2011. These letters were subsequently forwarded by the City Manager to the Mayor and City Council on June 30, 2011 at 3:02 p.m.

Please call me if you have any questions or concerns.

Thanks,

Andrew P. Lannon
Andrew P. Lannon, Esq.

Exhibit

"B"

Addendum C - Supporting Documentation

CITY OF PALM BAY, FLORIDA

SPECIAL COUNCIL MEETING NO. 2011-21

Held on Thursday, the 23rd day of June 2011, at the City Hall Council Chambers, 120 Malabar Road, SE, Palm Bay, Florida.

This meeting was properly noticed pursuant to law; the minutes are on file in the Office of the City Clerk, City Hall, Palm Bay, Florida.

The meeting was called to order at the hour of 6:30 P.M.

ROLL CALL:

MAYOR:	John J. Mazziotti	Present
DEPUTY MAYOR:	William Capote	Present
COUNCILMEMBER:	Kristine Isnardi	Present
COUNCILMEMBER:	Michele Paccione	Present
COUNCILMEMBER:	Ken Greene	Present
CITY MANAGER:	Sue Hann	Present
CITY ATTORNEY:	Andrew Larnon	Present
DEPUTY CITY CLERK:	Terese Jones	Present

CITY STAFF: Present were Chad Shoultz, Deputy City Manager; and Brad Johnson, Budget Administrator.

BUSINESS:

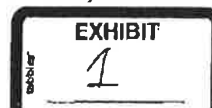
1. **Attorney-client session scheduled to discuss the pending litigation of City of Palm Bay versus Wells Fargo Bank NA to provide the City Attorney advice concerning settlement negotiations or strategy related to litigation expenses.**

The Mayor announced the names of the individuals who would be in attendance at the meeting. He stated the meeting would last approximately one-half hour.

The City Council moved to the City Manager's Conference Room to hold the attorney-client session and returned to the Council Chambers at the conclusion of same.

2. **Consideration of action items regarding the Palm Bay Community Charter Schools.**

Mrs. Hann stated the charter school had been unable to make its debt service payment since January 1, 2009, as indicated in the Brevard County School Board internal audit report dated June 1, 2011. This placed the school in a continued state of financial emergency as defined in Florida Statutes, Section 218.503. The projected state funding was anticipated to decline from \$6,468 per student to \$6,045 per student. The enrollment had decreased from 736 in the past school year to 713 in Fiscal Year 2011-2012.



Addendum C - Supporting Documentation

City of Palm Bay, Florida
Special Council Meeting No. 2011-21
Minutes - June 23, 2011
Page 2 of 2

Mr. Lannon stated the City had been advised by the School District that a Notice of Termination letter was forthcoming for the charter school. He asked for guidance as to whether the City would contest or appeal the termination.

Mrs. Hann stated that special counsel would be required for several different aspects of the appeal which would be very costly. Ultimately the City would become much more involved in the operation of the school; the City did not have the capacity to do so based on the budget constraints.

Motion by Mayor Mazziotti, seconded by Deputy Mayor Capote, not to contest or appeal the Notice of Termination. Motion carried with members voting as follows: Mayor Mazziotti, Yea; Deputy Mayor Capote, Yea; Councilwoman Isnardi, Yea; Councilwoman Paccione, Yea; Councilman Greene, Yea.

ADJOURNMENT:

There being no further business, the meeting adjourned at the hour of 7:14 P.M.


John J. Mazziotti, MAYOR

ATTEST:


Teresa Jones, DEPUTY CITY CLERK

Addendum C - Supporting Documentation

PINECREST ACADEMY, INC.

PINECREST ACADEMY HIGH SCHOOL (ORLANDO CAMPUS)

Status as of date of application: Closed

Date Charter School Closed: Effective upon approval for 2012-13 school year

November 2, 2012 (Approved by Pinecrest Academy, Inc. Governing Board)

December 11, 2012 (Approved by Orange County School Board)

Reason(s) for closure: Voluntary Closure by the Governing Board of the Charter School

Documentation Attached:

- Pinecrest Academy, Inc. Resolution approving the Governing Board's intent to dissolve or voluntarily close Pinecrest Academy High School (Orlando Campus) effective November 2, 2012
- Orange County School Board Meeting of December 11, 2012, Item 7.02 "Approval of the Voluntary Closure of Pinecrest Preparatory Charter High School (Orlando Campus)"
 - Action Type: Consent.
 - Recommended Action: Approval of the Voluntary Closure of Pinecrest Preparatory Charter High School.
 - Final Resolution: Motion Carries.

Addendum C - Supporting Documentation

PINECREST ACADEMY, INC

BOARD RESOLUTION

The undersigned hereby certifies that he/she is an Officer and/or Director of **PINECREST ACADEMY, INC.**, a not-for-profit corporation organized and existing under the laws of the State of Florida, and that the following is a true and correct copy of a resolution adopted by the Board of Directors of said corporation at a meeting held on November 2, 2012:

RESOLVED by the Board of Directors of Pincrest Academy, Inc. to approve to notify the school district of Pincrest Academy, Inc.'s intent to dissolve or voluntarily close the Pincrest Academy High School (Orlando Campus) effective immediately.

That the Adoption of said resolutions was in all respects legal and that said resolutions are in full force and effect and have not been modified or rescinded.

DATED November 2, 2012

PINECREST ACADEMY, INC.
A Florida not-for-profit corporation

By:


Judith Marty, Board Chair

Addendum C - Supporting Documentation

ORANGE COUNTY PUBLIC SCHOOLS
445 West Amelia Street, Orlando, FL 32801
407-317-3200
OCPS Means Success!

Agenda Item Details

Meeting	Dec 11, 2012 - Public Hearing and School Board Meeting 5:30 pm
Category	7. Consent - Approve Education Services Related Items
Subject	7.02 Request Approval of the Voluntary Closure of Pinecrest Preparatory Charter High School
Type	Action (Consent)
Recommended Action	Approval of the Voluntary Closure of Pinecrest Preparatory Charter High School

BACKGROUND:

The application for Pinecrest Preparatory Charter High School (9-12) was accepted and unanimously approved by the Orange County School Board (OCSB) on September 23, 2008. Pinecrest Preparatory Charter High School exercised a contractual one-year deferral option for the 2009-2010 school year. In 2010-2011, Pinecrest Preparatory Charter High School began its operations. On September of 2012, the OCPS School Choice Office was informed and received documentation that Pinecrest Preparatory Charter High School had a student enrollment of only five (5) students. On October 30, 2012, Pinecrest Preparatory Charter High School and its Board of Directors informed OCPS of the student enrollment declining to zero (0) and a pending decision to voluntarily close the school. Pinecrest Preparatory Charter High School was then served with communication that failure to voluntarily close would lead to 90 day closure proceedings. Subsequently, Pinecrest Preparatory Charter High School and its Board of Directors voted on November 2, 2012 to voluntarily cease all operations as a charter school. This closure will be effective immediately for the 2012-13 school year and all subsequent school years. The Pinecrest Preparatory Charter High School Board of Directors cited the following reasons for the voluntary closure: an inability to secure an appropriate facility for operation and an unstable financial outlook based on student enrollment.

This charter school voluntary closure directly supports School Board Strategic Goal #1—Intense Focus on Student Achievement and Goal #4 – Efficient Operations.

FISCAL IMPACT STATEMENT:

None

RECOMMENDED RESOLUTION:

Approval of the Voluntary Closure of Pinecrest Preparatory Charter High School

SUBMITTED AND PREPARED BY:

Jesus Jara, Deputy Superintendent
 Christopher Bernier, Senior Executive Director, School Choice Services

Our adopted rules of Parliamentary Procedure, Robert's Rules, provide for an agenda listing several items for approval of the Board by a single motion. Items listed on the agenda have gone through Cabinet review and recommendation. Documentation concerning these items has been provided to all Board members and the public in advance to assure an extensive and thorough review. Items may be removed from the agenda at the request

of any board agenda item

Attachment C - Supporting Documentation

Motion & Voting

to Approve the Consent Agenda

Motion by Christine Moore, second by Pam Gould.

Final Resolution: Motion Carries

Yea: William Sublette, Christine Moore, Joie W Cadle, Daryl Flynn, Kat B Gordon, Pam Gould, Judge Rick Roach, Nancy Robinson

OCPS EEO Non-Discrimination Statement

The School Board of Orange County, Florida, does not discriminate in admission or access to, or treatment or employment in its programs and activities, on the basis of race, color, religion, age, sex, national origin, marital status, disability, genetic information, sexual orientation, gender identity or expression, or any other reason prohibited by law. The following individuals at the Ronald Blocker Educational Leadership Center, 445 W. Amelia Street, Orlando, Florida 32801, attend to compliance matters: ADA Coordinator & Equal Employment Opportunity (EEO) Supervisor: Carianne Reggio; Section 504 Coordinator: Latonia Green; Acting Title IX Coordinator: Jennifer Gramzinski (407.317.3200)



*Somerset Academy, Inc. submit to
Broward County Public Schools:*

APPENDIX A BUDGET

**For:
SOMERSET KEY
HIGH CHARTER
SCHOOL**

Somerset Key Charter High School

Start-up Budget

	February	March	April	May	June	Total
Line of Credit / Grant **	25,000					
EXPENSES:						
Administration Staff	2,500	3,500	3,500	3,500	3,500	16,500
Marketing & Enrollment		2,500		2,000	500	5,000
Computer/Printer	1,500				1,000	2,500
Administrative Expenses	500	200	100	100	100	1,000
TOTAL OPERATING EXPENSES	4,500	6,200	3,600	5,600	5,100	25,000
Fund Balance	20,500	14,300	10,700	5,100	-	

** The School will apply for a \$25,000 planning and design grant, as provided by the Charter School Implementation Grant Program. If awarded, the grant will assist the school with the start-up costs which will be incurred prior to the period when the school will begin to receive operational funding from the sponsor. In the event that the start-up grant is not awarded, the school can either use resources from its network or has identified a non-profit charter school lender that will provide a line of credit to support the opening expenditures.

Somerset Key Charter High School

	Year 1	Year 2	Year 3	Year 4	Year 5
Grades	9-10	9-11	9-12	9-12	9-12
Students per grade (average)	200	200	200	200	200
Total # Students	400	600	800	800	800
Per Student Revenue *	6,214	6,276	6,339	6,402	6,466
		1.0%	1.0%	1.0%	1.0%

REVENUE

Maximum Gross Revenue (\$)	2,485,630	3,765,715	5,071,152	5,121,863	5,173,082
Enrollment Contingency (\$)	-	-	-	-	-
Budgeted State Sources of Revenue (\$)	2,485,630	3,765,715	5,071,152	5,121,863	5,173,082

EXPENDITURES

Facility Budget					
Maximum Facility Expense	543,906	833,904	1,112,194	1,142,076	1,172,785
Minimum Building Size Utilized (Sqft)	22,000	31,200	41,600	41,600	41,600
Cost per Student	\$ 900.00	\$ 927.00	\$ 954.81	\$ 983.45	\$ 1,012.96
Operating and Fixed Costs	183,906	277,704	348,346	355,313	362,419
Mortgage Payments/Rent	360,000	556,200	763,848	786,763	810,366

Teacher Staffing Budget					
Average Class Size	25	25	25	25	25
# of Teachers	17	29	41	41	41
Salary Benefits per Teacher	9,876	9,675	9,837	10,033	10,234

MAXIMUM FOR OTHER EXPENDITURES	1,528,629	2,252,992	2,924,637	2,982,674	2,996,616

* See All Charter School Calculator for Assumptions for the calculation of per pupil FTE

Somerset Key Charter High School			YEAR 1			YEAR 2	YEAR 3	YEAR 4	YEAR 5
			Expected	75% Enrollment	50 % Enrollment				
ENROLLMENT	Cost	Basis							
9 - 12 Classrooms			16	12	8	24	32	32	32
Total Enrollment			400	300	200	600	800	800	800
REVENUES									
State Sources with expected enrollment			\$ 2,485,630.00	\$ 1,864,222.50	\$ 1,242,815.00	\$ 3,765,715.31	\$ 5,071,151.72	\$ 5,121,863.24	\$ 5,173,081.87
Federal Sources - NSLP funds 60% of students	\$ 2.98	60%	\$ 128,736.00	\$ 96,552.00	\$ 64,368.00	\$ 196,966.08	\$ 267,873.87	\$ 273,231.35	\$ 278,695.97
Local Sources - Lunch program paid students	\$ 3.00	30%	\$ 64,800.00	\$ 48,600.00	\$ 32,400.00	\$ 99,144.00	\$ 134,835.84	\$ 137,532.56	\$ 140,283.21
Capital Outlay (Available 1st Year - Advance/Ed Accredited)	\$ 275.00	Per Student	\$ 110,000.00	\$ 82,500.00	\$ 55,000.00	\$ 165,000.00	\$ 220,000.00	\$ 220,000.00	\$ 220,000.00
Other Sources - Services			\$ 40,000.00	\$ 30,000.00	\$ 20,000.00	\$ 60,000.00	\$ 80,000.00	\$ 80,000.00	\$ 80,000.00
			\$ 2,829,166.00	\$ 2,121,874.50	\$ 1,414,583.00	\$ 4,286,825.39	\$ 5,773,861.43	\$ 5,832,627.14	\$ 5,892,061.05
EXPENDITURES									
Instruction									
Salaries (includes classroom teachers, contract or hourly, and teacher aides)	See Staffing Plan		\$ 699,580.00	\$ 534,810.00	\$ 329,540.00	\$ 1,169,042.40	\$ 1,680,412.46	\$ 1,714,020.71	\$ 1,748,301.13
Fringe Benefits			\$ 167,899.20	\$ 128,354.40	\$ 79,089.60	\$ 280,570.18	\$ 403,298.99	\$ 411,364.97	\$ 419,592.27
Contracted Professional Services (includes Therapists & other contracted instructional services)	\$ 450.00	ESE Student	\$ 21,600.00	\$ 16,200.00	\$ 10,800.00	\$ 33,048.00	\$ 44,945.28	\$ 45,844.19	\$ 46,761.07
Classroom Supplies & Equipment	\$ 45.00	Student	\$ 18,000.00	\$ 13,500.00	\$ 9,000.00	\$ 27,540.00	\$ 37,454.40	\$ 38,203.49	\$ 38,967.56
Teacher Supplies	\$ 35.00	Student	\$ 14,000.00	\$ 10,500.00	\$ 7,000.00	\$ 21,420.00	\$ 29,131.20	\$ 29,713.82	\$ 30,308.10
Textbooks and/or ebooks/Student Activities	\$ 210.00	Student	\$ 84,000.00	\$ 63,000.00	\$ 42,000.00	\$ 128,520.00	\$ 87,393.60	\$ 89,141.47	\$ 45,462.15
Supplemental instructional materials (CIRP/SIRP and Technology)	\$ 75.00	Student	\$ 30,000.00	\$ 22,500.00	\$ 15,000.00	\$ 45,900.00	\$ 62,424.00	\$ 63,672.48	\$ 64,945.93
Digital Education Content Materials (Leased)	\$ 150.00	Student	\$ 60,000.00	\$ 45,000.00	\$ 30,000.00	\$ 91,800.00	\$ 124,848.00	\$ 127,344.96	\$ 129,891.86
Computer - Equipment for Instruction (leased)	\$ 1,800.00	Classroom	\$ 28,800.00	\$ 21,600.00	\$ 14,400.00	\$ 44,064.00	\$ 59,927.04	\$ 61,125.58	\$ 62,348.09
Sub-Total Instruction			\$ 1,123,879.20	\$ 855,464.40	\$ 544,329.60	\$ 1,841,904.58	\$ 2,529,834.98	\$ 2,580,431.67	\$ 2,586,578.16
Pupil Personnel Services									
Salaries (includes counselor, school nurse, health assistant)	See Staffing Plan		\$ 77,000.00	\$ 59,500.00	\$ 42,000.00	\$ 78,540.00	\$ 80,110.80	\$ 81,713.02	\$ 83,347.28
Fringe Benefits			\$ 18,480.00	\$ 14,280.00	\$ 10,080.00	\$ 18,849.60	\$ 19,226.59	\$ 19,611.12	\$ 20,003.35
Contracted Professional Services (counseling and psychological)	\$ 850.00	ESE Student	\$ 40,800.00	\$ 30,600.00	\$ 20,400.00	\$ 62,424.00	\$ 84,896.64	\$ 86,594.57	\$ 88,326.46
Sub-Total Pupil Personnel Services			\$ 136,280.00	\$ 104,380.00	\$ 72,480.00	\$ 159,813.60	\$ 184,234.03	\$ 187,918.71	\$ 191,677.09
Media Services									
Salaries (includes Librarian)			\$ -	\$ -	\$ -	\$ 41,820.00	\$ 42,656.40	\$ 43,509.53	\$ 44,379.72
Fringe Benefits			\$ -	\$ -	\$ -	\$ 10,036.80	\$ 10,237.54	\$ 10,442.29	\$ 10,651.13
Sub-Total Media Services			\$ -	\$ -	\$ -	\$ 51,856.80	\$ 52,893.94	\$ 53,951.81	\$ 55,030.85
Curriculum Development									
Salaries (includes Curriculum Specialist)			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Fringe Benefits			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Curriculum Planning, Research, Development and Evaluation (part of ESP's Fee)	\$ 115.00	Student	\$ 46,000.00	\$ 34,500.00	\$ 23,000.00	\$ 70,380.00	\$ 95,716.80	\$ 97,631.14	\$ 99,583.76
Student Activities	\$ 15.00	Student	\$ 6,000.00	\$ 4,500.00	\$ 3,000.00	\$ 9,180.00	\$ 12,484.80	\$ 12,734.50	\$ 12,989.19
Sub-Total Curriculum Development			\$ 52,000.00	\$ 39,000.00	\$ 26,000.00	\$ 79,560.00	\$ 108,201.60	\$ 110,365.63	\$ 112,572.94
Staff Development									
Workshops/Trainings	\$ 1,000.00	Teacher	\$ 17,000.00	\$ 13,000.00	\$ 8,000.00	\$ 29,000.00	\$ 41,000.00	\$ 41,000.00	\$ 41,000.00
Sub-Total Staff Development			\$ 17,000.00	\$ 13,000.00	\$ 8,000.00	\$ 29,000.00	\$ 41,000.00	\$ 41,000.00	\$ 41,000.00

Somerset Key Charter High School			YEAR 1			YEAR 2	YEAR 3	YEAR 4	YEAR 5
			Expected	75% Enrollment	50 % Enrollment				
Instruction Related Technology									
Salaries (includes Technology Personnel)			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Fringe Benefits			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Software and Scanner	\$ 1,200.00	School	\$ 1,200.00	\$ 1,200.00	\$ 1,200.00	\$ 1,224.00	\$ 1,248.48	\$ 1,273.45	\$ 1,298.92
Hardware Maintenance	\$ 400.00	Classroom	\$ 6,400.00	\$ 4,800.00	\$ 3,200.00	\$ 9,792.00	\$ 13,317.12	\$ 13,583.46	\$ 13,855.13
<i>Sub-Total Instruction Related Technology</i>			\$ 7,600.00	\$ 6,000.00	\$ 4,400.00	\$ 11,016.00	\$ 14,565.60	\$ 14,856.91	\$ 15,154.05
Board									
Professional Services (Legal)	\$ 2,500.00	School	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,550.00	\$ 2,601.00	\$ 2,653.02	\$ 2,706.08
Insurance (General Liability, D&O, Professional Liability)	\$ 925.00	Classroom	\$ 14,800.00	\$ 11,100.00	\$ 7,400.00	\$ 22,644.00	\$ 30,795.84	\$ 31,411.76	\$ 32,039.99
Travel	\$ 2,000.00	Board Mem	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,040.00	\$ 2,080.80	\$ 2,122.42	\$ 2,164.86
<i>Sub-Total Board</i>			\$ 19,300.00	\$ 15,600.00	\$ 11,900.00	\$ 27,234.00	\$ 35,477.64	\$ 36,187.19	\$ 36,910.94
General Administration									
Management Fees (Portion of the \$450 fee charged by ESP)	\$ 225.00	Student	\$ 90,000.00	\$ 67,500.00	\$ 45,000.00	\$ 137,700.00	\$ 187,272.00	\$ 191,017.44	\$ 194,837.79
Administrative Fee									
<i>Sub-Total General Administration</i>			\$ 90,000.00	\$ 67,500.00	\$ 45,000.00	\$ 137,700.00	\$ 187,272.00	\$ 191,017.44	\$ 194,837.79
School Administration									
Salaries (includes Principal, Secretary & other Office Personnel)			\$ 136,081.08	\$ 136,081.08	\$ 108,000.00	\$ 158,182.70	\$ 228,972.36	\$ 233,551.80	\$ 238,222.84
Fringe Benefits			\$ 32,659.46	\$ 32,659.46	\$ 25,920.00	\$ 37,963.85	\$ 54,953.37	\$ 56,052.43	\$ 57,173.48
Equipment Rental / Lease	\$ 300.00	Per Month	\$ 3,600.00	\$ 3,600.00	\$ 3,600.00	\$ 3,672.00	\$ 3,745.44	\$ 3,820.35	\$ 3,896.76
Travel	\$ 1,200.00	Administrator	\$ 2,400.00	\$ 2,400.00	\$ 2,400.00	\$ 2,448.00	\$ 2,496.96	\$ 2,546.90	\$ 2,597.84
Advertising and Promotion	\$ 5.00	Student	\$ 2,000.00	\$ 1,500.00	\$ 1,000.00	\$ 3,060.00	\$ 4,161.60	\$ 4,244.83	\$ 4,329.73
License Fees	\$ 200.00		\$ 200.00	\$ 200.00	\$ 200.00	\$ 204.00	\$ 208.08	\$ 212.24	\$ 216.49
Dues and Subscriptions	\$ 4.00	Student	\$ 1,600.00	\$ 1,200.00	\$ 800.00	\$ 2,448.00	\$ 3,329.28	\$ 3,395.87	\$ 3,463.78
Postage	\$ 50.00	Classroom	\$ 800.00	\$ 600.00	\$ 400.00	\$ 1,224.00	\$ 1,664.64	\$ 1,697.93	\$ 1,731.89
Printing	\$ 225.00	Classroom	\$ 3,600.00	\$ 2,700.00	\$ 1,800.00	\$ 5,508.00	\$ 7,490.88	\$ 7,640.70	\$ 7,793.51
Office Supplies	\$ 25.00	Student	\$ 10,000.00	\$ 7,500.00	\$ 5,000.00	\$ 15,000.00	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00
Office Equipment	\$ 1,500.00		\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,530.00	\$ 1,560.60	\$ 1,591.81	\$ 1,623.65
Computer Equipment	\$ 1,000.00	Administrator	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,040.00	\$ 2,080.80	\$ 2,122.42	\$ 2,164.86
<i>Sub-Total School Administration</i>			\$ 196,440.54	\$ 191,940.54	\$ 152,620.00	\$ 233,280.55	\$ 330,664.00	\$ 336,877.28	\$ 343,214.83
Facilities Acquisition & Construction									
Building Lease / Rent (see budget summary for calculation)			\$ 360,000.00	\$ 270,000.00	\$ 180,000.00	\$ 556,200.00	\$ 763,848.00	\$ 786,763.44	\$ 810,366.34
<i>Sub-Total Facilities Acquisition & Construction</i>			\$ 360,000.00	\$ 270,000.00	\$ 180,000.00	\$ 556,200.00	\$ 763,848.00	\$ 786,763.44	\$ 810,366.34
Fiscal Services									
Salaries (Business Manager, Accounting & Bookkeeping Personnel)			\$ 40,000.00	\$ 40,000.00	\$ -	\$ 40,800.00	\$ 41,616.00	\$ 42,448.32	\$ 43,297.29
Fringe Benefits			\$ 9,600.00	\$ 9,600.00	\$ -	\$ 9,792.00	\$ 9,987.84	\$ 10,187.60	\$ 10,391.35
Fee to County School Board - up to 250 students			\$ 77,675.94	\$ 77,675.94	\$ 62,140.75	\$ 78,452.40	\$ 79,236.75	\$ 80,029.11	\$ 80,829.40
Planning, Research, Development and Evaluation (Part of ESP's Fee)	\$ 110.00		\$ 44,000.00	\$ 33,000.00	\$ 22,000.00	\$ 67,320.00	\$ 91,555.20	\$ 93,386.30	\$ 95,254.03
Professional Services - Annual Audit	\$ 8,500.00		\$ 8,500.00	\$ 8,500.00	\$ 8,500.00	\$ 8,670.00	\$ 8,843.40	\$ 9,020.27	\$ 9,200.67
<i>Sub-Total Fiscal Services</i>			\$ 179,775.94	\$ 168,775.94	\$ 92,640.75	\$ 205,034.40	\$ 231,239.19	\$ 235,071.60	\$ 238,972.74
Food Services									
Salaries (Food Service Workers)			\$ 28,000.00	\$ 14,000.00	\$ 14,000.00	\$ 28,560.00	\$ 29,131.20	\$ 29,713.82	\$ 30,308.10
Fringe Benefits			\$ 6,720.00	\$ 3,360.00	\$ 3,360.00	\$ 6,854.40	\$ 6,991.49	\$ 7,131.32	\$ 7,273.94
Food, Materials & Supplies - Vendor provided meals 90% Participation	\$ 2.46	Per Meal per day	\$ 159,408.00	\$ 119,556.00	\$ 79,704.00	\$ 243,894.24	\$ 331,696.17	\$ 338,330.09	\$ 345,096.69
Equipment Rental / Lease (provided by food vendor)									
Inspection fees	\$ 75.00	Twice per year	\$ 150.00	\$ 150.00	\$ 150.00	\$ 153.00	\$ 156.06	\$ 159.18	\$ 162.36
<i>Sub-Total Food Services</i>			\$ 194,278.00	\$ 137,066.00	\$ 97,214.00	\$ 279,461.64	\$ 367,974.91	\$ 375,334.41	\$ 382,841.10

Somerset Key Charter High School			YEAR 1			YEAR 2	YEAR 3	YEAR 4	YEAR 5
			Expected	75% Enrollment	50 % Enrollment				
Pupil Transportation Services									
Salaries (Drivers & Transportation workers)	See Staffing		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Fringe Benefits			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Contracted Transportation Services - \$235 per bus per day 20% utilization	\$ 290.00	20%	\$ 104,400.00	\$ 52,200.00	\$ 52,200.00	\$ 104,400.00	\$ 156,600.00	\$ 156,600.00	\$ 156,600.00
<i>Sub-Total Pupil Transportation Services</i>			\$ 104,400.00	\$ 54,700.00	\$ 54,700.00	\$ 104,400.00	\$ 156,600.00	\$ 156,600.00	\$ 156,600.00
Operation of Plant									
Salaries (Custodian, crossing guards, security)	See Staffing		\$ 41,601.60	\$ 20,800.80	\$ 20,800.80	\$ 63,650.45	\$ 64,923.46	\$ 66,221.93	\$ 67,546.36
Fringe benefits			\$ 9,984.38	\$ 4,992.19	\$ 4,992.19	\$ 15,276.11	\$ 15,581.63	\$ 15,893.26	\$ 16,211.13
Purchased Service (Custodial, fire and alarm, etc)	\$ 2,500.00	Per Classroom	\$ 40,000.00	\$ 30,000.00	\$ 20,000.00	\$ 61,200.00	\$ 83,232.00	\$ 84,896.64	\$ 86,594.57
Lawn Maintenance	\$ 200.00	Per Classroom	\$ 3,200.00	\$ 2,400.00	\$ 1,600.00	\$ 4,896.00	\$ 6,658.56	\$ 6,791.73	\$ 6,927.57
Pest Control	\$ 40.00	Per Classroom	\$ 640.00	\$ 480.00	\$ 320.00	\$ 979.20	\$ 1,331.71	\$ 1,358.35	\$ 1,385.51
Security Services	\$ 300.00	Per Month	\$ 3,600.00	\$ 3,600.00	\$ 3,600.00	\$ 3,672.00	\$ 3,745.44	\$ 3,820.35	\$ 3,896.76
Property Insurance	\$ 2,400.00	Per Classroom	\$ 38,400.00	\$ 28,800.00	\$ 19,200.00	\$ 58,752.00	\$ 79,902.72	\$ 81,500.77	\$ 83,130.79
Telephone Services	\$ 300.00	Per Month	\$ 3,600.00	\$ 3,600.00	\$ 3,600.00	\$ 3,672.00	\$ 3,745.44	\$ 3,820.35	\$ 3,896.76
Water & Sewer	\$ 80.00	Per Classroom	\$ 1,280.00	\$ 960.00	\$ 640.00	\$ 1,958.40	\$ 2,663.42	\$ 2,716.69	\$ 2,771.03
Electricity	\$ 2,600.00	Per Classroom	\$ 41,600.00	\$ 31,200.00	\$ 20,800.00	\$ 63,648.00	\$ 86,561.28	\$ 88,292.51	\$ 90,058.36
<i>Sub-Total Operation of Plant</i>			\$ 183,905.98	\$ 126,832.99	\$ 95,552.99	\$ 277,704.16	\$ 348,345.66	\$ 355,312.58	\$ 362,418.83
Maintenance of Plant									
Repairs & Maintenance	\$ 1.50	Sq. Ft.	\$ 33,000.00	\$ 15,600.00	\$ 5,200.00	\$ 46,800.00	\$ 62,400.00	\$ 62,400.00	\$ 62,400.00
Supplies									
<i>Sub-Total Maintenance of Plant</i>			\$ 33,000.00	\$ 15,600.00	\$ 5,200.00	\$ 46,800.00	\$ 62,400.00	\$ 62,400.00	\$ 62,400.00
Administrative Technology Services									
Systems Operation	\$ 750.00	Per Classroom	\$ 12,000.00	\$ 9,000.00	\$ 6,000.00	\$ 18,360.00	\$ 24,969.60	\$ 25,468.99	\$ 25,978.37
Systems Planning & Analysis									
<i>Sub-Total Administrative Technology Services</i>			\$ 12,000.00	\$ 9,000.00	\$ 6,000.00	\$ 18,360.00	\$ 24,969.60	\$ 25,468.99	\$ 25,978.37
Redemption of Principal						\$ 25,000.00			
Interest (Interest Only at 6%)			\$ 1,500.00	\$ 1,500.00	\$ 1,500.00				
<i>Sub-Total Debt Service</i>			\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 25,000.00	\$ -	\$ -	\$ -
Contingency									
Operating expense contingency - 3% of FEFP - Considered restricted funds	3%		\$ 84,874.98	\$ 31,828.12	\$ 8,487.50	\$ 128,604.76	\$ 173,215.84	\$ 174,978.81	\$ 176,761.83
<i>Sub-Total Contingency</i>			\$ 84,874.98	\$ 31,828.12	\$ 8,487.50	\$ 128,604.76	\$ 173,215.84	\$ 174,978.81	\$ 176,761.83
Total Expenditures			\$ 2,796,234.64	\$ 2,108,187.99	\$ 1,406,024.84	\$ 4,212,930.49	\$ 5,612,736.99	\$ 5,724,536.50	\$ 5,793,315.86
Excess of Revenues over Expenditures			\$ 32,931.36	\$ 13,686.51	\$ 8,558.16	\$ 73,894.90	\$ 161,124.44	\$ 108,090.65	\$ 98,745.19

Somerset Key Charter High School

REVENUES			
State Sources with expected enrollment			FEPP Revenue utilizing the revenue worksheet provided by the FLDOE
Federal Sources - NSLP funds 60% of students	\$ 2.98	60%	The reimbursement provided by the National School Lunch Program (NSLP)
Local Sources - Lunch program paid students	\$ 3.00	30%	The amount per meal for paid lunches
Capital Outlay (Available 1st Year - Advance/Ed Accredited)	\$ 275.00	Per Student	An estimate of the Capital Outlay amount based on the \$50 million allocated for the 2015-16 school year. The amount is kept constant for each year of the budget. The school is part of a district accredited network.
Other Sources - Services			Revenue from before care/after care, fund raising activities, field trips, and other internal revenue
EXPENDITURES			
Instruction			
Salaries (includes classroom teachers, contract or hourly, and teacher aides)	See Staffing Plan		Salaries in the staffing plan are for Full Time Equivalent (FTE) instruction positions. Individuals may be utilized for other functions and the expenditure presented is for the FTE outlined in the staffing plan.
Fringe Benefits			As calculated in the staffing plan
Contracted Professional Services (includes Therapists & other contracted instructional services)	\$ 450.00	ESE Student	Contracted instructional services as outlined in the application
Classroom Supplies & Equipment	\$ 45.00	Student	Student Agendas, Classroom Supplies and other items used within the classroom
Teacher Supplies	\$ 35.00	Student	Supplies for the teacher to outfit the classroom
Textbooks and/or ebooks/Student Activities	\$ 210.00	Student	Textbooks and other instructional materials as described in the curriculum section of the application
Supplemental instructional materials (CIRP/SIRP and Technology)	\$ 75.00	Student	Other supplemental curriculum as detailed in the application
Digital Education Content Materials (Leased)	\$ 150.00	Student	Digital content material as described in the curriculum section. The materials would be funded over time. Expenditure listed is for the annual costs.
Computer - Equipment for Instruction (leased)	\$ 1,800.00	Classroom	Computer equipment to be utilized in the classroom. The expenditure outlined is the annual cost to lease the equipment on a three lease. If the school receives a CSP grant the equipment would be purchased
<i>Sub-Total Instruction</i>			
Pupil Personnel Services			
Salaries (includes counselor, school nurse, health assistant)	See Staffing Plan		Salaries in the staffing plan are for Full Time Equivalent (FTE) positions. Individuals may be utilized for other functions and the expenditure presented is for the FTE outlined in the staffing plan.
Fringe Benefits			As calculated in the staffing plan
Contracted Professional Services (counseling and psychological)	\$ 850.00	ESE Student	Contracted instructional support services as outlined in the application (eg. ESE Specialist, counselor)
<i>Sub-Total Pupil Personnel Services</i>			
Media Services			
Salaries (includes Librarian)			Salaries in the staffing plan are for Full Time Equivalent (FTE) media service positions. Individuals may be utilized for other functions and the expenditure presented is for the FTE outlined in the staffing plan.
Fringe Benefits			As calculated in the staffing plan
<i>Sub-Total Media Services</i>			
Curriculum Development			
Salaries (includes Curriculum Specialist)			Salaries in the staffing plan are for Full Time Equivalent (FTE) curriculum positions. Individuals may be utilized for other functions and the expenditure presented is for the FTE outlined in the staffing plan.
Fringe Benefits			As calculated in the staffing plan
Curriculum Planning, Research, Development and Evaluation (part of ESP's Fee)	\$ 115.00	Student	The services provided in the ESP's \$450 per student fee for Curriculum Planning, Research, Development and Evaluation - The amount stated is a component of the ESP fee
Student Activities	\$ 15.00	Student	
<i>Sub-Total Curriculum Development</i>			
Staff Development			
Workshops/Trainings	\$ 1,000.00	Teacher	The costs associated with providing staff development as described in the application
<i>Sub-Total Staff Development</i>			
Instruction Related Technology			
Salaries (includes Technology Personnel)			
Fringe Benefits			
EduSoft Software and Scanner	\$ 1,200.00	School	
Hardware Maintenance	\$ 400.00	Classroom	The costs associated with maintaining the computer hardware. This amount is paid to outside contractors.
<i>Sub-Total Instruction Related Technology</i>			
Board			
Professional Services (Legal)	\$ 2,500.00	School	Outside legal expenses
Insurance (General Liability, D&O, Professional Liability)	\$ 925.00	Classroom	The costs of the Professional Educators Liability policy
Travel	\$ 2,000.00	Board Mem	The costs for board members to attend meetings and/or conferences
<i>Sub-Total Board</i>			
General Administration			
Management Fees (Portion of the \$450 fee charged by ESP)	\$ 225.00	Student	The portion of the management fee allocated for General administrative services
Administrative Fee			
<i>Sub-Total General Administration</i>			
School Administration			
Salaries (includes Principal, Secretary & other Office Personnel)			
Fringe Benefits			
Equipment Rental / Lease	\$ 300.00	Per Month	Office equipment leases
Travel	\$ 1,200.00	Administrator	Travel expense for the administrative staff to attend meetings and workshops.
Advertising and Promotion	\$ 5.00	Student	Expenditures related to the marketing of the school. This amount includes items such as direct mail, banners, etc.
License Fees	\$ 200.00		Annual Government license fees
Dues and Subscriptions	\$ 4.00	Student	Costs for subscription services. Membership in the Florida Consortium of Public Charter Schools is included here. The school utilizes the FCPCS teacher evaluation system.
Postage	\$ 50.00	Classroom	Postage and overnight mail costs
Printing	\$ 225.00	Classroom	Printing material and supplies
Office Supplies	\$ 25.00	Student	General office supplies
Office Equipment	\$ 1,500.00		Annual costs of the office equipment
Computer Equipment	\$ 1,000.00	Administrator	Annual costs of the administrative computer equipment
<i>Sub-Total School Administration</i>			

Somerset Key Charter High School

Facilities Acquisition & Construction			
Building Lease / Rent (see budget summary for calculation)			Facility lease costs as outlined in the budget summary and the facility section of the application
<i>Sub-Total Facilities Acquisition & Construction</i>			
Fiscal Services			
Salaries (Business Manager, Accounting & Bookkeeping Personnel)			Salaries in the staffing plan are for Full Time Equivalent (FTE) fiscal service positions. Individuals may be utilized for other functions and the expenditure presented is for the FTE outlined in the staffing plan.
Fringe Benefits			As calculated in the staffing plan
Fee to County School Board - up to 250 students			The fee paid to the school district as stipulated in statute
Planning, Research, Development and Evaluation (Part of ESP's Fee)	\$ 110.00		The portion of the fee paid to the ESP for providing back office accounting and other fiscal services.
Professional Services - Annual Audit	\$ 8,500.00		The costs of the annual audit paid to the outside auditor
<i>Sub-Total Fiscal Services</i>			
Food Services			
Salaries (Food Service Workers)			Salaries in the staffing plan are for Full Time Equivalent (FTE) food service positions. Individuals may be utilized for other functions and the expenditure presented is for the FTE outlined in the staffing plan.
Fringe Benefits			As calculated in the staffing plan
Food, Materials & Supplies - Vendor provided meals 90% Participation	\$ 2.46	Per Meal per day	The contract cost per meal paid to an approved NSLP provider
Equipment Rental / Lease (provided by food vendor)			No cost. The equipment is provided by the NSLP provider
Inspection fees	\$ 75.00	Twice per year	Health inspection fees
<i>Sub-Total Food Services</i>			
Pupil Transportation Services			
Salaries (Drivers & Transportation workers)			N/A
Fringe Benefits			
Contracted Transportation Services - \$235 per bus per day 20% utilization	\$ 290.00	40%	The cost for providing busing. The percentage of students that will be utilizing busing. The cost is per bus per day based on a 65 student capacity bus
<i>Sub-Total Pupil Transportation Services</i>			
Operation of Plant			
Salaries (Custodian, crossing guards, security)	See Staffing		Salaries in the staffing plan are for Full Time Equivalent (FTE) Operation of Plant positions. Individuals may be utilized for other functions and the expenditure presented is for the FTE outlined in the staffing plan.
Fringe benefits			As calculated in the staffing plan
Purchased Service (Custodial, fire and alarm, etc)	\$ 2,500.00	Per Classroom	The costs for contracted custodial services and other contracted service for the operation of the facility
Lawn Maintenance	\$ 200.00	Per Classroom	Contracted lawn service
Pest Control	\$ 40.00	Per Classroom	Contracted pest service
Security Services	\$ 300.00	Per Month	Contracted security alarm monitoring
Property Insurance	\$ 2,400.00	Per Classroom	The expenditure for property insurance including windstorm
Telephone Services	\$ 300.00	Per Month	Monthly phone service expenses
Water & Sewer	\$ 80.00	Per Classroom	City Water & Sewer costs
Electricity	\$ 2,600.00	Per Classroom	The costs electrical service
<i>Sub-Total Operation of Plant</i>			
Maintenance of Plant			
Repairs & Maintenance	\$ 1.50	Sq. Ft.	Repairs & Maintained of the facility
Supplies	\$ -		
<i>Sub-Total Maintenance of Plant</i>			
Administrative Technology Services			
Systems Operation	\$ 750.00	Per Classroom	Contracted costs to maintain the IT infrastructure
Systems Planning & Analysis	\$ -		
<i>Sub-Total Administrative Technology Services</i>			
Redemption of Principal	0		Repayment of start up loan
Interest (Interest Only at 6%)	0		Interest on start up loan
<i>Sub-Total Debt Service</i>			
Contingency			
Operating expense contingency - 3% of FEFP - Considered restricted funds	3%		

Staffing Plan

Somerset Key Charter High School

Fringe Benefit Rate	24.00%
FICA	6.20%
Medicare	1.45%
FUTA	\$ 189.00
SUTA	\$ 189.00
Workers Comp & Payroll Costs	1.38%
401K Contribution	2.00%
Health Insurance per Employee	\$ 4,380.00

\$365 Per month per Employee

		High	Yr1 75%	Low	Yr2	Yr3	Yr4	Yr5
Instruction Staff								
Teachers (ESE or ESOL certified teacher)	39,500	16	12	8	24	32	32	32
Substitute Teachers	1,100	16	12	8	24	32	32	32
Other Teachers (ESE, ESOL, see Budget Narrative)	40,500	1	1		3	6	6	6
Paraprofessionals	18,000				2	3	3	3
Supplements	593	16	12	8	24	32	32	32
	99,693	17	13	8	29	41	41	41
Pupil Personnel Services								
ESE Teacher/Coordinator	42,000	1.00	1.00	1.00	1	1	1	1
Nurse	35,000	1.00	0.50		1	1	1	1
	77,000	2.00	1.50	1.00	2	2	2	2
Media Services								
Media Specialist	41,000				1	1	1	1
	41,000	-	-	-	1	1	1	1
School Administration								
Principal	85,000	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Assistant Principal	65,000				1.00	1.00	1.00	1.00
Administrative Assistant	28,081	1.00	1.00		1.00	1.00	1.00	1.00
Registrar	23,000	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Other Clerical	19,000				1.00	1.00	1.00	1.00
	220,081	3.00	3.00	2.00	4	5	5	5
Fiscal Services								
Business Manager	40,000	1.00	1.00		1	1	1	1
	40,000	1.00	1.00	-	1	1	1	1
Food Services								
Food Service Workers	14,000	2	1	1	2	2	2	2
	14,000	2	1	1	2	2	2	2
	-	-	-	-	-	-	-	-
Operation of Plant								
Custodian	20,801	1.00	1.00	1.00	2	2	2	2
Security	20,801	1			1	1	1	1
	41,602	2.00	1	1	3	3	3	3
TOTAL EMPLOYEES		27	21	13	42	55	55	55
Average performance pay increase	2.0%							
Instruction Staff								
Homeroom Teachers		632,000	474,000	316,000	966,960	1,315,066	1,341,367	1,368,194
Substitute Teachers		17,600	13,200	8,800	26,928	36,622	37,355	38,102
Other Teachers (ESE, ESOL, Reading/Math Coaches)		40,500	40,500	-	123,930	252,817	257,874	263,031
Paraprofessionals		-	-	-	36,720	56,182	57,305	58,451
Supplements		9,480	7,110	4,740	14,504	19,726	20,121	20,523
		699,580	534,810	329,540	1,169,042	1,680,412	1,714,021	1,748,301
Benefits:		167,899	128,354	79,090	280,570	403,299	411,365	419,592
Pupil Personnel Services								
ESE Teacher/Coordinator		42,000	42,000	42,000	42,840	43,697	44,571	45,462
Nurse		35,000	17,500	-	35,700	36,414	37,142	37,885
		77,000	59,500	42,000	78,540	80,111	81,713	83,347
Benefits:		18,480	14,280	10,080	18,850	19,227	19,611	20,003
Media Services								
Media Specialist		-	-	-	41,820	42,656	43,510	44,380
		-	-	-	41,820	42,656	43,510	44,380
Benefits:		-	-	-	10,037	10,238	10,442	10,651
School Administration								
Principal		85,000	85,000	85,000	86,700	88,434	90,203	92,007
Assistant Principal		-	-	-	-	67,626	68,979	70,358
Administrative Assistant		28,081	28,081	-	28,643	29,216	29,800	30,396
Registrar		23,000	23,000	23,000	23,460	23,929	24,408	24,896
Other		136,081	136,081	108,000	158,183	228,972	233,552	238,223
Benefits:		32,659	32,659	25,920	37,964	54,953	56,052	57,173
Fiscal Services								
Business Manager		40,000	40,000	-	40,800	41,616	42,448	43,297
		40,000	40,000	-	40,800	41,616	42,448	43,297
Benefits:		9,600	9,600	-	9,792	9,988	10,188	10,391
Food Services								
Food Service Workers		28,000	14,000	14,000	28,560	29,131	29,714	30,308
		28,000	14,000	14,000	28,560	29,131	29,714	30,308
Benefits:		6,720	3,360	3,360	6,854	6,991	7,131	7,274
Operation of Plant								
Custodian		20,801	20,801	20,801	42,434	43,282	44,148	45,031
Security		20,801	-	-	21,217	21,641	22,074	22,515
		41,602	20,801	20,801	63,650	64,923	66,222	67,546
Benefits:		9,984	4,992	4,992	15,276	15,582	15,893	16,211
Total Payroll & Benefits		1,267,606	998,438	637,783	1,959,938	2,688,100	2,741,862	2,796,699

Somerset Key Charter High School

District: Broward

ESE Percent 12.00%
 ESOL Percent 11.00%
 Free & Reduced Lunch Percent 60.00%
 Occupancy 100% 100% 100% 100% 100%

Homeroom Classrooms 400 600 800 800 800

		Year 1	Year 2	Year 3	Year 4	Year 5
	Kindergarten					
	1st Grade					
	2nd Grade					
	3rd Grade					
	4th Grade					
	5th Grade					
	6th Grade					
	7th Grade					
	8th Grade					
	9th Grade	8	8	8	8	8
	10th Grade	8	8	8	8	8
	11th Grade		8	8	8	8
	12th Grade			8	8	8
		16	24	32	32	32

Student Teacher Ratio

		Year 1	Year 2	Year 3	Year 4	Year 5
	Kindergarten	0	0	0	0	0
	1st Grade	0	0	0	0	0
	2nd Grade	0	0	0	0	0
	3rd Grade	0	0	0	0	0
	4th Grade	0	0	0	0	0
	5th Grade	0	0	0	0	0
	6th Grade	0	0	0	0	0
	7th Grade	0	0	0	0	0
	8th Grade	0	0	0	0	0
	9th Grade	25	25	25	25	25
	10th Grade	25	25	25	25	25
	11th Grade	0	25	25	25	25
	12th Grade	0	0	25	25	25
		0	400	600	800	800

Students by Grade Budgeted Enrollment

		Year 1	Year 2	Year 3	Year 4	Year 5
	Kindergarten	0	0	0	0	0
	1st Grade	0	0	0	0	0
	2nd Grade	0	0	0	0	0
	3rd Grade	0	0	0	0	0
	4th Grade	0	0	0	0	0
	5th Grade	0	0	0	0	0
	6th Grade	0	0	0	0	0
	7th Grade	0	0	0	0	0
	8th Grade	0	0	0	0	0
	9th Grade	200	200	200	200	200
	10th Grade	200	200	200	200	200
	11th Grade	0	200	200	200	200
	12th Grade	0	0	200	200	200
		400	600	800	800	800

ESE Guaranteed Allocation:	Grade Level	Matrix Level	FTE
Additional Funding from the ESE Guaranteed Allocation.	K-3	251	0
Enter the FTE from 111,112, & 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. <i>The total should equal all FTE from programs 111, 112 & 113 above.</i>	K-3	252	
	K-3	253	
	4-8	251	0
	4-8	252	
	4-8	253	
	9-12	251	48
	9-12	252	
	9-12	253	
Total ESE			48.00

Somerset Key Charter High School

													YEAR 1
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
REVENUES													
State Sources with expected enrollment	207,136	207,136	207,136	207,136	207,136	207,136	207,136	207,136	207,136	207,136	207,136	207,136	\$ 2,485,630.00
Federal Sources - NSLP funds 60% of students				12,874	12,874	12,874	12,874	12,874	12,874	12,874	12,874	12,874	\$ 128,736.00
Local Sources - Lunch program paid students			6,480	6,480	6,480	6,480	6,480	6,480	6,480	6,480	6,480	6,480	\$ 64,800.00
Capital Outlay (Available 1st Year - Advance/Ed Accredited)				12,222	12,222	12,222	12,222	12,222	12,222	12,222	12,222	12,222	\$ 110,000.00
Other Sources - Services				4,444	4,444	4,444	4,444	4,444	4,444	4,444	4,444	4,444	\$ 40,000.00
	207,136	207,136	226,489	243,156	243,156	243,156	243,156	243,156	243,156	243,156	243,156	243,156	\$ 2,820,166.00
EXPENDITURES													
Instruction													
Salaries (includes classroom teachers, contract or hourly, and teacher aides)		31,799	66,778	66,778	66,778	66,778	66,778	66,778	66,778	66,778	66,778	66,778	\$ 699,580.00
Fringe Benefits		7,632	16,027	16,027	16,027	16,027	16,027	16,027	16,027	16,027	16,027	16,027	\$ 167,899.20
Contracted Professional Services (includes Therapists & other contracted instructional services)				2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	\$ 21,600.00
Classroom Supplies & Equipment		5,940	5,940	6,120									\$ 18,000.00
Teacher Supplies		4,620	4,620	4,760									\$ 14,000.00
Textbooks and/or ebooks/Student Activities		27,720	27,720	28,560									\$ 84,000.00
Supplemental instructional materials (CIRP/SIRP and Technology)		9,900	9,900	10,200									\$ 30,000.00
Digital Education Content Materials (Leased)												60,000	\$ 60,000.00
Computer - Equipment for Instruction (leased)		9,504	9,504	9,792									\$ 28,800.00
Computer Lab - Including Software		-	-	-									\$ -
Sub-Total Instruction	-	97,115	140,489	144,637	85,205	85,205	85,205	85,205	85,205	85,205	85,205	145,205	\$ 1,123,879.20
Pupil Personnel Services													
Salaries (includes counselor, school nurse, health assistant)			7,700	7,700	7,700	7,700	7,700	7,700	7,700	7,700	7,700	7,700	\$ 77,000.00
Fringe Benefits			1,848	1,848	1,848	1,848	1,848	1,848	1,848	1,848	1,848	1,848	\$ 18,480.00
Contracted Professional Services (counseling and psychological)			4,080	4,080	4,080	4,080	4,080	4,080	4,080	4,080	4,080	4,080	\$ 40,800.00
Sub-Total Pupil Personnel Services	-	-	13,628	13,628	13,628	13,628	13,628	13,628	13,628	13,628	13,628	13,628	\$ 136,280.00
Media Services													
Salaries (includes Librarian)		-	-	-	-	-	-	-	-	-	-	-	\$ -
Fringe Benefits		-	-	-	-	-	-	-	-	-	-	-	\$ -
Library Books		-	-	-	-	-	-	-	-	-	-	-	\$ -
Audio Visual Materials		-	-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total Media Services	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Curriculum Development													
Salaries (includes Curriculum Specialist)		-	-	-	-	-	-	-	-	-	-	-	\$ -
Fringe Benefits		-	-	-	-	-	-	-	-	-	-	-	\$ -
Curriculum Planning, Research, Development and Evaluation (part of ESP's Fee)	3,833	3,833	3,833	3,833	3,833	3,833	3,833	3,833	3,833	3,833	3,833	3,833	\$ 46,000.00
Development Supplies		-	-	-	-	-	-	-	-	-	-	-	\$ -
Student Activities		3,000	3,000										\$ 6,000.00
Sub-Total Curriculum Development	3,833	6,833	6,833	3,833	3,833	3,833	3,833	3,833	3,833	3,833	3,833	3,833	\$ 52,000.00
Staff Development													
Workshops/Trainings		8,500							8,500				\$ 17,000.00
Travel		-							-				\$ -
Professional Services		-							-				\$ -
Sub-Total Staff Development	-	8,500	-	-	-	-	-	-	8,500	-	-	-	\$ 17,000.00
Instruction Related Technology													
Salaries (includes Technology Personnel)		-	-	-	-	-	-	-	-	-	-	-	\$ -
Fringe Benefits		-	-	-	-	-	-	-	-	-	-	-	\$ -
Software and Scanner		600	600										\$ 1,200.00
Hardware Maintenance				711	711	711	711	711	711	711	711	711	\$ 6,400.00
Computer Learning Labs		-	-										\$ -
Sub-Total Instruction Related Technology	-	600	600	711	711	711	711	711	711	711	711	711	\$ 7,600.00

Somerset Key Charter High School

													YEAR 1
Board													
Professional Services (Legal)						625	625	625	625				\$ 2,500.00
Insurance (General Liability, D&O, Professional Liability)	3,700			3,700			3,700			3,700			\$ 14,800.00
Travel	2,000												\$ 2,000.00
Sub-Total Board	5,700	-	-	3,700	-	625	4,325	625	625	3,700	-	-	\$ 19,300.00
General Administration													
Management Fees (Portion of the \$450 fee charged by ESP)												90,000	\$ 90,000.00
Administrative Fee	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total General Administration	-	-	-	-	-	-	-	-	-	-	-	90,000	\$ 90,000.00
School Administration													
Salaries (includes Principal, Secretary & other Office Personnel)	11,340	11,340	11,340	11,340	11,340	11,340	11,340	11,340	11,340	11,340	11,340	11,340	\$ 136,081.08
Fringe Benefits	2,722	2,722	2,722	2,722	2,722	2,722	2,722	2,722	2,722	2,722	2,722	2,722	\$ 32,659.46
Equipment Rental / Lease	300	300	300	300	300	300	300	300	300	300	300	300	\$ 3,600.00
Travel				2,400									\$ 2,400.00
Advertising and Promotion	667	667							667				\$ 2,000.00
License Fees	200												\$ 200.00
Dues and Subscriptions	1,600												\$ 1,600.00
Postage			80	80	80	80	80	80	80	80	80	80	\$ 800.00
Printing	1,800	164	164	164	164	164	164	164	164	164	164	164	\$ 3,600.00
Office Supplies	2,500	682	682	682	682	682	682	682	682	682	682	682	\$ 10,000.00
Office Equipment	1,500												\$ 1,500.00
Computer Equipment	2,000												\$ 2,000.00
Sub-Total School Administration	24,628	15,874	15,287	17,687	15,287	15,287	15,287	15,287	15,954	15,287	15,287	15,287	\$ 196,440.54
Facilities Acquisition & Construction													
Building Lease / Rent (see budget summary for calculation)		32,727	32,727	32,727	32,727	32,727	32,727	32,727	32,727	32,727	32,727	32,727	\$ 360,000.00
Remodeling & Renovations	-												\$ -
Purchase of Buildings & Fixed Equipment	-												\$ -
Land	-												\$ -
Sub-Total Facilities Acquisition & Construction	-	32,727	32,727	32,727	32,727	32,727	32,727	32,727	32,727	32,727	32,727	32,727	\$ 360,000.00
Fiscal Services													
Salaries (Business Manager, Accounting & Bookkeeping Personnel)	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	\$ 40,000.00
Fringe Benefits	800	800	800	800	800	800	800	800	800	800	800	800	\$ 9,600.00
Fee to County School Board - up to 250 students	6,473	6,473	6,473	6,473	6,473	6,473	6,473	6,473	6,473	6,473	6,473	6,473	\$ 77,675.94
Planning, Research, Development and Evaluation (Part of ESP's Fee)	3,667	3,667	3,667	3,667	3,667	3,667	3,667	3,667	3,667	3,667	3,667	3,667	\$ 44,000.00
Professional Services - Annual Audit	708	708	708	708	708	708	708	708	708	708	708	708	\$ 8,500.00
Sub-Total Fiscal Services	14,981	14,981	14,981	14,981	14,981	14,981	14,981	14,981	14,981	14,981	14,981	14,981	\$ 179,775.94
Food Services													
Salaries (Food Service Workers)			2,800	2,800	2,800	2,800	2,800	2,800	2,800	2,800	2,800	2,800	\$ 28,000.00
Fringe Benefits			672	672	672	672	672	672	672	672	672	672	\$ 6,720.00
Food													\$ -
Food, Materials & Supplies - Vendor provided meals 90% Participation			15,941	15,941	15,941	15,941	15,941	15,941	15,941	15,941	15,941	15,941	\$ 159,408.00
Equipment Rental / Lease (provided by food vendor)													\$ -
Inspection fees			15	15	15	15	15	15	15	15	15	15	\$ 150.00
Sub-Total Food Services	-	-	19,428	19,428	19,428	19,428	19,428	19,428	19,428	19,428	19,428	19,428	\$ 194,278.00
Pupil Transportation Services													
Salaries (Drivers & Transportation workers)			-	-	-	-	-	-	-	-	-	-	\$ -
Fringe Benefits			-	-	-	-	-	-	-	-	-	-	\$ -
Contracted Transportation Services - \$235 per bus per day 20% utilization			10,440	10,440	10,440	10,440	10,440	10,440	10,440	10,440	10,440	10,440	\$ 104,400.00
Field Trip Expenses for competitions													\$ -
Buses			-	-	-	-	-	-	-	-	-	-	\$ -
Repairs & Maintenance			-	-	-	-	-	-	-	-	-	-	\$ -
Fuel			-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total Pupil Transportation Services	-	-	10,440	10,440	10,440	10,440	10,440	10,440	10,440	10,440	10,440	10,440	\$ 104,400.00

Somerset Key Charter High School

														YEAR 1
Operation of Plant														
Salaries (Custodian, crossing guards, security)	3,467	3,467	3,467	3,467	3,467	3,467	3,467	3,467	3,467	3,467	3,467	3,467	3,467	\$ 41,601.60
Fringe benefits	832	832	832	832	832	832	832	832	832	832	832	832	832	\$ 9,984.38
Purchased Service (Custodial, fire and alarm, etc)	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	\$ 40,000.00
Lawn Maintenance	267	267	267	267	267	267	267	267	267	267	267	267	267	\$ 3,200.00
Pest Control	53	53	53	53	53	53	53	53	53	53	53	53	53	\$ 640.00
Security Services	300	300	300	300	300	300	300	300	300	300	300	300	300	\$ 3,600.00
Property Insurance	3,200	3,200	3,200	3,200	3,200	3,200	3,200	3,200	3,200	3,200	3,200	3,200	3,200	\$ 38,400.00
Telephone Services	300	300	300	300	300	300	300	300	300	300	300	300	300	\$ 3,600.00
Water & Sewer	107	107	107	107	107	107	107	107	107	107	107	107	107	\$ 1,280.00
Electricity	3,467	3,467	3,467	3,467	3,467	3,467	3,467	3,467	3,467	3,467	3,467	3,467	3,467	\$ 41,600.00
Custodial Supplies & Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total Operation of Plant	15,325	15,325	15,325	15,325	15,325	15,325	15,325	15,325	15,325	15,325	15,325	15,325	15,325	\$ 183,905.98
Maintenance of Plant														
Repairs & Maintenance		3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	\$ 33,000.00
Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total Maintenance of Plant	-	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	\$ 33,000.00
Administrative Technology Services														
Internal Technology Support	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Technology Personnel	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Systems Operation	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	\$ 12,000.00
Systems Planning & Analysis	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total Administrative Technology Services	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	\$ 12,000.00
After Care Programs														
After Care Salary			-	-	-	-	-	-	-	-	-	-	-	\$ -
Fringe Benefits			-	-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total After Care Programs			-	-	-	-	-	-	-	-	-	-	-	\$ -
Debt Service														
Redemption of Principal														\$ -
Interest (Interest Only at 6%)		136	136	136	136	136	136	136	136	136	136	136	136	\$ 1,500.00
Sub-Total Debt Service		136	136	136	136	136	136	136	136	136	136	136	136	\$ 1,500.00
Contingency														
Operating expense contingency - 3% of FEFP - Considered restricted funds													84,875	\$ 84,874.98
Sub-Total Contingency													84,875	\$ 84,874.98
Total Expenditures	\$ 65,468.54	\$ 196,092.50	\$ 273,875.60	\$ 281,234.71	\$ 215,702.71	\$ 216,327.71	\$ 220,027.71	\$ 216,327.71	\$ 225,494.37	\$ 219,402.71	\$ 215,702.71	\$ 450,577.69	\$ 2,796,234.64	
Excess of Revenues over Expenditures	\$ 141,667.29	\$ 11,043.33	\$ (47,386.16)	\$ (38,078.61)	\$ 27,453.39	\$ 26,828.39	\$ 23,128.39	\$ 26,828.39	\$ 17,661.73	\$ 23,753.39	\$ 27,453.39	\$ (207,421.59)	\$ 32,931.36	
Fund Balance	\$ 141,667.29	\$ 152,710.63	\$ 105,324.46	\$ 67,245.86	\$ 94,699.25	\$ 121,527.64	\$ 144,656.04	\$ 171,484.43	\$ 189,146.16	\$ 212,899.55	\$ 240,352.95	\$ 32,931.36		

Somerset Key Charter High School

Somerset Key Charter High School													YEAR 2	
													100 % Enrollment	
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun		
REVENUES														
State Sources with expected enrollment	313,810	313,810	313,810	313,810	313,810	313,810	313,810	313,810	313,810	313,810	313,810	313,810	\$ 3,765,715.31	
Federal Sources - NSLP funds 60% of students			19,697	19,697	19,697	19,697	19,697	19,697	19,697	19,697	19,697	19,697	\$ 196,966.08	
Local Sources - Lunch program paid students			9,914	9,914	9,914	9,914	9,914	9,914	9,914	9,914	9,914	9,914	\$ 99,144.00	
Capital Outlay (Available 1st Year - Advance/Ed Accredited)				18,333	18,333	18,333	18,333	18,333	18,333	18,333	18,333	18,333	\$ 165,000.00	
Other Sources - Services				6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	\$ 60,000.00	
Previous Years Balance Carry Forward	32,931												\$ 32,931.36	
	346,741	313,810	343,421	368,421	368,421	368,421	368,421	368,421	368,421	368,421	368,421	368,421	\$ 4,319,756.75	
EXPENDITURES														
Instruction														
Salaries (includes classroom teachers, contract or hourly, and teacher aides)		53,138	111,590	111,590	111,590	111,590	111,590	111,590	111,590	111,590	111,590	111,590	\$ 1,169,042.40	
Fringe Benefits		12,753	26,782	26,782	26,782	26,782	26,782	26,782	26,782	26,782	26,782	26,782	\$ 280,570.18	
Contracted Professional Services (includes Therapists & other contracted instructional services)				3,672	3,672	3,672	3,672	3,672	3,672	3,672	3,672	3,672	\$ 33,048.00	
Classroom Supplies & Equipment		9,088	9,088	9,364									\$ 27,540.00	
Teacher Supplies		7,069	7,069	7,283									\$ 21,420.00	
Textbooks and/or ebooks/Student Activities		42,412	42,412	43,697									\$ 128,520.00	
Supplemental instructional materials (CIRP/SIRP and Technology)		15,147	15,147	15,606									\$ 45,900.00	
Digital Education Content Materials (Leased)												91,800	\$ 91,800.00	
Computer - Equipment for Instruction (leased)		14,541	14,541	14,982									\$ 44,064.00	
Computer Lab - Including Software		-	-	-									\$ -	
Sub-Total Instruction	-	154,148	226,629	232,975	142,044	142,044	142,044	142,044	142,044	142,044	142,044	233,844	\$ 1,841,904.58	
Pupil Personnel Services														
Salaries (includes counselor, school nurse, health assistant)			7,854	7,854	7,854	7,854	7,854	7,854	7,854	7,854	7,854	7,854	\$ 78,540.00	
Fringe Benefits			1,885	1,885	1,885	1,885	1,885	1,885	1,885	1,885	1,885	1,885	\$ 18,849.60	
Contracted Professional Services (counseling and psychological)			6,242	6,242	6,242	6,242	6,242	6,242	6,242	6,242	6,242	6,242	\$ 62,424.00	
Sub-Total Pupil Personnel Services	-	-	15,981	15,981	15,981	15,981	15,981	15,981	15,981	15,981	15,981	15,981	\$ 159,813.60	
Media Services														
Salaries (includes Librarian)		1,901	3,992	3,992	3,992	3,992	3,992	3,992	3,992	3,992	3,992	3,992	\$ 41,820.00	
Fringe Benefits		456	958	958	958	958	958	958	958	958	958	958	\$ 10,036.80	
Library Books		-	-	-	-	-	-	-	-	-	-	-	\$ -	
Audio Visual Materials		-	-	-	-	-	-	-	-	-	-	-	\$ -	
Sub-Total Media Services	-	2,357	4,950	4,950	4,950	4,950	4,950	4,950	4,950	4,950	4,950	4,950	\$ 51,856.80	
Curriculum Development														
Salaries (includes Curriculum Specialist)		-	-	-	-	-	-	-	-	-	-	-	\$ -	
Fringe Benefits		-	-	-	-	-	-	-	-	-	-	-	\$ -	
Curriculum Planning, Research, Development and Evaluation (part of ESP's Fee)	5,865	5,865	5,865	5,865	5,865	5,865	5,865	5,865	5,865	5,865	5,865	5,865	\$ 70,380.00	
Development Supplies		-	-	-	-	-	-	-	-	-	-	-	\$ -	
Student Activities		4,590	4,590										\$ 9,180.00	
Sub-Total Curriculum Development	5,865	10,455	10,455	5,865	5,865	5,865	5,865	5,865	5,865	5,865	5,865	5,865	\$ 79,560.00	
Staff Development														
Workshops/Trainings		14,500							14,500				\$ 29,000.00	
Travel		-							-				\$ -	
Professional Services		-							-				\$ -	
Sub-Total Staff Development	-	14,500	-	-	-	-	-	-	14,500	-	-	-	\$ 29,000.00	
Instruction Related Technology														
Salaries (includes Technology Personnel)		-	-	-	-	-	-	-	-	-	-	-	\$ -	
Fringe Benefits		-	-	-	-	-	-	-	-	-	-	-	\$ -	
Software and Scanner		612	612										\$ 1,224.00	
Hardware Maintenance		-		1,088	1,088	1,088	1,088	1,088	1,088	1,088	1,088	1,088	\$ 9,792.00	
Computer Learning Labs		-	-										\$ -	
Sub-Total Instruction Related Technology	-	612	612	1,088	1,088	1,088	1,088	1,088	1,088	1,088	1,088	1,088	\$ 11,016.00	

Somerset Key Charter High School

													YEAR 2
													100 % Enrollment
Board													
Professional Services (Legal)	2,550												\$ 2,550.00
Insurance (General Liability, D&O, Professional Liability)	5,661			5,661			5,661			5,661			\$ 22,644.00
Travel	2,040												\$ 2,040.00
Sub-Total Board	10,251	-	-	5,661	-	-	5,661	-	-	5,661	-	-	\$ 27,234.00
General Administration													
Management Fees (Portion of the \$450 fee charged by ESP)	11,475	11,475	11,475	11,475	11,475	11,475	11,475	11,475	11,475	11,475	11,475	11,475	\$ 137,700.00
Administrative Fee	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total General Administration	11,475	11,475	11,475	11,475	11,475	11,475	11,475	11,475	11,475	11,475	11,475	11,475	\$ 137,700.00
School Administration													
Salaries (includes Principal, Secretary & other Office Personnel)	13,182	13,182	13,182	13,182	13,182	13,182	13,182	13,182	13,182	13,182	13,182	13,182	\$ 158,182.70
Fringe Benefits	3,164	3,164	3,164	3,164	3,164	3,164	3,164	3,164	3,164	3,164	3,164	3,164	\$ 37,963.85
Equipment Rental / Lease	306	306	306	306	306	306	306	306	306	306	306	306	\$ 3,672.00
Travel				2,448									\$ 2,448.00
Advertising and Promotion	1,020	1,020	1,020										\$ 3,060.00
License Fees	204												\$ 204.00
Dues and Subscriptions	2,448												\$ 2,448.00
Postage			122	122	122	122	122	122	122	122	122	122	\$ 1,224.00
Printing	2,754	250	250	250	250	250	250	250	250	250	250	250	\$ 5,508.00
Office Supplies	3,750	1,023	1,023	1,023	1,023	1,023	1,023	1,023	1,023	1,023	1,023	1,023	\$ 15,000.00
Office Equipment	1,530												\$ 1,530.00
Computer Equipment	2,040												\$ 2,040.00
Sub-Total School Administration	30,398	18,945	19,067	20,495	18,047	18,047	18,047	18,047	18,047	18,047	18,047	18,047	\$ 233,280.55
Facilities Acquisition & Construction													
Building Lease / Rent (see budget summary for calculation)		50,564	50,564	50,564	50,564	50,564	50,564	50,564	50,564	50,564	50,564	50,564	\$ 556,200.00
Remodeling & Renovations	-												\$ -
Purchase of Buildings & Fixed Equipment	-												\$ -
Land	-												\$ -
Sub-Total Facilities Acquisition & Construction	-	50,564	50,564	50,564	50,564	50,564	50,564	50,564	50,564	50,564	50,564	50,564	\$ 556,200.00
Fiscal Services													
Salaries (Business Manager, Accounting & Bookkeeping Personnel)	3,400	3,400	3,400	3,400	3,400	3,400	3,400	3,400	3,400	3,400	3,400	3,400	\$ 40,800.00
Fringe Benefits	816	816	816	816	816	816	816	816	816	816	816	816	\$ 9,792.00
Fee to County School Board - up to 250 students	6,538	6,538	6,538	6,538	6,538	6,538	6,538	6,538	6,538	6,538	6,538	6,538	\$ 78,452.40
Planning, Research, Development and Evaluation (Part of ESP's Fee)	5,610	5,610	5,610	5,610	5,610	5,610	5,610	5,610	5,610	5,610	5,610	5,610	\$ 67,320.00
Professional Services - Annual Audit	723	723	723	723	723	723	723	723	723	723	723	723	\$ 8,670.00
Sub-Total Fiscal Services	17,086	17,086	17,086	17,086	17,086	17,086	17,086	17,086	17,086	17,086	17,086	17,086	\$ 205,034.40
Food Services													
Salaries (Food Service Workers)			2,856	2,856	2,856	2,856	2,856	2,856	2,856	2,856	2,856	2,856	\$ 28,560.00
Fringe Benefits			685	685	685	685	685	685	685	685	685	685	\$ 6,854.40
Food			-	-	-	-	-	-	-	-	-	-	\$ -
Food, Materials & Supplies - Vendor provided meals 90% Participation			24,389	24,389	24,389	24,389	24,389	24,389	24,389	24,389	24,389	24,389	\$ 243,894.24
Equipment Rental / Lease (provided by food vendor)			-	-	-	-	-	-	-	-	-	-	\$ -
Inspection fees			15	15	15	15	15	15	15	15	15	15	\$ 153.00
Sub-Total Food Services	-	-	27,945	27,946	27,946	27,946	27,946	27,946	27,946	27,946	27,946	27,946	\$ 279,461.64
Pupil Transportation Services													
Salaries (Drivers & Transportation workers)			-	-	-	-	-	-	-	-	-	-	\$ -
Fringe Benefits			-	-	-	-	-	-	-	-	-	-	\$ -
Contracted Transportation Services - \$235 per bus per day 20% utilization			10,440	10,440	10,440	10,440	10,440	10,440	10,440	10,440	10,440	10,440	\$ 104,400.00
Field Trip Expenses for competitions			-	-	-	-	-	-	-	-	-	-	\$ -
Buses			-	-	-	-	-	-	-	-	-	-	\$ -
Repairs & Maintenance			-	-	-	-	-	-	-	-	-	-	\$ -
Fuel			-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total Pupil Transportation Services	-	-	10,440	10,440	10,440	10,440	10,440	10,440	10,440	10,440	10,440	10,440	\$ 104,400.00

Somerset Key Charter High School

														YEAR 2
														100 % Enrollment
Operation of Plant														
Salaries (Custodian, crossing guards, security)	5,304	5,304	5,304	5,304	5,304	5,304	5,304	5,304	5,304	5,304	5,304	5,304	5,304	\$ 63,650.45
Fringe benefits	1,273	1,273	1,273	1,273	1,273	1,273	1,273	1,273	1,273	1,273	1,273	1,273	1,273	\$ 15,276.11
Purchased Service (Custodial, fire and alarm, etc)	5,100	5,100	5,100	5,100	5,100	5,100	5,100	5,100	5,100	5,100	5,100	5,100	5,100	\$ 61,200.00
Lawn Maintenance	408	408	408	408	408	408	408	408	408	408	408	408	408	\$ 4,896.00
Pest Control	82	82	82	82	82	82	82	82	82	82	82	82	82	\$ 979.20
Security Services	306	306	306	306	306	306	306	306	306	306	306	306	306	\$ 3,672.00
Property Insurance	4,896	4,896	4,896	4,896	4,896	4,896	4,896	4,896	4,896	4,896	4,896	4,896	4,896	\$ 58,752.00
Telephone Services	306	306	306	306	306	306	306	306	306	306	306	306	306	\$ 3,672.00
Water & Sewer	163	163	163	163	163	163	163	163	163	163	163	163	163	\$ 1,958.40
Electricity	5,304	5,304	5,304	5,304	5,304	5,304	5,304	5,304	5,304	5,304	5,304	5,304	5,304	\$ 63,648.00
Custodial Supplies & Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total Operation of Plant	23,142	23,142	23,142	23,142	23,142	23,142	23,142	23,142	23,142	23,142	23,142	23,142	23,142	\$ 277,704.16
Maintenance of Plant														
Repairs & Maintenance		4,255	4,255	4,255	4,255	4,255	4,255	4,255	4,255	4,255	4,255	4,255	4,255	\$ 46,800.00
Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total Maintenance of Plant	-	4,255	4,255	4,255	4,255	4,255	4,255	4,255	4,255	4,255	4,255	4,255	4,255	\$ 46,800.00
Administrative Technology Services														
Internal Technology Support	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Technology Personnel	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Systems Operation	1,530	1,530	1,530	1,530	1,530	1,530	1,530	1,530	1,530	1,530	1,530	1,530	1,530	\$ 18,360.00
Systems Planning & Analysis	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total Administrative Technology Services	1,530	1,530	1,530	1,530	1,530	1,530	1,530	1,530	1,530	1,530	1,530	1,530	1,530	\$ 18,360.00
After Care Programs														
After Care Salary		-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Fringe Benefits		-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total After Care Programs	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Debt Service														
Redemption of Principal		2,273	2,273	2,273	2,273	2,273	2,273	2,273	2,273	2,273	2,273	2,273	2,273	\$ 25,000.00
Interest (Interest Only at 6%)		-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total Debt Service	-	2,273	2,273	2,273	2,273	2,273	2,273	2,273	2,273	2,273	2,273	2,273	2,273	\$ 25,000.00
Contingency														
Operating expense contingency - 3% of FEFP - Considered restricted funds													128,605	\$ 128,604.76
Sub-Total Contingency	-	-	-	-	-	-	-	-	-	-	-	-	128,605	\$ 128,604.76
Total Expenditures	\$ 99,746.76	\$ 311,340.89	\$ 426,404.28	\$ 435,725.72	\$ 336,685.76	\$ 336,685.76	\$ 342,346.76	\$ 336,685.76	\$ 351,185.76	\$ 342,346.76	\$ 336,685.76	\$ 557,090.52	\$ 4,212,930.49	
Excess of Revenues over Expenditures	\$ 246,994.21	\$ 2,468.72	\$ (82,983.66)	\$ (67,305.10)	\$ 31,734.86	\$ 31,734.86	\$ 26,073.86	\$ 31,734.86	\$ 17,234.86	\$ 26,073.86	\$ 31,734.86	\$ (188,669.90)	\$ 106,826.26	
Fund Balance	\$ 246,994.21	\$ 249,462.93	\$ 166,479.27	\$ 99,174.17	\$ 130,909.02	\$ 162,643.88	\$ 188,717.74	\$ 220,452.60	\$ 237,687.45	\$ 263,761.31	\$ 295,496.17	\$ 106,826.26		

Somerset Key Charter High School

	YEAR 3												
	100 % Enrollment												
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
REVENUES													
State Sources with expected enrollment	422,596	422,596	422,596	422,596	422,596	422,596	422,596	422,596	422,596	422,596	422,596	422,596	\$ 5,071,151.72
Federal Sources - NSLP funds 60% of students			26,787	26,787	26,787	26,787	26,787	26,787	26,787	26,787	26,787	26,787	\$ 267,873.87
Local Sources - Lunch program paid students			13,484	13,484	13,484	13,484	13,484	13,484	13,484	13,484	13,484	13,484	\$ 134,835.84
Capital Outlay (Available 1st Year - Advance/Ed Accredited)				24,444	24,444	24,444	24,444	24,444	24,444	24,444	24,444	24,444	\$ 220,000.00
Other Sources - Services				8,889	8,889	8,889	8,889	8,889	8,889	8,889	8,889	8,889	\$ 80,000.00
Previous Years Balance Carry Forward	106,826												\$ 106,826.26
	529,422	422,596	462,867	496,200	496,200	496,200	496,200	496,200	496,200	496,200	496,200	496,200	\$ 5,880,687.70
EXPENDITURES													
Instruction													
Salaries (includes classroom teachers, contract or hourly, and teacher aides)		76,382	160,403	160,403	160,403	160,403	160,403	160,403	160,403	160,403	160,403	160,403	\$ 1,680,412.46
Fringe Benefits		18,332	38,497	38,497	38,497	38,497	38,497	38,497	38,497	38,497	38,497	38,497	\$ 403,298.99
Contracted Professional Services (includes Therapists & other contracted instructional services)				4,994	4,994	4,994	4,994	4,994	4,994	4,994	4,994	4,994	\$ 44,945.28
Classroom Supplies & Equipment		12,360	12,360	12,734									\$ 37,454.40
Teacher Supplies		9,613	9,613	9,905									\$ 29,131.20
Textbooks and/or ebooks/Student Activities		28,840	28,840	29,714									\$ 87,393.60
Supplemental instructional materials (CIRP/SIRP and Technology)		20,600	20,600	21,224									\$ 62,424.00
Digital Education Content Materials (Leased)												124,848	\$ 124,848.00
Computer - Equipment for Instruction (leased)		19,776	19,776	20,375									\$ 59,927.04
Computer Lab - Including Software		-	-	-									\$ -
Sub-Total Instruction	-	185,903	290,089	297,846	203,894	203,894	203,894	203,894	203,894	203,894	203,894	328,742	\$ 2,529,834.98
Pupil Personnel Services													
Salaries (includes counselor, school nurse, health assistant)			8,011	8,011	8,011	8,011	8,011	8,011	8,011	8,011	8,011	8,011	\$ 80,110.80
Fringe Benefits			1,923	1,923	1,923	1,923	1,923	1,923	1,923	1,923	1,923	1,923	\$ 19,226.59
Contracted Professional Services (counseling and psychological)			8,490	8,490	8,490	8,490	8,490	8,490	8,490	8,490	8,490	8,490	\$ 84,896.64
Sub-Total Pupil Personnel Services	-	-	18,423	18,423	18,423	18,423	18,423	18,423	18,423	18,423	18,423	18,423	\$ 184,234.03
Media Services													
Salaries (includes Librarian)		1,939	4,072	4,072	4,072	4,072	4,072	4,072	4,072	4,072	4,072	4,072	\$ 42,656.40
Fringe Benefits		465	977	977	977	977	977	977	977	977	977	977	\$ 10,237.54
Library Books		-	-	-	-	-	-	-	-	-	-	-	\$ -
Audio Visual Materials		-	-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total Media Services	-	2,404	5,049	5,049	5,049	5,049	5,049	5,049	5,049	5,049	5,049	5,049	\$ 52,893.94
Curriculum Development													
Salaries (includes Curriculum Specialist)		-	-	-	-	-	-	-	-	-	-	-	\$ -
Fringe Benefits		-	-	-	-	-	-	-	-	-	-	-	\$ -
Curriculum Planning, Research, Development and Evaluation (part of ESP's Fee)	7,976	7,976	7,976	7,976	7,976	7,976	7,976	7,976	7,976	7,976	7,976	7,976	\$ 95,716.80
Development Supplies		-	-	-	-	-	-	-	-	-	-	-	\$ -
Student Activities		6,242	6,242										\$ 12,484.80
Sub-Total Curriculum Development	7,976	14,219	14,219	7,976	7,976	7,976	7,976	7,976	7,976	7,976	7,976	7,976	\$ 108,201.60
Staff Development													
Workshops/Trainings		20,500							20,500				\$ 41,000.00
Travel		-							-				\$ -
Professional Services													\$ -
Sub-Total Staff Development	-	20,500	-	-	-	-	-	-	20,500	-	-	-	\$ 41,000.00
Instruction Related Technology													
Salaries (includes Technology Personnel)		-	-	-	-	-	-	-	-	-	-	-	\$ -
Fringe Benefits		-	-	-	-	-	-	-	-	-	-	-	\$ -
Software and Scanner		624	624										\$ 1,248.48
Hardware Maintenance		-		1,480	1,480	1,480	1,480	1,480	1,480	1,480	1,480	1,480	\$ 13,317.12
Computer Learning Labs		-	-										\$ -
Sub-Total Instruction Related Technology	-	624	624	1,480	1,480	1,480	1,480	1,480	1,480	1,480	1,480	1,480	\$ 14,565.60

Somerset Key Charter High School

													YEAR 3
													100 % Enrollment
Board													
Professional Services (Legal)	2,601												\$ 2,601.00
Insurance (General Liability, D&O, Professional Liability)	7,699			7,699			7,699			7,699			\$ 30,795.84
Travel	2,081												\$ 2,080.80
Sub-Total Board	12,381	-	-	7,699	-	-	7,699	-	-	7,699	-	-	\$ 35,477.64
General Administration													
Management Fees (Portion of the \$450 fee charged by ESP)	15,606	15,606	15,606	15,606	15,606	15,606	15,606	15,606	15,606	15,606	15,606	15,606	\$ 187,272.00
Administrative Fee	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total General Administration	15,606	15,606	15,606	15,606	15,606	15,606	15,606	15,606	15,606	15,606	15,606	15,606	\$ 187,272.00
School Administration													
Salaries (includes Principal, Secretary & other Office Personnel)	19,081	19,081	19,081	19,081	19,081	19,081	19,081	19,081	19,081	19,081	19,081	19,081	\$ 228,972.36
Fringe Benefits	4,579	4,579	4,579	4,579	4,579	4,579	4,579	4,579	4,579	4,579	4,579	4,579	\$ 54,953.37
Equipment Rental / Lease	312	312	312	312	312	312	312	312	312	312	312	312	\$ 3,745.44
Travel	-	-	-	2,497	-	-	-	-	-	-	-	-	\$ 2,496.96
Advertising and Promotion	1,387	1,387	1,387	-	-	-	-	-	-	-	-	-	\$ 4,161.60
License Fees	208	-	-	-	-	-	-	-	-	-	-	-	\$ 208.08
Dues and Subscriptions	3,329	-	-	-	-	-	-	-	-	-	-	-	\$ 3,329.28
Postage	-	-	166	166	166	166	166	166	166	166	166	166	\$ 1,664.64
Printing	3,745	340	340	340	340	340	340	340	340	340	340	340	\$ 7,490.88
Office Supplies	5,000	1,364	1,364	1,364	1,364	1,364	1,364	1,364	1,364	1,364	1,364	1,364	\$ 20,000.00
Office Equipment	1,561	-	-	-	-	-	-	-	-	-	-	-	\$ 1,560.60
Computer Equipment	2,081	-	-	-	-	-	-	-	-	-	-	-	\$ 2,080.80
Sub-Total School Administration	41,284	27,064	27,230	28,340	25,843	25,843	25,843	25,843	25,843	25,843	25,843	25,843	\$ 330,664.00
Facilities Acquisition & Construction													
Building Lease / Rent (see budget summary for calculation)	-	69,441	69,441	69,441	69,441	69,441	69,441	69,441	69,441	69,441	69,441	69,441	\$ 763,848.00
Remodeling & Renovations	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Purchase of Buildings & Fixed Equipment	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Land	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total Facilities Acquisition & Construction	-	69,441	69,441	69,441	69,441	69,441	69,441	69,441	69,441	69,441	69,441	69,441	\$ 763,848.00
Fiscal Services													
Salaries (Business Manager, Accounting & Bookkeeping Personnel)	3,468	3,468	3,468	3,468	3,468	3,468	3,468	3,468	3,468	3,468	3,468	3,468	\$ 41,616.00
Fringe Benefits	832	832	832	832	832	832	832	832	832	832	832	832	\$ 9,987.84
Fee to County School Board - up to 250 students	6,603	6,603	6,603	6,603	6,603	6,603	6,603	6,603	6,603	6,603	6,603	6,603	\$ 79,236.75
Planning, Research, Development and Evaluation (Part of ESP's Fee)	7,630	7,630	7,630	7,630	7,630	7,630	7,630	7,630	7,630	7,630	7,630	7,630	\$ 91,555.20
Professional Services - Annual Audit	737	737	737	737	737	737	737	737	737	737	737	737	\$ 8,843.40
Sub-Total Fiscal Services	19,270	19,270	19,270	19,270	19,270	19,270	19,270	19,270	19,270	19,270	19,270	19,270	\$ 231,239.19
Food Services													
Salaries (Food Service Workers)	-	-	2,913	2,913	2,913	2,913	2,913	2,913	2,913	2,913	2,913	2,913	\$ 29,131.20
Fringe Benefits	-	-	699	699	699	699	699	699	699	699	699	699	\$ 6,991.49
Food	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Food, Materials & Supplies - Vendor provided meals 90% Participation	-	-	33,170	33,170	33,170	33,170	33,170	33,170	33,170	33,170	33,170	33,170	\$ 331,696.17
Equipment Rental / Lease (provided by food vendor)	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Inspection fees	-	-	16	16	16	16	16	16	16	16	16	16	\$ 156.06
Sub-Total Food Services	-	-	36,797	36,797	36,797	36,797	36,797	36,797	36,797	36,797	36,797	36,797	\$ 367,974.91
Pupil Transportation Services													
Salaries (Drivers & Transportation workers)	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Fringe Benefits	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Contracted Transportation Services - \$235 per bus per day 20% utilization	-	-	15,660	15,660	15,660	15,660	15,660	15,660	15,660	15,660	15,660	15,660	\$ 156,600.00
Field Trip Expenses for competitions	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Buses	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Fuel	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total Pupil Transportation Services	-	-	15,660	15,660	15,660	15,660	15,660	15,660	15,660	15,660	15,660	15,660	\$ 156,600.00

Somerset Key Charter High School

														YEAR 3
														100 % Enrollment
Operation of Plant														
Salaries (Custodian, crossing guards, security)	5,410	5,410	5,410	5,410	5,410	5,410	5,410	5,410	5,410	5,410	5,410	5,410	5,410	\$ 64,923.46
Fringe benefits	1,298	1,298	1,298	1,298	1,298	1,298	1,298	1,298	1,298	1,298	1,298	1,298	1,298	\$ 15,581.63
Purchased Service (Custodial, fire and alarm, etc)	6,936	6,936	6,936	6,936	6,936	6,936	6,936	6,936	6,936	6,936	6,936	6,936	6,936	\$ 83,232.00
Lawn Maintenance	555	555	555	555	555	555	555	555	555	555	555	555	555	\$ 6,658.56
Pest Control	111	111	111	111	111	111	111	111	111	111	111	111	111	\$ 1,331.71
Security Services	312	312	312	312	312	312	312	312	312	312	312	312	312	\$ 3,745.44
Property Insurance	6,659	6,659	6,659	6,659	6,659	6,659	6,659	6,659	6,659	6,659	6,659	6,659	6,659	\$ 79,902.72
Telephone Services	312	312	312	312	312	312	312	312	312	312	312	312	312	\$ 3,745.44
Water & Sewer	222	222	222	222	222	222	222	222	222	222	222	222	222	\$ 2,663.42
Electricity	7,213	7,213	7,213	7,213	7,213	7,213	7,213	7,213	7,213	7,213	7,213	7,213	7,213	\$ 86,561.28
Custodial Supplies & Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
<i>Sub-Total Operation of Plant</i>	<i>29,029</i>	<i>29,029</i>	<i>29,029</i>	<i>29,029</i>	<i>29,029</i>	<i>29,029</i>	<i>29,029</i>	<i>29,029</i>	<i>29,029</i>	<i>29,029</i>	<i>29,029</i>	<i>29,029</i>	<i>29,029</i>	<i>\$ 348,345.66</i>
Maintenance of Plant														
Repairs & Maintenance		5,673	5,673	5,673	5,673	5,673	5,673	5,673	5,673	5,673	5,673	5,673	5,673	\$ 62,400.00
Supplies		-	-	-	-	-	-	-	-	-	-	-	-	\$ -
<i>Sub-Total Maintenance of Plant</i>	<i>-</i>	<i>5,673</i>	<i>5,673</i>	<i>5,673</i>	<i>5,673</i>	<i>5,673</i>	<i>5,673</i>	<i>5,673</i>	<i>5,673</i>	<i>5,673</i>	<i>5,673</i>	<i>5,673</i>	<i>5,673</i>	<i>\$ 62,400.00</i>
Administrative Technology Services														
Internal Technology Support	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Technology Personnel	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Systems Operation	2,081	2,081	2,081	2,081	2,081	2,081	2,081	2,081	2,081	2,081	2,081	2,081	2,081	\$ 24,969.60
Systems Planning & Analysis	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
<i>Sub-Total Administrative Technology Services</i>	<i>2,081</i>	<i>2,081</i>	<i>2,081</i>	<i>2,081</i>	<i>2,081</i>	<i>2,081</i>	<i>2,081</i>	<i>2,081</i>	<i>2,081</i>	<i>2,081</i>	<i>2,081</i>	<i>2,081</i>	<i>2,081</i>	<i>\$ 24,969.60</i>
After Care Programs														
After Care Salary			-	-	-	-	-	-	-	-	-	-	-	\$ -
Fringe Benefits			-	-	-	-	-	-	-	-	-	-	-	\$ -
<i>Sub-Total After Care Programs</i>	<i></i>	<i></i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>\$ -</i>
Debt Service														
Redemption of Principal			-	-	-	-	-	-	-	-	-	-	-	\$ -
Interest (Interest Only at 6%)			-	-	-	-	-	-	-	-	-	-	-	\$ -
<i>Sub-Total Debt Service</i>	<i></i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>\$ -</i>
Contingency														
Operating expense contingency - 3% of FEFP - Considered restricted funds													173,216	\$ 173,215.84
<i>Sub-Total Contingency</i>	<i></i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>173,216</i>	<i>\$ 173,215.84</i>
Total Expenditures	\$ 127,626.69	\$ 391,813.37	\$ 549,190.99	\$ 560,369.98	\$ 456,221.77	\$ 456,221.77	\$ 463,920.73	\$ 456,221.77	\$ 476,721.77	\$ 463,920.73	\$ 456,221.77	\$ 754,285.62	\$ 5,612,736.99	
Excess of Revenues over Expenditures	\$ 401,795.55	\$ 30,782.61	\$ (86,324.05)	\$ (64,169.70)	\$ 39,978.51	\$ 39,978.51	\$ 32,279.55	\$ 39,978.51	\$ 19,478.51	\$ 32,279.55	\$ 39,978.51	\$ (258,085.34)	\$ 267,950.71	
Fund Balance	\$ 401,795.55	\$ 432,578.16	\$ 346,254.11	\$ 282,084.42	\$ 322,062.92	\$ 362,041.43	\$ 394,320.98	\$ 434,299.48	\$ 453,777.99	\$ 486,057.54	\$ 526,036.04	\$ 267,950.71		

Somerset Key Charter High School

Somerset Key Charter High School													YEAR 4	
													100 % Enrollment	
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun		
REVENUES														
State Sources with expected enrollment	426,822	426,822	426,822	426,822	426,822	426,822	426,822	426,822	426,822	426,822	426,822	426,822	\$ 5,121,863.24	
Federal Sources - NSLP funds 60% of students			27,323	27,323	27,323	27,323	27,323	27,323	27,323	27,323	27,323	27,323	\$ 273,231.35	
Local Sources - Lunch program paid students			13,753	13,753	13,753	13,753	13,753	13,753	13,753	13,753	13,753	13,753	\$ 137,532.56	
Capital Outlay (Available 1st Year - Advance/Ed Accredited)				24,444	24,444	24,444	24,444	24,444	24,444	24,444	24,444	24,444	\$ 220,000.00	
Other Sources - Services				8,889	8,889	8,889	8,889	8,889	8,889	8,889	8,889	8,889	\$ 80,000.00	
Previous Years Balance Carry Forward	267,951												\$ 267,950.71	
-	694,773	426,822	467,898	501,232	501,232	501,232	501,232	501,232	501,232	501,232	501,232	501,232	\$ 6,100,577.85	
EXPENDITURES														
Instruction														
Salaries (includes classroom teachers, contract or hourly, and teacher aides)		77,910	163,611	163,611	163,611	163,611	163,611	163,611	163,611	163,611	163,611	163,611	\$ 1,714,020.71	
Fringe Benefits		18,698	39,267	39,267	39,267	39,267	39,267	39,267	39,267	39,267	39,267	39,267	\$ 411,364.97	
Contracted Professional Services (includes Therapists & other contracted instructional services)				5,094	5,094	5,094	5,094	5,094	5,094	5,094	5,094	5,094	\$ 45,844.19	
Classroom Supplies & Equipment		12,607	12,607	12,989									\$ 38,203.49	
Teacher Supplies		9,806	9,806	10,103									\$ 29,713.82	
Textbooks and/or ebooks/Student Activities		29,417	29,417	30,308									\$ 89,141.47	
Supplemental instructional materials (CIRP/SIRP and Technology)		21,012	21,012	21,649									\$ 63,672.48	
Digital Education Content Materials (Leased)												127,345	\$ 127,344.96	
Computer - Equipment for Instruction (leased)		20,171	20,171	20,783									\$ 61,125.58	
Computer Lab - Including Software				-									\$ -	
Sub-Total Instruction	-	189,621	295,890	303,803	207,972	207,972	207,972	207,972	207,972	207,972	207,972	207,972	\$ 2,580,431.67	
Pupil Personnel Services														
Salaries (includes counselor, school nurse, health assistant)			8,171	8,171	8,171	8,171	8,171	8,171	8,171	8,171	8,171	8,171	\$ 81,713.02	
Fringe Benefits			1,961	1,961	1,961	1,961	1,961	1,961	1,961	1,961	1,961	1,961	\$ 19,611.12	
Contracted Professional Services (counseling and psychological)			8,659	8,659	8,659	8,659	8,659	8,659	8,659	8,659	8,659	8,659	\$ 86,594.57	
Sub-Total Pupil Personnel Services	-	-	18,792	18,792	18,792	18,792	18,792	18,792	18,792	18,792	18,792	18,792	\$ 187,918.71	
Media Services														
Salaries (includes Librarian)		1,978	4,153	4,153	4,153	4,153	4,153	4,153	4,153	4,153	4,153	4,153	\$ 43,509.53	
Fringe Benefits		475	997	997	997	997	997	997	997	997	997	997	\$ 10,442.29	
Library Books		-	-	-	-	-	-	-	-	-	-	-	\$ -	
Audio Visual Materials		-	-	-	-	-	-	-	-	-	-	-	\$ -	
Sub-Total Media Services	-	2,452	5,150	5,150	5,150	5,150	5,150	5,150	5,150	5,150	5,150	5,150	\$ 53,951.81	
Curriculum Development														
Salaries (includes Curriculum Specialist)		-	-	-	-	-	-	-	-	-	-	-	\$ -	
Fringe Benefits		-	-	-	-	-	-	-	-	-	-	-	\$ -	
Curriculum Planning, Research, Development and Evaluation (part of ESP's Fee)	8,136	8,136	8,136	8,136	8,136	8,136	8,136	8,136	8,136	8,136	8,136	8,136	\$ 97,631.14	
Development Supplies		-	-	-	-	-	-	-	-	-	-	-	\$ -	
Student Activities		6,367	6,367										\$ 12,734.50	
Sub-Total Curriculum Development	8,136	14,503	14,503	8,136	8,136	8,136	8,136	8,136	8,136	8,136	8,136	8,136	\$ 110,365.63	
Staff Development														
Workshops/Trainings		20,500							20,500				\$ 41,000.00	
Travel		-							-				\$ -	
Professional Services		-							-				\$ -	
Sub-Total Staff Development	-	20,500	-	-	-	-	-	-	20,500	-	-	-	\$ 41,000.00	

Somerset Key Charter High School

													YEAR 4
													100 % Enrollment
Instruction Related Technology													
Salaries (includes Technology Personnel)		-	-	-	-	-	-	-	-	-	-	-	\$ -
Fringe Benefits		-	-	-	-	-	-	-	-	-	-	-	\$ -
Software and Scanner		637	637	-	-	-	-	-	-	-	-	-	\$ 1,273.45
Hardware Maintenance		-	-	1,509	1,509	1,509	1,509	1,509	1,509	1,509	1,509	1,509	\$ 13,583.46
Computer Learning Labs		-	-	-	-	-	-	-	-	-	-	-	\$ -
<i>Sub-Total Instruction Related Technology</i>	-	637	637	1,509	1,509	1,509	1,509	1,509	1,509	1,509	1,509	1,509	\$ 14,856.91
Board													
Professional Services (Legal)	2,653												\$ 2,653.02
Insurance (General Liability, D&O, Professional Liability)	7,853			7,853				7,853			7,853		\$ 31,411.76
Travel	2,122												\$ 2,122.42
<i>Sub-Total Board</i>	12,628	-	-	7,853	-	-	-	7,853	-	-	7,853	-	\$ 36,187.19
General Administration													
Management Fees (Portion of the \$450 fee charged by ESP)	15,918	15,918	15,918	15,918	15,918	15,918	15,918	15,918	15,918	15,918	15,918	15,918	\$ 191,017.44
Administrative Fee	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
<i>Sub-Total General Administration</i>	15,918	15,918	15,918	15,918	15,918	15,918	15,918	15,918	15,918	15,918	15,918	15,918	\$ 191,017.44
School Administration													
Salaries (includes Principal, Secretary & other Office Personnel)	19,463	19,463	19,463	19,463	19,463	19,463	19,463	19,463	19,463	19,463	19,463	19,463	\$ 233,551.80
Fringe Benefits	4,671	4,671	4,671	4,671	4,671	4,671	4,671	4,671	4,671	4,671	4,671	4,671	\$ 56,052.43
Equipment Rental / Lease	318	318	318	318	318	318	318	318	318	318	318	318	\$ 3,820.35
Travel				2,547									\$ 2,546.90
Advertising and Promotion	1,415	1,415	1,415										\$ 4,244.83
License Fees	212												\$ 212.24
Dues and Subscriptions	3,396												\$ 3,395.87
Postage			170	170	170	170	170	170	170	170	170	170	\$ 1,697.93
Printing	3,820	347	347	347	347	347	347	347	347	347	347	347	\$ 7,640.70
Office Supplies	5,000	1,364	1,364	1,364	1,364	1,364	1,364	1,364	1,364	1,364	1,364	1,364	\$ 20,000.00
Computer Equipment	1,592												\$ 1,591.61
	2,122												\$ 2,122.42
<i>Sub-Total School Administration</i>	42,010	27,578	27,748	28,880	26,333	26,333	26,333	26,333	26,333	26,333	26,333	26,333	\$ 336,677.28
Facilities Acquisition & Construction													
Building Lease / Rent (see budget summary for calculation)		71,524	71,524	71,524	71,524	71,524	71,524	71,524	71,524	71,524	71,524	71,524	\$ 786,763.44
Remodeling & Renovations	-												\$ -
Purchase of Buildings & Fixed Equipment	-												\$ -
Land	-												\$ -
<i>Sub-Total Facilities Acquisition & Construction</i>	-	71,524	71,524	71,524	71,524	71,524	71,524	71,524	71,524	71,524	71,524	71,524	\$ 786,763.44
Fiscal Services													
Salaries (Business Manager, Accounting & Bookkeeping Personnel)	3,537	3,537	3,537	3,537	3,537	3,537	3,537	3,537	3,537	3,537	3,537	3,537	\$ 42,448.32
Fringe Benefits	849	849	849	849	849	849	849	849	849	849	849	849	\$ 10,187.60
Fee to County School Board - up to 250 students	6,669	6,669	6,669	6,669	6,669	6,669	6,669	6,669	6,669	6,669	6,669	6,669	\$ 80,029.11
Planning, Research, Development and Evaluation (Part of ESP's Fee)	7,782	7,782	7,782	7,782	7,782	7,782	7,782	7,782	7,782	7,782	7,782	7,782	\$ 93,386.30
Professional Services - Annual Audit	752	752	752	752	752	752	752	752	752	752	752	752	\$ 9,020.27
<i>Sub-Total Fiscal Services</i>	19,589	19,589	19,589	19,589	19,589	19,589	19,589	19,589	19,589	19,589	19,589	19,589	\$ 235,071.60
Food Services													
Salaries (Food Service Workers)			2,971	2,971	2,971	2,971	2,971	2,971	2,971	2,971	2,971	2,971	\$ 29,713.82
Fringe Benefits			713	713	713	713	713	713	713	713	713	713	\$ 7,131.32
Food			-	-	-	-	-	-	-	-	-	-	\$ -
Food, Materials & Supplies - Vendor provided meals 90% Participation			33,833	33,833	33,833	33,833	33,833	33,833	33,833	33,833	33,833	33,833	\$ 338,330.09
Equipment Rental / Lease (provided by food vendor)			-	-	-	-	-	-	-	-	-	-	\$ -
Inspection fees			16	16	16	16	16	16	16	16	16	16	\$ 159.18
<i>Sub-Total Food Services</i>	-	-	37,533	37,533	37,533	37,533	37,533	37,533	37,533	37,533	37,533	37,533	\$ 375,334.41

Somerset Key Charter High School

													YEAR 4
													100 % Enrollment
Pupil Transportation Services													
Salaries (Drivers & Transportation workers)			-	-	-	-	-	-	-	-	-	-	\$ -
Fringe Benefits			-	-	-	-	-	-	-	-	-	-	\$ -
Contracted Transportation Services - \$235 per bus per day 20% utilization			15,660	15,660	15,660	15,660	15,660	15,660	15,660	15,660	15,660	15,660	\$ 156,600.00
Field Trip Expenses for competitions			-	-	-	-	-	-	-	-	-	-	\$ -
Buses			-	-	-	-	-	-	-	-	-	-	\$ -
Repairs & Maintenance			-	-	-	-	-	-	-	-	-	-	\$ -
Fuel			-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total Pupil Transportation Services	-	-	15,660	15,660	15,660	15,660	15,660	15,660	15,660	15,660	15,660	15,660	\$ 156,600.00
Operation of Plant													
Salaries (Custodian, crossing guards, security)	5,518	5,518	5,518	5,518	5,518	5,518	5,518	5,518	5,518	5,518	5,518	5,518	\$ 66,221.93
Fringe benefits	1,324	1,324	1,324	1,324	1,324	1,324	1,324	1,324	1,324	1,324	1,324	1,324	\$ 15,893.26
Purchased Service (Custodial, fire and alarm, etc)	7,075	7,075	7,075	7,075	7,075	7,075	7,075	7,075	7,075	7,075	7,075	7,075	\$ 84,896.64
Lawn Maintenance	566	566	566	566	566	566	566	566	566	566	566	566	\$ 6,791.73
Pest Control	113	113	113	113	113	113	113	113	113	113	113	113	\$ 1,358.35
Security Services	318	318	318	318	318	318	318	318	318	318	318	318	\$ 3,820.35
Property Insurance	6,792	6,792	6,792	6,792	6,792	6,792	6,792	6,792	6,792	6,792	6,792	6,792	\$ 81,500.77
Telephone Services	318	318	318	318	318	318	318	318	318	318	318	318	\$ 3,820.35
Water & Sewer	226	226	226	226	226	226	226	226	226	226	226	226	\$ 2,716.69
Electricity	7,358	7,358	7,358	7,358	7,358	7,358	7,358	7,358	7,358	7,358	7,358	7,358	\$ 88,292.51
Custodial Supplies & Equipment	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total Operation of Plant	29,609	29,609	29,609	29,609	29,609	29,609	29,609	29,609	29,609	29,609	29,609	29,609	\$ 355,312.58
Maintenance of Plant													
Repairs & Maintenance		5,673	5,673	5,673	5,673	5,673	5,673	5,673	5,673	5,673	5,673	5,673	\$ 62,400.00
Supplies		-	-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total Maintenance of Plant	-	5,673	5,673	5,673	5,673	5,673	5,673	5,673	5,673	5,673	5,673	5,673	\$ 62,400.00
Administrative Technology Services													
Internal Technology Support	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Technology Personnel	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Systems Operation	2,122	2,122	2,122	2,122	2,122	2,122	2,122	2,122	2,122	2,122	2,122	2,122	\$ 25,468.99
Systems Planning & Analysis	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total Administrative Technology Services	2,122	2,122	2,122	2,122	2,122	2,122	2,122	2,122	2,122	2,122	2,122	2,122	\$ 25,468.99
After Care Programs													
After Care Salary			-	-	-	-	-	-	-	-	-	-	\$ -
Fringe Benefits			-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total After Care Programs			-	-	-	-	-	-	-	-	-	-	\$ -
Debt Service													
Redemption of Principal			-	-	-	-	-	-	-	-	-	-	\$ -
Interest (Interest Only at 6%)			-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total Debt Service			-	-	-	-	-	-	-	-	-	-	\$ -
Contingency													
Operating expense contingency - 3% of FEFP - Considered restricted funds												174,979	\$ 174,978.81
Sub-Total Contingency												174,979	\$ 174,978.81
Total Expenditures	\$ 130,013.20	\$ 399,727.28	\$ 560,349.26	\$ 571,751.83	\$ 465,520.66	\$ 465,520.66	\$ 473,373.60	\$ 465,520.66	\$ 486,020.66	\$ 473,373.60	\$ 465,520.66	\$ 767,844.43	\$ 5,724,536.50
Excess of Revenues over Expenditures	\$ 564,759.44	\$ 27,094.65	\$ (92,450.94)	\$ (70,520.16)	\$ 35,711.00	\$ 35,711.00	\$ 27,858.06	\$ 35,711.00	\$ 15,211.00	\$ 27,858.06	\$ 35,711.00	\$ (266,612.77)	\$ 376,041.35
Fund Balance	\$ 564,759.44	\$ 591,854.10	\$ 499,403.16	\$ 428,883.00	\$ 464,594.00	\$ 500,305.00	\$ 528,163.06	\$ 563,874.06	\$ 579,085.06	\$ 606,943.12	\$ 642,654.13	\$ 376,041.35	

Somerset Key Charter High School

													YEAR 5
													100 % Enrollment
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
REVENUES													
State Sources with expected enrollment	431,090	431,090	431,090	431,090	431,090	431,090	431,090	431,090	431,090	431,090	431,090	431,090	\$ 5,173,081.87
Federal Sources - NSLP funds 60% of students		27,870	27,870	27,870	27,870	27,870	27,870	27,870	27,870	27,870	27,870	27,870	\$ 278,695.97
Local Sources - Lunch program paid students			14,028	14,028	14,028	14,028	14,028	14,028	14,028	14,028	14,028	14,028	\$ 140,283.21
Capital Outlay (Available 1st Year - Advance/Ed Accredited)				24,444	24,444	24,444	24,444	24,444	24,444	24,444	24,444	24,444	\$ 220,000.00
Other Sources - Services				8,889	8,889	8,889	8,889	8,889	8,889	8,889	8,889	8,889	\$ 80,000.00
Previous Years Balance Carry Forward	376,041												\$ 376,041.35
	807,132	431,090	472,988	506,321	506,321	506,321	506,321	506,321	506,321	506,321	506,321	506,321	\$ 6,268,102.41
EXPENDITURES													
Instruction													
Salaries (includes classroom teachers, contract or hourly, and teacher aides)		79,468	166,883	166,883	166,883	166,883	166,883	166,883	166,883	166,883	166,883	166,883	\$ 1,748,301.13
Fringe Benefits		19,072	40,052	40,052	40,052	40,052	40,052	40,052	40,052	40,052	40,052	40,052	\$ 419,592.27
Contracted Professional Services (includes Therapists & other contracted instructional services)				5,196	5,196	5,196	5,196	5,196	5,196	5,196	5,196	5,196	\$ 46,761.07
Classroom Supplies & Equipment		12,859	12,859	13,249									\$ 38,967.56
Teacher Supplies		10,002	10,002	10,305									\$ 30,308.10
Textbooks and/or ebooks/Student Activities		15,003	15,003	15,457									\$ 45,462.15
Supplemental instructional materials (CIRP/SIRP and Technology)		21,432	21,432	22,082									\$ 64,945.93
Digital Education Content Materials (Leased)												129,892	\$ 129,891.86
Computer - Equipment for instruction (leased)		20,575	20,575	21,198									\$ 62,348.09
Computer Lab - Including Software													\$ -
Sub-Total Instruction	-	178,411	286,806	294,422	212,131	212,131	212,131	212,131	212,131	212,131	212,131	342,023	\$ 2,586,578.16
Pupil Personnel Services													
Salaries (includes counselor, school nurse, health assistant)			8,335	8,335	8,335	8,335	8,335	8,335	8,335	8,335	8,335	8,335	\$ 83,347.28
Fringe Benefits			2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	\$ 20,003.35
Contracted Professional Services (counseling and psychological)			8,833	8,833	8,833	8,833	8,833	8,833	8,833	8,833	8,833	8,833	\$ 88,326.46
Sub-Total Pupil Personnel Services	-	-	19,168	19,168	19,168	19,168	19,168	19,168	19,168	19,168	19,168	19,168	\$ 191,677.09
Media Services													
Salaries (includes Librarian)		2,017	4,236	4,236	4,236	4,236	4,236	4,236	4,236	4,236	4,236	4,236	\$ 44,379.72
Fringe Benefits		484	1,017	1,017	1,017	1,017	1,017	1,017	1,017	1,017	1,017	1,017	\$ 10,651.13
Library Books		-	-	-	-	-	-	-	-	-	-	-	\$ -
Audio Visual Materials		-	-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total Media Services	-	2,501	5,253	5,253	5,253	5,253	5,253	5,253	5,253	5,253	5,253	5,253	\$ 55,030.85
Curriculum Development													
Salaries (includes Curriculum Specialist)		-	-	-	-	-	-	-	-	-	-	-	\$ -
Fringe Benefits		-	-	-	-	-	-	-	-	-	-	-	\$ -
Curriculum Planning, Research, Development and Evaluation (part of ESP's Fee)	8,299	8,299	8,299	8,299	8,299	8,299	8,299	8,299	8,299	8,299	8,299	8,299	\$ 99,583.76
Development Supplies		-	-	-	-	-	-	-	-	-	-	-	\$ -
Student Activities		6,495	6,495										\$ 12,989.19
Sub-Total Curriculum Development	8,299	14,793	14,793	8,299	8,299	8,299	8,299	8,299	8,299	8,299	8,299	8,299	\$ 112,572.94
Staff Development													
Workshops/Trainings		20,500							20,500				\$ 41,000.00
Travel		-							-				\$ -
Professional Services		-							-				\$ -
Sub-Total Staff Development	-	20,500	-	-	-	-	-	-	20,500	-	-	-	\$ 41,000.00
Instruction Related Technology													
Salaries (includes Technology Personnel)		-	-	-	-	-	-	-	-	-	-	-	\$ -
Fringe Benefits		-	-	-	-	-	-	-	-	-	-	-	\$ -
Software and Scanner		649	649										\$ 1,298.92
Hardware Maintenance				1,539	1,539	1,539	1,539	1,539	1,539	1,539	1,539	1,539	\$ 13,855.13
Computer Learning Labs		-	-										\$ -
Sub-Total Instruction Related Technology	-	649	649	1,539	1,539	1,539	1,539	1,539	1,539	1,539	1,539	1,539	\$ 15,154.05
Board													
Professional Services (Legal)	2,706												\$ 2,706.08

Somerset Key Charter High School

													YEAR 5
													100 % Enrollment
Insurance (General Liability, D&O, Professional Liability)	8,010			8,010			8,010			8,010			\$ 32,039.99
Travel	2,165												\$ 2,164.86
Sub-Total Board	12,881	-	-	8,010	-	-	8,010	-	-	8,010	-	-	\$ 36,910.94
General Administration													
Management Fees (Portion of the \$450 fee charged by ESP)	16,236	16,236	16,236	16,236	16,236	16,236	16,236	16,236	16,236	16,236	16,236	16,236	\$ 194,837.79
Administrative Fee	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total General Administration	16,236	16,236	16,236	16,236	16,236	16,236	16,236	16,236	16,236	16,236	16,236	16,236	\$ 194,837.79
School Administration													
Salaries (includes Principal, Secretary & other Office Personnel)	19,852	19,852	19,852	19,852	19,852	19,852	19,852	19,852	19,852	19,852	19,852	19,852	\$ 238,222.84
Fringe Benefits	4,764	4,764	4,764	4,764	4,764	4,764	4,764	4,764	4,764	4,764	4,764	4,764	\$ 57,173.48
Equipment Rental / Lease	325	325	325	325	325	325	325	325	325	325	325	325	\$ 3,896.76
Travel				2,598									\$ 2,597.84
Advertising and Promotion	1,443	1,443	1,443										\$ 4,329.73
License Fees	216												\$ 216.49
Dues and Subscriptions	3,464												\$ 3,463.78
Postage			173	173	173	173	173	173	173	173	173	173	\$ 1,731.89
Printing	3,897	354		354	354	354	354	354	354	354	354	354	\$ 7,793.51
Office Supplies	5,000	1,364	1,364	1,364	1,364	1,364	1,364	1,364	1,364	1,364	1,364	1,364	\$ 20,000.00
Office Equipment	1,634												\$ 1,623.85
Computer Equipment	2,165												\$ 2,164.86
Sub-Total School Administration	42,750	28,102	28,275	29,430	26,832	26,832	26,832	26,832	26,832	26,832	26,832	26,832	\$ 343,214.83
Facilities Acquisition & Construction													
Building Lease / Rent (see budget summary for calculation)		73,670	73,670	73,670	73,670	73,670	73,670	73,670	73,670	73,670	73,670	73,670	\$ 810,366.34
Remodeling & Renovations	-												\$ -
Purchase of Buildings & Fixed Equipment	-												\$ -
Land	-												\$ -
Sub-Total Facilities Acquisition & Construction	-	73,670	73,670	73,670	73,670	73,670	73,670	73,670	73,670	73,670	73,670	73,670	\$ 810,366.34
Fiscal Services													
Salaries (Business Manager, Accounting & Bookkeeping Personnel)	3,608	3,608	3,608	3,608	3,608	3,608	3,608	3,608	3,608	3,608	3,608	3,608	\$ 43,297.29
Fringe Benefits	866	866	866	866	866	866	866	866	866	866	866	866	\$ 10,391.35
Fee to County School Board - up to 250 students	6,736	6,736	6,736	6,736	6,736	6,736	6,736	6,736	6,736	6,736	6,736	6,736	\$ 80,829.40
Planning, Research, Development and Evaluation (Part of ESP's Fee)	7,938	7,938	7,938	7,938	7,938	7,938	7,938	7,938	7,938	7,938	7,938	7,938	\$ 95,254.03
Professional Services - Annual Audit	767	767	767	767	767	767	767	767	767	767	767	767	\$ 9,200.67
Sub-Total Fiscal Services	19,914	19,914	19,914	19,914	19,914	19,914	19,914	19,914	19,914	19,914	19,914	19,914	\$ 238,972.74
Food Services													
Salaries (Food Service Workers)			3,031	3,031	3,031	3,031	3,031	3,031	3,031	3,031	3,031	3,031	\$ 30,308.10
Fringe Benefits			727	727	727	727	727	727	727	727	727	727	\$ 7,273.94
Food			-	-	-	-	-	-	-	-	-	-	\$ -
Food, Materials & Supplies - Vendor provided meals 90% Participation			34,510	34,510	34,510	34,510	34,510	34,510	34,510	34,510	34,510	34,510	\$ 345,096.69
Equipment Rental / Lease (provided by food vendor)			-	-	-	-	-	-	-	-	-	-	\$ -
Inspection fees			16	16	16	16	16	16	16	16	16	16	\$ 162.36
Sub-Total Food Services	-	-	38,284	38,284	38,284	38,284	38,284	38,284	38,284	38,284	38,284	38,284	\$ 382,841.10
Pupil Transportation Services													
Salaries (Drivers & Transportation workers)			-	-	-	-	-	-	-	-	-	-	\$ -
Fringe Benefits			-	-	-	-	-	-	-	-	-	-	\$ -
Contracted Transportation Services - \$235 per bus per day 20% utilization			15,660	15,660	15,660	15,660	15,660	15,660	15,660	15,660	15,660	15,660	\$ 156,600.00
Field Trip Expenses for competitions			-	-	-	-	-	-	-	-	-	-	\$ -
Buses			-	-	-	-	-	-	-	-	-	-	\$ -
Repairs & Maintenance			-	-	-	-	-	-	-	-	-	-	\$ -
Fuel			-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total Pupil Transportation Services	-	-	15,660	15,660	15,660	15,660	15,660	15,660	15,660	15,660	15,660	15,660	\$ 156,600.00
Operation of Plant													
Salaries (Custodian, crossing guards, security)	5,629	5,629	5,629	5,629	5,629	5,629	5,629	5,629	5,629	5,629	5,629	5,629	\$ 67,546.36
Fringe benefits	1,351	1,351	1,351	1,351	1,351	1,351	1,351	1,351	1,351	1,351	1,351	1,351	\$ 16,211.13
Purchased Service (Custodial, fire and alarm, etc)	7,216	7,216	7,216	7,216	7,216	7,216	7,216	7,216	7,216	7,216	7,216	7,216	\$ 86,594.57
Lawn Maintenance	577	577	577	577	577	577	577	577	577	577	577	577	\$ 6,927.57

Somerset Key Charter High School

													YEAR 5
													100 % Enrollment
Pest Control	115	115	115	115	115	115	115	115	115	115	115	115	\$ 1,385.51
Security Services	325	325	325	325	325	325	325	325	325	325	325	325	\$ 3,896.76
Property Insurance	6,928	6,928	6,928	6,928	6,928	6,928	6,928	6,928	6,928	6,928	6,928	6,928	\$ 83,130.79
Telephone Services	325	325	325	325	325	325	325	325	325	325	325	325	\$ 3,896.76
Water & Sewer	231	231	231	231	231	231	231	231	231	231	231	231	\$ 2,771.03
Electricity	7,505	7,505	7,505	7,505	7,505	7,505	7,505	7,505	7,505	7,505	7,505	7,505	\$ 90,058.36
Custodial Supplies & Equipment	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total Operation of Plant	30,202	30,202	30,202	30,202	30,202	30,202	30,202	30,202	30,202	30,202	30,202	30,202	\$ 362,418.83
Maintenance of Plant													
Repairs & Maintenance		5,673	5,673	5,673	5,673	5,673	5,673	5,673	5,673	5,673	5,673	5,673	\$ 62,400.00
Supplies		-	-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total Maintenance of Plant	-	5,673	5,673	5,673	5,673	5,673	5,673	5,673	5,673	5,673	5,673	5,673	\$ 62,400.00
Administrative Technology Services													
Internal Technology Support	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Technology Personnel	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Systems Operation	2,165	2,165	2,165	2,165	2,165	2,165	2,165	2,165	2,165	2,165	2,165	2,165	\$ 25,978.37
Systems Planning & Analysis	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total Administrative Technology Services	2,165	2,165	2,165	2,165	2,165	2,165	2,165	2,165	2,165	2,165	2,165	2,165	\$ 25,978.37
After Care Programs													
After Care Salary		-	-	-	-	-	-	-	-	-	-	-	\$ -
Fringe Benefits		-	-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total After Care Programs		-	-	-	-	-	-	-	-	-	-	-	\$ -
Debt Service													
Redemption of Principal		-	-	-	-	-	-	-	-	-	-	-	\$ -
Interest (Interest Only at 6%)		-	-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total Debt Service		-	-	-	-	-	-	-	-	-	-	-	\$ -
Contingency													
Operating expense contingency - 3% of FEFP - Considered restricted funds												176,762	\$ 176,761.83
Sub-Total Contingency		-	-	-	-	-	-	-	-	-	-	-	\$ 176,761.83
Total Expenditures	\$ 132,446.77	\$ 392,817.14	\$ 556,748.36	\$ 567,924.35	\$ 475,025.69	\$ 475,025.69	\$ 483,035.69	\$ 475,025.69	\$ 495,525.69	\$ 483,035.69	\$ 475,025.69	\$ 781,679.38	\$ 5,793,315.86
Excess of Revenues over Expenditures	\$ 674,684.74	\$ 38,273.02	\$ (83,760.29)	\$ (61,602.94)	\$ 31,295.71	\$ 31,295.71	\$ 23,285.72	\$ 31,295.71	\$ 10,795.71	\$ 23,285.72	\$ 31,295.71	\$ (275,357.98)	\$ 474,786.55
Fund Balance	\$ 674,684.74	\$ 712,957.75	\$ 629,197.47	\$ 567,594.52	\$ 598,890.24	\$ 630,185.95	\$ 653,471.67	\$ 684,767.38	\$ 695,563.09	\$ 718,848.81	\$ 750,144.52	\$ 474,786.55	

Revenue Estimate Worksheet for Somerset Key Charter High School

Based on the 2015-16 FEFP Conference Report

School District:

Broward

1. 2015-16 FEFP State and Local Funding

Base Student Allocation

\$4,154.45

District Cost Differential: 1.0254

Program	Number of FTE	Program Cost Factor	Weighted FTE (2) x (3)	2015-16 Base Funding	
				(WFTE x BSA x DCD)	
(1)	(2)	(3)	(4)	(5)	
101 Basic K-3	0.00	1.115	0.0000	\$	-
111 Basic K-3 with ESE Services	0.00	1.115	0.0000	\$	-
102 Basic 4-8	0.00	1.000	0.0000	\$	-
112 Basic 4-8 with ESE Services	0.00	1.000	0.0000	\$	-
103 Basic 9-12	308.00	1.005	309.5400	\$	1,318,632
113 Basic 9-12 with ESE Services	48.00	1.005	48.2400	\$	205,501
254 ESE Level 4 (Grade Level PK-3)		3.613	0.0000	\$	-
254 ESE Level 4 (Grade Level 4-8)		3.613	0.0000	\$	-
254 ESE Level 4 (Grade Level 9-12)		3.613	0.0000	\$	-
255 ESE Level 5 (Grade Level PK-3)		5.258	0.0000	\$	-
255 ESE Level 5 (Grade Level 4-8)		5.258	0.0000	\$	-
255 ESE Level 5 (Grade Level 9-12)		5.258	0.0000	\$	-
130 ESOL (Grade Level PK-3)	0.00	1.180	0.0000	\$	-
130 ESOL (Grade Level 4-8)	0.00	1.180	0.0000	\$	-
130 ESOL (Grade Level 9-12)	44.00	1.180	51.9200	\$	221,178
300 Career Education (Grades 9-12)		1.005	0.0000	\$	-
Totals	400.00		409.7000	\$	1,745,311

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE (a)	Number of FTE	2015-16 Base Funding	
		(WFTE x BSA x DCD)	
Advanced Placement		\$	-
International Baccalaureate		\$	-
Advanced International Certificate		\$	-
Industry Certified Career Education		\$	-
Early High School Graduation		\$	-
Small District ESE Supplement		\$	-
Total Additional FTE	0.0000	Additional Base Funds	\$ -
Total Funded Weighted FTE	409.7000	Total Base Funding	\$ 1,745,311

2. ESE Guaranteed Allocation:	FTE	Grade Level	Matrix Level	Guarantee Per Student	
	0.00	PK-3	251	\$ 1,058	\$ -
		PK-3	252	\$ 3,418	\$ -
		PK-3	253	\$ 6,974	\$ -
	0.00	4-8	251	\$ 1,187	\$ -
		4-8	252	\$ 3,546	\$ -
		4-8	253	\$ 7,102	\$ -
	48.00	9-12	251	\$ 845	\$ 40,560
		9-12	252	\$ 3,204	\$ -
		9-12	253	\$ 6,760	\$ -
Total FTE with ESE Services	48.00			Total ESE Guarantee	\$ 40,560

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C27 above by the district's total UFTE to obtain school's UFTE share.

Charter School UFTE: 400.00 ÷ District's Total UFTE: 267,112.97

= 0.1497%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E38 above by the district's total WFTE to obtain school's WFTE share.

Charter School WFTE: 409.70 ÷ District's Total WFTE: 289,621.53

= 0.1415%

4. Supplemental Academic Instruction (UFTE share)	(b)	<u>53,972,820</u>	x	0.1497%	\$	<u>80,797</u>
5. Discretionary Millage Compression Allocation .748 Mills (UFTE share)	(b)	<u>0</u>	x	0.1497%	\$	<u>-</u>
6. Digital Classrooms Allocation (UFTE share)	(b)(d)	<u>4,317,610</u>	x	0.1497%	\$	<u>6,463</u>
7. Safe Schools Allocation (UFTE share)	(b)	<u>5,896,615</u>	x	0.1497%	\$	<u>8,827</u>
8. Instructional Materials Allocation (UFTE share)	(b)	<u>20,437,009</u>	x	0.1497%	\$	<u>30,594</u>
Dual Enrollment Instructional Materials Allocation	(e)					
ESE Applications Allocation:						

Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Applications funds.

9. Declining Enrollment (WFTE share)	(c)	<u>0</u>	x	0.1415%	\$	<u>-</u>
10. Sparsity Supplement (WFTE share)	(c)	<u>0</u>	x	0.1415%	\$	<u>-</u>
11. Discretionary Local Effort (WFTE share)	(c)	<u>116,732,452</u>	x	0.1415%	\$	<u>165,176</u>
12. Proration to Funds Available (WFTE share)	(c)	<u>0</u>	x	0.1415%	\$	<u>-</u>
13. Discretionary Lottery (WFTE share)	(c)	<u>980,408</u>	x	0.1415%	\$	<u>1,387</u>

14. Class Size Reduction Funds:

Weighted FTE (not including Add-On)	X	DCD	X	Allocation factors		
PK - 3	0.0000	1.0254	1,313.27	=	<u>0</u>	
4-8	0.0000	1.0254	895.79	=	<u>0</u>	
9-12	409.7000	1.0254	897.95	=	<u>377,235</u>	
Total *	<u>409.7000</u>				Total Class Size Reduction Funds	\$ <u>377,235</u>

(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)

15. Student Transportation	(f)					
Enter All Adjusted Fundable Riders		<u>80</u>	x	366	\$	<u>29,280</u>
Enter All Adjusted ESE Riders			x	1,373	\$	<u>-</u>

16. Federally Connected Student Supplement

(g)

Impact Aid Student Type	Number of Students	Exempt Property Allocation	Impact Aide Student Allocation	Total
Military and Indian Lands		\$0.00	\$0.00	\$ -
Civilians on Federal Lands		\$0.00	\$0.00	\$ -
Students with Disabilities			\$0.00	\$ -
Total				\$ -

17. Florida Teachers Classroom Supply Assistance Program

(h)

18. Reading Allocation

Charter schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.

19. Food Service Allocation

(i)

Total \$ 2,485,630

20. Funding for the purpose of calculating the administrative fee for ESE charter schools.

(j)

If you have more than a 75% ESE student population, please place a 1 in the following box: \$ -

Average Revenue per Student: \$ 6,214

NOTES:

(a) Additional FTE includes FTE earned through Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Industry Certified Career Education (CAPE), Early High School Graduation and the small district ESE Supplement, pursuant to s. 1011.62(f)(l-p), F.S.

(b) District allocations multiplied by percentage from item 3A.

(c) District allocations multiplied by percentage from item 3B.

(d) The Digital Classroom Allocation is provided pursuant to s. 1011.62(12), F.S., and requires that charter schools submit a digital classrooms plan to their school district for approval by the Department of Education prior to distribution of funds.

(e) School districts are required to pay for instructional materials used for the instruction of public high school students who are earning credit toward high school graduation under the dual enrollment program as provided in s. 1011.62(l)(i), F.S.

(f) Numbers entered here will be multiplied by the district level transportation funding per rider. "All Adjusted Fundable Riders" should include both basic and ESE Riders. "All Adjusted ESE Riders" should include only ESE Riders.

(g) The Federally Connected Student Supplement provides additional funding for students on federal lands that receive Section 8003 impact aide pursuant to s. 1011.62(13), F.S.

(h) Teacher Classroom Supply Assistance Program allocation pursuant to s. 1012.71, F.S., for certified teachers employed by a public school district or public charter school before September 1 of each year whose full-time or job-share responsibility is the classroom instruction of students in prekindergarten through grade 12, including full-time media specialists and certified school counselors serving students in prekindergarten through grade 12, who are funded through the FEFP.

(i) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

(j) Consistent with s. 1002.33(20)(a), F.S., for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

Administrative fees:

Administrative fees charged by the school district pursuant to s. 1002.33(20)(a), F.S., shall be calculated based upon 5% of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in s. 1013.62(2), F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.

For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2% of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in s. 1013.62(2), F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2%.

Other:

FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.

Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

Revenue Estimate Worksheet for Somerset Key Charter High School

Based on the 2015-16 FEFP Conference Report

School District:

Broward

1. 2015-16 FEFP State and Local Funding

Base Student Allocation

\$4,154.45

District Cost Differential: 1.0254

Program	Number of FTE	Program Cost Factor	Weighted FTE (2) x (3)	2015-16 Base Funding	
				(WFTE x BSA x DCD)	
(1)	(2)	(3)	(4)	(5)	
101 Basic K-3	0.00	1.115	0.0000	\$	-
111 Basic K-3 with ESE Services	0.00	1.115	0.0000	\$	-
102 Basic 4-8	0.00	1.000	0.0000	\$	-
112 Basic 4-8 with ESE Services	0.00	1.000	0.0000	\$	-
103 Basic 9-12	462.00	1.005	464.3100	\$	1,977,948
113 Basic 9-12 with ESE Services	72.00	1.005	72.3600	\$	308,252
254 ESE Level 4 (Grade Level PK-3)		3.613	0.0000	\$	-
254 ESE Level 4 (Grade Level 4-8)		3.613	0.0000	\$	-
254 ESE Level 4 (Grade Level 9-12)		3.613	0.0000	\$	-
255 ESE Level 5 (Grade Level PK-3)		5.258	0.0000	\$	-
255 ESE Level 5 (Grade Level 4-8)		5.258	0.0000	\$	-
255 ESE Level 5 (Grade Level 9-12)		5.258	0.0000	\$	-
130 ESOL (Grade Level PK-3)	0.00	1.180	0.0000	\$	-
130 ESOL (Grade Level 4-8)	0.00	1.180	0.0000	\$	-
130 ESOL (Grade Level 9-12)	66.00	1.180	77.8800	\$	331,767
300 Career Education (Grades 9-12)		1.005	0.0000	\$	-
Totals	600.00		614.5500	\$	2,617,967

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE (a)	Number of FTE	2015-16 Base Funding	
		(WFTE x BSA x DCD)	
Advanced Placement		\$	-
International Baccalaureate		\$	-
Advanced International Certificate		\$	-
Industry Certified Career Education		\$	-
Early High School Graduation		\$	-
Small District ESE Supplement		\$	-
Total Additional FTE	0.0000	Additional Base Funds	\$ -
Total Funded Weighted FTE	614.5500	Total Base Funding	\$ 2,617,967

2. ESE Guaranteed Allocation:		FTE	Grade Level	Matrix Level	Guarantee Per Student	
		0.00	PK-3	251	\$ 1,058	\$ -
			PK-3	252	\$ 3,418	\$ -
			PK-3	253	\$ 6,974	\$ -
		0.00	4-8	251	\$ 1,187	\$ -
			4-8	252	\$ 3,546	\$ -
			4-8	253	\$ 7,102	\$ -
		72.00	9-12	251	\$ 845	\$ 60,840
			9-12	252	\$ 3,204	\$ -
			9-12	253	\$ 6,760	\$ -
Total FTE with ESE Services		72.00	Total ESE Guarantee		\$	60,840

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C27 above by the district's total UFTE to obtain school's UFTE share.

Charter School UFTE: 600.00 ÷ District's Total UFTE: 267,112.97

= 0.2246%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E38 above by the district's total WFTE to obtain school's WFTE share.

Charter School WFTE: 614.55 ÷ District's Total WFTE: 289,621.53

= 0.2122%

4. Supplemental Academic Instruction (UFTE share)	(b)	<u>53,972,820</u>	x	0.2246%	\$	<u>121,223</u>
5. Discretionary Millage Compression Allocation .748 Mills (UFTE share)	(b)	<u>0</u>	x	0.2246%	\$	<u>-</u>
6. Digital Classrooms Allocation (UFTE share)	(b)(d)	<u>4,317,610</u>	x	0.2246%	\$	<u>9,697</u>
7. Safe Schools Allocation (UFTE share)	(b)	<u>5,896,615</u>	x	0.2246%	\$	<u>13,244</u>
8. Instructional Materials Allocation (UFTE share)	(b)	<u>20,437,009</u>	x	0.2246%	\$	<u>45,902</u>
Dual Enrollment Instructional Materials Allocation	(e)					
ESE Applications Allocation:						

Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Applications funds.

9. Declining Enrollment (WFTE share)	(c)	<u>0</u>	x	0.2122%	\$	<u>-</u>
10. Sparsity Supplement (WFTE share)	(c)	<u>0</u>	x	0.2122%	\$	<u>-</u>
11. Discretionary Local Effort (WFTE share)	(c)	<u>116,732,452</u>	x	0.2122%	\$	<u>247,706</u>
12. Proration to Funds Available (WFTE share)	(c)	<u>0</u>	x	0.2122%	\$	<u>-</u>
13. Discretionary Lottery (WFTE share)	(c)	<u>980,408</u>	x	0.2122%	\$	<u>2,080</u>

14. Class Size Reduction Funds:

Weighted FTE (not including Add-On)	X	DCD	X	Allocation factors		
PK - 3	0.0000	1.0254	1,313.27	=	<u>0</u>	
4-8	0.0000	1.0254	895.79	=	<u>0</u>	
9-12	614.5500	1.0254	897.95	=	<u>565,852</u>	
Total *	<u>614.5500</u>				Total Class Size Reduction Funds	\$ <u>565,852</u>

(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)

15. Student Transportation	(f)					
Enter All Adjusted Fundable Riders		<u>120</u>	x	366	\$	<u>43,920</u>
Enter All Adjusted ESE Riders			x	1,373	\$	<u>-</u>

16. Federally Connected Student Supplement

(g)

Impact Aid Student Type	Number of Students	Exempt Property Allocation	Impact Aide Student Allocation	Total
Military and Indian Lands		\$0.00	\$0.00	\$ -
Civilians on Federal Lands		\$0.00	\$0.00	\$ -
Students with Disabilities			\$0.00	\$ -
Total				\$ -

17. Florida Teachers Classroom Supply Assistance Program

(h)

18. Reading Allocation

Charter schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.

19. Food Service Allocation

(i)

Total \$ 3,728,431

20. Funding for the purpose of calculating the administrative fee for ESE charter schools.

(j)

If you have more than a 75% ESE student population, please place a 1 in the following box:		\$	<u>-</u>
Average Revenue per Student:	\$		6,214
Revenue Increase from Previous Year			1%
Adjusted Revenue Per Student	\$		6,276.19

NOTES:

(a) Additional FTE includes FTE earned through Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Industry Certified Career Education (CAPE), Early High School Graduation and the small district ESE Supplement, pursuant to s. 1011.62(1)(l-p), F.S.

(b) District allocations multiplied by percentage from item 3A.

(c) District allocations multiplied by percentage from item 3B.

(d) The Digital Classroom Allocation is provided pursuant to s. 1011.62(12), F.S., and requires that charter schools submit a digital classrooms plan to their school district for approval by the Department of Education prior to distribution of funds.

(e) School districts are required to pay for instructional materials used for the instruction of public high school students who are earning credit toward high school graduation under the dual enrollment program as provided in s. 1011.62(l)(i), F.S.

(f) Numbers entered here will be multiplied by the district level transportation funding per rider. "All Adjusted Fundable Riders" should include both basic and ESE Riders. "All Adjusted ESE Riders" should include only ESE Riders.

(g) The Federally Connected Student Supplement provides additional funding for students on federal lands that receive Section 8003 impact aide pursuant to s. 1011.62(13), F.S.

(h) Teacher Classroom Supply Assistance Program allocation pursuant to s. 1012.71, F.S., for certified teachers employed by a public school district or public charter school before September 1 of each year whose full-time or job-share responsibility is the classroom instruction of students in prekindergarten through grade 12, including full-time media specialists and certified school counselors serving students in prekindergarten through grade 12, who are funded through the FEFP.

(i) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

(j) Consistent with s. 1002.33(20)(a), F.S., for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

Administrative fees:

Administrative fees charged by the school district pursuant to s. 1002.33(20)(a), F.S., shall be calculated based upon 5% of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in s. 1013.62(2), F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.

For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2% of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in s. 1013.62(2), F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2%.

Other:

FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.

Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

Revenue Estimate Worksheet for Somerset Key Charter High School

Based on the 2015-16 FEFP Conference Report

School District:

Broward

1. 2015-16 FEFP State and Local Funding

Base Student Allocation

\$4,154.45

District Cost Differential: 1.0254

Program	Number of FTE	Program Cost Factor	Weighted FTE (2) x (3)	2015-16 Base Funding	
				(WFTE x BSA x DCD)	
(1)	(2)	(3)	(4)	(5)	
101 Basic K-3	0.00	1.115	0.0000	\$	-
111 Basic K-3 with ESE Services	0.00	1.115	0.0000	\$	-
102 Basic 4-8	0.00	1.000	0.0000	\$	-
112 Basic 4-8 with ESE Services	0.00	1.000	0.0000	\$	-
103 Basic 9-12	616.00	1.005	619.0800	\$	2,637,264
113 Basic 9-12 with ESE Services	96.00	1.005	96.4800	\$	411,002
254 ESE Level 4 (Grade Level PK-3)		3.613	0.0000	\$	-
254 ESE Level 4 (Grade Level 4-8)		3.613	0.0000	\$	-
254 ESE Level 4 (Grade Level 9-12)		3.613	0.0000	\$	-
255 ESE Level 5 (Grade Level PK-3)		5.258	0.0000	\$	-
255 ESE Level 5 (Grade Level 4-8)		5.258	0.0000	\$	-
255 ESE Level 5 (Grade Level 9-12)		5.258	0.0000	\$	-
130 ESOL (Grade Level PK-3)	0.00	1.180	0.0000	\$	-
130 ESOL (Grade Level 4-8)	0.00	1.180	0.0000	\$	-
130 ESOL (Grade Level 9-12)	88.00	1.180	103.8400	\$	442,356
300 Career Education (Grades 9-12)		1.005	0.0000	\$	-
Totals	800.00		819.4000	\$	3,490,622

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE (a)	Number of FTE	2015-16 Base Funding	
		(WFTE x BSA x DCD)	
Advanced Placement		\$	-
International Baccalaureate		\$	-
Advanced International Certificate		\$	-
Industry Certified Career Education		\$	-
Early High School Graduation		\$	-
Small District ESE Supplement		\$	-
Total Additional FTE	0.0000	Additional Base Funds	\$ -
Total Funded Weighted FTE	819.4000	Total Base Funding	\$ 3,490,622

2. ESE Guaranteed Allocation:		FTE	Grade Level	Matrix Level	Guarantee Per Student	
		0.00	PK-3	251	\$ 1,058	\$ -
			PK-3	252	\$ 3,418	\$ -
			PK-3	253	\$ 6,974	\$ -
		0.00	4-8	251	\$ 1,187	\$ -
			4-8	252	\$ 3,546	\$ -
			4-8	253	\$ 7,102	\$ -
		96.00	9-12	251	\$ 845	\$ 81,120
			9-12	252	\$ 3,204	\$ -
			9-12	253	\$ 6,760	\$ -
Total FTE with ESE Services		96.00	Total ESE Guarantee		\$	81,120

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C27 above by the district's total UFTE to obtain school's UFTE share.

Charter School UFTE: 800.00 ÷ District's Total UFTE: 267,112.97

= 0.2995%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E38 above by the district's total WFTE to obtain school's WFTE share.

Charter School WFTE: 819.40 ÷ District's Total WFTE: 289,621.53

= 0.2829%

4. Supplemental Academic Instruction (UFTE share)	(b)	<u>53,972,820</u>	x	0.2995%	\$	<u>161,649</u>
5. Discretionary Millage Compression Allocation .748 Mills (UFTE share)	(b)	<u>0</u>	x	0.2995%	\$	<u>-</u>
6. Digital Classrooms Allocation (UFTE share)	(b)(d)	<u>4,317,610</u>	x	0.2995%	\$	<u>12,931</u>
7. Safe Schools Allocation (UFTE share)	(b)	<u>5,896,615</u>	x	0.2995%	\$	<u>17,660</u>
8. Instructional Materials Allocation (UFTE share)	(b)	<u>20,437,009</u>	x	0.2995%	\$	<u>61,209</u>
Dual Enrollment Instructional Materials Allocation	(e)					
ESE Applications Allocation:						

Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Applications funds.

9. Declining Enrollment (WFTE share)	(c)	<u>0</u>	x	0.2829%	\$	<u>-</u>
10. Sparsity Supplement (WFTE share)	(c)	<u>0</u>	x	0.2829%	\$	<u>-</u>
11. Discretionary Local Effort (WFTE share)	(c)	<u>116,732,452</u>	x	0.2829%	\$	<u>330,236</u>
12. Proration to Funds Available (WFTE share)	(c)	<u>0</u>	x	0.2829%	\$	<u>-</u>
13. Discretionary Lottery (WFTE share)	(c)	<u>980,408</u>	x	0.2829%	\$	<u>2,774</u>

14. Class Size Reduction Funds:

Weighted FTE (not including Add-On)	X	DCD	X	Allocation factors		
PK - 3	0.0000	1.0254	1,313.27	=	<u>0</u>	
4-8	0.0000	1.0254	895.79	=	<u>0</u>	
9-12	819.4000	1.0254	897.95	=	<u>754,469</u>	
Total *	<u>819.4000</u>				Total Class Size Reduction Funds	\$ <u>754,469</u>

(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)

15. Student Transportation	(f)					
Enter All Adjusted Fundable Riders		<u>160</u>	x	366	\$	<u>58,560</u>
Enter All Adjusted ESE Riders			x	1,373	\$	<u>-</u>

16. Federally Connected Student Supplement

(g)

Impact Aid Student Type	Number of Students	Exempt Property Allocation	Impact Aide Student Allocation	Total
Military and Indian Lands		\$0.00	\$0.00	\$ -
Civilians on Federal Lands		\$0.00	\$0.00	\$ -
Students with Disabilities			\$0.00	\$ -
Total				\$ -

17. Florida Teachers Classroom Supply Assistance Program (h)

18. Reading Allocation

Charter schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.

19. Food Service Allocation

(i)

Total \$ 4,971,230

20. Funding for the purpose of calculating the administrative fee for ESE charter schools.

(j)

If you have more than a 75% ESE student population, please place a 1 in the following box:		\$	<u>-</u>
Average Revenue per Student:	\$		6,214
Revenue Increase from Previous Year			1%
Adjusted Revenue Per Student	\$		6,338.94

NOTES:

(a) Additional FTE includes FTE earned through Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Industry Certified Career Education (CAPE), Early High School Graduation and the small district ESE Supplement, pursuant to s. 1011.62(1)(l-p), F.S.

(b) District allocations multiplied by percentage from item 3A.

(c) District allocations multiplied by percentage from item 3B.

(d) The Digital Classroom Allocation is provided pursuant to s. 1011.62(12), F.S., and requires that charter schools submit a digital classrooms plan to their school district for approval by the Department of Education prior to distribution of funds.

(e) School districts are required to pay for instructional materials used for the instruction of public high school students who are earning credit toward high school graduation under the dual enrollment program as provided in s. 1011.62(l)(i), F.S.

(f) Numbers entered here will be multiplied by the district level transportation funding per rider. "All Adjusted Fundable Riders" should include both basic and ESE Riders. "All Adjusted ESE Riders" should include only ESE Riders.

(g) The Federally Connected Student Supplement provides additional funding for students on federal lands that receive Section 8003 impact aide pursuant to s. 1011.62(13), F.S.

(h) Teacher Classroom Supply Assistance Program allocation pursuant to s. 1012.71, F.S., for certified teachers employed by a public school district or public charter school before September 1 of each year whose full-time or job-share responsibility is the classroom instruction of students in prekindergarten through grade 12, including full-time media specialists and certified school counselors serving students in prekindergarten through grade 12, who are funded through the FEFP.

(i) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

(j) Consistent with s. 1002.33(20)(a), F.S., for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

Administrative fees:

Administrative fees charged by the school district pursuant to s. 1002.33(20)(a), F.S., shall be calculated based upon 5% of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in s. 1013.62(2), F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.

For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2% of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in s. 1013.62(2), F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2%.

Other:

FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.

Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

Revenue Estimate Worksheet for Somerset Key Charter High School

Based on the 2015-16 FEFP Conference Report

School District:

Broward

1. 2015-16 FEFP State and Local Funding

Base Student Allocation

\$4,154.45

District Cost Differential: 1.0254

Program	Number of FTE	Program Cost Factor	Weighted FTE (2) x (3)	2015-16 Base Funding	
				(WFTE x BSA x DCD)	
(1)	(2)	(3)	(4)	(5)	
101 Basic K-3	0.00	1.115	0.0000	\$	-
111 Basic K-3 with ESE Services	0.00	1.115	0.0000	\$	-
102 Basic 4-8	0.00	1.000	0.0000	\$	-
112 Basic 4-8 with ESE Services	0.00	1.000	0.0000	\$	-
103 Basic 9-12	616.00	1.005	619.0800	\$	2,637,264
113 Basic 9-12 with ESE Services	96.00	1.005	96.4800	\$	411,002
254 ESE Level 4 (Grade Level PK-3)		3.613	0.0000	\$	-
254 ESE Level 4 (Grade Level 4-8)		3.613	0.0000	\$	-
254 ESE Level 4 (Grade Level 9-12)		3.613	0.0000	\$	-
255 ESE Level 5 (Grade Level PK-3)		5.258	0.0000	\$	-
255 ESE Level 5 (Grade Level 4-8)		5.258	0.0000	\$	-
255 ESE Level 5 (Grade Level 9-12)		5.258	0.0000	\$	-
130 ESOL (Grade Level PK-3)	0.00	1.180	0.0000	\$	-
130 ESOL (Grade Level 4-8)	0.00	1.180	0.0000	\$	-
130 ESOL (Grade Level 9-12)	88.00	1.180	103.8400	\$	442,356
300 Career Education (Grades 9-12)		1.005	0.0000	\$	-
Totals	800.00		819.4000	\$	3,490,622

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE (a)	Number of FTE	2015-16 Base Funding	
		(WFTE x BSA x DCD)	
Advanced Placement		\$	-
International Baccalaureate		\$	-
Advanced International Certificate		\$	-
Industry Certified Career Education		\$	-
Early High School Graduation		\$	-
Small District ESE Supplement		\$	-
Total Additional FTE	0.0000	Additional Base Funds	\$ -
Total Funded Weighted FTE	819.4000	Total Base Funding	\$ 3,490,622

2. ESE Guaranteed Allocation:	FTE	Grade Level	Matrix Level	Guarantee Per Student	
	0.00	PK-3	251	\$ 1,058	\$ -
		PK-3	252	\$ 3,418	\$ -
		PK-3	253	\$ 6,974	\$ -
	0.00	4-8	251	\$ 1,187	\$ -
		4-8	252	\$ 3,546	\$ -
		4-8	253	\$ 7,102	\$ -
	96.00	9-12	251	\$ 845	\$ 81,120
		9-12	252	\$ 3,204	\$ -
		9-12	253	\$ 6,760	\$ -
Total FTE with ESE Services	96.00			Total ESE Guarantee	\$ 81,120

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C27 above by the district's total UFTE to obtain school's UFTE share.

Charter School UFTE: 800.00 ÷ District's Total UFTE: 267,112.97

= 0.2995%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E38 above by the district's total WFTE to obtain school's WFTE share.

Charter School WFTE: 819.40 ÷ District's Total WFTE: 289,621.53

= 0.2829%

4. Supplemental Academic Instruction (UFTE share)	(b)	<u>53,972,820</u>	x	0.2995%	\$	<u>161,649</u>
5. Discretionary Millage Compression Allocation .748 Mills (UFTE share)	(b)	<u>0</u>	x	0.2995%	\$	<u>-</u>
6. Digital Classrooms Allocation (UFTE share)	(b)(d)	<u>4,317,610</u>	x	0.2995%	\$	<u>12,931</u>
7. Safe Schools Allocation (UFTE share)	(b)	<u>5,896,615</u>	x	0.2995%	\$	<u>17,660</u>
8. Instructional Materials Allocation (UFTE share)	(b)	<u>20,437,009</u>	x	0.2995%	\$	<u>61,209</u>
Dual Enrollment Instructional Materials Allocation	(e)					
ESE Applications Allocation:						

Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Applications funds.

9. Declining Enrollment (WFTE share)	(c)	<u>0</u>	x	0.2829%	\$	<u>-</u>
10. Sparsity Supplement (WFTE share)	(c)	<u>0</u>	x	0.2829%	\$	<u>-</u>
11. Discretionary Local Effort (WFTE share)	(c)	<u>116,732,452</u>	x	0.2829%	\$	<u>330,236</u>
12. Proration to Funds Available (WFTE share)	(c)	<u>0</u>	x	0.2829%	\$	<u>-</u>
13. Discretionary Lottery (WFTE share)	(c)	<u>980,408</u>	x	0.2829%	\$	<u>2,774</u>

14. Class Size Reduction Funds:

Weighted FTE (not including Add-On)	X	DCD	X	Allocation factors		
PK - 3	0.0000	1.0254	1,313.27	=	<u>0</u>	
4-8	0.0000	1.0254	895.79	=	<u>0</u>	
9-12	819.4000	1.0254	897.95	=	<u>754,469</u>	
Total *	<u>819.4000</u>				Total Class Size Reduction Funds	\$ <u>754,469</u>

(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)

15. Student Transportation	(f)					
Enter All Adjusted Fundable Riders		<u>160</u>	x	366	\$	<u>58,560</u>
Enter All Adjusted ESE Riders			x	1,373	\$	<u>-</u>

16. Federally Connected Student Supplement

(g)

Impact Aid Student Type	Number of Students	Exempt Property Allocation	Impact Aide Student Allocation	Total
Military and Indian Lands		\$0.00	\$0.00	\$ -
Civilians on Federal Lands		\$0.00	\$0.00	\$ -
Students with Disabilities			\$0.00	\$ -
Total				\$ -

17. Florida Teachers Classroom Supply Assistance Program (h)

18. Reading Allocation

Charter schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.

19. Food Service Allocation

(i)

Total \$ 4,971,230

20. Funding for the purpose of calculating the administrative fee for ESE charter schools.

(j)

If you have more than a 75% ESE student population, please place a 1 in the following box:		\$	<u>-</u>
Average Revenue per Student:	\$		6,214
Revenue Increase from Previous Year			1%
Adjusted Revenue Per Student	\$		6,402.33

NOTES:

(a) Additional FTE includes FTE earned through Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Industry Certified Career Education (CAPE), Early High School Graduation and the small district ESE Supplement, pursuant to s. 1011.62(1)(l-p), F.S.

(b) District allocations multiplied by percentage from item 3A.

(c) District allocations multiplied by percentage from item 3B.

(d) The Digital Classroom Allocation is provided pursuant to s. 1011.62(12), F.S., and requires that charter schools submit a digital classrooms plan to their school district for approval by the Department of Education prior to distribution of funds.

(e) School districts are required to pay for instructional materials used for the instruction of public high school students who are earning credit toward high school graduation under the dual enrollment program as provided in s. 1011.62(l)(i), F.S.

(f) Numbers entered here will be multiplied by the district level transportation funding per rider. "All Adjusted Fundable Riders" should include both basic and ESE Riders. "All Adjusted ESE Riders" should include only ESE Riders.

(g) The Federally Connected Student Supplement provides additional funding for students on federal lands that receive Section 8003 impact aide pursuant to s. 1011.62(13), F.S.

(h) Teacher Classroom Supply Assistance Program allocation pursuant to s. 1012.71, F.S., for certified teachers employed by a public school district or public charter school before September 1 of each year whose full-time or job-share responsibility is the classroom instruction of students in prekindergarten through grade 12, including full-time media specialists and certified school counselors serving students in prekindergarten through grade 12, who are funded through the FEFP.

(i) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

(j) Consistent with s. 1002.33(20)(a), F.S., for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

Administrative fees:

Administrative fees charged by the school district pursuant to s. 1002.33(20)(a), F.S., shall be calculated based upon 5% of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in s. 1013.62(2), F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.

For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2% of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in s. 1013.62(2), F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2%.

Other:

FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.

Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

Revenue Estimate Worksheet for Somerset Key Charter High School

Based on the 2015-16 FEFP Conference Report

School District:

Broward

1. 2015-16 FEFP State and Local Funding

Base Student Allocation

\$4,154.45

District Cost Differential: 1.0254

Program	Number of FTE	Program Cost Factor	Weighted FTE (2) x (3)	2015-16 Base Funding	
				(WFTE x BSA x DCD)	
(1)	(2)	(3)	(4)	(5)	
101 Basic K-3	0.00	1.115	0.0000	\$	-
111 Basic K-3 with ESE Services	0.00	1.115	0.0000	\$	-
102 Basic 4-8	0.00	1.000	0.0000	\$	-
112 Basic 4-8 with ESE Services	0.00	1.000	0.0000	\$	-
103 Basic 9-12	616.00	1.005	619.0800	\$	2,637,264
113 Basic 9-12 with ESE Services	96.00	1.005	96.4800	\$	411,002
254 ESE Level 4 (Grade Level PK-3)		3.613	0.0000	\$	-
254 ESE Level 4 (Grade Level 4-8)		3.613	0.0000	\$	-
254 ESE Level 4 (Grade Level 9-12)		3.613	0.0000	\$	-
255 ESE Level 5 (Grade Level PK-3)		5.258	0.0000	\$	-
255 ESE Level 5 (Grade Level 4-8)		5.258	0.0000	\$	-
255 ESE Level 5 (Grade Level 9-12)		5.258	0.0000	\$	-
130 ESOL (Grade Level PK-3)	0.00	1.180	0.0000	\$	-
130 ESOL (Grade Level 4-8)	0.00	1.180	0.0000	\$	-
130 ESOL (Grade Level 9-12)	88.00	1.180	103.8400	\$	442,356
300 Career Education (Grades 9-12)		1.005	0.0000	\$	-
Totals	800.00		819.4000	\$	3,490,622

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE (a)	Number of FTE	2015-16 Base Funding	
		(WFTE x BSA x DCD)	
Advanced Placement		\$	-
International Baccalaureate		\$	-
Advanced International Certificate		\$	-
Industry Certified Career Education		\$	-
Early High School Graduation		\$	-
Small District ESE Supplement		\$	-
Total Additional FTE	0.0000	Additional Base Funds	\$ -
Total Funded Weighted FTE	819.4000	Total Base Funding	\$ 3,490,622

2. ESE Guaranteed Allocation:		FTE	Grade Level	Matrix Level	Guarantee Per Student	
		0.00	PK-3	251	\$ 1,058	\$ -
			PK-3	252	\$ 3,418	\$ -
			PK-3	253	\$ 6,974	\$ -
		0.00	4-8	251	\$ 1,187	\$ -
			4-8	252	\$ 3,546	\$ -
			4-8	253	\$ 7,102	\$ -
		96.00	9-12	251	\$ 845	\$ 81,120
			9-12	252	\$ 3,204	\$ -
			9-12	253	\$ 6,760	\$ -
Total FTE with ESE Services		96.00	Total ESE Guarantee		\$	81,120

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C27 above by the district's total UFTE to obtain school's UFTE share.

Charter School UFTE: 800.00 ÷ District's Total UFTE: 267,112.97

= 0.2995%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E38 above by the district's total WFTE to obtain school's WFTE share.

Charter School WFTE: 819.40 ÷ District's Total WFTE: 289,621.53

= 0.2829%

4. Supplemental Academic Instruction (UFTE share)	(b)	<u>53,972,820</u>	x	0.2995%	\$	<u>161,649</u>
5. Discretionary Millage Compression Allocation .748 Mills (UFTE share)	(b)	<u>0</u>	x	0.2995%	\$	<u>-</u>
6. Digital Classrooms Allocation (UFTE share)	(b)(d)	<u>4,317,610</u>	x	0.2995%	\$	<u>12,931</u>
7. Safe Schools Allocation (UFTE share)	(b)	<u>5,896,615</u>	x	0.2995%	\$	<u>17,660</u>
8. Instructional Materials Allocation (UFTE share)	(b)	<u>20,437,009</u>	x	0.2995%	\$	<u>61,209</u>
Dual Enrollment Instructional Materials Allocation	(e)					
ESE Applications Allocation:						

Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Applications funds.

9. Declining Enrollment (WFTE share)	(c)	<u>0</u>	x	0.2829%	\$	<u>-</u>
10. Sparsity Supplement (WFTE share)	(c)	<u>0</u>	x	0.2829%	\$	<u>-</u>
11. Discretionary Local Effort (WFTE share)	(c)	<u>116,732,452</u>	x	0.2829%	\$	<u>330,236</u>
12. Proration to Funds Available (WFTE share)	(c)	<u>0</u>	x	0.2829%	\$	<u>-</u>
13. Discretionary Lottery (WFTE share)	(c)	<u>980,408</u>	x	0.2829%	\$	<u>2,774</u>

14. Class Size Reduction Funds:

Weighted FTE (not including Add-On)	X	DCD	X	Allocation factors		
PK - 3	0.0000	1.0254	1,313.27	=	<u>0</u>	
4-8	0.0000	1.0254	895.79	=	<u>0</u>	
9-12	819.4000	1.0254	897.95	=	<u>754,469</u>	
Total *	<u>819.4000</u>				Total Class Size Reduction Funds	\$ <u>754,469</u>

(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)

15. Student Transportation	(f)					
Enter All Adjusted Fundable Riders		<u>160</u>	x	366	\$	<u>58,560</u>
Enter All Adjusted ESE Riders			x	1,373	\$	<u>-</u>

16. Federally Connected Student Supplement

(g)

Impact Aid Student Type	Number of Students	Exempt Property Allocation	Impact Aide Student Allocation	Total
Military and Indian Lands		\$0.00	\$0.00	\$ -
Civilians on Federal Lands		\$0.00	\$0.00	\$ -
Students with Disabilities			\$0.00	\$ -
Total				\$ -

17. Florida Teachers Classroom Supply Assistance Program (h)

18. Reading Allocation

Charter schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.

19. Food Service Allocation

(i)

Total \$ 4,971,230

20. Funding for the purpose of calculating the administrative fee for ESE charter schools.

(j)

If you have more than a 75% ESE student population, please place a 1 in the following box:		\$	<u>-</u>
Average Revenue per Student:	\$		6,214
Revenue Increase from Previous Year			1%
Adjusted Revenue Per Student	\$		6,466.35

NOTES:

(a) Additional FTE includes FTE earned through Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Industry Certified Career Education (CAPE), Early High School Graduation and the small district ESE Supplement, pursuant to s. 1011.62(1)(l-p), F.S.

(b) District allocations multiplied by percentage from item 3A.

(c) District allocations multiplied by percentage from item 3B.

(d) The Digital Classroom Allocation is provided pursuant to s. 1011.62(12), F.S., and requires that charter schools submit a digital classrooms plan to their school district for approval by the Department of Education prior to distribution of funds.

(e) School districts are required to pay for instructional materials used for the instruction of public high school students who are earning credit toward high school graduation under the dual enrollment program as provided in s. 1011.62(l)(i), F.S.

(f) Numbers entered here will be multiplied by the district level transportation funding per rider. "All Adjusted Fundable Riders" should include both basic and ESE Riders. "All Adjusted ESE Riders" should include only ESE Riders.

(g) The Federally Connected Student Supplement provides additional funding for students on federal lands that receive Section 8003 impact aide pursuant to s. 1011.62(13), F.S.

(h) Teacher Classroom Supply Assistance Program allocation pursuant to s. 1012.71, F.S., for certified teachers employed by a public school district or public charter school before September 1 of each year whose full-time or job-share responsibility is the classroom instruction of students in prekindergarten through grade 12, including full-time media specialists and certified school counselors serving students in prekindergarten through grade 12, who are funded through the FEFP.

(i) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

(j) Consistent with s. 1002.33(20)(a), F.S., for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

Administrative fees:

Administrative fees charged by the school district pursuant to s. 1002.33(20)(a), F.S., shall be calculated based upon 5% of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in s. 1013.62(2), F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.

For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2% of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in s. 1013.62(2), F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2%.

Other:

FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.

Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.



*Somerset Academy, Inc. submit to
Broward County Public Schools:*

APPENDIX B ARTICLES

**For:
SOMERSET KEY
HIGH CHARTER
SCHOOL**

**ARTICLES OF INCORPORATION OF THE SOMERSET
NEIGHBORHOOD SCHOOL, INC.**

THE UNDERSIGNED, as incorporator and on behalf of a non-for-profit, non-stock corporation under the laws of the State of Florida, hereby adopts the following Articles of Incorporation:

ARTICLE I

NAME

Section 1.1. The name of the Corporation is The Somerset Neighborhood School, Inc.

ARTICLE II

DURATION

Section 2.1. The Corporation shall have perpetual existence unless dissolved pursuant to law.

ARTICLE III

NON-STOCK CORPORATION

Section 3.1. The Corporation shall be organized on a non-stock basis under the Florida Not-for-Profit Corporation Act and may issue no Certificates of Membership.

ARTICLE IV

PURPOSE

Section 4.1. The purposes for which the Corporation is organized is for transacting any and all lawful business for which corporations may be incorporated under the Florida Not-for-Profit Corporation Act and to distribute the whole or any part of the income therefrom and the principal thereof exclusively for charitable, religious, scientific, literary, or educational purposes, either

directly or by contributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code and Regulations issued pursuant thereto, as they now exist or as they may hereafter be amended.

Section 4.2 The Corporation shall have the power, either directly or indirectly, either alone or in conjunction or cooperation with others, to do any and all lawful acts and things and to engage in any and all lawful activities which may be necessary, useful, suitable, desirable, or proper for the furtherance, accomplishment, fostering, or attainment of any or all of the purposes for which a Corporation is organized, and to aid or assist other organizations whose activities are such as to further accomplish, foster, or attain any of such purposes. Notwithstanding anything herein to the contrary, the Corporation shall exercise only such powers as are in furtherance of the exempt purposes of organizations set forth in Section 501(c)(3) of the Internal Revenue Code of 1986 and the regulations thereunder as the same now exist or as they may be hereinafter amended from time to time.

Section 4.3. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, any Director or Officer of the Corporation or any other private individual (except that reasonable compensation may be paid for services rendered to or for the Corporation affecting one or more of its purposes); and no Director or Officer of the Corporation, or any private individual, shall be entitled to share in the distribution of any of the corporate assets on dissolution of the Corporation.

Section 4.4. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate or intervene in (including the publication or distribution of statements) any political campaign on behalf of any candidate for public office.

Section 4.5. The Corporation shall distribute its income for each taxable year at such time and in such manner as not to become subject to tax on undistributed income imposed by Section 4942 of the Internal Revenue Code of 1986, or corresponding provisions of any subsequent federal tax laws.

Section 4.6. The Corporation shall not engage in any act of self-dealing as defined in Section 4941(c) of the Internal Revenue Code of 1986, or corresponding provisions of any subsequent federal tax laws.

Section 4.7. The Corporation shall not retain any excess business holdings as defined in Section 4943(c) of the Internal Revenue Code of 1986, or corresponding provisions of any subsequent federal tax laws.

Section 4.8. The Corporation shall not make any investments in such manner as to subject it to tax under Section 4944 of the Internal Revenue Code of 1986, or corresponding provisions of any subsequent federal tax laws.

Section 4.9. The Corporation shall not make any taxable expenditure as defined in Section 4945(d) of the Internal Revenue Code of 1986, or corresponding provisions of any subsequent federal tax laws.

Section 4.10. Notwithstanding any other provisions of these Articles of Incorporation, the Corporation shall not conduct or carry on any activities not permitted to be conducted or carried on by an organization exempt from taxation under Section 501(c)(3) of the Internal Revenue Code and Regulations issued pursuant thereto as they now exist or as they may hereafter be amended, or by an organization contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code and said Regulations as they now exist or as they may hereafter be amended.

Section 4.11. Upon the dissolution of the Corporation, the Board of Directors shall, after paying, or making provision for the payment of, all of the liabilities of the Corporation, dispose of all of the assets of the Corporation, exclusively for the purposes of the Corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, religious or scientific purposes, as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States Revenue Law), as the Board of Directors shall determine. Any of such assets not so disposed of shall be disposed of by the court having proper jurisdiction in the county where the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

ARTICLE V

MEMBERS

Section 5.1. This Corporation shall have a membership consisting of the Board of Directors of the Corporation serving from time to time.

ARTICLE VI

DIRECTORS

Section 6.1. The affairs of the Corporation shall be governed by a Board of Directors (hereinafter referred to as the "Board"), subject to the restriction that, except as specifically set forth to the contrary in the Bylaws, the exercise of any powers or actions of the Board shall require the approval thereof by a majority vote of the Board present at a meeting at which a quorum of no less than two (2) Directors are present. The affirmative vote of any two (2) Directors shall be necessary for all corporate action requiring a vote of the Board, including, but not limited to the following:

6.1.1. Approval of charitable gifts, transfers, distributions and grants by the Corporation to other entities.

6.1.2. Adoption of an amendment to the Articles of Incorporation or the Bylaws.

6.1.3. Organization of a subsidiary or affiliate by the Corporation

6.1.4. Approval of any merger, consolidation or sale or other transfer of all or a substantial part of the Corporation.

Section 6.2. The initial Board of Directors shall consist of the following members elected in accordance with this Section 6.2 and the Bylaws:

Section 6.3. The term of office of an elected Director shall be one (1) year and shall expire, regardless of whether or not a successor shall have been duly elected and qualified. The terms of elected Directors shall be staggered so that no elected Director's term expires less than four (4) months before the expiration of the next elected Director.

ARTICLE VII

ADDRESS

Section 7.1. The street address of the principal office of this corporation in the State of Florida is:
6262 Bird Road, Suite 31
Miami, FL 33155

The Board may, from time to time, move its principal office in the State of Florida to another place in this state.

ARTICLE VIII
REGISTERED AGENT AND REGISTERED OFFICE

Section 8.1. The registered agent and registered office of the Corporation shall be:

Name	Address
IGNACIO ZULUETA	6262 BIRD ROAD, SUITE 311 MIAMI, FL 33155

ARTICLE IX
AMENDMENT

Section 9.1. These Articles of Incorporation may be amended in the manner and with the vote provided by law.

ARTICLE X
BYLAWS

Section 10.1. The Board of Directors of this Corporation shall adopt Bylaws for the government of this Corporation which shall be subordinate only to the Articles of Incorporation and the laws of the United States and the State of Florida. The Bylaws may be amended from time to time by the Board of Directors.

ARTICLE XI
INCORPORATOR

Section 11.1. The name and address of the incorporator of this Corporation are as follows:

Name	Address
IGNACIO ZULETA	6262 BIRD ROAD, SUITE 111 MIAMI, FL 33155

IN WITNESS WHEREOF, the undersigned Incorporator has executed these Articles of Incorporation this 2 day of MAY 1997.

INCORPORATOR

[Signature]
IGNACIO ZULETA

CERTIFICATE DESIGNATING PLACE OF BUSINESS OR
DOMICILE FOR THE SERVICE OF PROCESS WITHIN THIS STATE,
NAMED AGENT UPON WHOM PROCESS MAY BE SERVED

In pursuance of Section 48091 and Section 607.0501(3), Florida Statutes, the following is
submitted in compliance with said Sections:

The Somerset Neighborhood School, Inc. desiring to organize under the laws of the State of
Florida with its principal office as indicated in the Certificate of Incorporation, at the City of Fort
Lauderdale, County of Broward, State of Florida, has named IGNACIO ZULUETA
located at 6262 BIRD ROAD, SUITE 31
MIAMI, FL 33155

as its agent to accept service of process within this State.

ACKNOWLEDGMENT

Having been named to accept service of process for the above-named corporation, at the place
designated in this Certificate, I hereby accept to act in this capacity, and agree to comply with the
provisions of said Sections relative to keeping open said office.

REGISTERED AGENT

Date

IGNACIO ZULUETA

**ARTICLES OF AMENDMENT
to
ARTICLES OF INCORPORATION
Somerset Neighborhood School, Inc.**

Pursuant to the provisions of section 617.1006, Florida Statutes, the undersigned Florida nonprofit corporation adopts the following articles of amendment to its articles of incorporation.

FIRST: Amendment(s) adopted: (INDICATE ARTICLE NUMBER(S) BEING AMENDED, ADDED OR DELETED.)

AMENDMENT TO ARTICLE I

The name of the Corporation shall now be:

SOMERSET ACADEMY, INC.

SECOND: The date of adoption of the amendment(s) was: JANUARY 14, 2000

THIRD: Adoption of Amendment (CHECK ONE)

- ☒ The amendment(s) was (were) adopted by the members and the number of votes cast for the amendment were sufficient for approval.

There are no members or members entitled to vote on the amendment. The amendment(s) was (were) adopted by the board of directors.

Somerset Academy, Inc.

Corporation Name

Magdalena Fresen

Signature of Chairman, Vice Chairman, President, or other Officer

Magdalena Fresen

Typed or Printed Name

Secretary

2/18/00

Title & Date

FILED
STATE
ALLAHOUSTE, FLORIDA

00 MAR -2 AM 9:48

State of Florida



Department of State

I certify the attached is a true and correct copy of the Articles of Amendment, filed on March 2, 2000, to Articles of Incorporation for THE SOMERSET NEIGHBORHOOD SCHOOL, INC. which changed its name to SOMERSET ACADEMY, INC., a Florida corporation, as shown by the records of this office.

The document number of this corporation is N97000002553.

Given under my hand and the
Great Seal of the State of Florida
at Tallahassee, the Capitol, this the
Thirteenth day of March, 2000



ORSE022 1 22

Katherine Harris

Katherine Harris
Secretary of State



Department of State

I certify the attached is a true and correct copy of the Articles of Incorporation of THE SOMERSET NEIGHBORHOOD SCHOOL, INC., a corporation organized under the laws of the State of Florida, filed on May 5, 1997, as shown by the records of this office.

The document number of this corporation is N97000002553.

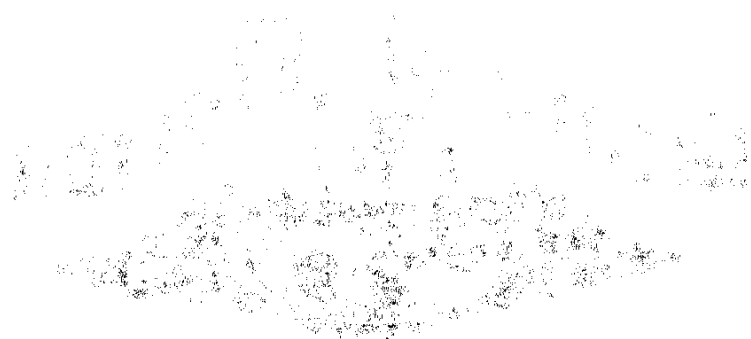
Given under my hand and the
Great Seal of the State of Florida,
at Tallahassee, the Capitol, this the
Twenty-second day of July, 1997



CR2EO22 (2-95)

Sandra B. Northam

Sandra B. Northam
Secretary of State



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*Somerset Academy, Inc. submit to
Broward County Public Schools:*

APPENDIX C BYLAWS

**For:
SOMERSET KEY
HIGH CHARTER
SCHOOL**

**BYLAWS OF
SOMERSET ACADEMY, INC.
A Florida Nonprofit Corporation**

**ARTICLE 1
OFFICES**

The corporation's principal office shall be fixed and located at such place within the boundaries of the County of Miami-Dade or Broward, Florida, as the Board of Directors ("Board") shall determine. The Board is granted full power and authority to change the principal office from one location to another.

**ARTICLE 2
PURPOSE**

The specific and general purposes of the corporation are described in the Articles of Incorporation.

**ARTICLE 3
NO MEMBERS**

Section 3.1 No Members

The corporation shall have no members. Any action, which would otherwise; by law require approval by a majority of all members or approval by the members shall require only approval of the Board. All rights, which would otherwise by law vest in the members, shall vest in the board.

**ARTICLE 4
DIRECTORS**

Section 4.1 General Powers

Subject to the limitations of the Florida not-for-profit corporation law, the corporation's Articles of Incorporation and these Bylaws, the activities and affairs of the corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board. The Board may engage the services of a management company with respect to certain operations of the corporation, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. No assignment, referral or delegation of authority by the Board or anyone acting under such delegation shall preclude the Board from exercising full authority over the conduct of the corporation's activities, and the Board may, subject to contractual obligations as may exist, rescind any such assignment, referral or delegation at any time.

Section 4.2 Specific Powers

Without prejudice to its general powers, but subject to the same limitations set forth above, the Board shall have the following powers in addition to any other powers enumerated in these Bylaws and permitted by law:

- a. To select and remove all of the officers, agents and employees of the corporation; to prescribe powers and duties for them which are not inconsistent with law, the corporation's Articles of Incorporation or these Bylaws; and to fix their compensation;
- b. To conduct, manage and control the affairs and activities of the corporation and to make such rules and regulations therefore which are not inconsistent with the law, the corporation's Articles of Incorporation or these Bylaws, as it deems best;
- c. To adopt, make and use a corporate seal and to alter the form of the seal from time to time, as it deems best;
- d. To borrow money and incur indebtedness for the purpose of the corporation, and to cause to be executed and delivered therefore, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecation's and other evidences of debt and securities therefore;
- e. To act as trustee under any trust incidental to the principal object of the corporation, and receive, hold, administer, exchange and expend funds and property subject to such trust;
- f. To acquire by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of real and personal property;
- g. To assume any obligations, enter into any contracts or other instruments, and do any and all other things incidental or expedient to the attainment of any corporate purpose;
- h. To form and be a member or shareholder of a not-for-profit entity organized under the law of any state, or to form without members or shareholders a not-for-profit entity organized under the law of any state, for the purposes of education, education or other research, or support of education or education research; and
- i. To carry out such other duties as are described in the Charter or Articles or Incorporation.

Section 4.3 Number, Election and Term of Directors and Related Matters

- a. The authorized number of Directors shall be no less than three (3) and no greater than eleven (11) until changed by amendment of these Bylaws.
- b. Those Directors who are to be elected by the Board of Directors (which shall be the difference between the total number of Directors to comprise the Board of Directors and the number of Directors elected by the Development Committee as provided below) shall be so elected at the annual meeting of the Board of

Directors then in the office. Except as set forth below, only existing members of the Board of Directors may nominate candidates for new Directors. Notice of the Board's intention to elect a Director shall be included in the agenda for that meeting of the Board and shall be publicly announced.

- c. The members of the Development Committee (described below), at each annual meeting of the Board of Directors, shall annually elect by aggregate majority vote up to three Directors of the corporation chosen from the persons so nominated by each Local Board (described below); provided however that the number of such Directors shall not exceed the number of such Local Boards as of the date of the annual meeting. Each such member of the Board of Directors elected by the Development shall have the same tenure and other rights and responsibilities as the balance of the members of the Board of Directors;
- d. Each member of the Board of Directors shall have a term of five years, and may only be re-elected for up to three (3) consecutive terms. Upon serving the maximum term, a Director's term shall automatically expire without further action of the Board. Each such Director who has successfully completed their term as Director, shall be invited to participate in a group of Emeritus Directors. Emeritus Directors are invited to attend Board meetings and other Somerset Academy Inc. functions, provide advice and counsel to the Board, but shall have no voting power.
- e. Directors shall be elected at a duly held meeting of the Board of Directors;
- f. The Board shall include at least one member who is the parent of a child enrolled in a school operated by the corporation and at least one member who is or has been a professional educator and/or school administrator, having experience in education. The Board should endeavor to be comprised of a diverse group of accomplished professional, academic, business, and/or civic minded individuals who are committed to the mission of the corporation.
- g. Persons who are employed by, or are principals of, either a sponsor or a management company for the corporation are not eligible and shall not be elected to serve on the Board so as to avoid potential conflicts of interest. The Board will seek to avoid filling future vacancies on the Board with persons who are employed by schools which are managed by the same company that manages schools operated by the corporation. However, if the corporation does not have a professional educator or administrator on its Board and if the application process described in Section 4.5 does not produce such an applicant for the Board, then the Board may consider and select as a Director an educator or administrator employed by the same company that manages schools operated by the corporation.

Section 4.4 Resignation and Removal

Any Director may resign effective upon giving written notice to the Board, unless the notice specifies a later effective time. If the resignation is effective at a future time, a successor may be selected (by the existing president) before such time, to take office when the resignation becomes effective. A Director may be removed without cause by a majority of the Directors then in office.

Section 4.5 Vacancies

- a. A Board vacancy or vacancies shall be deemed to exist if any Director dies, resigns, or is removed, or if the authorized number of Directors is increased.
- b. The Board shall declare vacant the office of any Director who has been convicted of a felony, or whose fingerprint check results reveal non-compliance with standards of good moral character.
- c. In order to elect a new Director, the Board shall announce the vacancy to the public, including Somerset Academy Inc. parents, teachers, and schools, and invite applications from qualified persons all as described by the Board. The Chairman or another Board member approved by the Board, shall conduct an initial review and evaluation of all applications and report to the Board by way of nomination of candidates. Board members are encouraged to solicit applications from qualified persons. Following review and discussion of the nominated candidates, the Board will proceed to elect the nominated candidates as new Director(s).
- d. New Directors shall be elected by a vote of the majority of the existing Directors. Each Director so elected shall hold office until a successor has been appointed and qualified.
- e. No reduction of the authorized number of Directors shall have the effect of removing any Director prior to the expiration of the Director's term of office.
- f. The Board shall develop an orientation and training program for new Directors and an annual continuing education program for existing Directors.

Section 4.6 Attendance

Directors must be willing and able to travel to fulfill their obligations to Somerset Academy Inc. The Board may declare vacant, the office of any Director if, in any given calendar year:

- (a) He/She is absent from three consecutive meetings; or
- (b) He/She is absent from four of the board's meetings;
- (c) if he/she fails to attend any Authorizer-required conference(s)/meeting(s) at which attendance is mandatory; provided that regardless of their compliance with subsection (a) and (b) above, members must attend at least 50 percent of all the board meetings held during a year.

Section 4.7 Place/Notice of Meetings/Compliance with Applicable Laws

Meetings of the Board may be held at the principal office of the corporation or at any other place that has been designated in the notice of the meeting or by resolution of the Board. Appropriate notices of the meeting complying with both Florida law as well as the Texas Open Meetings Act for those meetings that relate to the operations of the Brooks Academy of Science and Engineering shall be timely posted or published as required by law, and all meetings shall be held and conducted in accordance with applicable open or public meetings laws. The public, any board member or officer of the corporation shall place any desired item on the agenda of any board meeting by notifying, in writing, no later than 5 (five) business days prior to the scheduled board meeting, a description of the item to be placed in the agenda and said descriptions shall be delivered to the then acting secretary of the corporation. Any meetings that relate to the operations of the Brooks Academy of Science and Engineering will be held in the State of Texas. Such meetings of the Board called under Sections 4.7, 4.8, and 4.9 or pursuant to any other provision of these bylaws, shall comply with each and every provision of the Texas Open Meetings Act, which law is hereby incorporated by reference.

Section 4.8 Annual Meetings

The Board shall hold an annual meeting for the purposes of organization, selection of Directors and officers, and the transaction of other business.

Section 4.9 Quarterly Meetings

Quarterly meetings of the Board, shall be held on such dates and at such times and places as may be from time to time fixed and notified by the Board.

Section 4.10 Special Meetings

- a. Special meetings of the Board for any purpose(s) may be called at any time by the Chairman of the Board, if there is such an officer, the President, or the Secretary.
- b. Special meetings of the Board may be held after each Director has received notice by mail, telecopy, e-mail or telephone.
- c. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

Section 4.11 Quorum and Voting

One half (1/2) of the authorized Directors then in the office shall constitute a quorum. The Board shall attempt to reach a general consensus on all actions before the Board; provided, however, that every act or decision done or made by a majority of the Directors present at a meeting duly held at which a quorum is present is an act of the Board. A meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of Directors, if any action taken is approved by at least a majority of the required quorum for such meeting.

Section 4.12 Waiver of Notices

Notice of meeting need not be given to any Director who signs a waiver of notice, a written consent to the holding of the meeting, an approval of the minutes of the meeting, whether before or after the meeting, or who attends the meeting without protesting the lack of notice prior thereto or at its commencement. All such waivers, consents and approvals shall be filed with the corporate records or made a part of the minutes of the meetings.

Section 4.13 Adjournment

A majority of the Directors present, whether or not a quorum is present, may adjourn any Director's meeting to another time and place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time scheduled for the continuation of the meeting, to the Directors who were not present at the time of the adjournment.

Section 4.14 Rights of Inspection

Every Director has the absolute right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the corporation provided such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the corporation's obligations to maintain the confidentiality of certain books, records and documents under any applicable federal, state or local law.

Section 4.15 Fees and Compensation

Directors shall not receive compensation for their services; however, the Board may approve the reimbursement of a Director's actual and necessary expenses incurred in the conduct of the corporation's business. The corporation shall carry liability insurance covering the Director's and Officers of the corporation as described on the Charter on the conduct of the corporation's business.

Section 4.16 Standard of Care

- a. A Director shall perform all duties of a Director in good faith, in a manner such Director believes to be in the best interests of the corporation and with such care, including the duty to make all reasonable inquiries, as an ordinarily prudent person in a like situation would use under similar circumstances.
- b. In performing the duties of a Director, a Director may rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by:
 - i. One or more officers or employees of the corporation whom the Director believes to be reliable and competent in the matters presented;
 - ii. Legal counsel, independent accountants or other persons as to matters that the Director believes to be within such person's professional or expert competence; or
 - iii. A committee of the Board upon which the Director does not serve as to matters within a designated authority, provided the Director believes that the committee merits confidence and the Director acts in good faith, after reasonable inquiry when the need therefore is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

Section 4.17 Alumni Member

The Board may provide an open seat for a Board candidate who is a high-school graduate of a Somerset Academy school.

The alumni board member must meet all of the criteria of all board members, including but not limited to the following: shall have the ability to travel; shall meet the stated attendance requirements; shall participate in all required Governing Board trainings; and shall submit to, and successfully clear, any and all required fingerprint and/or background checks.

The alumni board member shall serve an initial 2-year term, and shall be subject to the same maximum term limits as described in Section 4.3(d).

ARTICLE 5 OFFICERS

Section 5.1 Officers

The officers of the corporation shall be Chair, Vice Chair, Secretary, and President, each of whom shall be appointed by the Board. The corporation may also have, at the discretion of the Board, a Treasurer and Vice-President, and such other officers and assistant officers as may be elected or appointed by the Board. Any number of offices may be held by the same person, except that the Chair may not also serve as President of the Corporation. Unless otherwise stated, officers need not be a director, or a member of the governing board, in order to hold an office. An officer who does not also serve as a director or a member of the governing board, is not subject to the prohibition against receiving fees or compensation for services rendered to the Corporation. .

5.1.1 Chair

The Chair of Somerset Academy Inc., shall be elected by the Board of Directors of Somerset Academy Inc., at its annual meeting. The Chair may be removed from office as Chair without cause at any time upon an affirmative vote of a majority of the Directors of Somerset Academy Inc.:

- a. The Chair shall be the presiding officer at all meetings of Somerset Academy Inc.
- b. The Chair shall appoint all of the chairs of committees and all members of all committees, subject to the approval or ratification of Somerset Academy Inc. All such committee chairs and members of committees shall serve at the pleasure of the Chair and the Chair may remove the chair(s) of any such committee and any committee member, without cause at any time.
- c. The Chair shall serve as a nonvoting, ex officio member of all committees of the Somerset Academy Inc., and the presence of the Chair may count as quorum at any committee meeting.

5.1.2 Vice-Chair

The Vice- Chair of Somerset Academy Inc., shall be elected by the Board of Directors of Somerset Academy Inc., at its annual meeting. The Chair may be removed from office as Vice-Chair without cause at any time upon an affirmative vote of a majority of the Directors of Somerset Academy Inc.:

- a. The Vice Chair shall be the presiding officer at any meeting when the Chair of Somerset Academy Inc., is absent.
- b. In the event that the office of the Chair is vacant, the Vice Chair shall assume the duties and powers of the Chair until such time as the office of the Chair is no longer vacant.

5.1.3 Secretary

- a. The Secretary shall keep or cause to be kept, at the principal office or such other place as the Board may order, a book of minutes of all meetings of the Board and its committees, including the following information for all such meetings; the time and place of holding; whether regular or special; if special, how authorized; the notice thereof given; the names of those present and absent, and the proceedings thereof. The Secretary shall keep, or cause to be kept, at the principal office in the State of Florida, the original or a copy of the corporation's Articles of Incorporation and Bylaws, as amended to date, and a register showing the names of all directors and their respective addresses. The Secretary shall keep the seal of the corporation and shall affix the same on such papers and instruments as may be required in the regular course of business, but failure to affix it shall not affect the validity of any instrument.
- b. The Secretary shall give, or cause to be given, notice of all meetings of the Board and any committees thereof required by these Bylaws or by law to be given, and shall distribute the minutes of meetings of the Board to all its members promptly after the meetings; shall keep the seal of the corporation in safe custody; shall see that all reports, statements and other documents required by law are properly kept or filed, except to the extent the same are to be kept or filed by the Treasurer; and shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.
- c. The Secretary of the corporation shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of the corporation, including accounts of its assets, liabilities, receipts and disbursements. The books of account shall at all times be open to inspection by any Director.

5.1.4 President

The Board may hire a President who shall not be a Director and as such, shall be a non-voting position. The President shall not be a member of the Governing Board. The President is the general manager and chief executive officer of the corporation and has, subject to the control

of the Board, general supervision, direction and control of the business and officers of the corporation. The President shall report as directed to the Board at each meeting. The President has the general management powers and duties usually vested in the office of the President and general manager of a corporation as well as such other powers and duties as the Board may prescribe from time to time.

5.1.5 Vice President

The Board may hire a Vice President who shall not be a Director, and as such, shall be a non-voting position. The Vice-President, if any, shall act in the place and stead of the President in the event of the President's absence, inability, or refusal to act. The Vice-President shall have such other powers and perform such other duties as the Board and the President may prescribe from time to time.

5.1.6 Treasurer

The Treasurer, if any, shall insure or cause to be insured, that a true and accurate accounting of the financial transactions of the Corporation is made and that such accounting is presented to and made available to the Board. The Treasurer, if, any, shall perform such other duties as may be prescribed by the Board.

Section 5.2 Election

The officers of the corporation, shall be chosen by the Board at each biennium , or as provided above, and shall serve at the pleasure of the Board, and shall hold their respective offices until their resignation, removal or other disqualification from service, or until their respective successors shall be elected.

Section 5.3 Subordinate Officers

The Board may elect, and may empower the Chair to appoint, such other officers as the business of the corporation may require, each of whom shall hold office for such period, have such authority, and perform such duties as are provided in these Bylaws or as the Board may from time to time determine.

Section 5.4 Removal

Any officer may be removed, either with or without cause, by the Board at any time or, except for an officer chosen by the Board, by any officer upon whom the Board may confer such power of removal. Any such removal shall be without prejudice to the rights, if any, of an officer under any contract of employment.

Section 5.5 Resignation

Any officer may resign at any time by giving written notice to the Board; such resignation may not prejudice the rights, if any, of the corporation under any contract to which the officer is a party. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section 5.6 Vacancies

A vacancy in any office because of death, resignation, removal, disqualification or any other cause shall be filled in the manner prescribed in these Bylaws for regular election or appointment to such office, provided that such vacancies shall be filled as they occur and not on an annual basis.

Section 5.7 Salaries

Each officer, who is not otherwise a Director or a member of the Governing Board, may be paid a reasonable salary, as may from time to time be determined by action of the Board. No such payment shall preclude any officer from serving the Corporation in any other capacity and receiving compensation for such services.

ARTICLE 6 COMMITTEES

Section 6.1 Board Committees

The Board may, by resolution adopted by a majority of the Directors then in office, provided that a quorum is present, create one or more standing or ad hoc committees, each consisting of at least two (2) members of the Board, to serve at the pleasure of the Board.

Section 6.2 Local Governing Body Committees

The Board by resolution or by amendment to these bylaws may create and adopt bylaws for one or one or more states (each, a "Local Board"), all of whom shall serve at the pleasure of the Board, and may be removed by the Board from such local board, having such powers and responsibilities as are set forth in such bylaws or resolution.

Section 6.3 Development Committee

The Board hereby creates a committee to be known as the "Development Committee," whose members shall be the Liaison Members (as identified in the bylaws of the respective Local Boards) of each of the Local Boards. The Development Committee members shall select one of their members as Chair, and such person shall serve for a term of one year, with re-election as the Committee members shall

determine by their vote so long as such person remains a Liaison Member of a Local Board. Newly elected Liaison Members shall automatically succeed to membership (or become new members in the case of new Local Boards) on the Development Committee, without further act. The Development Committee shall meet on the call of the Chair (meetings shall be by teleconference unless the Board has authorized travel expense) for the purposes of discussing matters related to the Local Boards. In addition, each year the Development Committee shall elect up to three persons (but not more than the number of Local Boards), each of whom shall be a member of one of the Local Boards, to serve as Directors of corporation.

ARTICLE 7 OTHER PROVISIONS

Section 7.1 Validity of Instrument

Subject to the provision of applicable law, any note, mortgage, evidence of indebtedness, contract, conveyance or other written instrument and any assignment or endorsement thereof executed or entered into between the corporation and any other person, shall be valid and binding on the corporation when signed by the President or any Vice President and the Secretary or Treasurer of the corporation, unless the other person has actual knowledge that the signing officers has no authority to execute the same. Any such instruments may also be signed by the Board or a designated member of the Board.

Section 7.2 Construction and Definitions

Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Nonprofit Corporation Law of the State of Florida shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both the corporation and a natural person. The captions and headings in these Bylaws are for convenience of reference only and are not intended to limit or define the scope or effect of any provision.

Section 7.3 Fiscal Year

The fiscal year of the corporation shall be set by the Board.

Section 7.4 Conflict of Interest

Any Director, officer, key employee, or committee member having an interest in a contract or other transaction presented to the Board or a committee thereof for authorization, approval, or ratification shall make a prompt, full and frank disclosure of

his or her interest to the Board or committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction which might reasonably be construed to be adverse to the corporation's interest. The following provisions of Texas law and rules and any amendments thereto: i) Education Code Chapter 12. Charters and, ii) Texas Administrative Code (TAC), Title 19, Part II Chapter 100 as they apply, relate and refer to conflicts of interest are hereby incorporated by reference and applicable to any board member, director, officer, key employee, or committee member having an interest in a contract or other transaction of a charter school sponsored by the Board in Texas.

Section 7.5 Interpretation of Articles of Incorporation

In any instance in which the provisions of these Bylaws are in conflict with the provisions of the Articles of incorporations, the provisions of the Bylaws control.

Section 7.6 Robert's Rules

All Board meetings and committee meetings shall be conducted in accordance with Roberts Rules of Order. In any instance in which the provisions of these Bylaws are in conflict with the provisions of Robert's Rules of Order, the provisions of the Bylaws shall control.

ARTICLE 8 AMENDMENTS

Section 8.1 Bylaws

These bylaws may be adopted or these Bylaws may be amended or repealed by a majority vote of the Board of Directors.

CERTIFICATE OF ADOPTION OF BYLAWS

I certify that I am the elected and acting Secretary of Somerset Academy, Inc., a Florida nonprofit corporation, and that the foregoing Bylaws constitute the Bylaws of such corporation as adopted by the Board of Directors.



SECRETARY

January 2014

DATE



*Somerset Academy, Inc. submit to
Broward County Public Schools:*

APPENDIX D SAMPLE MANAGEMENT AGREEMENT

**For:
SOMERSET KEY
HIGH CHARTER
SCHOOL**

CHARTER SCHOOL EDUCATIONAL SERVICES AND SUPPORT AGREEMENT
BETWEEN
SAMPLE CHARTER SCHOOL, INC
AND
ACADEMICA

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CHARTER SCHOOL EDUCATIONAL SERVICES AND SUPPORT AGREEMENT

This Agreement to provide Educational Services and Support to a Charter School is by and between -
SAMPLE CHARTER SCHOOL, INC. ("CharterSchoolCorp") and ACADEMICA ("Service Provider")

WHEREAS, SAMPLE CHARTER SCHOOL, INC has a contract ("the Charter") with Sponsor County Public Schools (the "Sponsor") to operate a charter school, known as Sample Charter School (the "School");

WHEREAS, School is governed by the Board of Directors of SAMPLE CHARTER SCHOOL, INC (the "Board");

WHEREAS, academic control and freedom are integral to the success of the School and the Board must have complete autonomy and control over its academic program, staffing needs, and curriculum;

WHEREAS, CharterSchoolCorp desires academic support and related services to ensure that its School is operated in accordance with the requirements of its Charter and the requirements of all State and Federal laws, as well as the requirements of local, municipal and/or county ordinances which may be applicable to the operation of the School;

WHEREAS, Service Provider is an educational service provider established to provide professional services and related support to public charter schools;

WHEREAS, it is Service Provider's mission to ensure that the vision of the School's Board of Directors is faithfully and effectively implemented;

WHEREAS, it is Service Provider's duty to implement the vision of the Board of Directors, ensuring the autonomy and governing authority of the Board of Directors; and the Board of Directors' duty to make all decisions and direct Service Provider to act accordingly on the Board's behalf.

WHEREAS, Service Provider's officials are familiar with governmental agencies and requirements needed to establish and operate public charter schools as well as requirements of the Charter, all State and Federal authorities, and the local municipal and/or county government(s) which may be applicable to the operation of the School;

WHEREAS, Service Provider's officials are familiar with the various local, state and/or federal funding sources for charter school programs and have successfully obtained grants and other forms of revenue and financing for various charter school programs in Florida;

WHEREAS, Service Provider works with a network of charter schools and has found there are benefits to establishing charter school cooperatives and sharing best-practices and resources, including methods of reporting, record-keeping and accountability systems; and

WHEREAS, CharterSchoolCorp and Service Provider desire to enter into this agreement for the purpose of having Service Provider provide academic support services and related administrative services to the School at the direction and to the extent instructed by the Board of Directors;

NOW THEREFORE, the parties to this Agreement agree as follows:

DUTIES OF SERVICE PROVIDER:

1. **Recitals:** The foregoing recitals are true, correct and incorporated herein by this reference.

2. **Engagement**

CharterSchoolCorp engages Service Provider to provide support and administrative services to School as more fully set forth herein. Service Provider accepts such engagement pursuant to the terms of this Agreement.

3. **Duties**

At the direction of the Board, Service Provider will coordinate the educational and administrative services required to support the School. In connection with this, Service Provider will report to the Board and advise it of the systems established for administrative duties, including those related to initial setup and the ongoing operational budget. In providing services, Service Provider will comply with all Board and School policies and procedures, the Charter, and with all applicable state and federal rules and regulations. If instructed by the Board, Service Provider's services may include, but not be limited to: identification of potential school-sites; assistance with staff recruitment; assistance with human resource coordination; regulatory compliance; legal and corporate upkeep; assistance with maintenance of the, School and Corporate, assistance with bookkeeping, budgeting and financial forecasting. The Board will review all recommendations made by Service Provider and act upon them in the manner the Board decides.

4. **Board of Directors Meetings**

Service Provider will assist in the coordination of, and attend, the meetings of the Board. Unless otherwise instructed by the Board, Service Provider shall maintain the minutes and records of those meetings and ensure that the School complies with the requirements of State law, and the Charter, regarding such meetings and record keeping.

5. Record Keeping

Service Provider will maintain the records of the School at the location designated by the Board, and in compliance with the State and Charter requirements for record keeping. In addition, Service Provider will ensure that designated on-site School staff receive proper training by the Sponsor's appropriate departments for student/school record keeping through its designated Management Information Services (MIS) programs and proper training regarding public records.

6. Bookkeeping

At the direction of the Board, Service Provider will coordinate with the accounting firms selected by the Board and serve as liaison with them to ensure the accuracy and timeliness of financial reporting, record keeping, and audits as may be required by the Charter and State law.

7. Staff Administration

At the direction of the Board, Service Provider will coordinate with the Board to assist in the identification, advertising efforts, and/or recruitment efforts of qualified principals, teachers, paraprofessionals, administrators and other staff members and education professionals for positions in the School for employment by School. The Board will make all hiring decisions in its discretion and in accordance with law. All employees selected by the Board shall be CharterSchoolCorp employees and will not be employees of Service Provider. The Board will have complete discretion to decide which professional employee management company and its method of human resource management to use, if any.

The teachers employed by the School will be certified as required by Chapter 1002.33, Florida Statutes. CharterSchoolCorp may employ or contract with skilled selected non-certified personnel to assist instructional staff members such as teachers' aides in the same manner as defined in Chapter 1002.33, Florida Statutes and Florida Charter School Legislation. If the Board so chooses, Service Provider may coordinate with the Board, or the Hiring Committee established by the Board, to identify and recruit individuals for School-based positions. As stated above, the Board will make all hiring decisions in its discretion and in accordance with law. All employees selected by the Board for school-based positions shall be CharterSchoolCorp employees and will not be employees of Service Provider. All School-based employees shall be assigned to the School, and may only be removed, dismissed, or transferred by Board approval. Service Provider may, at the direction of the Board, assist in the preparation of employment contracts for review and approval by the Board. Service Provider may propose a professional employer organization to the Board which can perform the human resource outsourcing services for the School. If the Board, in its discretion, approves a human resource outsourcing provider, Service Provider may assist in the coordination of

these services, and agrees to act as the liaison for the School vis-à-vis the professional employer organization. The Board will have complete discretion to decide which, if any, professional employer organization, and its method of human resource outsourcing services, to use.

8. Financial Projections and Financial Statements

Service Provider will prepare annual budgets and financial forecasts for the School to present to the Board for review and approval or disapproval. The School will utilize the standard state codification of accounts as contained in the Financial and Program Cost Accounting and Reporting for Florida Schools, or shall utilize GAAP Accounting and/or other applicable guidelines, at the direction of the Board, as a means of codifying all transactions pertaining to its operations. The Board shall annually adopt and maintain an operating budget. The Board, based on recommendations made by a certified public accounting firm, will adopt accounting policies and procedures. Service Provider will prepare, with the review and approval of the Board, regular unaudited financial statements, as required, to be delivered to the Sponsor, which will include a statement of revenues and expenditures and changes in fund balances in accordance with generally accepted accounting principals. These statements will be provided in advance of the deadline for submission of such reports to the Sponsor. CharterSchoolCorp will provide the Sponsor with annual audited financial reports as required by the Charter. These reports will be prepared by a qualified independent, certified public accounting firm. Service Provider will provide the regular unaudited financial statements, books and records to the auditor for review in connection with the preparation of the reports. The reports shall include a complete set of financial statements and notes thereto prepared in accordance with the Charter and generally accepted accounting principals for inclusion into the School's financial statements annually, formatted by revenue source and expenditures and detailed by function and object.

9. Designated Contact Person

The designated contact person of Service Provider shall be the President of Academica (currently Fernando Zulueta). An alternate contact person shall be the Vice-President and Director of Operations (currently Maggie Fresen).

10. Grant Solicitation

In consultation with the Board, and with Board approval, Service Provider will solicit grants available for the funding of the School from the various government, private and institutional sources which may be available. Such grants may include, but are not limited to federal grants programs and various continuation grants for charter schools.

11. Financing Solicitation and Coordination

If directed by the Board, Service Provider may coordinate obtaining financing from private and public sources for loans desired by the Board.

12. Other Funding Sources

If directed by the Board, Service Provider will coordinate the solicitation of Capital Outlay Funds, if available, from the appropriate state and/or local agencies. Similarly, as directed by the Board, Service Provider will coordinate the solicitation of other available state, federal, or local government funds earmarked for schools and/or facilities development, improvement, or acquisition, as well as other sources of funding that may become available to charter schools from time to time.

13. Annual Reporting

Service Provider will coordinate the preparation of the Annual Report required by the Charter School Legislation for the School. The Report will be submitted to the Board for approval, and Service Provider will coordinate the delivery and review process established by the Sponsor and Charter School legislation for the Annual Report.

14. Student Assessment

At the direction of the Board, Service Provider may coordinate a student assessment methodology, independent from State and/or Sponsor required assessments, and retain on behalf of CharterSchoolCorp professionals to administer and evaluate results. Service Provider will provide the Board with proposals from professionals offering to provide assessment and student evaluation services for the Board either to approve or reject.

15. School Board Representation

At the direction of the Board, Service Provider may serve as primary liaison with the Sponsor and its officials on behalf of the School. In connection therewith, Service Provider's representatives will attend required meetings and public hearings.

16. Governmental Compliance

At the request of the Board, Service Provider will ensure compliance with state regulations and reporting requirements of the Charter School. Service Provider will also ensure the School's compliance with its Charter with the Sponsor, a copy of which is incorporated herein by reference.

17. Charter Renewal Coordination

At the direction of the Board, Service Provider will coordinate with the Sponsor and assist the Board and School in the renewal of the School's Charter on a timely basis. On behalf of, and with the direction of the Board, Service Provider will negotiate the terms of the renewal Charter with the Sponsor, and will provide the Board with notice of and will seek Board approval of any renewal provisions which modify or alter the terms of the original Charter between the School and the Sponsor.

18. Curriculum Development

At the direction of the Board, Service Provider shall identify and or develop curricula in connection with the operations of the School and the vision of the Board in a manner that complies with applicable federal, state and local laws and regulations. All curricula shall be approved by the Board prior to use.

19. Pre-School, After-Care, Early Drop-Off

Service Provider shall identify and/or develop Pre-School, After-Care, and/or Early Drop-Off programs that may be offered as services ancillary to, but separate from the operations of the School. These are programs that are not encompassed by the Charter School Agreement between the School and the Sponsor. Accordingly, the School may elect not to offer these programs directly, but rather to authorize Service Provider to do so. In furtherance of that, Service Provider will retain the necessary operators to provide the underlying services to the parents and students desiring them. Service Provider will coordinate the provision of those services directly where applicable and establish agreements to reimburse the School for the use of the facilities, utilities, cleaning services and other costs consumed or incurred by those uses. Service Provider and/or the selected service providers shall be the direct primary supplier to the parents and students of those ancillary services and will indemnify and hold harmless the School for any liability resulting from them. The terms and conditions for these programs including financial terms, operating procedures, and ownership, shall be subject to Board review and approval.

20. School-Site Identification

At the direction of the Board, Service Provider shall coordinate with the Board for the purpose of identifying CharterSchoolCorp's school-site needs from year-to-year. In connection therewith, Service Provider shall assist the Board in identifying potential school sites or in the potential expansion of existing sites. Service Provider may identify and solicit investors to acquire and/or develop school sites for lease or use by CharterSchoolCorp. Where such investors are related to Service Provider or its principles, such relationship will be disclosed to the Board. At the direction of the Board, Service Provider shall recommend qualified professionals, who the Board may retain, in the fields of school design, architecture, and engineering, as well as professionals in

the areas of development and construction, for the expansion, design, development, and/or construction of new and/or existing school sites.

21. Systems Development

For the benefit of and at the direction of the Board, Service Provider will identify and develop a school information system to be used in connection with the administration and reporting system for the School. This includes, but is not limited to, accounting documentation filing systems, student records systems, computer systems, and telecommunications services.

TERM OF AGREEMENT

22. Initial Term

The term of the Agreement shall commence on the start of the 2016-2017 school year. The commencement date shall be deemed to be July 1, 2016, although the parties recognize that Service Provider has provided services to the Board in connection with the School and Charter before this date.

The initial term of this Agreement shall be five (5) years, unless the Board for cause terminates this Agreement per section 24 of this Agreement. At the conclusion of the term of this Agreement, CharterSchoolCorp shall have the option to renew this contract with Service Provider.

23. Renewal

Unless terminated by the Board, the terms of this Agreement shall be renewed along with any renewals to the Charter Agreement. Service Provider agrees to renew this Agreement at CharterSchoolCorp's option on the then-current terms and conditions unless there has been an uncured material breach hereunder by CharterSchoolCorp, after 60 days written notice of such breach and demand for cure, or unless CharterSchoolCorp has given at least 90 days' notice that this Agreement will not be renewed.

24. Termination

In the event of a breach of this Agreement by either party, the non-breaching party shall give the other party written notice of such breach and sixty (60) days to cure such breach from the date of giving such notice to Service Provider. "Breach" shall be defined as a material breach of this Agreement by Service Provider or CharterSchoolCorp; the failure of Service Provider to provide educational support and related services sufficient to operate the School in a manner that complies with the standards of the Sponsor; any debarment of or similar action against Service Provider by any governmental entity; or any action or conduct by Service Provider or its principals that may bring disrepute to the School or Board (e.g., any arrest or conviction for a crime of moral turpitude or any

felony) or that may endanger or materially lessen the safety of students. If the Sponsor terminates or materially changes its Charter Agreement with the School or Board for the operation of the School, either the School or Board, or Service Provider may upon thirty (30) days written notice terminate this Agreement without penalty or liability of any kind to either party. Either party may terminate this Agreement at any time and for any reason, irrespective of cause, upon providing the other party 90 days' notice of termination. In the event of termination of this Agreement for any reason, the compensation to be paid by CharterSchoolCorp to Service Provider under this Agreement shall be pro-rated.

COMPENSATION

25. Base Compensation

CharterSchoolCorp shall pay Service Provider a service fee of \$450 per student Full Time Equivalent (FTE) per annum during the term of this Agreement, unless terminated, provided CharterSchoolCorp receives such funds. The fee shall be payable in equal monthly installments, provided that CharterSchoolCorp shall have no obligation to pay such fee before receiving its FTE funding from the Sponsor or the State of Florida, in which event the monthly installments shall accrue until funding is received. The service fee shall be adjusted annually at each anniversary of this Agreement based on the change in the prior year's Consumer Price Index or on the basis of the year-to-year percentage change in the per student Full Time Equivalent (FTE) funding provided to the school under the law, whichever is less, but in no event shall any adjustment reduce the service fee below the initial level of \$450 per student Full Time Equivalent (FTE) per annum as stated above.

26. Additional Services

Service Provider will provide additional services not covered under this Agreement to the Board as requested by the Board by proposal to Service Provider and the Board and subject to Board approval. This may include services that are not within the regular course of running the School, including but not limited to special projects, litigation coordination, and land use coordination. Such projects may include the engagement, at the expense of CharterSchoolCorp, of other professionals or consultants who may be independent from Service Provider or part of Service Provider's network of consulting professionals.

27. Reimbursement of Costs

Service Provider shall be reimbursed for actual costs incurred in connection with travel, lodging, and food, attending required conferences and other events on behalf of the School, provided that the Board shall give prior written approval for such cost.

28. Incurred Expenses

Pursuant to the agreement of the Board and Service Provider, Service Provider, in its discretion, may defer some or all of the service fees and/or costs for additional services and/or reimbursements due hereunder from one fiscal year to the next, which will be duly noted in the schools financial records.

OTHER MATTERS

29. Conflicts of Interest

No officer, shareholder, employee or director of Service Provider may serve on the Board. Service Provider will comply with the Conflicts of Interest rules set out in the Charter. In addition, if there exists some relationship between Service Provider, its officers, directors or principals and any other person or entity providing goods or services to the School, Service Provider agrees to disclose the relationship to the Board.

30. Insurance and Indemnification

Service Provider shall carry liability insurance and indemnify the School for acts or omissions of Service Provider. Service Provider agrees to provide, upon request of the Board, certificates of insurance with carriers, in amounts and for terms reasonably acceptable to the Board and naming Board as additional insured. School shall carry liability insurance and indemnify the Service Provider for acts or omissions of School. School agrees to provide, upon request of the Service Provider, certificates of insurance with carriers, in amounts and for terms reasonably acceptable to the Service Provider, and naming Service Provider as additional insured.

School shall indemnify and save Service Provider harmless from and against, and shall reimburse Service Provider for, any and all liabilities, obligations, damages, fines, penalties, claims, demands, costs, charges, judgments and expenses, whether founded in tort, in contract, or otherwise, (including the costs of defense and settlement and reasonable attorney's fees) which such party may incur, become responsible for, or pay out as a result of claims connected to the acts, services, conduct or omissions of School, its employees or agents, attorney's fees and costs, which may be imposed upon or incurred or paid by or asserted against Service Provider by reason of or in connection with the performance of any provision of this Agreement, or any act or neglect of School or Schools officers, directors, trustees, agents, contractors, servants, employees, invitees, in connection with Schools obligations under this Agreement. In the event Service Provider shall, without fault on its part, be made a party to any litigation commenced by or against School, then School shall protect and hold Service Provider harmless and shall pay all costs, expenses, and attorney's fees incurred by Service Provider in connection with such litigation, including any appeals.

Nothing contained in this provision shall be deemed to require School to indemnify Service Provider for any acts or omissions of Service Provider, its agents, contractors, servants, employees, licensees, or invitees, or for breach of this Agreement, nor shall this provision be deemed to require School to indemnify Service Provider for Service Provider's own gross negligence, or the gross negligence of Service Provider's agents, contractors, servants, employees, licensees, or invitees, nor shall this provision operate to release Service Provider from its own affirmative duties with respect to this Agreement.

Service Provider shall indemnify and save School harmless from and against, and shall reimburse School for, any and all liabilities, obligations, damages, fines, penalties, claims, demands, costs, charges, judgments and expenses, whether founded in tort, in contract, or otherwise, (including the costs of defense and settlement and reasonable attorney's fees) which such party may incur, become responsible for, or pay out as a result of claims connected to the acts, services, conduct or omissions of Service Provider, its employees or agents, attorney's fees and costs, which may be imposed upon or incurred or paid by or asserted against School by reason of or in connection with the performance of any provision of this Agreement, or any act or neglect of Service Provider or Service Providers officers, directors, trustees, agents, contractors, servants, employees, invitees, in connection with Schools obligations under this Agreement. In the event School shall, without fault on its part, be made a party to any litigation commenced by or against Service Provider, then Service Provider shall protect and hold School harmless and shall pay all costs, expenses, and attorney's fees incurred by School in connection with such litigation, including any appeals.

Nothing contained in this provision shall be deemed to require Service Provider to indemnify School for any acts or omissions of School, its agents, contractors, servants, employees, licensees, or invitees or for breach of this Agreement, nor shall this provision be deemed to require Service Provider to indemnify School for School's own gross negligence, or the gross negligence of School's agents, contractors, servants, employees, licensees, or invitees, nor shall this provision operate to release School from its own affirmative duties with respect to this Agreement.

Notwithstanding anything stated in this Agreement to the contrary, the Agreement and all provisions contained herein shall be subject to and governed by F.S. 768.28 as amended.

31. Miscellaneous

(1) Neither party shall be considered in default of this Agreement if the performance of any part or all of this Agreement is prevented, delayed, hindered or otherwise made impracticable or impossible by reason of any

strike, flood, hurricane, riot, fire, explosion, war, act of God, sabotage, accident or any other casualty or cause beyond either party's control, and which cannot be overcome by reasonable diligence and without unusual expense.

(2) This Agreement shall constitute the full, entire and complete agreement between the parties hereto. All prior representations, understandings and agreements are superseded and replaced by this Agreement. This Agreement may be altered, changed, added to, deleted from or modified only through the voluntary, mutual consent of the parties in writing, and said written modification(s) shall be executed by both parties. Any amendment to this Agreement shall require approval of the Board.

(3) Neither party shall assign this Agreement without the written consent of the other party;

(4) No waiver of any provision of or default under this Agreement shall be deemed or shall constitute a waiver of any other provision or default unless expressly stated in writing.

(5) If any provision or any part of this Agreement is determined to be unlawful, void or invalid, that determination shall not affect any other provision or any part of any other provision of this Agreement and all such provisions shall remain in full force and effect.

(6) This Agreement is not intended to create any rights of a third party beneficiary.

(7) This Agreement is made and entered into in the State of Florida and shall be interpreted according to and governed by the laws of that state. Any action arising from this Agreement, shall be brought in a court in County, Florida.

(8) In the event of a dispute arising from this Agreement, the prevailing party shall be awarded reasonable attorneys' fees and costs.

(9) Every notice, approval, consent or other communication authorized or required by this Agreement shall not be effective unless same shall be in writing and sent postage prepaid by United States mail, directed to the other party at its address hereinafter provided or such other address as either party may designate by notice from time to time in accordance herewith:

Academica
6340 Sunset Drive
Miami, Florida 33143
Attn: President

Sample Charter School Inc.
ADDRESS LINE 1
ADDRESS LINE 2
Attn: Chairperson

(10) The headings in the Agreement are for convenience and reference only and in no way define, limit or describe the scope of the Agreement and shall not be considered in the interpretation of the Agreement or any provision hereof.

(11) This Agreement may be executed in any number of counterparts, each of which shall be an original, but all of which together shall constitute one Agreement.

(12) Each of the persons executing this Agreement warrants that such person has the full power and authority to execute the Agreement on behalf of the party for whom he or she signs.

THIS AGREEMENT was approved at a meeting of the Board of Directors of SAMPLE CHARTER SCHOOL, INC held on the _____ day of _____ 2015. At that meeting, the undersigned Director of SAMPLE CHARTER SCHOOL, INC was authorized by the Board to execute a copy of this Agreement.

IN WITNESS WHEREOF, the parties hereto have executed this Contract as of the day and year first above written.

CharterSchoolCorp

(For SAMPLE CHARTER SCHOOL)

By: _____ Date: _____
_____, Chair / President

ACADEMICA

By: _____ Date: _____
Fernando Zulueta, President



*Somerset Academy, Inc. submit to
Broward County Public Schools:*

APPENDIX E SAMPLE PARENT CONTRACT

**For:
SOMERSET KEY HIGH
CHARTER SCHOOL**

Sample Academy Inc. Parent/Guardian Contract

I, the undersigned parent/guardian of _____, hereby agree to abide by the following policies and procedures of _____.

- **Absences:** In accordance with School and BCPS Daily Attendance Policies, students must be physically present in school for a minimum of 2 hours in order to be counted as present for attendance purposes each day. For each day a student is absent, Parents/guardians must submit supporting documentation explaining the reason for the absence. Documentation submitted more than 3 days (72 hours) after the student's return to school will not be accepted, and the absence(s) will be deemed unexcused. Students with excessive absences will be referred to the administration/Attendance Review Committee. Referrals will be issued after reaching the school's maximum allowance, and may result in the student's report card reflecting insufficient attendance for receiving a grade. Please be advised: for students in grades 9-12, five (5) or more unexcused absences in a semester course or ten (10) or more in an annual course, may result in the withholding of a student's grade.
- **Arrival:** Arrival time is from _____ am to _____ am. Students must be in their seats at the commencement of homeroom in the morning. Any student arriving after the commencement of homeroom will receive a tardy pass. Students arriving or departing outside of the School's designated times may be enrolled in a before-care program, where available, including all applicable fees. Please be advised: Sample Academy is not responsible for students who arrive more than thirty (30) minutes prior to the start of school, except for those who are enrolled in and pay fees to the before-care program. Traffic patterns for arrival and dismissal (as described in the Parent Handbook) must be strictly followed. Violation of any policy regarding health, safety, and welfare issues, including but not limited to, non-adherence to approved traffic patterns, will be documented. Any such violations shall be considered serious infractions and will not be tolerated.
- **Tardies:** All tardies are unexcused. If students arrive after the commencement of school, please do not send the student to class. Students arriving after the commencement of school must report directly to the School's designated office/area. Students with excessive tardies will be referred to the administration/Attendance Review Committee.
- **Dismissal:** Dismissal time is _____ pm. Students departing outside of the School's designated times may be enrolled in an after-care program, where available, including all applicable fees. Please be aware that all charges must be resolved in full by the last day of school. Please be advised that Somerset Academy is not responsible for students remaining on campus after the School's dismissal times, except for those who are enrolled in and pay fees to the after-care program. Traffic patterns for arrival and dismissal (as described in the Parent Handbook) must be strictly followed. Violation of any policy regarding health, safety, and welfare issues, including but not limited to, non-adherence to approved traffic patterns, will be documented. Any such violations shall be considered serious infractions and will not be tolerated.
- **Early Dismissal:** For a student to be dismissed early, parents must report to the designated office/area. Students with excessive unexcused early dismissals will be referred to the administration/Attendance Review Committee. Students will not be dismissed 30 minutes prior to dismissal time without previous written notice. There are NO EXCEPTIONS!
- **Unauthorized Items Policy:** Please note that students are not allowed to bring any toys, electronic devices, pets, or animals to school. Cell phones may not be turned on inside of the School building at any time. Cell phones may not be visible at any time during the School day, may not be displayed during School, and must be left in the Students bag. The School will confiscate any unauthorized items a student may bring to school. Confiscated items will only be returned to parents at which time a parent/student conference may be required. The school may keep any such unauthorized items until the end of the school year. Continued violations of this policy may result in further penalties, and may subject the student to disciplinary action and/or referral to the School's administration/discipline review

committee. While the School will take every measure to protect such items, the School shall not be responsible for loss or damage to any unauthorized items which have been confiscated. Any items not claimed by the last day of school shall be disposed of without further liability to the School.

- **Uniform Policy:** Official School uniforms must be worn every day. Students who arrive to school without proper uniform may be referred to the administration and may not return to class until in proper uniform. Students with repeated violations of this policy will be referred to the administration/Discipline Review Committee.
- **Volunteer Hours:** Parental/Guardian involvement is a critical component of your child's educational success. Sample Academy prides itself on the success of our students and therefore requires that parents/guardians become active stakeholders in their child's future. All Sample Academy parents/guardians are asked to complete thirty (30) volunteer hours, or the equivalent, per academic year. All parent/guardian volunteer hours must be completed prior to the last day of school.
- **Academic Recovery:** If the School identifies your student as requiring additional instruction and/or remediation including but not limited to: mandatory tutoring, summer school, etc., attendance at and successful completion of same shall be required. Alternative and/or make-up sessions may be scheduled at the discretion of the administration.
- **Outstanding Fees:** Failure to pay all outstanding fees may result in the loss and/or suspension of extra-curricular activity privileges. Fees may include but shall not be limited to: lost books, late library fees, lunch accounts, before/after care fees, and any and all fees which may accrue in the normal course of the school year.
- **Internet and Media Use Policy:** No recording, either photographic or audio/visual in nature may be made on school property without the express authorization of the administration. No document or media existing now or in the future and which impacts the School and/or disrupts the learning environment, relating to the School, its staff or students, including but not limited to photographs, letters, yearbooks, and other material may be published in any public forum or media without the express authorization of the administration. Furthermore, the unauthorized use of the Somerset Academy name and/or any of its logos is expressly prohibited. For purposes of this section, the term "public forum or media includes but shall not be limited to publicly accessible websites and web forums, newspapers, print and other media sources.
- **Broward County Public Schools:** Please note: all students enrolled in _____ Academy are subject to applicable policies outlined in the _____ Academy Parent and Student Handbook in addition to applicable policies outlined in the Broward County Public Schools Student Code of Conduct.

We understand the policies set forth in this Sample Academy Parent/Guardian Contract and will abide by them. Failure to adhere to the policies as stated in the Parent/Guardian Contract will result in a violation of the contract.

Student's Name: _____

Grade: _____ **Date:** _____

Parent Name: _____

X

Parent Signature



*Somerset Academy, Inc. submit to
Broward County Public Schools:*

APPENDIX F SAMPLE JOB DESCRIPTION

**For:
SOMERSET KEY
HIGH CHARTER
SCHOOL**

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

JOB DESCRIPTION

POSITION TITLE:	School Principal
CONTRACT YEAR:	Twelve Months
PAY GRADE:	School-based Administrators Salary Schedule – Category C, D, or E
BARGAINING UNIT:	Broward Principals and Assistants Association (BPAA)

PREFERRED QUALIFICATIONS

EDUCATION: An earned master's Degree from an accredited college or university. Technical Center Director may substitute Advanced Vocational Certificate.

EXPERIENCE: A total of five (5) years of school experience is required; which includes a minimum of three (3) years of required experience as a Principal, Assistant School Principal, or District Administrator, as outlined in School Board Policy 4002.14.

CERTIFICATION: Valid Florida Certification in School Principal, or Professional School Principal; however when deemed necessary and in the best interest of students of the school an individual who holds a certificate in Educational Leadership, Administration or Administration & Supervision at the appropriate level of the assigned school may be recommended for appointment as an interim principal for a period not to exceed one (1) year during which the individual must complete the Human Resource Management applicable interim principal program. The principal internship may be waived for an out-of-county applicant with principal experience or in other special circumstances as determined by the Superintendent. Appointment under these circumstances will be as interim principals.

ADDITIONAL QUALIFICATIONS

REQUIRED: Computer skills as required for the position

PREFERRED: Bilingual skills

ADDITIONAL CERTIFICATION REQUIRED

1. Adult Center Principal - Certification in administration of adult education.
2. Exceptional Student Center Principal – master’s degree level certification in any area of exceptional student education.
3. Community School Principal – at least one (1) college course in community school administration preferred; completion of this course required during the first year of appointment to this position.
4. Technical Center Director - Meet requirements for certification in a vocational subject and be eligible for a certificate covering Director of Vocational Education.

ADDITIONAL EXPERIENCE REQUIRED

1. ESE Center Principal requires two (2) of the five (5) years of experience must be in Exceptional Student Education, as outlined in School Board Policy 4002.14. Technical Center Director requires five (5) years vocational educational experience, as outlined in School Board Policy 4002.14.
2. Satisfactory completion of a district-approved leadership training program or its equivalent.

REQUIRED KNOWLEDGE, SKILLS AND ABILITIES

The School Principal will effectively perform the performance responsibilities using the following knowledge, skills and abilities: Ability to: prepare and manage the school's budget and manage and inventory the school's assets; to read, interpret, follow and enforce the State Board Rules, Code of Ethics, School Board policies, and other state and federal laws; use effective interview techniques, coaching procedures, and evaluation procedures; enforce collective bargaining agreements; use effective public speaking skills, group dynamics, and interaction and problem solving skills; maintain a sensitivity to multicultural issues; perceive the impact of a decision on other components of the organization; communicate effectively, both orally and in writing, and through use of technology; and analyze and use data. The School Principal will need knowledge of current educational trends and research. Knowledge and understanding of the unique needs and characteristics of school system.

REPORTS TO:

Director, School Performance & Accountability

SUPERVISES:	All Administrative, Instructional, and Service Personnel assigned to the school.
POSITION GOAL:	To provide the leadership and management necessary to administer and supervise all programs, policies and activities of the school to ensure high quality educational experiences and services for the students in a safe and enriching environment.

ESSENTIAL PERFORMANCE RESPONSIBILITIES

The School Principal shall effectively manage through:

LEADERSHIP:

1. Establish and monitor a school mission and goals that are aligned with the district's mission and goals.*
2. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan and Sterling Quality Initiatives.
3. Model and maintain high standards of professional conduct.
4. Set high standards and expectations for self, others, and school.
5. Demonstrate satisfactory or above performance on the Florida Principal competencies while performing all duties required by the district job description.
6. Provide leadership in the implementation of the Sunshine State Standards, Florida Write, Florida Comprehensive Assessment Test (FCAT) and other tests designed and adapted to measure student achievement.
7. Maintain active involvement in the school improvement planning process with the School Advisory Council (SAC) by providing resources for decision making and priority setting.*
8. Use quality improvement principles and process in daily administration of school.*
9. Implement procedures and policies that ensure a safe and orderly learning environment.
10. Anticipate difficult situations and develop plans to handle them.
11. Manage and administer the development, implementation and assessment of the instructional program at the assigned school so as to ensure student growth and achievement is continuous and appropriate.
12. Use collaborative leadership style and quality processes to involve stakeholders in establishing and achieving the school's mission and goals.*
13. Provide leadership and direction for all aspects of the school's operation.
14. Build teams to accomplish plans, goals and priorities.
15. Conduct staff meetings to discuss policy changes, instructional programs, potential problems and resolution of existing problems.
16. Use appropriate interpersonal styles and methods to guide individuals or groups to task accomplishment.
17. Establish and utilize the Sterling process to ready the school and community for change.*
18. Develop and maintain a school atmosphere conducive to learning and student achievement.*

19. Maintain visibility and accessibility on the school campus and at school related activities and events.
20. Establish procedures used in the event of school crisis and/or civil disobedience and provide leadership in the event of such incidents.
21. Act quickly to stop possible breaches of safety, ineffective procedures, or interference with operations.
22. Provide leadership to involve the school in quality initiatives.*
23. Establish procedures for an accreditation program and monitor standards to ensure they are met.
24. Communicate school information, goals, student learning and behavior expectations to all customer groups.*
25. Use effective communication techniques with students, teachers, parents and stake holders.
26. Provide for the articulation of the school's instructional program among school personnel and the public by developing and maintaining a timely and informative school website and newsletter.
27. Communicate, through proper channels, to keep the District administration informed of impending problems or events of an unusual nature.
28. Communicate effectively both orally and in writing with parents, students, teachers and the community.
29. Participate in the planning and implementation of initiatives in the Innovation Zone.

INFORMATION & ANALYSIS:

30. Collect and maintain information appropriate to the continual monitoring of all Sterling Quality goals.*
31. Provide leadership and direction for the implementation and evaluation of curriculum and instruction at the assigned school.
32. Address the diverse needs of the school population consistent with the District's Strategic Plan.
33. Analyze and use data for decision-making to improve actions, plans, and processes.*
34. Use current research, performance data, and feedback from students, teachers, parents and community to make decisions related to improvement of instruction.
35. Access, analyze, interpret and use data in decision-making.
36. Use key information such as benchmarks and comparison data in the analysis of results to effectively measure performance.*
37. Make data accessible to all stakeholders.*

STRATEGIC QUALITY PLANNING:

38. Develop long and short- term plans and goals within the School Improvement Plan, aligned with the strategic plan of the district.*
39. Collaborate and provide resources to ensure the development of the School's Improvement Plan.
40. Set high goals and standards for self, others and the organization.
41. Establish and actively pursues a vision and mission for the school in collaboration with staff, parents, students, and other stakeholders which is also aligned with the District's strategic plan.

42. Communicate overall School Improvement Plan requirements to all staff so they can describe how the goals and plans relate to their work.*
43. Oversee the selection and acquisition of instructional materials and equipment.
44. Collect input and analyze data to develop goals.
45. Manage student accounting at the assigned school as it relates to Florida Education Finance Program (FEFP) funding and future planning.
46. Direct the development of the master schedule and assign teachers according to identified needs.
47. Allocate resources consistent with implementation of the School Improvement Plans.*
48. Utilize a systematic process for collecting input from stakeholders and incorporates customer requirements in development of School Improvement Plan.*
49. Establish procedures to monitor processes, manage assets and inventories, activities and responsibilities and respond to feedback.
50. Establish and coordinate procedures for student, teacher, parent and community evaluation of curriculum.
51. Facilitate the horizontal and vertical articulation of curriculum within the school as well as between the school and its feeder system.
52. Provide recognition and celebration for student, staff, and school accomplishments.

CUSTOMER FOCUS:

53. Develop positive relationships with customers (students, parents, teachers, community, etc.)*
54. Facilitate a program of family and community involvement.
55. Serve as final arbitrator for serious discipline problems in accordance with District policy and state statutes.
56. Develop and maintain positive school/community relations and act as liaison between the two.
57. Promote/market the school and its priorities to the community.
58. Establish processes and methods to respond to valid customer requirements.*
59. Facilitate, coordinate, and monitor the implementation of Student Education programs and services.
60. Implement procedures to ensure that rights of children with disabilities and parents of such children are protected.
61. Work with parents to resolve complaints or concerns.
62. Interact with government and service agencies relative to student welfare.
63. Establish processes to determine customer needs and level of satisfaction.*
64. Establish guidelines for desirable student conduct and follow suspension and expulsion policies and procedures.
65. Supervise the implementation of the school's student services plan, including guidance, drop-out prevention, health services, attendance and related areas.
66. Take appropriate reporting and/or referral action whenever abuse situations are recognized.
67. Provide leadership support for community involvement programs and business partnerships at the school level.*
68. Direct and develop the recruitment of Business Partners to benefit the school and community.

69. Develop activities with business partners that promote student achievement.

HUMAN RESOURCES:

- 70. Analyze data and information to plan staff development to accomplish school goals.*
- 71. Complete annual Needs Assessment to determine staff development needs.
- 72. Lead and manage development of personnel through staff development, in-service and other developmental activities that are linked to student achievement gains and the school improvement plan.
- 73. Build a school community and environment which supports learning and growth for everyone toward realization of the school's mission.*
- 74. Facilitate the development and implementation of an effective staff development program.
- 75. Participate in District management meetings and other activities to enhance professional development.
- 76. Participate, successfully, in the staff development programs offered to increase the individual's skill and proficiency related to the assignment.
- 77. Serve as a coach/mentor to assistant principals or others who are preparing for School Principal certification and/or are aspiring to leadership roles in the district.
- 78. Review current developments, literature and technical sources of information related to job responsibility.
- 79. Use team approaches in solving problems and improving processes and providing frequent feedback to those involved in improvement efforts.*
- 80. Delegate responsibilities to appropriate staff members.
- 81. Consider data and results from action research when solving problems and improving processes.
- 82. Contribute to positive staff morale through flexibility, support and recognition of groups and individuals working toward school improvement.*
- 83. Assign tasks and supervise personnel in task accomplishment including special projects.
- 84. Provide recognition and celebration for student, staff, and school accomplishments.
- 85. Manage appropriately and professionally personnel issues, including hiring, evaluation, staff deficiencies and retention; provides feedback on professional performance and offer assistance to strengthen weaknesses in performance.
- 86. Interview and select qualified personnel to be recommended for appointment.
- 87. Establish the job assignments and supervise all assigned personnel and conducts performance assessments according to School Board Policy and procedures, using instruments adopted by the School Board.
- 88. Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement.
- 89. Make difficult personnel decisions according to policy when necessary including dealing with ineffective teacher or other staff performance.
- 90. Consider the aspirations of self and others in relation to the jobs and tasks assigned when assessing expertise and developmental needs.*

MANAGEMENT OF PROCESSES:

- 91. Identify quality requirements of materials/services and communicate this information to parents, community and suppliers.*

92. Access District and community resources to meet school needs.
93. Demonstrate readiness and confidence in making and/or sharing decisions in a timely fashion.
94. Employ an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action.*
95. Utilize PLAN, DO, STUDY, ACT (PDSA) and quality improvement tools to assess and improve curriculum and instructional systems, processes, programs and services.*
96. Understand, support, and implement School Board, State, and Federal Policies, procedures, negotiated agreements and district decisions.*
97. Administer negotiated employee contracts in the appropriate manner at the school site.
98. Implement School Board policy, state statutes, and federal regulations as they pertain to the assigned school.

OPERATIONAL RESULTS:

99. Show positive trends in the achievement of improvement goal results in the areas of Operation, business practices (efficiency) and customer satisfaction by implementing and monitoring the effectiveness of business practices .*
100. Manage and supervise the school's financial resources including the preparation and disbursement of the school's budget and internal accounts.
101. Establish and manage student accounting and attendance procedures at the assigned school.
102. Supervise and monitor the accurate completion of data collection and submit resulting reports according to timelines.
103. Write and disseminate electronic newsletters, memos, letters, press releases, agendas, and other materials using proper grammar and punctuation.
104. Coordinate and manage the extra curricular student activities and funds at the assigned school.
105. Provide leadership in the effective use of emerging technology in the classroom, internal and external communications, and in school administration.
106. Coordinate school maintenance and facility needs and monitor progress toward meeting those needs.
107. Monitor the custodial program at the school to ensure a safe, clean, and healthy, learning environment.
108. Coordinate plant safety and facility inspections at the assigned school
109. Supervise transportation services at the assigned school.
110. Coordinate the school food service program at the assigned school including the free and reduced food service requirements.
111. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of The School Board of Broward County, FL.
112. Participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments.
113. Review current developments, literature and technical sources of information related to job responsibility.
114. Ensure adherence to good safety procedures.
115. Comply with district procedures to manage and safeguard district assets, equipment inventory, property leasing, and rental of School Board property.

116. Follow Federal and State laws, as well as School Board policies.
117. Perform other duties as assigned by the Director, School Performance & Accountability or designee, consistent with the goals and objectives of the position.

SIGNIFICANT CONTACTS –frequency, contact, purpose, and desired end result:

Develop and maintain positive school/community relations by promoting/marketing the school and its priorities to the community served. Communicate school information, goals, student learning and behavior expectations to all customer groups by using effective communication techniques with students, teachers, parents and stake holders.

PHYSICAL REQUIREMENTS:

Medium work: Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently and/or up to 10 pounds of force as needed to move objects.

FLSA OVERTIME CATEGORY:

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the district board.

EVALUATION:

Performance will be evaluated in accordance with Board Policy.

*** Addresses the seven (7) Sterling Quality Initiatives**

Board Approved: 10/7/76 & 4/20/78

ER80-12 Approved: 10/2/80

Item G-7: 1/6/86

Revised: 6/17/97

Revised: 2/20/2001 &

Adopted: 3/20/2001

Revised: 3/7/05

Revised: 8/1/07

Revised: 09/10/2009

Adopted: 10/20/2009

Reporting Change: 10/01/12

2012-2013 Organizational Chart

Job Descriptions

POSITION TITLE: Assistant Principal
CONTRACT YEAR: Twelve Months

QUALIFICATIONS

EDUCATION: Master's degree from an accredited educational institution. Valid Florida Certification in Educational Leadership, Administration, Administration & Supervision, School Principal or Professional School Principal at the appropriate level of the assigned school.

EXPERIENCE

REQUIRED: Three (3) years minimum of school experience or district administrative experience. Completion of Leadership Experiences and Administrative Development (LEAD) program.

REPORTS TO: School Principal and School Board of Directors

SUPERVISES: Instructional and Service Personnel assigned by the principal.

POSITION GOAL: To assist the principal in providing vision and leadership to develop, administer and monitor educational programs that optimize the human and material resources, including time and space, available for a successful and safe school program for students, staff and community.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Assistant Principal shall:

- Manifests a professional code of ethics and values.
- Respond to internal and external customers in a timely, accurate, courteous and empathetic manner representing OCPS in a positive light.
- Models the routine, intentional and effective use of technology in daily work, including communications, organization and management tasks.
- As delegated by the principal, manages the daily operations and functions of the school consistent with district goals.
- Administers policies that provide a safe and effective learning environment.
- Communicates the school's vision, mission and priorities to the community
- Serves as a member of the principal's leadership team and participates in the school's planning,

development and evaluation.

- Keeps the principal informed of current school critical issues and incidents about which he/she should be aware.
- Makes decisions in a timely fashion using the best available data.
- Communicates and interacts effectively with all stakeholders in the community
- Plans and schedules one's own and others' work so that priorities and goals can be met
- As designated by the principal, supervises and assesses teachers and staff in terms of their performance and responsibilities in the achievement of school and district goals.
- As designated by the principal develops and implements a school-based induction plan to meet the needs of teachers in the OCPS comprehensive new teacher induction program.
- Pursues improvement of personal professional development.
- In the absence of the principal, assumes responsibility for the total operation of the school and the welfare of the teachers, staff and students.
- Follow the district's policies and procedures as related to all HRMD guidelines, executive limitations, the district's instructional initiatives, and the school district's charter guidelines.
- Follow the district's policies and procedures as related to fixed assets.
- Develop leadership in subordinates.
- Responsible for keeping up to date on current technology being used by OCPS. With the support of the district, attends training to ensure skill level in various technologies is at the level required to perform in current position.
- Responsible for maintaining timely and accurate information and accountable for the quality of information maintained by those they supervise.
- Responsible for self-development and keeping up to date on current research, trends and best practices relevant to the area of responsibility.
- Perform other duties and responsibilities as assigned by supervisor.

KNOWLEDGE SKILLS AND ABILITIES:

- Ability to demonstrate the knowledge and practice of current educational trends, research and technology;
- Understand the unique needs, growth problems and characteristics of school students.
- Read, interpret and implement the State Board Rules, Code of Ethics, School Board Policies and appropriate state and federal statutes; and coach, supervise and evaluate personnel in accordance with collective bargaining agreements.
- The Assistant School Principal will need to demonstrate effective communication and interaction skills with all stake holders, have the ability to use group dynamics within the context of cultural diversity and be knowledgeable of Florida educational reform, accountability and effective school concepts.
- Bilingual skills preferred.
- Computer skills as required for the position.

POSITION TITLE:	Teacher
CONTRACT YEAR:	Ten Months
PAY GRADE:	Teacher Salary Schedule
QUALIFICATIONS:	Appropriate State of Florida certification <u>Special Qualifications</u> - Bilingual skills preferred. Computer skills as required for the position.
DIRECT ACCOUNTABILITY:	School Principal
GOAL:	To create and maintain a classroom atmosphere that generates high expectations and enthusiasm for learning by infusing critical thinking skills, application skills, interpersonal skills, and technology into an aligned curriculum and assessment process, resulting in measurable student achievement gains for all students in order to meet district and state standards.
ACCOUNTABILITY PROCEDURES:	The Principal will assess the effectiveness of the Teacher with respect to the performance of specific responsibilities by means of the Instructional Personnel Assessment System (IPAS).
PERFORMANCE RESPONSIBILITIES:	The Teacher shall: ASSESSMENT use assessment strategies (traditional and alternative) which are aligned with the curriculum and standards to assist in the continuous development of the learner. COMMUNICATION use effective communication techniques with students, parents, and all other stakeholders. CONTINUOUS IMPROVEMENT

engage in planned continuous professional quality improvement for self and school.

4. CRITICAL THINKING

use appropriate techniques and strategies which promote and enhance critical, creative, and evaluate thinking capabilities of students.

5. DIVERSITY

use appropriate instructional strategies and materials that reflect each student's culture, learning styles, special needs, and socio-economic background.

6. ETHICS AND REGULATIONS

fulfill the terms of any affected written contract and adhere to Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida and assist in the enforcement of all federal, state and district board regulations.

7. HUMAN DEVELOPMENT AND LEARNING

use an understanding of learning and human development to provide a positive learning environment which supports the intellectual, personal, and social development of all students.

8. KNOWLEDGE SUBJECT MATTER

demonstrate knowledge and understanding of the subject matter.

9. LEARNING ENVIRONMENTS

establish a classroom management system that maintains appropriate discipline and creates a positive learning environment in which students are actively engaged in learning, social interaction, cooperative learning, and self-motivation.

10. PLANNING

plan, align, implement, and evaluate effective instruction and assessment in a variety of learning environments.

11. ROLE OF THE TEACHER

work with peers, parents, community, and other stakeholders in the continuous improvement of the educational experiences of students.

12. TECHNOLOGY

integrate appropriate technology in teaching and learning processes.

13. ESOL REQUIREMENT

complete the training and obtain the endorsement outlined in State Board of Education rules and/or guidelines if assigned limited English proficient (LEP) students.

14. RECORD KEEPING

keep school records and prepare and submit such reports as may be required by law, by regulations of the state board or school district.

15. PROPERTY

account for all other school property (keys, records, reports, personal computers, etc.) to the principal of the school or to the Superintendent as may be prescribed by regulations of the state board and of The School Board of Broward County.

16. ADDITIONAL RESPONSIBILITIES

- a. perform and promote all activities in compliance with equal employment and nondiscrimination policies.
- b. ensure adherence to good safety procedures.
- c. follow federal and state laws, as well as School Board policies.
- d. perform other duties as assigned by the principal.

Board Approved: 10/7/97 &
Adopted: 11/4/97
Revised: 10/05/04

Job Descriptions

POSITION TITLE: Exceptional Student Education (ESE) Program Specialist
CONTRACT YEAR: Ten Months

QUALIFICATIONS

EDUCATION: An earned bachelor's degree or higher from an accredited institution; Florida certification in at least one area of exceptionality.

EXPERIENCE

REQUIRED: Minimum of three (3) years of successful teaching experience. Bilingual skills preferred. Computer skills are required for the position.

REPORTS TO: School Principal

SUPERVISES: None

POSITION GOAL: To provide on-site procedural and curricular assistance to all school-based personnel with regard to the education of exceptional students.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The ESE Specialist shall:

- Upon request, serve as the principal's designee for ESE staffings.
- coordinate exceptional student education staffings, re-evaluations and parent conferences for exceptional students.
- Provide on-site inservice training to school-based personnel on a regular basis.
- at the elementary level, participate in early intervention screenings and staffings.
- Assist regular teachers of mainstreamed exceptional students to provide appropriate educational experiences for these students.
- Coordinate and/or conduct interventions, educational evaluations and observations of exceptional students.
- Assist staffing committees in developing appropriate IEPs.
- Conduct workshops for parents.

- Prepare ESE folders for approval by the Area Coordinator.
- Assist teachers in implementing effective classroom management strategies.
- Provide feedback to the ESE Curriculum Supervisors with regard to curricula, related services and program delivery systems.
- Participate in in service training programs designed to improve the ability to provide procedural and curricular assistance.
- Review current developments, literature and technical sources of information related to job responsibility.
- Ensure adherence to good safety procedures.
- Perform other duties as assigned by the school principal.
- Follow federal and state laws, as well as School Board policies.

Job Descriptions

POSITION TITLE: School Psychologist
CONTRACT YEAR: Ten - Twelve Months

QUALIFICATIONS

EDUCATION: A master's degree from an accredited university.
State certification as a School Psychologist.

EXPERIENCE

REQUIRED: Supervised internship approved by an accredited school psychology training program or satisfactory experience as a school psychologist.
Computer skills as required for the position.
Bilingual skills preferred.

REPORTS TO: School Principal

SUPERVISES: None

POSITION GOAL: To provide quality school psychological services to students, parents and school personnel through prevention, evaluation, intervention, consultation, and training services.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Guidance Counselor shall:

- evaluate students who have been referred for formal individual psychological evaluations.
- diagnose students based upon information from parents, school and community professionals, evaluation instruments and techniques.
- interpret the results of formal individual psychological evaluations to parents and school personnel.
- prepare written psychological reports of findings, interpretations, diagnoses and recommendations regarding students evaluated.
- conduct reevaluations and participate in reviews of students enrolled in exceptional student programs.

- serve as a member of eligibility and placement staffing committees and school-based student support teams.
- maintain familiarity with current criteria for the identification and placement of students in exceptional student programs and follow procedures specified in Special Programs and Procedures for Exceptional Students for all students suspected of being exceptional.
- maintain familiarity with current evaluation instruments and techniques, their statistical properties, and appropriate interpretation.
- consult with parents, students and school personnel to assist in resolving the learning and adjustment problems of students.
- perform crisis intervention services as part of the Crisis Support Team Program.
- follow procedures established by the Area Coordinator, Student Services and Director, Psychological Services.
- inform the Area Coordinator, Student Services of concerns regarding delivery of psychological services.
- inform the Area Coordinator, Student Services of concerns regarding work stations, secretarial services, equipment, or supplies.
- respond to principal requests for other services in which the expertise of a psychologist would be of value, such as short-term individual and group counseling activities.
- provide teacher and parent training, in coordination with Human Resource Development, on topics such as parent/teacher conferencing and behavior management.
- assist parents in accessing appropriate community agency services.
- participate in departmental planning and program development activities.
- participate in on-going professional development activities under the direction of the Director or Area Coordinator, Student Services.
- provide support and assistance to interns and other school psychologists.
- abide by the "Code of Ethics of the Education Profession in Florida," the National Association of School Psychologists' "Principles for Professional Ethics" and the Florida Association of School Psychologists' "Ethical Principles for Professional Practice."
- perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County.
- participate, successfully, in the training programs offered to increase the individual's skill and proficiency related to the assignment.
- review current developments, literature and technical sources of information related to job responsibility.
- ensure adherence to good safety procedures.
- perform other duties as assigned by the Area Coordinator, Student Services or Director, Psychological Services.
- follow federal and state laws, as well as School Board policies.

Job Descriptions

POSITION TITLE: Literacy Coach
CONTRACT YEAR: Ten Months

QUALIFICATIONS

EDUCATION: Bachelor's degree from an accredited educational institution and advanced coursework or professional development in reading is required.

EXPERIENCE

REQUIRED: Must be endorsed or K-12 certified in the area of reading, or working toward that status by completing a minimum of two (2) reading endorsement competencies of sixty (60) in-service hours each or six (6) semester hours of college coursework in reading per year.

REPORTS TO: Principal

SUPERVISES: None

POSITION GOAL: The literacy coach will serve as a stable resource for professional development throughout a school to generate improvement in reading and literacy instruction and student achievement. Coaches will support and provide initial and ongoing professional development to teachers.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Literacy Coach shall:

- Each of the major reading components, as needed, based on an analysis of student performance data.
- Administration and analysis of instructional assessments.
- Providing differentiated instruction and intensive intervention.
- Model effective instructional strategies for teachers; Facilitate study groups; Train teachers in data analysis and using data to differentiate instruction.
- Coach and mentor colleagues and provide daily support to classroom teachers.

- Work with teachers to ensure that research-based reading programs (comprehensive core reading programs, supplemental reading programs and comprehensive intervention reading programs) are implemented with fidelity.
- Help to increase instructional density to meet the needs of all students;
- Help lead and support reading leadership teams at their school(s);
- Continue to increase their knowledge base in best practices in reading instruction, intervention, and instructional reading strategies;
- Work with all teachers (including ESE, content area, and elective areas) in the school they serve, prioritizing their time to those teachers, activities, and roles that will have the greatest impact on student achievement, namely coaching and mentoring in classrooms;
- Work frequently with students in whole and small group instruction in the context of modeling and coaching in other teachers' classrooms;
- Not be asked to perform administrative functions that will confuse their role for teachers; and spend limited time administering or coordinating assessments.
- While the reading coach must not be assigned a regular classroom teaching assignment, they are expected to work frequently with students in whole and small group instruction in the context of modeling and coaching in other teachers' classrooms.



*Somerset Academy, Inc. submit to
Broward County Public Schools:*

***APPENDIX G
LENDER
COMMITMENT
LETTER***

**For:
SOMERSET KEY
HIGH CHARTER
SCHOOL**



QUALITY/RESULTS/GROWTH FOR PUBLIC CHARTER SCHOOLS

July 1, 2015

RE: *Somerset Key Charter High School*

To whom it may concern:

Building Hope is a non-profit foundation based in Washington, DC that works to close the educational achievement gap by giving students access to high quality public charter schools in cities across the country. We support the expansion of academically successful schools with the capacity to grow their enrollments in order to catalyze change across their local public education systems by providing technical and financial assistance related to capital projects. Our services may also include grants to pay for professional fees associated with a project (i.e., architect, engineering), or other project-specific needs and sponsoring school fundraising events to support the academic program.

Building Hope is committed to supporting **Somerset Academy, Inc.** in securing a long-range plan for the opening of the above-referenced charter school. In order to ensure that the charter school is able to secure working capital for opening, Building Hope can offer a number of different services including facility and working capital financing. Building Hope may provide such financial assistance to the charter school by:

- Lending funds to for facilities acquisitions and/or improvements at below-market rates.
- Guaranteeing, insuring, and reinsuring debt used to assist charter schools to acquire, renovate, or construct school facilities.
- Guaranteeing or insuring leases of personal or real property that are needed to begin or continue the operation of the charter schools.
- Facilitating financing by potential lenders.
- Facilitating the issuance of bonds by charter schools or other public entities for the benefit of charter schools.
- Credit Enhancement Program

In addition, if the charter school is unable to secure a start-up grant, Building Hope can secure a line of credit for the school to help with the startup costs. Building Hope provides loan guarantees to make facilities financing more affordable for public charter schools throughout the United States. Guarantees range in size from \$250,000 to \$1 million. They have a five-year term with a 1% commitment fee and a 1% annual guaranty fee.

Sincerely,

S. Joseph Bruno
President