

CSP ID: 2016-0397

CHAMPIONSHIP ACADEMY OF DISCTINCTION HIGH SCHOOL

DISTRICT: BROWARD

STAGE II PROPOSAL

1. ELIGIBILITY FORM
2. CHARTER SCHOOL OVERVIEW FORM
3. DOE 100A PROJECT APPLICATION FORM WITH ORIGINAL SIGNATURES (Attachment B)
4. DOE 101S BUDGET NARRATIVE FOR FIRST BUDGET PERIOD (Attachment C)
5. RFP QUESTIONS
6. ASSURANCES PAGE WITH ORIGINAL SIGNATURE (Attachment E)
7. SIGNED ED 80-0013 – CERTIFICATIONS REGARDING LOBBYIN, DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATEERS AND DRUG-FREE WORKPLACE REQUIREMENTS FORM (Attachment F)
8. GENERAL EDUCATION PROVISIONS ACT (GEPA) PLAN
9. VOLUNTARY AGREEMENT FOR INDIRECT COSTS (Attachment K): *NOT APPLICABLE*

Last updated: 12/01/2015

Page 1

Eligibility Form

To be eligible to receive this grant, an applicant must meet one of the following criteria:

- Submitted a charter school application to its Sponsor (district) in 2014 or 2015; or
- Submitted a charter school application to its Sponsor earlier than 2014 and has a fully executed charter contract to open in the 2016-17 school year; or
- Opened a charter school in the 2015-16 school year and has not previously received a CSP Planning, Program Design and Implementation project award.

Applicants must also meet one of the following criteria:

- Charter application has been approved by its Sponsor; or
- 2015 Charter application is pending; or
- 2015 Charter application has been denied and applicant has a pending appeal.

Only those charter schools that are approved by their Sponsor will be eligible to receive funds under this grant.

Does the applicant meet the eligibility criteria above?

Yes

Page 1

Florida Public Charter School Grant Program (2016-2019)

Charter School Overview Form

Full name of charter school (As listed on charter school application submitted to District):	Championship Academy of Distinction High School
Year Charter Application was Submitted to District:	2015
District Application was Submitted to:	BROWARD
Status of Application:	Approved
Applicant's Name: (this person will serve as the Primary contact for this application)	Frank Bolanos
Applicant's Title:	Consultant
Street address:	3024 NW 99 PL
City:	Doral
Zip Code:	33172
Telephone:	7863513605
Email address:	frankbolanos@bellsouth.net

Is the proposed charter school a Virtual Charter School?

No

Grade levels to be served:

9-12

Enrollment Projections

Please complete the following table with reasonable enrollment projections. Enter N/A is school is not planning on opening for 2014-15. If the school operates multiple sessions, please indicate maximum number of seats available for any one session.

	2015-16 Actual	2016-17 Projected	2017-18 Projected
1.	N/A	275	475

Will the school share any of the following with one or more other schools?

FACILITY

No

Administration

(One or more administrators)

No

Governing Board

No

Does the school have or plan to have a contract with a management company ?

Yes



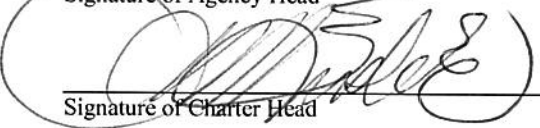
If Yes, what company?

Championship Academy of Distinction, LLC.

Is the school affiliated with a university or community college?

No

FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

Please return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	A) Program Name: <h3 style="text-align: center;">Public Charter Schools Grant Program (CSP) Planning, Program Design and Implementation (2016 - 2019)</h3> TAPS NUMBER: 16C044	DOE USE ONLY Date Received Project Number (DOE Assigned) <p style="text-align: center;">2016-397</p>
B) Name and Address of Eligible Applicant: <p style="text-align: center;">Championship Academy of Distinction High School</p>		
C) Total Funds Requested: \$ 225,000.00 <hr style="width: 20%; margin-left: 0;"/> <p style="text-align: center;">DOE USE ONLY</p> Total Approved Project: \$	D) Applicant Contact & Business Information	
	Contact Name: Lazara Castellanos Fiscal Contact Name:	Telephone Numbers: 954-924-8006 Ext 117 E-mail Addresses: lcastellanos@championshipacademy.org
	Mailing Address: 1100 Hillcrest Dr Hollywood FL 33021 Physical/Facility Address: 1100 Hillcrest Dr Hollywood FL 33021	DUNS number: FEIN number: 46-2354815
CERTIFICATION		
<p>We, Robert W. Runcie Superintendent of Schools and Melissa Bustamante as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.</p>		
<p>Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.</p>		
E)	 _____ Signature of Agency Head	 _____ Title
	 _____ Signature of Charter Head	CHAIRPERSON _____ Title
		3-7-16 _____ Date
		2-25-16 _____ Date



Instructions for Completion of DOE 100A

- A. If not pre-populated, enter name and TAPS number of the program for which funds are requested.
- B. Enter name and mailing address of eligible applicant. The applicant is the public or non-public entity receiving funds to carry out the purpose of the project.
- C. Enter the total amount of funds requested for this project.
- D. Enter requested information for the applicant's program and fiscal contact person(s). These individuals are the people responsible for responding to all questions, programmatic or budgetary regarding information included in this application. The Data Universal Numbering System (DUNS), or unique agency identifier number, requirements are explained on page A-2 of the Green Book. The Applicant name must match the name associated with their DUNS registration. The Physical/Facility address and Federal Employer Identification Number/Tax Identification Number (FEIN/FEID or TIN) (also known as) Employer Identification Number (EIN) are collected for department reporting.
- E. **The original signature of the appropriate agency head is required.** The agency head is the school district superintendent, university or community college president, state agency commissioner or secretary, or the chairperson of the Board for other eligible applicants.
- **Note: Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100A when the application is submitted.**

FLORIDA DEPARTMENT OF EDUCATION
BUDGET NARRATIVE FORM

A) Name of Eligible Recipient/Fiscal Agent:

CHAMPIONSHIP ACADEMY OF DISTINCTION HIGH SCHOOL/BROWARD DISTRICT

B) DOE Assigned Project Number:

2016-397

C) TAPS Number:

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
5100	643	Capitalized Computer Hardware - Classroom Level Technology Classroom Smart Boards - 5 smart boards @ \$6,748.00 ea		\$ 33,740.00				
5100	644	Noncapitalized Computer Hardware - Classroom Level Technology 25 ThinkPad w/ WIFI + 4G capacity or equivalent for cloud based eTest #50 - 25 Units @ \$680.00 ea		\$ 17,000.00				
6100	310	Professional & Technical Services - Instruction and Curriculum Development Consulting fees to develop program goals, objectives, assessment tools and curriculum. Interventions and student instruction based on intensive remediation. Ongoing data review. Classroom observation twice weekly: \$5,000.00 X 14 months		\$ 70,000.00				
5100	520	Textbooks - Textbooks and Curriculum 100 textbooks and curriculum packages for 100 students in grade 9 for Reading, Language Arts, Math, Social Sciences, Science, Global Studies, Art History: \$80.00 per textbook X 7 classes = \$560.00 X 100 students = \$56,000.00		\$ 56,000.00				

5100	510	Materials and Supplies - Classroom Level Consumable Supplies Workbooks, testing materials, paper and pencils for Reading, Language Arts, Math, Social Sciences, Science, Global Studies, Art History: \$ 80.00 ea X 100 students = \$ 8,000.00		\$	8,000.00				
7000	642	Noncapitalized Furniture, Fixtures and Equipment - Physical Education classroom supplies Portable basketball hoops, basketballs, footballs and soccer balls. @ \$ 120.00 per student X 100 students		\$	12,000.00				
5100	510	Materials and Supplies - Classroom Level Consumable Supplies Science Courses instructional and lab equipment: Chemistry Equipment Kit @ \$50.00 ea for 100 students		\$	5,000.00				
5100	642	Noncapitalized Furniture, Fixtures and Equipment - Instructional Furniture For 4 teachers: 4 tables @ \$ 125.00 ea = \$500.00 4 bookcases @ \$100.00 ea = \$400.00 4 marker boards @ \$150.00 ea = \$600.00 4 tack boards @ \$90.00 ea = \$360.00 4 cabinets @ \$250.00 ea = \$1,000.00 4 lecture stations @ \$600.00 ea = \$2,400.00		\$	5,260.00				
5100	642	Noncapitalized Furniture, Fixtures and Equipment - Classroom Furniture For 100 students: 100 desks @ \$ 140.00 ea = \$14,000.00 100 chairs @ \$40.00 ea = \$4,000.00		\$	18,000.00				
D) TOTAL				\$	225,000.00				

DOE USE ONLY (Program)

I certify that the cost for each line item budget category has been evaluated and determined to be allowable, reasonable and necessary as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

Printed Name:

Signature:

Title:

Date:

DOE USE ONLY (Grants Management)

I certify that the cost for each line item budget category has been evaluated and determined to be allowable as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

Printed Name:

Signature:

Title:

Date:

Page 1

1. Project Abstract or Summary

Fixed Requirement

Provide a clear and concise mission and vision statement for the proposed school. Provide a brief summary of the proposed project including general purpose, each specific school-wide goal, a brief program design, and significance.

The mission of the Championship Academy of Distinction at Davie High School (CADDHS) is to provide students with a comprehensive education through character education, wellness education, entrepreneurship education, and forensic science education, facilitated by a highly qualified staff promoting college and career ready students and active members of society.

The vision of CADDHS is that each student will graduate college and career ready and demonstrate leadership skills to become successful, productive, contributing and involved members of society.

The general purpose of CADDHS is to provide a program that promotes individual success through character and value learning, goal setting behavior, organizational skills and the accomplishment of high academic standards with timely and individually focused intervention and remediation. In order to meet our mission, we will deliver the academic program through three academies which will combine practical learning opportunities with a strong academic foundation. The three academies are Entrepreneurship, Wellness Science, and Forensics.

These academies will be complimented by weekly school-wide meetings that are intentionally designed to be participatory, engaging, and will run in a congress-like fashion where students will debate a proposed assertion weekly. Students will be leaders who know how to effectively communicate, respectfully debate, and actively participate in the school meetings so that they can emerge as effective citizens who understand the dynamics of leadership.

The primary school-wide student goal that will actively be pursued is that all students become active members of society and attain individual success, reading proficiency, and at least one of the following: entrepreneurial skills, wellness science skills, public speaking and advocacy skills. CADDHS defines "active member of society" as someone that is successful, productive, positively contributing, advocating, and involved member of society.

CADDHS' program will focus on three primary objectives: dramatically increase graduation rates, develop character and leadership skills in students, increase student learning in the areas of wellness, entrepreneurship, and forensic science. Students will enter CADDHS with the understanding that they will graduate as college and career ready and have the skill sets necessary to become active members of society. CADDHS proposes to implement a high-quality, research-based curriculum that is differentiated to meet the individual needs and readiness level of the learner, since individuals develop at different rates and have varying strengths and aptitudes. Pedagogy will be founded upon traditional educational methodologies and current research within the framework of the works of Gagne and Marzano.

The School educational approach is founded on the belief that an integrated, relevant instructional model results in deeper learning. Students will work independently and participate in small and cooperative group instruction in all subject areas. CADDHS will incorporate multiple instructional approaches to include all students, including English Language Learners, students with disabilities, and at-risk students, in active, meaningful ways.

CADDHS will be a high quality school that provides rigorous competition within the school district. Our opening will expand the capacity of public schools, and offer students and parents a unique choice.

The significance of this program is the focus on preparing students for a post-secondary education and for becoming successful, productive, and contributing members of society, through the use of academies and character and leadership education.

Criteria

- *The proposed mission statement and vision statement are clear and concise and align with the overall proposal.*
- *The proposed project is described in a brief summary, including general purpose, each specific school-wide goal, a brief program design, and significance (contribution and rationale).*

2. Project Need

0-15 points

Describe the need for the charter school in the community it will serve and provide supporting data as evidence. Describe how the school's mission and goals address the learning needs of the students it will serve.

Championship Academy of Distinction High School will deliver a rigorous, innovative educational program aligned with the School's mission. The School will serve students in grades 9 through 12. Again, in accordance with Federal and State anti-discrimination laws and the Florida Educational Equity Act, Section 1000.05(2)(a), F.S., the School will not discriminate on the basis of race, gender, ethnicity, national or ethnic origin, or disability in the admission of students. The School shall adhere to the following:

- Pursuant to s. 1002.33(10)(a), F.S., the School shall be open to any age/grade appropriate student residing within the School District. In compliance with Section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities in Education Act, and the Americans with Disabilities Act, all students regardless of disability will have equal access to the School. In accordance with state law, all necessary accommodations that do not impose an undue hardship will be made by the School to include students with disabilities.
- Pursuant to s. 1002.33(10)(f), F.S., students served in Exceptional Student Education (ESE) or English for Speakers of Other Languages (ESOL) programs, shall have an equal opportunity for being selected for enrollment.
- Pursuant to s. 1002.33(10)(g), F.S., students may withdraw from the School at any time and enroll in another public school in accordance with district policy.
- Pursuant to s. 1002.33(10)(b), F.S., the School will enroll any eligible student who submits a timely application, unless the number of applications exceeds the capacity of the program, class, grade level, or building, at which time a lottery shall be conducted.

A. Project Need

We plan to locate the School near Championship Academy of Distinction elementary and middle school campuses. Previous parent surveys at our elementary and middle schools articulated the desire for us to expand our middle school offerings and to start a high school program. This school target area is a neighborhood located in Hollywood, Florida with a population of 18,902 people and the surrounding schools serve a diverse population.

Using a five mile radius around our the current location of our middle school, there is a total of 70 public schools; of which 13 schools were identified on the high needs schools list. The thirteen high needs schools consist of 11 elementary, 1 middle and 1 combination elementary and secondary school.

Specific performance data for middle and high school in the area are included in Appendix A. The 2014 average performance of middle schools: 60% proficient in reading, 52% proficient in math, 64% proficient in writing, and 47% proficient in science. The average performance of high schools is lower in reading: 53% proficient in reading. Writing was higher at 69% proficient. EOC scores in 2014 were: 39% for Algebra 1, 50% for Geometry, 50% for Biology, History at 62%, and 37% for Civics.

CADDHS will improve upon the results of nearby schools through a structured academic environment and delivering a rigorous, innovative educational program. Many local parents are dissatisfied with the current educational options. Parents are seeking more intensive learning programs through "School of Choice" options in the targeted area have found barriers due to enrollment limits. There has been an overwhelming demand for CADDHS to provide a high school that builds on the strong foundation students are receiving at the middle and elementary school level.

B. Target School Population

CADDHS plans to open with 250 students in grades 9-10 and grow proportionally as grades are added and our capacity of 850 is achieved. Our targeted local area population consists of an average population of 66.3% minorities and 68% eligible for free and reduced lunch meals. The School is expected to have a racial/ethnic population, as well as an English Language Learner (ELL) and Exceptional Student (ESE) population, reflective of its feeder school and surrounding traditional public schools and community it will serve. We will attract a cross-cultural student body and will be most appealing to parents wishing to have their children attend a school which promotes scholarship, values, structure, and self-discipline.

C. Gaps in Educational Opportunities

Broward County Public School District is the 6th largest school district in the country and serves over 268,836 students, 69% of whom are minority students and 57% of whom receive free or reduced cost lunch. The School is committed to reaching out to and eliminating achievement disparity in children from lower socioeconomic statuses or children who come from a minority racial or ethnic heritage. The area CADDHS will be located in has a higher percentage of students on free or reduced lunch. It is estimated that CADDHS will be a Title 1 school in its inaugural year. Studies have shown that students are graduating without the necessary skills to be college and career ready. CADDHS will provide students with a strong academic foundation. However, CADDHS will not stop there. CADDHS understands that students are not just test scores.

CADDHS is aware of rising obesity rates in children, in part due to a gap in wellness science education. CADDHS strives to fill this gap through its Wellness Science Academy, which will promote healthy lifestyles, healthy eating, physical activity and socio-economic support. CADDHS also understands the importance of entrepreneurship skills. Entrepreneur skills are not typically taught in your traditional public school. A large percentage of the population of students that will be attending CADDHS will come from lower socioeconomic backgrounds. The majority will lack the skills necessary to manage their personal finances, much less the ability to manage business finances. They may not understand the importance of marketing, customer satisfaction, quality control and management systems. CADDHS will, through its Entrepreneur Academy, provide students with the skills necessary to run a business and in turn be college, career, and life ready. Finally, CADDHS' Forensic Science Academy will go beyond traditional forensic science programs. This academy will be broader than an introduction to law and legal studies. It will focus on public discourse, advocacy through public speaking, speech and debate, and understanding of the political system. By providing a larger focus than a traditional forensic science program, CADDHS' students will be socially aware and better prepared to be active members of society.

D. Other Factors that Create the Need for a High Quality Charter School

CADDHS is providing a model which is currently not available within Broward County. Through the use of three different academies, CADDHS will provide resources and opportunities for its students to be college, career, and life ready. CADDHS' population will be primarily from a low socioeconomic background. Statistically, many of these students lack the skills to balance a check book, maintain a savings account, provide satisfactory customer service, make healthy choices, deliver speeches and engage in social debates. CADDHS believe that students would benefit from developing these skills. Broward County Public Schools does not provide a program that meets these complex needs.

Criteria

- The proposal clearly describes the need for this charter school, including:
 - *Performance data for surrounding public schools in the area that the school expects to be located (Appendix A);*
 - *If the applicant is unsure of where the charter school will be located, it should be noted in this section.*
 - *Targeted student population, including projected percentage of students eligible for free and/or reduced lunch;*
 - *Gaps in educational opportunities that the charter school will address;*
 - *Other factors that create the need for a high-quality charter school.*
 - *The data are concrete, current, and clearly support the need for the charter school.*

3a. Project Design and Implementation: Governance

0-15 points

Describe the school's strategies for implementing a strong governance model that ensures rigorous oversight of the school's operations.

When applicable, the applicant should use information that was included in the model charter school application that was submitted to the District.

oversight of the school's operations.

A. Role of the Governing Board

The Board of Directors ("Board") of Championship Academy of Distinction at Davie High School, Inc. is responsible for the oversight of all affairs and management of the organization and supervision of school operations, including oversight of the public trust. It is directly responsible to the Sponsor for compliance with terms of the charter agreement. The Governing Board has a fiduciary responsibility to provide oversight of the Charter School's expenditure of both public and private funds. This responsibility includes Board oversight of procurement practices, including monitoring the business and financial policies and providing policies to ensure sound financial management practices are followed. The Board develops the school policies and procedures and hires and evaluates the principal, whose job it is to implement those policies and procedures.

The Board fully understands and will comply with all of the requirements of the Sponsor and federal and state agencies, and Florida Statute §1002.33. The Board will be accountable for the governance of all aspects of the School and each director will fully recognize and accept his or her responsibility for the academic performance of our students and the sustainability of the School.

In compliance with section 1002.33, F.S., the Governing Board will be specifically responsible for:

- Approving, adopting, and monitoring the School's annual operating budget.
- Exercising continuing oversight over school operations;
- Ensuring that the School has retained the services of a certified public accountant (CPA) or auditor for the annual financial audit;
- Reviewing and approving the audit report;
- Monitoring a financial recovery plan, if applicable;
- Participating in required governance training; and
- Reporting progress annually to the sponsor.
- Establishing general policies and monitoring the implementation of policies by the Director and staff;
- Soliciting grants and donations;
- Hiring the Principal;
- Monitoring and approving the hiring of teachers and other employees;
- Appointing members to serve on one or more Board sub-committees;
- Developing long-term goals;
- And any other responsibilities described in the Articles of Incorporation and the Bylaws

The School's Principal shall be appointed by the Board. The Board will delegate the responsibility for daily School operations to the Principal. The Principal shall serve as chief administrator for the day-to-day operations including instructional and non-instructional staff, and shall perform such other services and duties as shall be assigned by the Board. At all times, the Principal shall account to, and serve at the direction of the Board. The principal shall report to the Board regarding the overall status of the operations of the school, the academic performance of the students, and other issues which may be important for the Board to know in order to complete their responsibilities. The Board will receive and review on a regular basis financial reports including, at a minimum, the monthly reports to be submitted to the Sponsor and reports comparing the actual expenses compared to the budgeted amounts. At key points throughout the year (such as prior to the year starting, and after each FTE Reporting Week) the Board will review the annual budget and student achievement data and make any

necessary adjustments and adoptions to ensure the budget is reasonable and appropriate for the successful operation of the school. The Governing Board will contract with Championship Academy of Distinction, LLC (CADLLC), to provide all necessary management and professional expertise. Charter School Management Solutions will assist in developing, planning, and marketing the School, as well as organizing the finance, human resources, curricula and operations of the School.

CADLLC, working with the Principal, will submit to the Governing Board a balanced annual budget prepared in accordance with the timelines set forth by the Sponsor. The Board will review and approve the projected school budget each fiscal year and monitor the budget on a monthly basis. Monthly financial statements will be provided to the Sponsor as required by section 1002.33(9)(g), F.S. and Rule 6A-1.0081, F.A.C.

In accordance with audit requirements, the Governing Board will advertise, interview, and approve a financial audit contract with a Certified Public Accountant (CPA) for annual review of financial statements. The audited financial statements will be reviewed and approved by the Governing Board before submission to the District. The Governing Board may authorize additional audits if deemed necessary.

As required, the board will report its progress to the School District sponsor. Applicable reports will then be forwarded by the Sponsor to the FLDOE. These reports must include at least the following components: student achievement and performance data, financial status of the school, facilities information, and personnel information.

Admission and enrollment preferences, including the lottery system, will comply with Federal guidelines (Charter Schools Program, Title V, Part B, Non-Regulatory Guidance).

A School Advisory Council (SAC) has been established in accordance with state statute and will be modified yearly to ensure representation from the various stakeholder groups at the school. The Committee is comprised of parents, teachers, administrators and community members. SAC serves as a link between school administration, teachers and the community to discuss school based issues and work together in an authentic manner to make decisions about the delivery of instruction. SAC representatives make regular reports to the Board at Board meetings.

B. Board Member Skill and Experience

The Governing Board shall consist of non-compensated members that possess the skills and experience in areas critical to charter success. The Governing Board shall consist of up to five board members. The Governing Board shall choose officers from among the Board members. The Board will identify and attempt to recruit board members who possess the following skills: legal, financial, real estate, fundraising, strategic planning, academic oversight, marketing, human resources, and public relations. The most effective governing boards are able to recruit and retain board members that have these diverse and functional skills and share a common passion for the school's mission and vision.

The current board members are as follows:

Melissa Bustamante serves as President of the Founding Board. Melissa is also the President of the Board of Directors for Championship Academy of Distinction Charter School at Davie where she recently successfully led the school's charter application renewal process. She brings financial management acumen that she has acquired over the years working in back office support in South Florida companies.

Maxine Mason is a member of the Founding Board and also serves on the Board of Directors for Championship Academy of Distinction Charter School at Davie. Ms. Mason holds an MBA from Nova Southeastern University and is currently working on her doctorate degree in education at Nova. For the past two decades she has devoted herself to improving education working as the Coordinator of Operations for the Undergraduate Teacher Program at Nova Southeastern University as well as Adjunct Instructor for the Masters of Arts in Teaching and Learning. As a small business owner prior to joining Nova, she learned the necessity of strong financial oversight and controls.

Keri Diaz is a member of the Founding Board and also serves on the Board of Directors for Championship Academy of Distinction Charter School in Davie. She is a graduate of Broward Community College with an Associate's Degree in Liberal Arts. Her business career has included owning her own insurance agency, where she managed the day to day operations of the agency; Purchasing Manager at a chemical business, where she optimized inventory and minimized costs of goods sold; and, now as a business development manager. Ms. Diaz has also worked as a substitute teacher at Florida Intercultural Academy K-8.

Parent Board members will be on the board after the school opens.

C. Evaluation of the School Administrator/Principal

The Governing Board will formally evaluate the Principal annually using a comprehensive summative tool that is in compliance with s. 1012.34,

F.S. and validates the Principal's competence and possession of the competencies in the Florida Principal Leadership Standards (FPLS). The Principal's evaluation will consist of three elements:

At CADDHS we view the professional development and annual performance assessment process as integral tasks in the development of effective educators. As such, the evaluation process begins with the employee (including the Principal) conducting an inventory of his or her own strengths and areas for improvement. We will utilize a tool such as the William Cecil Golden School Leadership Development Program. The administrator will be required to complete the survey and identify his or her own strengths toward meeting the Florida Principal Leadership Standards, and then develop a set of professional development goals that will address the areas identified as potential areas for growth. The progress toward those goals will then be an important piece in the evaluation of the Principal.

The evaluation of the school's leader, other administrators and instructional staff will be aligned with Florida Statutes as recently amended through House Bill 7069. At least one-third of the performance evaluation will be based on instructional leadership including indicators based on each of the leadership standards adopted by the State Board of Education under Florida Statutes 1012.986, including effectiveness of classroom teachers, the administrator's appropriate use of evaluation criteria, and procedures, recruitment and retention of effective and highly effective classroom teachers, improvement in the percentage of instructional personnel evaluated at the highly effective or effective level, and other leadership practices that result in student learning growth.

The School will utilize a principal performance evaluation system which complies with Florida Statutes. The evaluation will determine an individual's eligibility for a salary increase.

The Principal will evaluate the teachers using Marzano's model as approved by the state of Florida. The evaluation includes a self-evaluation and multiple observations/listen-ins with continuous feedback. There are two key evaluations which occur within the first ninety days and the annual evaluation at the end of the academic year.

Evaluation of the Education Service Provider

The Governing Board will formally and periodically evaluate the performance of the Education Service Provider on a variety of factors including financial management, and customer satisfaction. The Board will contract with Charter School Management Solutions, LLC (CADLLC), to provide all necessary management and professional expertise. CADLLC will assist in developing, planning, and marketing, as well as organizing the finance, human resources, curricula and operations.

The relationship between the Governing Board and CADLLC is codified with a performance-based contract. The proposed management agreement between the Governing Board and CADLLC outlines the duties and responsibilities of each party and the specific performance requirements of CADLLC. The Governing Board has complete authority to cancel the management agreement with CADLLC for non-performance.

E. Other Charter Schools Governed by this Board

Championship Academy of Distinction Hollywood K-5 "C"

Championship Academy of Distinction Davie K-8 "A"

Avant Garde Academy of Broward 6-8 Not Rated

Criteria

- *The proposal clearly explains the role of the governing board in the operation and oversight of the school. The governing board role is detailed, specific, and includes the functions necessary to ensure a high-quality, efficient, and effective operation.*
- *The proposal clearly demonstrates that the school's developers/founders and/or proposed governing board members possess the skills and experience in areas critical to charter school success.*
- *The proposal clearly explains how the governing board will formally evaluate the school Administrator/Principal.*
- *The proposal clearly explains how the governing board will formally evaluate the performance of any contracted Education Service Provider (ESP/Charter School Management Company.)*
- *The proposal lists all of the other charter schools governed by the same governing board and their school grades for the most recently completed school year.*

3b. Curriculum, Instruction, Assessment, and Accountability

0-10 points

Describe the school's strategies for implementing an effective educational model that will increase student academic achievement for all students.

When applicable, the applicant should use information that was included in the model charter school application that was submitted to the District.

A. Effective Model

The educational program will be effective for the targeted student population. The student population will be comprised of minority students from a low socioeconomic background. The program has been developed using scientifically-based instructional practices that will be implemented and delivered by highly qualified instructors to meet the needs of all students' learning styles and abilities. The program will provide students with this background necessary life skills in order to prepare them to become college and career ready students and active members of society. High quality curriculum materials and technology will be used towards achievement of this goal.

An intellectually demanding curriculum and assignments are proposed. The innovative educational program will provide students with a strong developmental academic program using a school within a school concept. All research-based curricula and associated lessons were developed using sound instructional strategies and designed to meet the Florida Standards and NGSSS. All teachers will implement instruction of the curriculum by infusing best practices to ensure that the students are engaged and challenged daily.

The curriculum is data-driven and modified to serve the needs of the student population. The School curriculum is chosen to meet the school's mission. The scope and sequence for using the core curriculum and supplemental resources is created to ensure students meet the learning objectives identified as required to meet mastery of expected content.

CADDHS aims to produce high academic achievement for all its learners. As such, the statutory requirement of improving student learning and academic achievement will be met. Our educational program is based on three (3) essential elements:

- Dramatically increase graduation rates,
- Develop character and leadership skills in students,
- Increase student learning in the areas of wellness, entrepreneurship, and forensic science.

B. Curriculum Aligned with the Mission

The mission of the Championship Academy of Distinction High School (CADDHS) is to provide students with a comprehensive education through character education, wellness education, entrepreneurship education, and forensic science education, facilitated by a highly qualified staff promoting college and career ready students and active members of society. Our curriculum is specifically tailored to ensure that all students meet the requirements for progression to graduation by being college and career ready - including mastery of all Florida Standards and NGSSS while participating in an innovative program. Both challenge and intervention materials are incorporated to address the needs of special populations of learners, such as Gifted, ESE and ELL students. The supplemental resources secured by the School will enrich the student's experience and support its academy within an academy initiative.

The curriculum includes character education which will be based on the character leadership model from the text "Role Models: Examples of Character and Leadership" by Dr. Joe Hoedel. This is a highly research based program that highlights 17 individuals who exemplify the different character traits covered in the curriculum. A consistent weekly format utilizing ethical dilemmas, lectures, character movie segments, current events, role model readings, basic skills and expository writing assignments are implemented to provide a framework for stable learning.

The curriculum includes a wellness science component. The Wellness Science pathway provides students an opportunity to explore health professions. Nutrition, wellness and health care policy will be used to develop wellness leadership. Students will learn to self-manage, develop

personal health-exercise-wellness plans, and begin to advocate for others in their development of life-long nutrition, self-care, and fitness. Students will study the essentials of public advocacy through public speaking, leadership skills by developing health coaching skills that uses their knowledge of nutrition, fitness and self-care, and will write publishable articles demonstrating their advocacy skills around wellness science.

The curriculum includes an entrepreneurial component. The School will offer students a unique path in our standards-based instruction with a thematic curriculum that emphasizes entrepreneurial concepts and skills. CADDHS will provide students with a financial literacy foundation that promote entrepreneurial and financial thinking. Students will learn how to write business plans, create a pathway for a career and learn about spending, saving, borrowing, investing, and managing money.

Finally, the curriculum includes a forensic program that will allow students opportunities to practice civil discourse, understand the basics of the law and politics, and public speaking and debate. Students will develop the complex skills needed to compete in Lincoln-Douglas and Congress competitions across Broward County and the State.

The educational program at CADDHS is a challenging, standards-based college preparatory curriculum that will provide our students with opportunities to make connections to their community and their world. The curriculum will be structured to meet FL Standards. In support of this standards-based curriculum, we will chose textbooks from the state-adopted list of texts and/or District lists of texts. Close collaboration among staff members will support teaching across the curriculum to enable our students to make connections across course content areas.

C. Effective Curriculum

The innovation of the school is found in the variety of instructional methods used by the teachers to deliver a curriculum focused on character and leadership education through wellness science, entrepreneurship, and forensic science.

The FL Standards based curriculum has several features that align with CADDHS's commitment to meeting students where they are and helping them progress successfully. Teachers will be able to customize any part of a lesson, assessment, assignment, or sequence of a course based on a review of multiple sources of data and observations about a student's specific needs.

D. Evaluating Student Performance is Frequent and Effective

CAHDHS believes there is a strong complementary relationship between curriculum and assessment. The student must show evidence of real learning, and attainment of knowledge and skill. Student progress will be assessed through a variety of formative and summative assessments including the following: weekly review of work, portfolios, observation and class participation, norm and criterion referenced tests, student demonstrations, student projects, student work samples, and student self-evaluation.

The internal assessment system will be a comprehensive set of assessments, including baseline/diagnostic, formative, and summative to capture as many aspects of each student's learning as possible.

A combination of diagnostic, authentic, state-mandated standardized tests, and nationally recognized norm-referenced assessments will be used to compare students' progress over time with the School's goals. We are committed to using creative and innovative measurement tools to assess our students and ensure that learning gains occur, and to create an individual personalized education plan. Once enrolled at CADDHS, students will be required to take diagnostic tests focusing on mathematics and reading. Northwest Education Association (NWEA) Measure of Academic Progress (MAP) or similar will be used to gain a baseline assessment for all our students each year in August and new students as they arrive in our School.

Formative assessments and curriculum-based assessments will also provide valuable information for a teacher about a student's understanding and progress. The formative assessments and other benchmark assessments will provide a digital method to assess students, include examinations (tests, quizzes, homework, etc.), participation (class participation, group work), projects (essay, poster, and research paper), and performances (debate, tournament, or presentation), etc. Within each course/grade, assessments will be closely coordinated to ensure consistency within each subject and between subjects.

In addition, we will use MAP interim assessments that are aligned with the FSA, EOC and mirror the state tests. Teachers will review this analysis from the interim assessments and develop specific strategies to address the students' learning deficiencies.

Summative assessments will include end of chapter or unit tests or projects, and standardized state tests, including End of Course assessments (EOCs), Florida State Assessments, WIDA, PSAT/SAT/ACT, etc. These norm-referenced assessments put in perspective the performance and accomplishments of individual learners as it maps individual achievement against achievement among a norm group.

Norm-referenced assessment gives comparative data, puts individual achievement and talent in perspective, and can provide challenge to

the student to excel. In keeping with the flexible and responsive nature of the school, no single assessment or test will be used as a single determiner of success. This balance of assessment principles underscores the curriculum and its delivery at our School.

The school will also:

- Identify students not making adequate progress towards mastery of the FL Standards and NGSSS.
- Institute and monitor appropriate measures for students requiring remediation in reading and other prescribed subjects, and
- Develop Annual Measurable Objectives (AMOs) to target and measure student learning needs an outcome.

Criteria

- *The proposal provides clear strong evidence that the educational model to be implemented will be effective for the targeted student population (Use information from Section 3B and 3C of the model charter school application).*
- *The school's curriculum aligns with the school's mission (Use information from Section 3D of the model charter school application)*
- *The proposal clearly describes how the curriculum and/or program are innovative and/or proven effective for the new school's target population.*
- *The plan for evaluating student performance is sufficiently frequent and detailed to determine whether students are making adequate progress (Use information from Section 5 of the model charter school application).*
- *The plan for evaluating student performance appears to be sufficient to effectively evaluate each student's performance.*

Page 2

3c. Business, Finance, and Accounting

0-5 points

Describe the school's strategies for implementing sound business, finance, and accounting practices that will safeguard public funds.

When applicable, the applicant should use information that was included in the model charter school application that was submitted to the District.

A. Accounting Practices and Policies

The Governing Board is responsible for all business and financial matters relating to the School. The Board has adopted and implemented fiscally sound practices and policies for strong internal financial controls and checks and balances. The School's finances will be managed by the selected CADLLC, Charter School Management Services, LLC (CADLLC) and its Certified Public Accountant (CPA). State approved budget accountability practices will be strictly adhered to by the Board, Principal and ESP. The Board understands that it has the ultimate responsibility of the financial oversight and management of the school and it takes this fiduciary responsibility very seriously. The School has established stringent financial policies and procedures to safeguard its finances.

The school will utilize the standard state codification of accounts as contained in the Financial and Program Cost Accounting and Reporting for Florida Schools for both internal and external reporting. The 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 Board will also review and monitor the financial statements of the School on a regular basis.

The Board will:

- Prepare an annual budget for the charter school in collaboration with the CADLLC and principal.
- Develop and annually revise a three-year financial forecast and develop long-range financial plans in collaboration with the charter school's principal.
- Review all grant proposals
- Review all prepared financial reports
- Review all non-budgeted expenditures over a set dollar amount to be determined by the board
- Annually submit objectives as part of the planning and budgeting process.
- Arrange for an annual audit
- Capital investments accounts will be scrutinized to determine whether they are consistent with the organization's mission and strategic plan, and whether they are financially sound.

Given that the Board feels it essential to provide the principal with as much time to focus on the curriculum and academic program of the school, the Board has decided to hire CADLLC to provide services for accounts receivable/payable, bank record reconciliation, monthly and quarterly reports (including reports to the Sponsor), audit preparation, and financial management, payroll processing, employee benefits, and insurance requirements. The Principal working with CADLLC will develop the annual budget and present it to the Board for approval. There will be a budget revision session in October of each year as opening numbers are ratified and FTE is counted. The budget will be completed and presented for board review and approval annually. The Board Treasurer will carefully review all financial statements, budgets, and auditor's reports and will ensure that the Board responds appropriately to any audit findings. CADLLC will prepare monthly financial reports to be available to the Principal and Board for review.

CADLLC will ensure the board receives the following reports information on a monthly basis:

- Revenue and expenses (income statement) compared to the budget, with explanations of any significant variance
- Cash flow projection update
- Balance sheet showing the financial position of the organization at that time
- Number of students currently enrolled compared with the number projected, and compared with the number in same period of the previous year
- Fund raising activities and results
- A list of critical issues that might affect the financial stability of the charter school.

The Board will select an independent auditor to complete an annual audit of the School's financial affairs. A bid process will be used to ensure competition and best offers. The purpose of the audit is to verify the accuracy of the School's financial statements, revenue-related data collection, reporting practices, and examine the School's internal controls over general operations and independent study programs. A copy of the auditor's preliminary findings will be forwarded to the Board. Copies of the audit will be submitted to the District, the State Controller's Office, FLDOE, and any other agency as required by law.

B. Internal Controls

A strong internal control policy will be guided by the following financial management principles:

- Responsibility will be clearly established.
- Adequate records will be maintained.
- Assets will be insured and inventoried, and appropriate employees bonded.

Internal accounting procedures for account receivables and payables are, but not limited to, as follows:

- For receivables, all cash payments will be logged, coded by source, and deposited daily. Daily deposits will be reconciled to cash receipts logs.
- Disbursement voucher packages are prepared at the school site and authorized by the Principal or Board designee.
- Disbursement vouchers over the Principal's level of authority are submitted to the Board's Treasurer with appropriate supporting documentation to substantiate the nature, account classification, business purpose, and amount.
- All checks over a pre-approved threshold, as established by the Board, will require dual signatures. Certain checks and checks over a certain amount will require Board President or Treasurer's signature and approval.

- Authorized signatures on checks are limited to the President of the Governing Board, Treasurer or designee.
 - Financial records, including files for receipts, invoices, bank statements, and cancelled checks will be kept up-to-date and fully accessible at all times.
 - Transfers to/from the school savings account may only be made by the signing officers.
 - Bank reconciliations will be prepared monthly. A printed copy will be reviewed and initialed by CADLLC and Principal and a copy kept on file. Bank reconciliation will be performed by someone not handling cash or recording cash.
 - Bank statements will be delivered unopened to the Treasurer or President of the Board.
 - All School property will be inventoried and clearly tagged to safeguard the controls over the assets acquired.
 - All financial transactions and records are scanned to a secure document portal that is available to persons authorized by the board.
 - The document portal is organized to permit the view of each check's history including the purchase order and signed shipping invoice authorizing payment.
 - A copy of the monthly bank reconciliation and financial reports (ledger detail, balance sheet, P&L) are maintained on the document portal and the bank register is updated weekly and posted to the portal. Restricted persons are also permitted online confirmation of account balances and activity to facilitate the monitoring of school funds.
 - Enrollment is monitored weekly through the Sponsor's student data management system • The school will provide an annual financial report and program cost report information in state-required formats for inclusion in the district's reporting in compliance with §1011.60(1), Fla. Stat.
- D. Grant Funds

CADDHS will comply with all of the reporting guidelines of the startup grant. The School will keep a separate financial ledger to track and record the expenses that are covered by the grant funds. The ledger will be in the form of an electronic spreadsheet. The ledger will contain, at a minimum, the following categories:

- Category
- Item
- Month
- Item Description/Justification
- Estimated Number of Items
- Estimated Cost of Item
- Total Estimated Cost

Criteria

- *The accounting practices and policies for the charter school are fiscally sound and include a detailed explanation of strong internal financial controls to ensure adequate protections are in place.*
- *The proposal provides a detailed description of who is responsible for the monitoring the financial health of the charter school.*

3d. School Leadership and Management

0-15 points

Describe the school's strategies for ensuring strong and effective school leadership that will result in increased student academic achievement for all students.

When applicable, the applicant should use information that was included in the model charter school application that was submitted to the District.

A. Professional Development Plan

CADDHS is committed to maintaining a high level of quality instructors by implementing a comprehensive professional development plan which it will budget for annually. CADDHS will support the professional development needs of all professional staff by subsidizing college classes, facilitating the attainment of continuing education credits through the Sponsor's office of professional development and other approved sources. 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 addition to providing its own school-based professional development opportunities, CADDHS will utilize the resources that are available through the Sponsor that assists teachers as they move to incorporate project-based learning.

The School will require all staff to report to school two weeks prior to the opening of school for the purpose of becoming oriented to the various policies, methodologies and programs that will become the framework for the new charter school. Professional development is an ongoing commitment. Trainings, provided by consultants, staff members, publishers and other qualified individuals, include:

- **Mission and Vision:** School administrators build understanding of the school's mission and vision. Faculty and staff will be trained in the development and use of the school's mission and vision toward achieving teaching and the School's goals. The faculty, staff, parents, students, and community stakeholders will play a role in annually assessing how well the mission and vision statements are aligned with the school culture and needs. The results of this assessment will be reviewed in this training yearly to ensure that the mission and vision statements serve as the vehicle for continuing school excellence.
- **The 7 Habits of Highly Successful Kids:** implementing the character /leadership education
- **Effective Teaching Strategies:** Teaching techniques, differentiated instruction, focusing on cooperative learning, Inquiry Based learning, project based learning, Higher ordered thinking, Integrating subject areas through a holistic approach, Florida standards, NGSSS and engaging students; applying those methods to instruction.
- **Strategies for Teachers:** Creating a positive classroom environment where every student can learn through proactive discipline, positive reinforcement, and consistent routines.
- **Data-Driven Decision Making for Teachers and Administrators:** Teaching staff how to use Specific Performance Indicators (SPI) to identify student needs; types of educational research, corresponding sources of data, and collection instruments to be used for continuous school improvement.
- **New Discoveries about Reading & Reading Instruction:** The latest research on reading to help struggling readers and keep others on a steady course of improvement.
- **Improving Individual Student Achievement:** Small group training focusing instructional and assessment strategies used to increase student achievement.
- **Comprehensive Research-based Reading Plan**
- **Florida Continuous Improvement Model:** The mission of the School comprises of a continuous improvement process both in and out of the classroom. It builds on the importance of adopting a school "culture" of continuous improvement through climate surveys, student and staff assessments, and a School Improvement Plan (SIP).

Throughout the year, teachers will have multiple opportunities for professional development. In order to comply with educator certification requirements as well, all of our Professional Development opportunities will be aligned with the Florida's Educator Accomplished Practices.

B. Qualifications of the Administrator

A highly-qualified Principal will be sought who has the experience and expertise required to implement the School's mission, vision, philosophy, and education model with fidelity in support of high student achievement.

Minimum Qualifications:

- A Master's degree or higher in Education, Curriculum, or related field;
- A progressive background in school administration and teaching experience;
- FL administrator certification;
- Minimum of five years' experience in teaching and/or administration;
- Evidence of successful school leadership and the ability to support high student achievement;
- Demonstrated excellence in oral and written communication and interpersonal skills;

- Demonstrated evidence of successful recognition and work with diverse groups;
- Ability to learn and disseminate detailed information;
- Strong commitment to the charter school concept;
- Recommendations from previous employers verifying the candidate's leadership capabilities and interpersonal skills with adults and students;
- Knowledge of high school curricula and the needs of the student population the school will serve;
- Capacity to meet or the Florida Principal Competencies

C. Recruitment and Retention

Teacher quality is one of the most important factors in improving student achievement and eliminating achievement gaps. The Board will work with the Principal and CADLLC to ensure that all faculty members have the qualifications needed to be deemed Highly Qualified and meet the needs of the students.

1. Recruitment

The School shall select its own employees. Our employment practices shall be nonsectarian and shall not violate the antidiscrimination provisions of The Florida Educational Equity Act. Our personnel practices and procedures are consistent with state statutes and rules. The recruitment plan includes the following initiatives:

- Partner with local universities to assign interns to the school who will be considered for possible openings that may arise based on their performance;
- Utilize the Florida Department of Education website entitled "Teach in Florida";
- Conduct two job fairs a year to recruit instructional experts;
- Create a competitive salary schedule that includes performance incentives to attract high performing teachers; and
- Utilize local media venues and the school website, to advertise openings.

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. All school-based personnel, including teachers, administrators and staff, will comply with the Sponsor's requirement for fingerprinting, background checks and drug screening as required by s. 1002.33 (12) (g), F.S. prior to employment at the school.

CADLLC will assist the Board in finding applicants for all positions. The Board will review applications for the Principal position, and determine which candidates will be interviewed. The Board will interview the candidates and will vote to determine the final candidate.. The candidate will be required to pass the appropriate background checks and screens.

The Principal with assistance from CADLLC will select the "best fit" teachers and other staff for the School.

2. Retention

The Board believes that the retention of staff is based on developing strong and supportive relationships, a mission focused school culture and a high quality, collaborative work environment. The School will incorporate the Florida Department of Education's Merit Pay Plan for teachers, based on student performance. We seek to offer our employees a competitive salary and benefit package.

Beginning teachers will be assigned an experienced faculty mentor who is highly qualified and proven to be highly effective. The Principal or its designee will meet with the beginning teacher periodically to review school procedures, grading, planning, instructional strategies, evaluation portfolio requirements and to ensure that the teacher is receiving the level of support that he or she needs.

The Board wants to ensure that its employees are provided with competitive benefits and employee services, within the School's financial parameters and responsibilities. Experience and research dictates that when the employees have a good benefit package and a positive working relationship with their supervisors, then the environment is conducive to effective teaching and learning. The Board is committed to ensuring that its leaders have strong interpersonal skills to promote professional growth among the instructional staff.

The School may provide financial support and increases to teachers pursuing Special Education, ESOL, Reading certification, or other high-need and relevant credentials. Teachers whose performance is unsatisfactory over the course of the year will not be rehired. Teachers who wish to serve as school leaders will have multiple opportunities such as service as mentors to other teachers, or club leaders, team leaders, or committee chairs.

D. Capacity

CADDHS has a balanced Board of directors consisting of educators and business professionals who will oversee the delivery of academic excellence and operational efficiency. This Governing Board's excellent administrative and operational capacity is augmented with the assistance provided by the School's experienced ESP. The Board understands its fiduciary responsibility to effectively and properly manage public funds. Clarity of roles and responsibilities has been clearly delineated and will be enforced. This Board not only has the capacity to run the school, this Board is currently running two other schools in Broward County Florida.

Criteria

The proposal describes a comprehensive plan for providing educational leadership and on-site management of the school either through a hired administrator, contract with a management company.

- *The proposal describes a comprehensive and detailed professional development plan for instructional staff.*
- *The proposal includes the qualifications of the Administrator/Principal. If the Administrator/Principal is not yet identified, the proposal must include the desired qualifications.*
- *The proposal includes realistic strategies for recruiting and retaining effective teachers.*
- *The proposal includes a detailed description of administrative and operational capacity that is clearly sufficient to support an effective educational program.*
- *All applicants must complete and submit an Applicant History Worksheet (Form IEPC-MIA). If the applicant submitted an Applicant History Worksheet as part of the charter application submitted to the district, the version submitted to the district must be submitted. The form should be uploaded as Appendix B in the online FluidReview system.*
-

3e. Special Populations

0-10 points

Describe the school's strategies for ensuring that students with disabilities and English Language Learners will have the opportunity to attend and benefit from the charter school.

When applicable, the applicant should use information that was included in the model charter school application that was submitted to the District.

A. Equal Access

Students with special needs, including students with disabilities, students who are gifted, and Limited English Proficient (LEP), will be afforded the same Application Process. Applications for enrollment will only request the parents' and student's names, address, contact information, and grade level. The School is committed to enrolling a diverse student population and will abide by the provisions of the Florida Educational Equity Act, and Florida statutes. Pursuant to Florida statute the school shall be open to any age/grade appropriate student residing in the district. In compliance with Section 504, IDEA and ADA, all students regardless of disability, will have equal access to the school. The school will not discriminate on the basis of race, sex, religion, ethnicity, sexual orientation, or exceptionality.

If the number of applications exceeds the capacity of the program, a lottery will determine admission, and a list will be maintained by grade level in the order of the lottery results. Enrollment preferences will be given, as allowed by s. 1002.33, F.S., to a sibling of a student already enrolled or accepted, a child of an employee of the School, or a member of the Governing Board. The lottery will be a random drawing held by

the Principal with at least one Governing Board member and one additional school employee in attendance.

B. Identification

1. Students with Disabilities

The school has a comprehensive plan for identifying students with special needs, including students eligible for Exceptional Student Education. The School will implement a Multi-Tiered System of Supports (MTSS) including a Response to Intervention Model (RtI). The MTSS/RtI is a problem solving three-tiered system, which involves continuous data collection, analysis, implementation of interventions, and further data collection. The Individuals with Disabilities Education Act (IDEA) encourages utilizing the RtI process for the identification of students for ESE services.

The School Instructional Leadership (SIL) team, consisting of the Principal, content level chairs, ESE and ESOL teachers, Reading Coach, and Counselor will identify students in need of intervention and interventions to be implemented. Interventions will be attempted for a minimum of three weeks. The SIL team will analyze the student's progress weekly. If the results are encouraging, the team will monitor on a monthly or as-needed basis. If the interventions were not effective, different interventions will be implemented for another three weeks. Students who do not make progress after receiving Tier III interventions may be referred for ESE evaluation.

CADDHS will adopt and implement the Sponsor's policies and procedures with respect to ESE students. It is the School's mission to place students in an environment where they can develop to their highest potential. The educational program for exceptional students will include and adhere to the principles of the law as follows:

- 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 and 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.

2. LEP Students

All parents will be surveyed upon enrollment using the Home Language Survey (HLS). If a parent answers "yes" to any of the three questions on the HLS, the student will be administered an aural/oral assessment within twenty days of registration. The aural/oral language proficiency test used to determine eligibility for the ESOL Program is the IDEA Language Proficiency Test (IPT). An appropriately trained ESOL teacher will administer and score the assessment, and record the data.

C. Meeting Students' Needs

Students with disabilities will be provided an educational program that meets their specific educational needs, and in accordance with federal, state and local policies and procedures and, specifically, the Individuals with Disabilities Education Act (IDEA); Section 504 of the Rehabilitation Act; Florida Statutes; and Chapter 6A-6 of the Florida Administrative Code. This also includes, but is not limited to, a Non-Discriminatory Policy Regarding Identification, Location, Evaluation and Selection; Free and Appropriate Public Education (FAPE); Individual Education Plans (IEP) developed in accordance with the IEP Committee. This will include an identification of the Least Restrictive Environment, Parent/Student participation and Procedural Due Process.

Accommodations and modifications specified on each student's IEP will be provided as required. Services will be provided by a staff member with the appropriate certification or through contracts with an appropriate agency:

- Academic pullout – Students who require ESE services will be pulled out of the regular classroom for instruction by a certified ESE teacher as determined on the student's IEP;
- Consultation and collaboration – The general education teacher and ESE teacher meet on a regular basis to plan, implement, and monitor instructional alternatives designed to ensure that the student with a disability is successful in the general education classroom (consultation model).

Gifted students shall be provided all educational services indicated on a student's Education Plan (EP).

LEP students will receive instruction that is comprehensible, equal, and comparable in amount, scope, sequence, and quality to the instruction provided to English proficient students. Instruction is aligned with the appropriate FS/NGSSS, benchmarks, and course descriptions.

Research-based Instruction will integrate ESOL strategies to help students develop the communicative and academic skills necessary to meet state standards. The Placement, Program Delivery, Exit and Monitoring processes of ELL students will follow the guidelines established by the Sponsor.

D. Individual Education Plans (IEP)

Students will be guaranteed a free appropriate education and implementation of an appropriate IEP. The written individual educational plan for each student will include all required elements including measurable annual learning goals and behavioral goals, as needed. Supplementary and related services will also be identified, and necessary accommodations and modifications will be clearly delineated .

The School will conduct an IEP meeting with the student's parent(s) for each student with a disability enrolled in the School. The ESE staffing specialist/teacher will ensure that IEPs are reviewed and updated, at frequently minimum once a year. Students will be re-evaluated in accordance with federal and state law to determine continued need and eligibility for ESE services.

CADDHS will utilize assessments as a key way to gauge the effectiveness of the academic program. Frequent monitoring of student progress and use of assessment data to set specific learning goals for individual students are characteristics of high performing schools. CADDHS will implement a comprehensive assessment system that gives the student, teachers, parents, administrators, the Sponsor and the State important information regarding the School's success in preparing its students academically.

Criteria

- *The proposal describes how the school's recruitment efforts and lottery will ensure that ESE students have equal access to attend the school.*
- *The proposal includes a comprehensive plan for identifying students with special needs, including students eligible for Exceptional Student Education (ESE) services and Limited English Proficient (LEP) students.*
- *The proposal includes a description of how the specific educational needs of students with disabilities will be met.*
- *The proposal includes a description of how the Individual Education Plans (IEP) for students with disabilities will be developed, monitored, and updated.*

4. Evaluation

0-15 points

Describe the method(s) for evaluating the proposed project and how the project will result in a high quality charter school that will enable all students to meet or exceed the State's academic achievement standards.

CADDHS will participate fully in Florida's K-12 Statewide Assessment Program. CADDHS will hold itself accountable to its students, families, sponsor and the State of Florida. Stakeholders will be involved in reviewing data, identifying school needs, and recommending resource support.

CADDHS will employ standards driven assessment and continuous improvement plans to ensure that each student receives a high quality education. Florida's Continuous Improvement Model will be used as an ongoing process in which data analysis determines classroom instruction. Teachers will administer diagnostic, ongoing/monitoring, formative and summative assessments to evaluate student learning gains.

The data collected will be used to identify strengths and opportunities for improvement for each student. Daily instructional focus and intervention will be shaped by the results of these assessments.

It is a priority for CADDHS that it adopt and meet educational goals that are SMART (Specific, Measurable, Attainable, Relevant, And Timely) outcomes for student achievement. The educational goals, which are clearly aligned to outcome measures in both the application and contract include the following:

The percent of students in grades 9-10 proficient on state assessments in reading/writing will meet or exceed the State average for

comparable student populations and will improve by 2% or more annually.

Given school-wide emphasis on instruction for mastery of the State Standards, the percent of students in grades 9-10 proficient on state assessments in reading/writing will meet or exceed the State and district averages.

With the first year of School operation establishing the baseline, the percent of students ' proficient on EOC assessments will improve by 2% or more each year.

Students will meet and/or exceed the District and/or State average (whichever is higher) of students who achieve a passing score (as established by FLDOE) on all required End of Course exams, by its 3rd year, and sustain or exceed these levels on the 4th and 5th years.

The percent of students demonstrating learning gains will improve by 2% annually. With the first year of School operation establishing the baseline, the percent of students in the lowest quartile demonstrating learning gains will improve by 2% annually.

80% of all CADDHS students and 50% of CADDHS students in the lowest quartile will demonstrate a year's worth of learning gains.

With the first year of School operation establishing the baseline, the School's grade will improve each year until the goal is met.

CADDHS will earn a school grade of a "C" or higher in year one, with incremental goals and objective in year two, toward moving at least one letter grade and making "A" by year three.

Educational goals and performance standards will be measured using specific measurable objectives for the 2016-2017 school year and in accordance with State and/or District thresholds, whichever may be higher (and in same regard moving forward). In subsequent years, the results will be measured against the objectives specified in the School Improvement Plan. Additionally, the annual gains will be measured by the student's developmental scale score on the FSA/EOC and on internal pre- and post-tests to be administered at the beginning and end of each school year.

Given school-wide emphasis on instruction for mastery of the New Next Generations Sunshine State and Florida Standards, at the high school level, the following will be expected:

- The School average for students taking the SAT or ACT will meet and/or exceed the District average student performance scores.
- The School average will meet and/or exceed the District and/or State average (whichever higher) for all 9th and 10th grade students in eligible subgroups in the Reading/Writing FSA 2017
- The School average score will meet and/or exceed the District and/or State average (whichever higher) of students who achieve a passing score (as established by FL-DOE) on the respective 2017 Florida End-of-Course (EOC) Assessments (as applicable): Algebra I, Geometry, Biology, and US History.
- The School average will meet and/or exceed the District and/or State average (whichever higher) for all students in eligible subgroups in EOCs 2017
- Each year, the School expects to see an increase of a minimum of 2% in proficiency performance overall on all State exams.
- Long term, the School will receive "High Performing Status" the by State of Florida

Pre- and post-testing in Year 1, as well as reports from previous school records, when available, will be used to establish a baseline of competency as a measure of student progress and school accountability. This baseline assessment to measure progress in years 1, 2, 3, and beyond will be an integral part of the planning and refinement process. Other internal testing and assessment, such as competency-based standardized tests, may also be used by the School to evaluate the effectiveness of its curriculum and teaching methods. Ongoing internal audits (Progress Reports and Report Cards) of student performance, including beginning year, mid-year, and end-year assessments, will be utilized as reflective and guidance tools.

In addition to academic goals, the School will designate other measurable goals for School performance. These include climate, attendance and attrition surveys of parents, students and staff:

- At least 80 percent of parents/guardians of students enrolled at the School will indicate a high level of satisfaction with their child's schooling experience as evidenced by positive feedback on Stakeholder Satisfaction Survey administered in the second semester of the 2016-2017 school years.
- Parents will complete the volunteer hours defined in the parent compact, as evidenced by a minimum of 75% of parents completing these hours prior to June 2017 and documented in Parental Volunteer Logs.
- The School will achieve a 90% attendance rate during Year 1, and increase this rate by 1% each year with the ultimate goal of achieving at or above a 95% attendance rate at the end of five years.

- At least 85% of the staff in year 1 will report that they are highly satisfied with their position in the School. Staff satisfaction will continue to increase by 3% or higher in each year of operation.
- Student and Staff attrition will decrease over time: Staff attrition will be less than 15% in year 1 and will decrease by 3-5% each year. Student re-enrolment will be at least 90% year 2 and will continue to grow by at least 3% each year.

The School believes that student data should serve as a valuable means to assess the quality and effectiveness of the instructional delivery in the classroom as well as student learning. Through the Florida Continuous Improvement Model (FCIM), student assessment will be used to identify strengths as well as gaps in knowledge or instruction. Administration and teachers will be involved in reviewing overall summative, whole and subgroups, attendance, behavior data, and will participate in the FCIM to make data specific decisions. The School will evaluate the long term effectiveness of its curriculum delivery, instructional capacity and overarching programmatic design through Annual Measurable Objectives (AMOs). As such, the School will:

- Participate in Florida's A+ Grading System and improve the School Grade, and provide a comprehensive overview of the performance of the school including subgroup proficiency and student learning gains;
- set targets for the School and subgroups to increase the proportion of students scoring at levels 3 and above and reducing the proportion of students scoring at levels 1 and 2 by 50% over six years.
- ensure Adequate Progress of Students in the Lowest- Performing 25% in Reading and Mathematics by raising achievement and reducing achievement gaps of specific subgroups that are low-performing; and
- increase Student Performance, ensuring a positive impact on national/worldwide student performance and achievement rates translating in a globally competitive citizenry.
- As a new school we will use the District's baseline to establish expected performance for 2016-2017 as per current guidelines for Annual Measurable Objective (AMO).

The School will develop and implement a School Improvement Plan (SIP) as an integral part of its commitment to excellence and to ensure that school-wide student assessment and performance data can be shared with parents, students and other stakeholders. The ESSAC Committee for the School will participate in the development of the SIP to ensure input from all stakeholders, including teachers, students, parents and community representatives.

Criteria

- *The proposal includes SMART (Specific, Measurable, Attainable, Relevant, and Timely) outcomes for student achievement for each year of the proposed project. The student achievement outcome measures must mirror the outcome measures submitted in the school's charter school application or contract.*
- *The projected student achievement outcomes are reasonable, challenging, and demonstrate the school's commitment to academic excellence.*
- *The proposal clearly describes how they will measure the baseline data of their new students (what data will be collected and data sources);*
- *The proposal clearly explains how student achievement data will be collected, analyzed, and used by school leadership to monitor and improve the delivery and effectiveness of instruction.*
- *The proposal describes effective evaluation methods that will assess the school's progress towards meeting its goals and objectives and allow for ongoing correction and improvement.*
- *The proposal states whether the school will receive a school grade through Florida's A+ Grading System or an Alternative School Rating. If the school will not receive a school grade through Florida's A+ Grading System or an Alternative School Rating, the proposal will describe how overall school success will be measured and reported.*

5. Outreach and Recruitment Plan

0-15 points

Describe how parents and other members of the community have been or will be involved in the planning, program design, and implementation of the charter school.

Describe how students and parents in the community will be informed about the proposed charter school. Provide specific examples of how you will inform the community about the proposed charter school using methods that go beyond 'word of mouth.' Provide details regarding targeted outreach plans, if any, for specific student populations. Describe the policies and procedures the school will develop and implement for the admission and enrollment of students, including the lottery system. If any enrollment preferences will be utilized by the school, describe in detail. Clearly explain how students can meet preference criteria and how the preferences are applied during enrollment.

It is proven that parental involvement is essential to a student's success and therefore essential to the school. Parents and community members will have extensive opportunities for involvement in several aspects of school operations. Parents and community members will be a part of the School Advisory Council and the Parent Teacher Organization (PTO).

PTO will serve multifaceted purposes of promoting strong ties between homes, school, and community. Volunteer opportunities will be created based on need and parent interest/abilities.

Parent – teacher conferences will be held at least twice per year to ensure clear and direct communication about each child's progress.

Additional conferences may be held if requested.

The Governing Board will be involved in developing community partnerships through a Business Partners program in order to foster a sense of community similar to the programs at the Board's existing schools. The Board will involve parents and community members in the School's decision-making processes.

Our mission involves creating active members of society. Reaching out to students from a broad array of diverse backgrounds is essential to achieving our mission. The school will embrace and consider all students for admission, regardless of their racial, cultural, ethnic, or religious orientation.

A. Community Awareness Plan

CADDHS will utilize a highly targeted approach to reach parents, students and civic leaders. The community awareness plan begins its focus in the immediate area of the campus and spreads outward. Marketing to parents in the community will be the primary focus. CADDHS will provide copies of its promotional materials and announcements, in various languages, to local community organizations to assure that all families are aware and accordingly all racial/ethnic groups and students with special needs. Presentation/marketing materials will include information about charter schools in general and specifically CADDHS's curriculum focus, its academies and the application procedure.

The marketing plan consists of presentations, distributions of flyers in homes and businesses, and advertising in local newspapers, radio, and TV. All marketing materials will be printed in multiple languages and will include the statement "Tuition-free public charter school".

B. Admission and Enrollment

Applications for enrollment will only request the parents' and student's names, address, contact information, and grade level. The admission policy is to admit any student who submits a timely application and meets the age/grade appropriateness of the school unless the number of applicants exceeds the capacity of a program, class, grade level, or building. Enrollment preferences will be given, as allowed by s. 1002.33, F.S., to a sibling of a student already enrolled or accepted, a child of an employee of the School, or a member of the Governing Board.

In the event that there are more applicants than vacancies, the school will conduct a student lottery ensuring that all eligible students have an equal opportunity of being admitted. The lottery will be a random manual drawing of student names to ensure there is no bias or discrimination. Student names will be drawn until maximum capacity is reached. The drawing will continue until all students have been selected and appointed a number for the waiting list. An offer of admission will be made to applicants selected in the lottery to fill the number of student vacancies.

If a student whom was offered an offer of admission does not register, the first student on the waiting list will be provided with an offer of

admission. This procedure will continue throughout the school year. Students on a waiting list must reapply each year for open spaces in the School. Students who are deemed to have been admitted to the charter school already do not need to reapply.

Admission and enrollment preferences, including the lottery system, must comply with Federal guidelines (Charter Schools Program, Title V, Part B, Non-Regulatory Guidance). A charter school receiving PCSGP funds must use a lottery if more students apply for admission to the charter school than can be admitted. A charter school with fewer applicants than spaces available does not need to conduct a lottery. An oversubscribed charter school generally must include all eligible applicants for admission when it administers its lottery.

A charter school may exempt from the lottery only those students who are deemed to have been admitted to the charter school already and, therefore, do not need to reapply. In addition, the following categories of applicants may be exempted from the lottery: (a) students who are enrolled in a public school at the time it is converted into a public charter school; (b) siblings of students already admitted to or attending the same charter school; (c) children of a charter school's founders, teachers, and the charter school's staff (as long as the total number of students allowed under this exemption constitutes only a small percentage of the school's total enrollment).

An applicant that has a charter school student and/or parent contract that will be used for continued enrollment at the school shall be ineligible. CSP sub-recipient schools must meet the federal definition of a charter school as one to which parents choose to send their children and that admits students on the basis of a lottery when oversubscribed.

Criteria

- *The proposal's community awareness plan promotes diversity within the school's student population and uses effective and realistic means to inform and recruit eligible students and families in the community.*
- *The school's community awareness plan is consistent with the school's mission, and is likely to result in reaching the targeted student population.*
- *The proposal clearly describes how parents, community leaders, and business partnerships have been or will be involved in the planning and implementation of the new charter school.*
- *The proposal includes a clear and comprehensive description of the school's admission and enrollment policies and procedures, including the lottery system and enrollment preferences that comply with state and federal law requirements.*

Page 3

6. Support for Strategic Plan

FIXED REQUIREMENT

Instructions

Incorporate one or more of the Areas of Focus included in Florida's State Board of Education Strategic Plan.

URL: <http://www.fldoe.org/core/fileparse.php/7734/urlt/0075039-strategicv3.pdf>

Describe how the proposed project will support the Florida's Standards for the Arts, Health Education, Physical Education, Science, and Social Studies, English Language Arts/Reading and Mathematics.

Just Read Florida

URL: <http://www.fldoe.org/academics/standards/just-read-fl>

Both the Mathematics (MAFS) and Language Arts Florida Standards (LAFS)

URL: <http://www.fldoe.org/academics/standards/florida-standards>

Our School has incorporated several of the Areas of Focus from Florida's Next Generation Pre-K-20 Education Strategic Plan. We will focus on the following:

- Strengthen Foundation Skills: Increase the percentage of charter school students performing at grade level. The School proposes to meet high standards of student achievement by aligning its curriculum with the FL State Standards and NGSSS (still in effect) . The students will be continuously monitored to ensure that students are making learning gains and more students score at or above proficiency level.
- Improve Quality of Teaching and Leadership: The research-based Florida Continuous Improvement Model (FCIM) will overlay the organizational structure of the School in order to guarantee academic success. The outcome of the work of the inaugural year will dictate the development of a School Improvement Plan (SIP) for subsequent years
- Improve College and Career Readiness: Increase number and percentage of students scoring "College Ready" in math and language arts; increase the percentage of charter school students performing at grade level; expand choice options for students.

Criteria

The applicant has included effective methods for incorporating one or more of the Areas of Focus included in Florida's State Board of Education Strategic Plan.

The proposed project utilizes a comprehensive plan for integrating pertinent aspects of the Just Read and Florida's Standards for the Arts, Health Education, Physical Education, Science, and Social Studies, English Language Arts/Reading and Mathematics.

CHARTER SCHOOL ASSURANCES


FISCAL AGENCY: Broward County School District

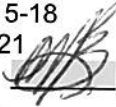
NAME OF ORGANIZATION OR ENTITY: Championship Academy of Distinction High School

ADDRESS: 1100 Hillcrest Dr, Hollywood, FL 33020

PART I:

THE U. S. DEPARTMENT OF EDUCATION REQUIRES FLORIDA TO DOCUMENT THAT A CHARTER SCHOOL APPLICATION FOR A GRANT UNDER THE FEDERAL CHARTER SCHOOL PROGRAM CONTAINS THE FOLLOWING ASSURANCES. THESE ASSURANCES MAY BE ADDRESSED IN THE GRANT NARRATIVE OR THE SCHOOL'S CHARTER APPLICATION. STATE THE PAGE NUMBER TO INDICATE WHERE EACH OF THE STANDARDS IS ADDRESSED IN EITHER OF THE TWO DOCUMENTS. PROVIDE AN EXPLANATION ON A SEPARATE SHEET IF THE STANDARD IS NOT ADDRESSED IN EITHER DOCUMENT.

ASSURANCES	GRANT NARRATIVE PAGE NUMBER	CHARTER APPLICATION PAGE NUMBER
1. A description of the educational program to be implemented by the proposed charter school, including: (a) how the program will enable all students to meet challenging state student academic achievement standards; (b) the grade levels or ages of children to be served; and (c) the curriculum and instructional practices to be used.	1-2; 7-9	2; 5-15; 43-44; 77-158
2. A description of how the charter school will be managed.	4-6	273-276; 286-289;
3. A description of (a) the objectives of the charter school and (b) the methods by which the charter school will determine its progress toward achieving those objectives.	1; 16-18	6-12; 15-23; 158-164
4. A description of the administrative relationship between the charter school and the authorized public chartering agency.	Section 1002.33,F.S	Section 1002.33,F.S
5. A description of how parents and other members of the community will be involved in the planning, program design and implementation of the charter school.	19-20	304-306; 245,249, 496-498
6. A description of how the authorized public chartering agency will provide for continued operation of the school once the Federal grant has expired, if such agency determines that the school has met the objectives described in Assurance #3 above.	Section 1002.33,F.S	Section 1002.33,F.S
7. A request and justification for waivers of any Federal, statutory, or regulatory provisions that the applicant believes are necessary for the successful operation of the charter school; and a description of any state or local rules, generally applicable to public schools, that will be waived for, or otherwise not apply to the school.	NA	NA
8. A description of how the subgrant funds or grant funds, as appropriate, will be used, including a description of how such funds will be used in conjunction with other Federal programs administered by the Secretary, U.S. Department of Education.	ATTCH C, D	320-331 338
9. A description of how students in the community will be (a) informed about the charter school and (b) given an equal opportunity to attend the charter school.	19-20	296-299
10. An assurance that the eligible applicant will annually provide the Secretary, U.S. Department of Education and the Florida Department of Education such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in Assurance #3 above.	Initial 	158-162; 174-177; 255, 256; 338

11. An assurance that the eligible applicant will cooperate with the Secretary, U.S. Department of Education and the Florida Department of Education in evaluating the charter school assisted under this subpart.	15-18 21 	338
12. A description of how a charter school that is considered a local educational agency under state law, or a local educational agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Act.	NA	NA
13. An assurance that the charter school will comply with the Age Discrimination Act of 1975, title VI of the Civil Rights Act of 1964, title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, and part B of the Individuals with Disabilities Education Act.	13 19-20	190; 195-206

PART II:

FLORIDA REQUIRES AN APPLICANT FOR A GRANT UNDER THE FEDERAL CHARTER SCHOOL PROGRAM TO DOCUMENT THE FOLLOWING ASSURANCES. ON A SEPARATE PAGE, ATTACH AN EXPLANATION FOR ANY ASSURANCE MARKED "NO."

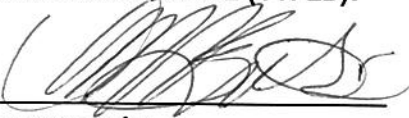
ASSURANCES	YES	NO
1. Funds received under this grant will be used, to the extent practical, increase the level of funds that would be made available from nonfederal sources.	X	
2. Activities will be implemented which are consistent with state and federal fiscal and program requirements.	X	
3. The charter school will maintain accurate and timely project records which document progress in implementing this project, and which demonstrate compliance with all state and federal fiscal and program requirements.	X	
4. The charter school and the district will provide all information required by the Florida Department of Education for fiscal audit, program evaluation and annual reporting to the U.S. Department of Education.	X	
5. The charter school will provide the Secretary, U.S. Department of Education and the Florida Department of Education any information that may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in its charter.	X	
6. The charter school will cooperate with the Secretary, U.S. Department of Education and the Florida Department of Education in evaluating the charter school assisted under this program.	X	
7. The charter school will submit a timely annual report to the school district and to the Florida Department of Education, as required by Section 1002.33, Florida Statutes, containing all the information required by law.	X	
8. The charter school will avoid apparent and actual conflicts of interest when administering grants and entering into contracts for equipment and services.	X	
9. The charter school will comply will all provisions of the Nonregulatory Guidance-Public Charter Schools Program of the U.S. Department of Education, which includes the use of lottery for enrollment if the charter school is oversubscribed.	X	

CERTIFICATION IS HEREBY GIVEN THAT ALL FACTS, FIGURES, AND REPRESENTATIONS MADE IN THIS APPLICATION WITH REGARD TO PARTICIPATION OF THE ORGANIZATION OR ENTITY SPECIFIED ABOVE ARE TRUE AND CORRECT.

NAME AND TITLE OF AUTHORIZED REPRESENTATIVE (TYPED):

Melissa Bustamante

Signature of Authorized Representative



02-25-16

Date Signed

ED 80-0013 - Certifications Regarding Lobbying, Debarment, Suspension and Other Responsibility Matters and Drug-Free Workplace Requirements Form.

Certifications Regarding Lobbying; Debarment, Suspension, and Other Responsibility Matters; and Drug-Free Workplace Requirements

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of the form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants).". The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. Lobbying

As required by Section 1352, title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- (a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- (b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;
- (c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. Debarment, Suspension, and Other Responsibility Matters

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110 --

- A. The applicant certifies that it and its principals:
 - (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

- (b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery falsification or destruction of records, making false statements, or receiving stolen property;
 - (c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and
 - (d) Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default; and
- B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. Drug-Free Workplace (Grantees Other Than Individual)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610--

- A. The applicant certifies that it will or will continue to provide a drug-free workplace by:
 - (a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
 - (b) Establishing an on-going drug-free awareness program to inform employees about--
 - (1) The dangers of drug abuse in the workplace;
 - (2) The grantee's policy of maintaining a drug free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will--

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (room 3124, GSA Regional Office Building No. 3), Washington, D.C. 20202-4571. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted --

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (street address, city, county, state, zip code)

1100 Hillcrest Drive, Hollywood, FL 33021 _____

Check if there are workplaces on file that are not identified here.

Drug-Free Workplace (Grantees who are Individuals)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 --

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

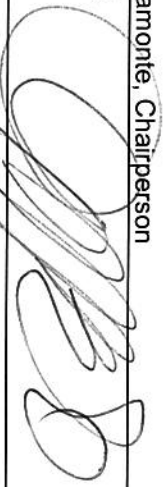
B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (room 3124, GSA Regional Office Building No. 3), Washington, D.C. 20202-4571. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT Championship Academy of Distinction High School

PRINTED NAME AND TITLE OF AUTHORIZED CHARTER SCHOOL REPRESENTATIVE

Meilissa Bustamonte, Chairperson



SIGNATURE

DATE SIGNED

2-25-16

General Education Provisions Act Plan

Championship Academy of Distinction High School

Championship Academy of Distinction High School (CAD) anticipates that students of varying learning styles, backgrounds and abilities will gain significantly from the school's core knowledge curriculum, academic supports and small learning environment. Our educational program will serve to promote and achieve equitable postsecondary access for all students, preparing them for the rigors of college at an early age and providing interventions to improve academic performance.

As is outlined in CAD policy documents as well as in Broward County Public Schools Board's policies, we will assure that all teachers, administrators, students, parents and community members involved with CAD, including those with disabilities, those with limited English proficiency, and struggling readers have equitable access to CAD. School staff will work collaboratively with the Exceptional Student Education Department, Student Services, Dropout Prevention, the English Speakers of Other Languages Office and subject area departments to ensure adaptation of student assessments and value-added measures with appropriate utilization of resources to benefit every student.

All students and their parents/guardians will have ready access to all programs and materials designed to meet individual student needs. All school buildings will be accessible to the physically handicapped. Students requiring special education and English as a Second Language will be provided individual education plans and integrated into regular classrooms whenever possible. Staff will provide support and intervention ensuring all students have equal access to the curriculum content and classes. Staff will further participate in training designed to ensure that students, teachers, employees, and families have equitable access to and opportunities to participate in CAD programs without regard to gender, age, color, creed, disability, marital status, national origin, race, religion or sexual orientation.

The Board also determined that the school will follow all Broward County Public Schools District Policies currently on record at the State and Federal Department of Education regarding GEPA. The policies include but are not limited to Equal Employment Opportunity, Nondiscriminatory admissions and participation of students, Prohibition of Sexual Harassment, and Equal Educational Opportunity.

To assure full inclusion of all families, regardless of disability or the native language spoke in the home, written materials and key documents will be provided in a translated version when necessary. All student lessons, professional development and parent training activities will be held in fully accessible locations, and training materials and presentation modes will be modified to address any physical or sensory barriers specific

to the individual needs of the participants. In order to ensure equitable access and participation of all potential beneficiaries, CAD will:

- Provide appropriate amplification and preferential seating,
- Adapt or modify training materials through text enlargement, providing for an alternative means of presentation/delivery of product,
- Use interpreters — including sign language interpreters,
- Maintain a diverse governance board,
- Enact literacy programs to meet individual student needs to enable them access to core subject content.
- Translate important documents related to parental communication such as enrollment materials, progress reports, the parental permission forms, school newsletters and memos for English Language Learners into Spanish and other languages to serve the population of our families.
- Hold Board of Directors' meetings, parent workshops, teacher and parent meetings in the school at times when working families can participate and in a location where those with disabling conditions requiring the use of a wheelchair can attend.
- Give students requiring special education services and/or English Language Learners instruction in the regular classroom through use of ELL and ESE certified teachers and multi-sensory hands-on academic materials aligned with the Florida State Standards.
- Disaggregate student achievement data and monitor by racial/ethnic group and gender to ensure all subgroups are progressing successfully and provide extensive MTSS/Rtl services to subgroup students who fall below the 25th assessment percentile.
- Provide enrollment outreach to minority populations in our geographic area by contacting religious institutions, participating in community events, and providing multilingual print literature on CAD and on the school website.
- Have Spanish speaking staff will be available to meet with parents and students.
- Ensure that the implementation of activities will be designed to reach the entire school community including all racial/ethnic groups within it.
- Distribute promotional materials in multiple languages, including Spanish to make sure that "harder-to-reach" families (e.g. single-parent families, low socio-economic households, etc.) are aware of the grant and the activities in which they can participate.
- Post materials in locations of public access.
- Administer parent surveys in both English and Spanish.

- Provide admission applications in English, Spanish and other languages as necessary.

These same supports and adaptations will be provided to any staff member or teacher with a disability participating in this project, in compliance with the Federal General Education Provisions Act Section 427.

CAD adheres to hiring practices which avoid discrimination on the basis of gender, age, color, creed, disability, marital status, national origin, race, religion or sexual orientation. CAD seeks to hire staff with outstanding educational and professional qualifications who have demonstrated ability to work effectively with colleagues, students, families and other community members from varied ethnic, cultural and socioeconomic backgrounds.

(NOT APPLICABLE)

Attachment K

Florida Public Charter School Grant Program Administrative Fees Agreement

Pursuant to Section 5204(f)(4)(B) of the Elementary and Secondary Education Act amended by the No Child Left Behind Act (NCLB) in 2001, local education agencies (LEA) are prohibited from deducting funds for administrative fees or expenses, such as indirect costs, from a subgrant awarded to an eligible applicant unless the eligible applicant voluntarily enters into a mutually agreed upon arrangement for administrative services with the LEA.

If the charter school voluntarily enters into an agreement with the sponsor allowing the sponsor to withhold indirect costs from the sub-grant, the charter school must sign and submit this form (Attachment K) certifying the voluntary agreement. If this form is not submitted with an original signature, the sponsor may not withhold indirect costs from the sub-grant.

By signing this form, I understand that I, as the authorized representative of the charter school (eligible sub-grant applicant), am under no obligation to agree to allow the sponsor to withhold indirect costs from the charter school's federal Charter Schools Program (CSP) sub-grant award.

I further certify that the charter school is voluntarily entering into a mutually agreed upon arrangement for administrative services and the indirect cost fee for such services may be deducted from the charter schools CSP grant award, and that such fees are in addition to the 5% administrative services fee the sponsor withholds from the charter school's Florida Education Finance Program (FEFP) payments pursuant to Section 1002.33(20) (a), Florida Statutes.

The indirect cost rate used for each new award letter will be the current negotiated rate between the district (sponsor) and the Department.

Name (please print)

Date

Signature

Title

NOTE FROM APPLICANT: The Charter School does not voluntarily enter into a mutually agreed upon arrangement for administrative services with the LEA.