

2019-2020 Charter Renewal Program Review

Charter Renewal Application #000457

Somerset Village Academy

Location Code: 5004

Submitted To:

Broward County Public Schools
Charter Schools Management/Support Department
Broward County Public Schools
600 SE 3rd Ave.
Fort Lauderdale, FL 33301

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Submitted By:

Anthony Marucci
225 NW 29th Street Wilton Manors, Florida 33311

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1. ATTACHMENTS: EDUCATIONAL, FINANCIAL AND ORGANIZATIONAL PERFORMANCE

GENERAL

A. School Information

School Type: **Elementary**
 Grade Levels: **[K, 1, 2, 3, 4, 5]**
 School District:
 Neighborhood / Community:
 Organization Type: **Non-profit Corporation**
 Sponsoring Entity: **Non-profit Organization**
 Address: **225 Nw 29th St Wilton Manors, Florida 33311-2427**
 Phone: **(954) 390-0971**
 Fax: **(954) 390-0972**
 Web Site:
 Calendar Type: **Standard - 180 instructional days**
 Educational Service Provider: **(CMO)**

B. Primary Contact Person

Name: **Anthony Marucci**
 Mailing Address: **225 NW 29th Street Wilton Manors, Florida 33311**
 Mobile Phone: **9545991797**
 Alternate Phone: **9543900971**
 Email: **amarucci@somersetwm.com**
 Current Employer: **Somerset Academy Village**

C. Attendance Projections

Grade Level	2019-20 Enrollment		2020-21 Enrollment		2021-22 Enrollment		2022-23 Enrollment		2023-24 Enrollment	
	Min.	Max.								
K	36	54	36	36	34	36	36	36	36	54
1	36	54	36	54	36	36	36	36	36	36
2	36	54	36	54	36	54	36	36	36	36
3	36	36	36	54	36	54	36	54	36	36
4	36	44	38	44	40	66	42	66	44	66
5	36	44	38	44	40	44	44	66	44	66
Total	216	286	220	286	222	290	230	294	232	294

D. Board Members

Name	Title	Contact Information	Current Employer
		P:	

Application Notes for Somerset Village Academy

Concepcion, David	Board Member	M: E: dconcepcion@somersetacademyschools.com	
Cox, Brian Matthew	Board Member	P: M: E: mcox@somersetacademyschools.com	
Diaz, Ana	Board Vice Chairperson	P: 7863934455 M: E: adiaz@somersetacademyschools.com	
Esquijarosa, Jennifer	Parent Representative	P: 7863934455 M: E: jEsquijarosa@somersetacademyschools.com	
German, Todd	Board Chairperson	P: 7863934455 M: E: tgerman@somersetacademyschools.com	
Kimmel, Bernard	Board Member	P: M: E: drbkim@msn.com	
Marin, Louis	Board Vice Chairperson	P: M: E: lmarin@somersetacademyschools.com	
Marucci, Anthony	Emergency Contact	P: 954-390-0971 M: 954-599-1797 E: amarucci@somersetwm.com	Somerset Village

CHARTER SCHOOL RENEWAL INSTRUCTIONS

1. CHARTER SCHOOL RENEWAL INSTRUCTIONS

Section Evaluation

No Action Required Rhonda Stephanik, 12/3/19

Final Rating

No Action Required

Attachments

Section 1: CHARTER SCHOOL RENEWAL INSTRUCTIONS

– No Attachments –

CHARTER RENEWAL PROGRAM REVIEW COVER SHEET

1. COVER SHEET

Section Evaluation	
<div style="display: flex; align-items: center;"> <div style="background-color: #cccccc; padding: 2px 5px; margin-right: 5px;">Complete</div> Rhonda Stephanik, 12/3/19 </div>	<div style="background-color: #333333; color: white; padding: 5px; display: inline-block;">Final Rating</div> <div style="background-color: #333333; color: white; padding: 5px; display: inline-block; margin-top: 10px;">Complete</div>

CHARTER RENEWAL PROGRAM REVIEW COVER SHEET

NAME OF CHARTER SCHOOL SEEKING RENEWAL: Somerset Village Academy

CHARTER SCHOOL LOCATION NUMBER: 5004 **GRADES SERVED:** K-5
9/23/19

DATE:

This School has been designated a High Performing Charter School pursuant to s. 1002.331, Florida Statutes.

This School has been designated a School of Excellence pursuant to s. 1003.631, Florida Statutes.

NAME OF NON-PROFIT: __Somerset Academy, Inc.

Provide the name of the person who will serve as the primary contact for this renewal document. The primary contact should serve as the contact for follow-ups, interviews, and notices regarding the renewal process.

NAME OF CONTACT PERSON: Anthony Marucci

TITLE/RELATIONSHIP TO NON-PROFIT: Principal

MAILING ADDRESS: 225 NW 29th St. Wilton Manors, FL 33313

PRIMARY TELEPHONE: (954)390-0971
(954)599-1797

ALTERNATE TELEPHONE:

E-MAIL ADDRESS: --amarucci@somersetwm.com

NAME OF EDUCATION SERVICE PROVIDER (if any): Academica

I certify that I have the authority to submit this document and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from

the renewal process or revocation after award. I understand that incomplete documentation will not be considered. The person named as the contact person for the program review is authorized to serve as the primary contact for this evaluation on behalf of the organization.

__Anthony Marucci_____

Printed Name

__Principal_____

Position/Title

__Anthony Marucci_____

__11/1/2019_____

Signature

Date

Attachments

Section 1: COVER SHEET

– No Attachments –

SECTION BREAKDOWN

1. SECTION BREAKDOWN

Section Evaluation

– *Not Rated* –

– *No Final Rating* –

Executive Summary

Educational Performance

Federal and State Accountability

Mission-Specific Accountability

Educational Program Implementation

Financial Performance

Financial Management

Financial Viability

Organizational Performance

Student Enrollment and Conduct

Facilities

Governance, Staff and Parents

Attachments

Educational Performance

Financial Performance

Organizational Performance

Attachments

Section 1: SECTION BREAKDOWN

– No Attachments –

EXECUTIVE SUMMARY

1. Executive Summary

Section Evaluation

Final Rating

Complete Adrienne Reynolds, 11/6/19

Complete Joe Luechauer, 11/12/19

Complete Sean Brown, 11/19/19

Complete Cecilia Zereceda, 11/19/19

Complete Terri Coyle, 11/19/19

Complete Lourdes Panizo, 11/19/19

Complete Allisyn Axelrod, 11/19/19

Complete Kim Punzi-Elabiary, 11/20/19

Complete Reynaldo Tunnermann, 11/20/19

Complete Laurie Steinberg, 11/21/19

Complete Sarah Decotis, 11/22/19

Complete Tanya Hutkowski, 11/24/19

Complete Celina Chavez, 11/25/19

Complete Leyda Sotolongo, 11/25/19

Complete Matt Schroeder, 11/25/19

Complete Debbie-Ann Scott, 11/25/19

Complete Hanne Rega, 11/26/19

Complete Jill Young, 11/27/19

Complete Brenda Santiago, 12/2/19

Complete Rhonda Stephanik, 12/3/19

Complete

The mission of Somerset Village Academy is to set high academic and social expectations which lead to the successful development of the whole child creating lifelong learners prepared to

contribute in an ever-changing society. This mission was revised during the renewal process five years ago. Over the past five years, these rigorous objectives are starting to be accomplished. Serving a population of students which is greater than 90% free or reduced lunch is a challenge. However, it is a challenge we are becoming better equipped to face. Our ability to establish a student's excitement to come to school and do the best they can is evident each and every day. One major result of this is the improvement of our school grade from a D five years ago to an A in 2018-2019. From extensive use of data, progress monitoring, and working with each student on their specific needs we are looking forward to continued success annually. Our Reading and Math proficiencies have continued to improve, as has learning gains of our overall students along with the lowest 25th percentile. With the continued tenacity of our faculty and staff, our school will achieve continuous success over the upcoming charter contract term.

Over the past charter term, we have had many reasons to celebrate. At the same time, it has provided us the opportunity to identify areas of deficiency and concerns to continuously focus on. Student enrollment is one area we would like to improve upon. Being a Title 1 school, we are aware of the hardships our families face. One of these hardships is being transient. We would like to not only work on retaining our existing families, but be able to attract and recruit new families who have children that would be successful in our charter system. Financially, the school has been operating responsibly over the past term, but we would like to work on obtaining additional students to improve in this area as well. In addition, our students who are classified as English Speakers of Other Languages is an area we would like to focus on. Our ESOL population has grown by over 15% over the past charter term. Many of these students are coming to us as non-English speakers so it was imperative we provided them with ESOL certified teachers and accommodations to be successful in every subject area. For those teachers who are not currently endorsed, out of field waivers will be utilized while they continue to complete any necessary classes on an annual basis working towards their appropriate ESOL endorsement. Finally, a growing number of students in the intermediate elementary grades are displaying struggles with Phonics. Knowing the importance of phonics when working with a student to become a successful reader is crucial. We will continue to provide professional development to better prepare our teachers to teach our students this essential part of the reading process. Utilizing ongoing progress monitoring we will be able to better understand improvements being made and target areas of continuing concern.

Entering into a new charter term, Somerset Village Academy will focus on its vision, dedication to providing equitable, high quality education, to continue improving our school for all its stakeholders. Pinpointing our areas of deficiency and concern will allow us place a stronger emphasis on the unique needs of students not only academically, but socially and emotionally. Utilizing professional development, classroom observations, and instructional surveys will allow us to also work on improving the quality of instruction which is rigorous and differentiated. As thrilled as we are to have improved from a D rated school to an A rated school over the span of the past five years, we still have goals we will strive to achieve. These include continued academic excellence, differentiated instruction and evolving rigorous curriculum with an emphasis on reading. This will allow us to not only meet the needs of each student, but to exceed them.

Attachments

Section 1: Executive Summary

– No Attachments –

EDUCATIONAL PERFORMANCE

1. FEDERAL AND STATE ACCOUNTABILITY

Section Evaluation

Final Rating

Meets the Standard Adrienne Reynolds, 11/6/19

Meets the Standard

Somerset Village Academy, school number 5004, is not identified as a school in need of improvement. Our school earned an "A" rating during the 2018-2019 school year.

Category	<u>2018-2019</u>	<u>2017-2018</u>	<u>2016-2017</u>	<u>2015-2016</u>	<u>2014-2015</u>
School Grade	A	C	C	C	D
English Language Arts Achievement	53	51	43	41	43
English Language Arts Learning Gains	69	71	51	56	N/A
English Language Arts Learning Gains Lowest 25%	72	53	59	38	N/A
Mathematics Achievement	72	55	47	33	32
Mathematics Learning Gains	81	72	60	48	N/A

Mathematics					
Learning Gains Lowest 25%	67	29	72	58	N/A
Science Achievement	38	31	38	36	31

Over the past 5 years, Somerset Village Academy has set annual goals and worked diligently to ensure all stakeholders are focused at achieving them. This includes students demonstrating an improvement on the state of Florida's standardized assessments.

For our school to demonstrate growth over the past charter term, there have been many consistent systems set in place. Adhering to state standards and working with teachers to ensure they are as knowledgeable as possible has been crucial. Along with the standards, we have been using the following textbooks in grades K-5 as our main curriculum: Journeys (aligned to the BCPS K-12 Reading Plan), Go Math, Science Fusion, and Top Score for Writing. Necessary intervention tools are used in both Reading and Math to ensure students who are below or above level are obtaining the necessary information. We have been utilizing both Time for Kids and Social Studies Weekly to incorporate the social studies standards.

During the 2014-2015 school year, Somerset Village adjusted its level of progress monitoring by incorporating a Bi-Weekly Skills Assessment (BWSA) to focus on additional areas of concern specific to each classroom for both Reading and Math. This provided the teacher with additional data to determine if students were making any improvements in the benchmark areas they had previously performed poorly on. Over the past five years, many professional development opportunities for staff and adjustments in the BWSA calendar have transpired to get it to the effective monitoring tool it is today. Students have developed ownership of their data by establishing classroom data walls and individual data binders. Monthly data chats between administration and teachers continue to happen, as do teacher/student data chats, and administration/student data chats multiple times throughout the year.

Additionally, we have purchased technology programs to utilize in various content areas. The most effective so far has been i-Ready Reading and Math. These student specific programs adjust to each individual student to focus on their areas of concern in an attempt to close the learning gap. When using i-Ready with fidelity we have seen our students demonstrate an improvement in learning gains. Prior to the start of the 2018-2019 school year, we identified our lowest 25th percentile learning gains in Math a weak point at our school. We purchased Imagine Math for these specific students and the results were very favorable with our 3rd – 5th grade students demonstrating a 38% improvement in just one year.

B. Include the schools plan to increase and/or maintain its AMO status for the upcoming charter.

During the past 5-year charter term, our student population has remained pretty consistent. We have always had a population which has a large number of students classified as economically disadvantaged and being a minority. In 2014-2015, 91% of our students were eligible to receive

free or reduced lunch (FRL) and 91% of our total population were considered minorities. In the 2018-2019 school year, there has been an increase of our students who are classified as economically disadvantaged with our overall percentage now being 95.8%. In addition, our minority rate increased to 94.3%. During this time, the number of Exceptional Students in Education (ESE) increase from 21 to 30. Our English Language Learners (ELL) numbers have also increased from 36 to 82. With such large numbers of students needing unique assistance, we needed to hire additional assistance for interventions and small group differentiation to ensure these students were getting the assistance they need. In addition, we were able to hire an additional curriculum coach to work with teachers to ensure best instructional practices were transpiring daily. We were fortunate to have the opportunity to have a guidance counselor part time over the past 3 years. This has provided us the opportunity to help with social and emotional barriers which are preventing our students from meeting their full potential due outside influences at home.

Over the past five years, we have become immersed with data collection and analysis, progress monitoring, student progression, and a multi-tiered system of support. Administration and staff began meeting regularly to assess student data and created a secondary instructional focus calendar for each specific classroom depending on their areas of concern. Teachers were required to administer the Bi-weekly Skills Assessments (BWSA) to see if there was evidence of student improvement. From the baseline data and results of the BWSA, students were identified as needing remediation an additional support provided in that area. Our improved disaggregation of data also allowed us to be sure we were identifying students in need of Tier 2, and possibly Tier 3, interventions with our ESE Specialist and teacher.

Even though there has been consistent and substantial improvement over the past charter term, we will use our On-Site Programmatic Reviews, data, and self-evaluations to target our areas of continued concern with a concentration on our Response to Intervention process for both academics and behavior. Also, the use of i-Ready with fidelity, as a diagnostic/progress monitoring tool and adaptive/individualized program. Our teachers also have access to the i-Ready teacher tool kit and test bank. This allows them pull additional material to work with the variety of learners in the classroom and a test bank of questions to ensure there is higher order material available. Knowing the importance of reading and how it drives instruction we adhere to our approved BCPS K-12 Reading Plan.

Finally, we have implemented after school tutoring spanning from October to April for students in grades 3-5 for both Reading, Math, and Writing at no cost to our families. This tutoring targets the students who are below proficient, on the bubble of moving up to a level 3, and any student who was proficient with a 3 or higher and has gone down at least one level.

C. FCAT 2.0, FSA, and EOC Achievement

Category	<u>2018-2019</u>	<u>2017-2018</u>	<u>2016-2017</u>	<u>2015-2016</u>	<u>2014-2015</u>
English Language Arts Achievement	53	51	43	41	43
Mathematics Achievement	72	55	47	33	32

Science Achievement	38	31	38	36	31
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Over the past charter term, we have seen consistent growth when it comes to our achievement levels on standardized testing. As demonstrated in the table above, each of the 3 tested areas, English Language Arts (ELA), Math, and Science have all increased from the start of the current charter term in 2014-2015. Mathematics has demonstrated tremendous growth by improving 40%. ELA has demonstrated an overall improvement of 10% while Science has done up 7%.

We take tremendous pride with the results we have earned. There are countless factors which have attributed to the increased performance, the most impactful being minimal turnover of effective and highly effective teachers. With retaining teachers, we are able to build off professional developments, and school-wide best practices we have already conducted or initiated. This allows us to continually grow and improve instead of starting over annually. Even with the increase of our ESE and ESOL populations, and working with a transient population, the constant of effective teachers is evident in our student results. Even though Science has gone up, we are working to ensure our students are more well-rounded in each subject area.

In addition to our formal progress monitoring held at the beginning, middle and end of the year, we conduct our BWSA to get more up to date data. This continuous data allows our teachers and staff to obtain updates on student progress more often providing them the ability to take ownership of their work. Conducting in-depth data chats throughout the year with staff and students has also made positive impacts on our results. Since everyone is able to learn what strengths and concerns there are for each student, it provides a constant reminder as to who needs remediation or possibly interventions. Finally, we have learned to celebrate success. This is done on a school level but also on an individual student level. We want our students to be proud of their accomplishments so we do our best to celebrate their wins too, regardless of how big or small those wins may be.

D. Annual Student Gains

Category	<u>2018-2019</u>	<u>2017-2018</u>	<u>2016-2017</u>	<u>2015-2016</u>	<u>2014-2015</u>
English Language Arts Learning Gains	69	71	51	56	N/A
Mathematics Learning Gains	81	72	60	48	N/A

Over the course of 5 years, learning gain data is available for four (4) of the five (5) years. The 2017-2018 school year set a substantially higher bar for our school than we have had in the past

by improving 20% in ELA and 12% in Math. Last year, Math Learning Gains continued to show large gains with an improvement of 9% while ELA had a slight dip of 2%. Somerset Village Academy made the improvement by in-depth data tracking, continuous progress monitoring, after school tutoring, BWSA testing, i-Ready, and administrative pullouts. Our administrative pullouts had our Principal, Assistant Principal, Curriculum Coaches, and ESE Specialist pulling small groups of students throughout the week to focus in on reading and math concerns. Moving forward, our school will continue the aforementioned measures. This includes our ESE and ESOL population. Based on the students IEP the SWD's are pulled out for reading and our math. In regard to our ESOL students we capture them through our push in and pull out methods. In addition, both groups also attend our before and after school tutoring as well as Saturday school tutoring. The mentioned instructional strategies have proven successful as evident by an increase in learning gains in reading and math on the 2018-2019 FSA.

E. Annual Gains of Students in the Lowest 25th Percentile

Category	<u>2018-2019</u>	<u>2017-2018</u>	<u>2016-2017</u>	<u>2015-2016</u>	<u>2014-2015</u>
English Language Arts Learning Gains Lowest 25%	72	53	59	38	N/A
Mathematics Learning Gains Lowest 25%	67	29	72	58	N/A

Over the last charter term, between 2015 and 2017, we were very pleased with the growth of the lowest 25th percentile. These students demonstrated a 19% increase in ELA and a 14% increase in Math. However, the following year showed a sharp decline in our math students. There was a drastic 43% drop. After this steep decline, we had to revamp our Rtl process as well as how our IEP students were being serviced. We were able to make the necessary adjustments utilizing student data to facilitate the necessary changes. This is evident with an increase of 38% in math learning gains and 19% in ELA. We will continue to monitor the lowest 25% using i-Ready and continuous progress monitoring interventions, Rtl interventions, and ESE accommodations, our teachers can meet the needs of our struggling learners. This includes our ESE and ESOL population. Based on the students IEP the SWD's are pulled out for reading and our math. In regard to our ESOL students we capture them through our push in and pull out methods. Here they are given small group instruction in reading and math that is data driven. In addition, both groups also attend our before and after school tutoring as well as Saturday school tutoring. The mentioned instructional strategies have proven successful as evident by an increase in learning gains in reading and math on the 2018-2019 FSA.

F. Percentage of Students Tested

Somerset Village Academy has taken great pride ensuring each of our students have been tested during the prescribed window. Over the past five years, 100% of our students have tested each year. We make sure we provided our parents and students with our tested calendar. We send daily Parentlink notifications so our parents can obtain reminders on a consistent basis. We have a large countdown in the front of the school for all our stakeholders to see once they enter our school. Once testing begins, we track student attendance to see if they are in school. If they are not, we call home to remind families of the re-take window. The initiatives mentioned have allowed us to maintain our 100% rate of students tested.

G. Relative Performance

School	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Somerset Village Academy #5004	A	C	C	C	D
Wilton Manors #0191	A	C	C	C	B
Oakland Park #0031	C	C	C	F	D
North Side #0041	C	F	D	D	F
Lloyd Estates #1091	C	C	C	C	D
Rock Island #3701	C	D	C	D	F
Oriole #1831	C	D	C	D	F
Thurgood Marshall #3291	D	C	C	D	F

As evident in the chart above, Somerset Village Academy either met or exceeded the performance of the nearby schools serving similar populations and grade levels.

H. School Grade

Somerset Village Academy earned a school grade of “A” for this past year (2018-2019). Throughout the past charter term, the school has shown consistent growth since 2014-2015 when

the school was a “D”. With the results we had this past year, we will continue to utilize constant data disaggregation and progress monitoring in each classroom to ensure we are aware of any concerns which may arise. In addition, our students in grades K-2nd will continue to also be progress monitored using i-Ready throughout the year to ensure consistent learning gains are evident.

I. School Improvement Plan

Somerset Village Academy has not been required to complete a School Improvement Plan since 2014-2015. With the end result of the plan demonstrating growth, we have been able to utilize the successful plan as a guideline each year. We continue to change and grow to meet the needs of our diverse learners, but we refer back to our SIP to ensure we aren't forgetting the basic steps which we implemented to see positive changes school-wide. However, we do generate an annual School Wide Plan (SWP). This SWP is a comprehensive needs assessment of the entire school with information about the academic achievement of children in relation of the state academic content standards.

J. 300 Lowest-Performing Elementary Schools Plan

Over the past charter term, Somerset Village Academy has not been identified as a 300 Lowest-Performing Elementary school.

K. School Improvement Rating

School improvement rating isn't applicable for our school over the past 5 years.

L. Graduation Rate

Graduation rate isn't applicable for our school since we service Kindergarten through 5th grade students.

M. Cohort Data

This portion of the document isn't applicable to our school.

N. Industry Certification

Over the past charter school term, Industry Certification isn't applicable to our school.

Attachments

Section 1: FEDERAL AND STATE ACCOUNTABILITY

– No Attachments –

2. MISSION-SPECIFIC ACCOUNTABILITY

Section Evaluation

Meets the Standard Rhonda Stephanik, 12/3/19

Final Rating

Meets the Standard

A. What is the school’s mission?

The mission of Somerset Village Academy is to “Set high academic and social expectations which lead to the successful development of the whole child creating lifelong learners prepared to contribute in an ever-changing society.”

B. Identify if the charter school is achieving or making significant progress towards achieving the school/mission-specific goals as defined in the charter school’s agreement. If the charter school is not making significant progress towards these goals, explain the plan that the charter school will implement to achieve the school/mission-specific goals.

The charter school is achieving and making significant progress towards achieving the school/mission-specific goals as defined in the charter school’s agreement. Over the past five years, the school has been achieving the mission’s goals as the students continue to improve academically, socially, and behaviorally. This is evident by not only the improvement of the overall school grade, increasing from a “D” to an “A” over the past five years. In addition to the school grade increasing we have also been the top performing school out of all of our surrounding schools.

Attachments

Section 2: MISSION-SPECIFIC ACCOUNTABILITY

– No Attachments –

3. EDUCATIONAL PROGRAM IMPLEMENTATION

Section Evaluation

Meets the Standard Joe Luechauer, 11/12/19

Partially Meets the Standard Terri Coyle, 11/19/19

Partially Meets the Standard Kim Punzi-Elabiary,
11/21/19

Partially Meets the Standard Allisyn Axelrod, 11/21/19

Partially Meets the Standard Laurie Steinberg, 11/21/19

Partially Meets the Standard Sarah Decotis, 11/22/19

Meets the Standard Tanya Hutkowski, 11/24/19

Final Rating

Partially Meets the Standard

Meets the Standard Celina Chavez, 11/25/19

Does Not Meet the Standard Matt Schroeder, 11/25/19

Partially Meets the Standard Hanne Rega, 11/26/19

A. Explain how the charter school is implementing its mission as defined in the charter school’s agreement.

The mission of Somerset Village Academy is to “Set high academic and social expectations which lead to the successful development of the whole child creating lifelong learners prepared to contribute in an ever-changing society.” Over the past five years, the school has been achieving the mission’s goals as the students continue to improve academically, socially, and behaviorally. This is evident by not only the improvement of the overall school grade, but by the teacher retention rate and the overall positive shift in the school culture.

Entering into a new charter term, Somerset Village Academy will focus on its mission, as well our vision; “Dedication to providing equitable, high quality education.” to continue improving our school for all its stakeholders. After pinpointing our areas of deficiency and concerns, it will allow us to place a stronger emphasis on the unique needs of students not only academically, but socially and emotionally. Utilizing professional developments, classroom observations, and instructional surveys will allow us to also work on improving the quality of instruction which is rigorous and differentiated. As thrilled as we are to have improved from a D rated school to an A rated one over the span of the past five years, we still have goals we strive to achieve. These include continued academic excellence, differentiated instruction and evolving rigorous curriculum. This will allow us to not only meet the needs of each student, but to exceed them.

Our staff takes tremendous pride in their jobs and it is demonstrated daily. Instructional teachers utilize a variety of best practices to ensure their diverse learners have the opportunity to excel. A few examples of these practices include project based learning, utilization of technology, novel study, and innovative uses of textbooks. With this in mind, high expectations are set for all students. Not only has this facilitated our school in accomplishing our mission, it also provides us the opportunity to ensure students are making adequate learning gains on an annual basis.

B. Explain how the school is successfully implementing research-based curriculum and instructional strategies as defined in the charter school’s contract.

Over the past five years, Somerset Village Academy has followed the state and county suggestions with the implementation of curriculum, instruction, and standards. In addition, we utilize the state-approved Reading Plan adopted by Broward County Public Schools. Our school utilizes evidence base programs and materials to support instruction of the Language Arts Florida Standards (LAFS), Mathematical Florida Standards (MAFS) and NGSSS for both Science and Social Sciences.

In grades K-5, Somerset Village Academy uses HMH Journeys for our ELA instruction. It is also used for our struggling student interventions, as well as our high achieving students. In addition to Journeys, we use Top Score for an additional writing component for grades 3-5. For math, the school adopted the HMH Go Math series for all grade levels. Both of these textbooks align to the Florida Standards and have been in use the duration of the last charter term. Science Fusion by HMH has been our Science curriculum. For interventions and supplemental curriculum, Somerset Village Academy has used Journey’s Write in Read, Journeys Leveled Readers, and iReady Toolbox for reading. The teachers also uses iReady which is tailored to each student's needs for

reading and math. For math, the teachers also use the reteach lessons the Go Math curriculum provides.

We have also implemented i-Ready for both Reading and Math. In addition to the diagnostic student data, this program provides us with the opportunity to monitor student progress throughout the year. In between the assessments which happen three times a year, students are able to work on their specific areas of concern according to their test results. To support our instructional staff, we have purchased the teacher tool-kit component of i-Read. This provides remediation materials for students in need of additional content-based instruction and/or remediation.

Somerset Village Academy is focused on instructional best practices daily. Over the past charter term, we have increased the importance of each teacher generating detailed lesson plans. The plans not only need to consist of what the teacher is planning to do, but also the standards they will be working on, objectives and how they will be observed, assessments, high order thinking questions, and any accommodations a student may need. These accommodations are required for students who are ESOL, ESE, or are in the Rtl process. These weekly lesson plans are required to be submitted before the start of the first school day by 8:00. Each week our administration team consisting of the Principal, Assistant Principal, two Curriculum Coaches, and ESE Specialist review lesson plans and provide feedback to teachers.

C. Explain how the charter school is implementing demonstrably effective instructional strategies that support struggling students' ability to achieve grade level proficiency.

The school implements evidence-based and data driven instructional practices to provide additional support for our struggling students. Small group instruction has been our main focus while targeting our struggling students. Utilizing data (prior year FSA, baseline from the current year, and ongoing progress monitoring) we are able to not only formulate the small groups which focus on their unique instructional needs. These small groups are facilitated by the classroom teachers in grades K-5th. For students who need additional assistance, as evident in our Bi-Weekly Skills Assessments (BWSA), we have generated a push-in model which utilizes our support staff and administration team. With these additional groups, a student who is struggling could be receiving up small group instruction up to 8 times a week in reading and/or math. In addition, the classroom teachers differentiate the instruction to meet the needs of all students. For example, students 2-3 times a week work in centers that are data based and geared toward meeting their needs. During this time there is a teacher led center and small group direct instruction takes place. This gives the students that may not be proficient with a skill the time to receive small group instruction. On the flip side students who have mastered the skill or are proficient can now have their instruction differentiated with higher level assignments to meet their needs. the on-going additional support, continued data-driven core instruction, necessary interventions, Rtl interventions, and ESE accommodations, our teachers can meet the needs of our struggling learners. Currently we do not have any Gifted students.

D. Identify how the charter school competently uses qualitative and quantitative data to inform and guide instructional planning and practice aligned with Florida Standards as well as Next Generation Sunshine State Standards.

Data has been our key component for our decision making. At the onset of each year, all students are administered the beginning of the year diagnostic in both Reading and Math using i-Ready. Students are administered the i-Ready diagnostic test two more time during the school year, in the middle and at the end, as progress monitoring. In the beginning of each year, we administer the Florida Kindergarten Readiness Screener (*FLKRS*) to all our kindergarten students. These students are progress monitored during the year using letters/sounds and concepts of print. In the past, we had our students in grades K-5 take a Beginning of the Year (BOY) assessments in all

subjects. Two years ago we decided to eliminate the additional testing because not only were the students not performing at a level they were capable of due to over testing, the data we obtain from i-Ready is spectacular.

On a bi-weekly basis, teachers in grades 3rd – 5th are required to submit their data results from their BWSA on all state tested subject areas. The data is analyzed weekly to ensure adequate progress is taking place. Also, these numbers provide us with the ability to determine instructional groups in the classroom and students who may need remediation at a different time. This data also drives our data chats with teachers and students providing not only the catalyst to make any necessary changes in the benchmarks addressed, but to establish ownership of the data itself. We have found the more up-to-date and knowledgeable a teacher is about their data, the more effective they are. This also stand for students. When they are able to understand their strengths and areas of concern, they are able to remain more focused and motivated when facing challenging topics.

Each year, we try to streamline the professional development being offered to what the teachers need. We focus on in-house trainings on effective instructional strategies to be differentiated and implemented in the classroom to aide student growth/performance. For four of the last five years within this past charter term, teacher progress was measured using Broward County's teacher accountability program based on Marzano's Focused Teacher Evaluation Model. Last year, we transitioned to Observe4Succes to assess teachers and staff. Over the past 5 years, we feel one of our biggest weaknesses is providing teachers with the proper tools to effectively accommodate our growing English Language Arts population. This year, we are providing additional support on a more continuous basis to try and improve our ability to teach these students in a more success. This includes our ESE and ESOL population. Based on the students IEP the SWD's are pulled out for reading and our math. In regard to our ESOL students we capture them through our push in and pull out methods. In addition, both groups also attend our before and after school tutoring as well as Saturday school tutoring. The mentioned instructional strategies have proven successful as evident by an increase in learning gains in reading and math on the 2018-2019 FSA.

E. Explain how the charter school provides effective services for exceptional students (SWD and Gifted) as defined in the charter school's agreement and as required by applicable law. The charter school should provide assurance of charter school and Sponsor collaboration and the adherence to local guidelines for exceptional students (SWD and Gifted). An On-Site Programmatic Review and/or Desktop Review will be conducted.

All state and federal requirements of ESE services provided are monitored closely for compliance by Somerset Village Academy. To do so, all services are logged into the special education case management tool, Easy IEP. In addition to our monitoring on-site, the Charter School Support Department from Broward County Schools conducts reviews throughout the year. There is an in-depth monitoring visit conducted at the end of each year to ensure our ESE program at school is in compliance. At the onset of each year, the Governing Boar Chairs signs an assurance letter confirming the compliance of our ESE department will be monitored during the year.

At Somerset Village Academy, the process for an exceptional student begins with an evaluation process. For any possible ESE or Gifted student, a parent is required to provide written consent for their child to be evaluated by a Broward County provided psychologist. During this process, all documentation is scanned and uploaded into the EASY IEP. This allows all paperwork to be accessible at all times. Once the evaluation has been conducted, notice for a meeting is provided to the parents. This meeting allows all parties to review/discuss the evaluation to determine eligibility. If the meeting determines the student is eligible, the appropriate plan is created, an educational plan for a student who is gifted and an individualized education plan for a student with

a disability. These plans are created with input from the parent, classroom teacher(s), psychologist, LEA and ESE Specialist. Once the meeting is completed, all services and accommodations are required to be implemented. As SWD are one of the subgroups included in Florida's ESSA plan under the new Federal percent of points index, the school's Leadership team will review the academic progress of this subgroup on a quarterly basis to ensure: (1) they are making academic progress and learning gains, and (2) do not require reviews of their IEPs for the consideration of additional services and supplementary aides.

Somerset Village Academy has a full-time ESE teacher and ESE Specialist. Our ESE teacher provides all of the services needed in the academic areas using a pull-out model. We have contracted outside service providers when we aren't able to accommodate specific IEP/EP needs. Currently, we have both a Speech and Language Pathologist, along with an Occupational Therapist providing the necessary services to access Free and Appropriate Education (FAPE). As previously mentioned, it is required that all services, outside contracted services included, are to log services into the EASY IEP program. Any of the classroom accommodations, for both SWD and Gifted, are provided by the child's classroom teacher. These accommodations must also be listed on lesson plans daily for each subject areas that is applicable. Professional development is provided at the onset of the school year during preplanning week. This provides an opportunity for teachers to obtain assistance with accommodation strategies for our population.

Over the past five years, we have learned it is necessary to provide additional professional development to assist our teachers to be the best prepared/informed as they can be. Our ESE department will continue to be diligent and ensure we remain up to date on all student accommodations and compliant with the law. We will also encourage classroom teachers to participate in professional developments provided by the county and continue to keep clear communication with the Broward office which provides us ongoing support.

F. Explain how the charter school implements effective programs and services to meet the needs of English Language Learners as defined in the charter school's contract and as required by applicable laws. An On-Site Programmatic Review and/or Desktop Review will be conducted.

Over the past five years, Somerset Village Academy has worked diligently to remain in compliance with our English Language Learners (ELL) student caseload. To do so, our process begins with identifying eligible students based on the Home Language Survey which is part of the Broward County Public School's registration application process required for all new students to our school. Each of these students are administered the Idea Proficiency Test (IPT). Any student who transfers from another Broward County Public School is identified by checking the Specials Program, A23 panel electronically on TERMS or by utilizing their cumulative folder. If a student is enrolling in our school from another county, state, or country, we utilize the home language survey in our enrollment paperwork. Our on-site ESOL Coordinator works diligently to remain up to date with all documentation and conduct all annual reviews, and re-evaluations. Our ESOL Coordinator also utilizes the ELlevation program to ensure all the appropriate meetings are taking place on or before 30 days of the students' due date.

In addition to the importance of identifying each ELL student, is making sure these students are receiving any support they may need. All teachers are provided a list of ESOL students, their individual classifications, ESOL Instructional Strategies Matrix, and support in understanding what each student should be able to accomplish based on their ELL levels. If a new student enrolls in our school during the school year, the same process takes place immediately after determining if they qualify for the ELL program. Each teacher keeps a copy of the matrix in their lesson plan binder so they can refer to it when providing accommodations for their students in their weekly plans. Throughout the year, professional development is offered to provide/review strategies to assist teacher on how to effectively teach their EOSL students.

Somerset Village Academy is providing teachers with the necessary tools they need to do the best they can when it comes to accommodating our ESOL Students. Additional hands-on professional development will take place quarterly throughout the year each academic school year to ensure teachers have a better understanding of not just how to select the appropriate accommodations needed for each specific ESOL student but how to actually implement it effectively in their lessons. Moving forward, the administration team and ESOL Coordinator will be more diligent at reviewing lesson plans to check for accommodation accuracy and conducting walk-throughs in all classrooms to see if teachers are actually implementing them. As ELL are one of the subgroups included in Florida's ESSA plan under the new Federal percent of points index, the school's Leadership team will review the academic progress of this subgroup on a quarterly basis to ensure: (1) they are making academic progress and learning gains, and (2) do not require reviews of their IEPs for the consideration of additional services and supplementary aides.

G. Explain the school's current process for MTSS/Rti, specifically with documentation of progress monitoring and the assessments used.

Somerset Village Academy has a Collaborative Problem-Solving Team (CPST) comprised of the following team members: Principal, Assistant Principal, General Education Teacher, ESE/RTI Specialist, Parent, SLP and School Psychologist. The team meets monthly, and more often as needed, to discuss the needs of the students. All students enter the school at TIER 1. TIER 1 is standard evidence-based instruction. Within the first three weeks of school, students take the iReady Beginning of the Year (BOY) assessment. iReady is one of the programs we use to progress-monitor the students. We also use BWSA (Bi-Weekly Skills Assessment). This assesses the skills that the students were taught during the previous week. Once the BOY tests are completed, teachers review the data and submit the students' data to administration. Based on the BOY assessment and our BWSA assessments, teachers determine if the student is in need of TIER 2 interventions. If so, students are referred for those TIER 2 interventions through the RTI (Response to Intervention) program. The teacher completes an RTI referral; thus, the RTI process begins.

Once the coordinator receives the referral, s/he begins to review the student's information on BASIS and has the teacher complete a TIER 1 intervention form. That form describes all the strategies the teacher did so far to close the gap for the student. After the form is returned, a meeting is called with the Parent – Multi-Tiered Support System (MTSS). During the meeting, the student's data is reviewed and compared with his school-age peers. The team makes a decision on whether to start TIER 2 interventions. If the MTSS decides on Tier 2 interventions, the student's progress will be monitored for five to six weeks. When the six weeks ends, the team reconvenes to discuss the student's progress. Graphs of the student's data compared to his class and intervention group are reviewed. If the student continues to perform below grade-level based on the data we will start TIER 3. During this TIER the student is pulled 3 times a week for 30 minutes working on the deficient skill. After the 4-6 week the MTSS team meets again to discuss the progress. Graphs of the student's data compared to his class and intervention group are reviewed. If the student is still not making progress a referral for ESE will be next and a consent for testing will be provided to the parent to sign. If the student is making progress we will continue the intervention and monitor the student.

Parents are invited to all MTSS meetings. Their input is vital in the success of the student. Parents also attend quarterly parent conferences and our school has an open-door policy so parents can feel comfortable enough to walk in and discuss their child's progress.

H. Explain the charter school's current process to implement an Early Warning System (EWS).

Somerset Village Academy adheres to Broward County Schools Early Warning System (EWS). The EWS data is located on BASIS. On BASIS, we are able to locate indicators regarding students that are level 1 and 2 on the FSA assessment, students with attendance issues, and over-age students. EWS is a way to address the needs of student that may be in danger of not performing at grade level based on one or more indicators. The goal is to address the issue early and implement evidence-based interventions to close the gap and meet the needs of the students.

At our school, the RTI Specialist reviews BASIS at the beginning of the school year and identifies all students that have indicators under EWS. The identified students are immediately added to the MTSS Process. Teachers are given student names and interventions are put into place. The interventions may include push-in and pull-outs in reading and/or math, tutoring before and after school, data chats, counseling, FBA's/PBIP and parent conferences. The interventions can be done in the classroom with the teacher or with support staff. During the interventions the teachers focus on the specific needs of the students based on the iReady Data and BWSA. If the issue is attendance, the social worker contacts the parents and address the issue of why the child is not coming to school. Processes are put in place which may include having the student attend morning or aftercare if needed. If the student has a behavior issue, an FBA may be needed to address the function of the behavior. Once the function is identified, a PBIP may be created to address the behavior. If needed, it will be implemented throughout all classes and progress-monitored by the teacher and RTI Specialist. If a student enrolls in our school after the year has started, the same process applies as soon as they arrive to ensure the proper assistance is provided.

Data including academics, behavior and attendance records are viewed after six weeks. As the students make progress, gaps are closed academically, attendance is on an upward trend and suspensions and behavior referrals are down, students can be removed from EWS but will continued to be monitored.

Attachments

Section 3: EDUCATIONAL PROGRAM IMPLEMENTATION

– No Attachments –

FINANCIAL PERFORMANCE

1. FINANCIAL MANAGEMENT

Section Evaluation		Final Rating
Meets the Standard	Lourdes Panizo, 11/19/19	Meets the Standard
Meets the Standard	Reynaldo Tunnermann, 11/20/19	

A. Explain how the charter school implements an effective system of internal controls over revenues, expenses, and fixed assets, and exercises good business practices.

The Governing Board has the ultimate responsibility to ensure that the School's finances are managed properly. The Board has contracted the services of an Education Services Provider (ESP), to assist the Board and the School Principal with the preparation and reporting of the School's finances.

The School has established financial procedures to further safeguard its finances. The Governing Board shall annually adopt and maintain an operating budget, retain the services of a certified public accountant or auditor for the annual independent financial audit and review, and will approve the audit report, including audit findings and recommendations. In the event a financial recovery plan is necessary, the Board will monitor it and ensure such plan is appropriately maintained. The Governing Board of the School will also review and monitor the financial statements of the School on a monthly basis during regularly scheduled Board Meetings.

Controls - The Board of Directors is responsible for establishing and maintaining a system of internal controls in order to provide reasonable assurance that the school's assets are safeguarded against loss from unauthorized use or disposition, and that transactions are executed in accordance with the school's authorization and recorded properly in the financial records. Specifically, the Board has established controls in accordance with all applicable federal, state and local laws and in line with accepted industry standards and best practices regarding:

- a. Revenues, accounts receivable, and cash receipts
- b. Expenditures, accounts payable, and cash disbursements
- c. Budgeting and financial reporting
- d. Risk management
- e. School inventory & capital assets
- f. Student records
- g. Employment records

Standard procedures utilized to ensure sound internal accounting and a system of checks and balances include:

General Accounting - utilization of accepted state codification of accounts pursuant to the

Financial and Program Cost Accounting and Reporting for Florida Schools in all transactions pertaining to its operations.

Internal accounting procedures for the School pertaining to receivables and disbursements are as follows:

For receivables, all cash payments will be logged, coded by source and deposited in a timely manner. Deposits are reconciled to cash receipt logs. Disbursements will be made only to approved vendors and must be appropriately authorized. Disbursement voucher packages are prepared at the School site and authorized by the School Principal. Disbursement vouchers are submitted to the ESP with appropriate supporting documentation to substantiate the nature, account classification, business purpose and amount. Disbursement vouchers are reviewed and approved by the Principal and the ESP. For internal accounts, all disbursements require two signatures. For operating and lunch accounts, disbursements require two signatures for any check in the amount of \$2,500 or above. Checks in the amount of \$25,000 or above require that one of the signatures be that of the Board Chair. Authorized signatures on checks are limited to the Chair of the Governing Board, the president, the School Principal/designee, ESP representative, and others, as approved by the Governing Board.

Bank statements are reconciled on a monthly basis. The School will provide regular financial statements to the Sponsor including a statement of revenues and expenditures and changes in fund balances, prepared in accordance with generally accepted accounting principles. These will be provided on the dates required by the School Board in the charter school contractual agreement between the School and the Sponsor.

Wire Transfers - copies of all wire transfers (e.g., FTE funds, grants, charter school capital outlay) into the school's banking account(s) along with supporting documentation are maintained and recorded in the general ledger by journal entry.

Internal Revenue Collection - funds collected at the school (i.e., lunch monies, fundraisers, field trips) will be initially collected by designated school staff. These funds along with supporting documents are submitted to the Financial Manager whose responsibility is to record and prepare the deposit. All deposits will be prepared in duplicate; the original goes to the financial institution and the copy remains intact in the deposit book. A copy of the financial institution validated receipt along with supporting documentation will be maintained.

Capital Expenditures - purchase orders are required for all capital expenditures and are pre-approved by the Executive Director, Principal, or Designee. Limits are set by the Board of Directors and may change as necessary. These purchase orders are prepared in duplicate with one going to the vendor and the other remaining at the school on file in the Accounting Office. Any purchase order totaling more than the limit as set by the Board of Directors requires Board action.

Operational Checking Accounts - all expenses related to the operations of the school are paid from the operating account. All operating expenditures are subject to the same approval processes as indicated for capital expenditures. All accounts are reconciled on a monthly basis and presented to the Board of Directors for review.

Authorized Check Signers - authorized signers on school accounts are limited to certain specified individuals as approved by the Board of Directors.

Segregation of Duties relating to financial controls –

The school principal/administrator will be responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the Governing Board. The school's on-site administration/faculty and staff will report directly to the principal, who then reports to the Governing Board. The ESP, contracted by the board, will provide bookkeeping, and financial forecasting services to the Governing Board for its oversight and approval.

The Board, at minimum, will be responsible for:

1. reviewing and approving a preliminary annual budget prior to the beginning of the fiscal year;
2. reviewing quarterly financial statements, which include a balance sheet and statement of revenue, expenditures and changes in fund balance, at each public board meeting;
3. annually adopting and maintaining operating budget for the school
4. retaining the services of a certified public accountant/auditor to conduct the annual independent financial audit;
5. reviewing and approving the audit report, including audit findings and recommendations; and
6. reporting to all applicable legal agencies including the charter school's sponsor
7. overseeing the school's principal and all financial matters delegated to the principal

The School will provide the Sponsor with annual audited financial reports as of June 30 of each year. These reports will include a complete set of financial statements and notes thereto prepared in accordance with generally accepted accounting principles for inclusion into the Board's financial statements annually, formatted by revenue source and expenditures and detailed by function and object, as per the Sponsor's timelines.

The School will utilize the standard state codification of accounts as contained in the Financial and Program Cost Accounting and Reporting for Florida Schools, as a means of codifying all transactions pertaining to its operations for both internal and external reporting. Financial reporting will be subject to any directives issued by the State of Florida and the local school district.

The Board will review and approve a preliminary annual budget prior to the beginning of the fiscal year. The Principal of the School will prepare a school-site budget, which will include anticipated revenues and expenditures based on student enrollment. Each quarter, the Board will review the budget and make revisions, as necessary.

The Principal will manage the day-to-day operations and site-based finances, including expenditures and receivables. The Board will adopt a policy whereby the Principal will need to seek prior approval from the Board for expenditures over a pre-approved amount. The Principal will report at least quarterly to the Governing Board on the progress of the site-based budget and make recommendations and seek approval for large expenses. The Governing Board will oversee the Principal and remain responsible for all financial matters delegated to the Principal.

Audit Findings

Somerset Academy Village received an audit finding for the 6/30/2017 fiscal year related to unreconciled differences between the recap sheets, deposit summary report, and the actual amount of the deposit. There was also no evidence of receipts having been provided to students or parents for cash collections exceeding \$15. Management provided additional training to the school principal and treasurer to ensure adherence to established internal accounting policies and procedures. The 6/30/2018 audited financials demonstrate this finding was corrected, and the audit was free of any other observations.

For the 6/30/19 fiscal year, Somerset Academy Village received an audit finding related to the lack of a formal process for maintaining inventory of capital assets and reconciling to the trial balance. In response to this observation, the board identified a third party inventory management company to assist in reconciling the physical property at the school with the school's existing inventory schedule and trial balance. In addition, an asset management software has been purchased in order to maintain inventory electronically thereafter. On a semi-annual basis, the inventory schedule shall be reconciled to the trial balance.

B. Explain how the charter school adheres to general-accepted accounting principles.

The School will utilize the standard state codification of accounts as contained in the Financial and Program Cost Accounting and Reporting for Florida Schools, as a means of codifying all transactions pertaining to its operations for both internal and external reporting. Financial reporting will be subject to any directives issued by the State of Florida and Sponsor.

Additionally, these policies, identified in the Board's Policies and Procedures Manual, ensure effective internal controls over revenues, expenses and fixed assets and are evaluated on a monthly basis to ensure compliance with all statutory and regulatory authorities.

Among others, these procedures require the school to:

- Utilize the standard state codification of accounts (Redbook) as a means of codifying all transactions pertaining to its operations for both internal and external reporting; the Board reserves the right to use GAAP in accordance with the Florida Statute.
- Open an operating bank account and a school fundraising account with an FDIC insured institution
- Record transactions managed by these accounts in a QuickBooks or similar program
- Reconcile monthly reports and bank statements and keep in monthly binders at the school
- Record and log all cash and checks received and deposit daily.
- Require dual signatures for all checks over \$2500.00, as established by the Board
- Prepare disbursement voucher packages at school-site as authorized by the Principal and submit to ESP with appropriate supporting documentation
- Make disbursements only to authorized/approved vendors
- Conduct physical property inventories at the beginning and end of every school year to safeguard fixed assets.
- Categorize, label, and record all fixed assets in an Inventory Log which is updated throughout the school year as items are purchased and disposed
- Follow the procedures for proper disposal and inventory as detailed in the Internal Accounting Manual and Accounting for Fixed Assets section of board's Financial Policies and Procedures
- Retain documents for a specified amount of time

C. Explain how the charter school submits timely and accurate financial information adhering to its financial reporting requirements as defined in the school's contract.

Monthly and quarterly (unaudited) financial statements are prepared and submitted to the Sponsor, as well as to the school's Board of Directors, for review and approval and its compliance. Budgets are also prepared and presented to the Board of Directors for review and approval at regularly scheduled board meetings. Upon adoption, the budget is posted to the school's website. In addition, annual budgets are submitted to the Sponsor. Annual Audited Financial Statements are presented to the Board of Directors upon completion, and

submitted to the Sponsor and Auditor General per statute. A fixed asset schedule is maintained and reconciled with the General Ledger (Appendix N) on a semi-annual basis. Additionally, the school uploads an inventory report onto Charter.Tools on a semi-annual basis. The school monitors the Bond Technology inventory report for items received through the bond technology funding on a semi-annual basis, and uploads the report to Charter.Tools.

Attachments

Section 1: FINANCIAL MANAGEMENT

– No Attachments –

2. FINANCIAL VIABILITY

Section Evaluation

	Final Rating
Meets the Standard Cecilia Zereceda, 11/19/19	Meets the Standard

A. Explain how the charter school maintains a balanced budget and a positive cash flow.

Somerset Academy Village #5004 has maintained balanced budgets and positive cash flows over the past nine (9) years, as evidenced in the certified audited financial statements and notes thereto on file with the school district. The most recent 2019-2020 annual budget reflects a projected positive ending cash balance of \$823,956 for the year.

The Board reviews and approves a preliminary annual budget prior to the beginning of the fiscal year. The Principal of the School, along with the ESP’s Director of Budget, prepares a school-site budget, which include anticipated revenues and expenditures based on student enrollment. The Board reviews the budget and makes modifications as needed each board meeting (at minimum on a quarterly basis).

The Principal manages the day-to-day operations and site-based finances, including expenditures and receivables and seek prior approval from the Board for expenditures over a pre-approved amount (as per Board policy). The Principal reports at least quarterly to the Governing Board on the progress of the site-based budget and makes recommendations and seeks approval for large expenses. The Governing Board will oversee the Principal and remain responsible for all financial matters delegated to the Principal.

The Board will review and approve a preliminary annual budget prior to the beginning of the fiscal year. The Principal of the School will prepare a school-site budget, which will include anticipated revenues and expenditures based on student enrollment. Each quarter, the Board will review the budget and make revisions, as necessary.

B. Verify that the charter school’s financial obligations are in good standing.

Somerset has established sound financial procedures to safeguard their finances as detailed

above. As such, Somerset's financial obligations are in good standing in that the schools can sustain any unforeseen expenditures based on the current net balance and anticipated surplus.

C. Provide a detailed explanation for the sound and sustainable long-term financial plan for the charter school.

The leadership at Somerset creates and maintains a balanced budget (as approved by the Board) in order to support the vision, purpose, beliefs and values, educational programs, and action plans for continuous improvement. Each school benefits from the support and scrutiny of several entities -- including the governing board, sponsoring local school district, Academica (who was selected by the governing board) -- to provide guidance and resources to assist the schools with fiscal responsibility and accountability on a long-term basis.

Long-term financial planning is also a component of Somerset's Strategic Plan that is analyzed and modified every 5 years. Long-term financial plans are included as objectives in the Strategic Plan to ensure that adequate funds are set aside to meet the needs of the schools on an ongoing basis.

As evidenced by the 2018 special purpose financial statements, Somerset Academy, Inc. has a total net asset balance of over \$73,966,168. Accordingly, it is anticipated that the school will continue to accumulate a surplus that will serve to increase the net asset balance of the entity. Somerset Academy Village #5004 has a combined surplus of over \$1,062,084 in reserve as part of their sustainable long-term financial plan as can be seen in the 2019 Audited Financials on file with FLDOE and BCPS.

Furthermore, as part of its sustainable long-term financial plan, the Governing Board has instituted sound business practices by establishing policies to ensure effective internal and external controls. Somerset Academy Village #5004 has, based on current enrollment trends, utilized the Revenue Estimate Worksheet for 2020-2021 (Appendix R) to forecast and create a Projected Five (5) Year Budget for 2021-2025 (Appendix Q). These measures will ensure the sound and sustainable long-term financial plan for school operations over the next five (5) years.

Attachments

Section 2: FINANCIAL VIABILITY

– No Attachments –

ORGANIZATIONAL PERFORMANCE

1. STUDENT ENROLLMENT AND CONDUCT

Section Evaluation		Final Rating
Partially Meets the Standard	Sean Brown, 11/21/19	Partially Meets the Standard
Meets the Standard	Marion Williams, 11/27/19	
Meets the Standard	Jill Young, 11/27/19	

A.Explain if the charter school’s actual enrollment has been consistent with its projections.

If it has not been consistent, what measures has the charter school taken to increase student enrollment?

Somerset Village Academy has been pretty consistent with its projections in enrollment throughout the past 5 years. The current principal has been at the school for the past 4 years and served 3 years as the assistant principal prior to that. The parents have developed a trust in the administrative team, which helps with enrollment. Moving forward, we hope to increase our enrollment of about 20 students. Due to our population being majority of low socio-economic status they tend to be transient, which sometimes affect our enrollment. Our recruitment efforts consist of mailers which highlights the school’s accomplishments to nearby zip codes, visiting nearby pre-schools, and building relationships with our community partners. We are continuing to include recruitment efforts throughout the year such as picnics at city parks to invite parents out to learn about the school.

B.Provide the demographics of the community the charter school serves. Is the racial/ethnic composition reflective of the community or other public schools in the same school district?

The racial ethnic composition of the school’s student body reflects 3% Caucasian, 64% Black, 33% Hispanic and less than 1% are other races. As a point in comparison, the neighboring schools reflect different percentages in student body composition. At Somerset Village Academy, #5004, we compare to five (5) out of the eight (8) schools below in the Black category, three (3) out of the eight (8) schools in the Hispanic category. See chart below with current demographic information for neighboring schools.

School	WHITE	BLACK	HISPANIC	MULTI/OTHER
S.A.V	3%	64%	33%	Less than 1%

Wilton Manors	18%	53%	21%	6%
Oakland Park	7%	40%	46%	3%
North Side	2%	89%	6%	1%
Lloyd Estates	3%	41%	52%	2%
Rock Island	2%	90%	6%	1%
Oriole	2%	90%	3%	3%
Thurgood Marshall	0%	93%	25%	0%

C.Describe the charter school's

current enrollment procedures as defined in the charter school's contract and in compliance with applicable law.

Somerset Village Academy follows our Somerset Academy, Inc. board approved student enrollment policy.

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

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

- Students who are siblings of a student enrolled in the charter school;
- Students who are the children of a member of the governing board of the charter school;
- Students who are the children of an employee of the charter school;
- Students who are the children of an active duty member of any branch of the U.S. Armed Forces; and
- Students who attended or are assigned to failing schools pursuant to s. [1002.38\(2\)](#).

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

- Students residing within a reasonable distance of the charter school, as described in paragraph (20)(c). Such students shall be subject to a random lottery and to the racial/ethnic balance provisions described in subparagraph (7)(a)8 or any federal provisions that require a school to achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other public schools in the same school district;
- Students articulating from one charter school to another pursuant to an articulation agreement between the charter schools to be approved by the sponsor. This would allow us to continue deliver a seamless curriculum for students across grades K-12 in the network while allowing the school to serve the surrounding community.

D. Describe the charter school's plan to ensure a safe and secure environment.

Somerset Village Academy, #5004, maintains a safe and secure learning environment. The School will cooperate with the Sponsor and law enforcement to provide the safest school possible for the staff and students. The school incorporates all applicable and appropriate District-approved emergency efforts to maintain a safe school environment. The administrative team conducts ongoing trainings for all staff on safety protocols and emergency action plans for emergency situations. Procedures and plans are provided to teachers and the staff through the faculty handbook and during faculty meetings. There have been very few incidents at the school and the appropriate corrective actions are taken to ensure the safety and security of the school and its students. All procedures of Broward District Public Schools are followed utilizing the Broward County Public Schools Code of Conduct and BCPS Discipline Matrix as a guide. Student discipline referrals and outcomes are entered in TERMS pursuant to District requirements. Our protocol for students with any disciplinary action is to counsel the student regarding the behavior to determine the reasoning behind it and make sure that there is no reason to believe the incident would occur again with that student. If any concerns arise, the guidance counselor will get involved and the next actions will be determined dependent on the severity of the situation. If a threat assessment is necessary, we will conduct one and go forward with appropriate steps. The administration will involve law enforcement when necessary. If the team determines the child to need interventions, the child will be placed on a Behavior RTI for further monitoring. In addition to having an onsite school counselor, if it is a situation where the child needs immediate mental health counseling, we will refer to our community partner agencies who can provide immediate support for the child. Each situation is handled appropriately dependent on the circumstances and the support the Collaborative Problem Solving Team deems necessary for the child.

The Governing Board and the School ensures that all provisions of the Jessica Lunsford Act (1012.465.F.S.) and SB 7026, the [Marjory Stoneman Douglas High School Public Safety Act](#) are adhered to at the school in ensuring the safety of all faculty, staff and students on the property. The School, in compliance Florida Statutes, has secured the services of a safe school officer, publicizes the use of FlortifyFL, a mobile suspicious activity reporting tool to promote school safety awareness to all stakeholders, in addition to complying with required training of staff. The school will comply with all reporting requirements from the Office of Safe Schools, including: School Environmental Safety Incident Reporting (SESIR) and Florida Safe Schools Assessment Tool (FSSAT).

Due to the recent Marjory Stoneman Douglas incident and the recent safety act that was put in place, Somerset Village Academy, #5004, has implemented many safety precautions. In addition to the safe school officer that we have always had on our campus, we have also increased campus surveillance by adding cameras to cover all areas of the building including the inside of the classrooms and the perimeter of the building. As usual, we are continuing to conduct our monthly fire drills and our bi-annual evacuation drills. We have added a monthly active shooter/code red drill as required by Florida Statute. Our school operates with a single point of entry into our building which is locked and requires visitors to be buzzed in. Once buzzed in, visitors must present a governmental issued form of identification which is run through our

check-in system. Additionally, last year, we provided all of our staff members and faculty with an active shooter training conducted by the Wilton Manors Police Department.

Security starts from the outside, in. In order to establish if a facility is secure and to identify areas of strength and weakness, the school administration and personnel complete the Readiness Emergency Management Facility Security Checklist on an annual basis. The checklist ensures that administration is always on top of the status of the security of the building. Security designees are accountable for the safety and security of all students and staff. As a whole, the safety and well-being of students is the number one priority of all staff members. Results of the checklist establish where the school needs to tighten security and establish procedures to do so quickly. The forms are completed on an ongoing basis to ensure the safety of the facility is never compromised.

The checklist includes, but is not limited to:

Outer Perimeter Security Check

Perimeter Property Inspection – Fencing/Gates, Drop-off/Pick-up zone, Vehicles/Emergency Vehicles – Parking

Building Exterior Security Check

Signage

Landscaping

Exterior Lighting

Video Surveillance Cameras

Exterior Building Components

Building Interior Security Check

Interior Building Components: Single Point Entry, Security Monitor Station, Camera Control Room/Control Room Monitor, Visitor Management System, Access Control/Photo ID for Visitors

Identification

Student/Staff Identification Procedures and policies

Evacuation Plans

Evacuation Procedures: Drills, Plan for Disabled Students, Accounting Procedures for students & Staff

Building Access/Notification

Keys & Access Cards/Announcements

The school will continue to implement school hardening measures to ensure safety is at the forefront of school operations.

Mental Health as well as social/emotional support is another important factor to ensuring a safe and secure learning environment. Our school has a guidance counselor to support the social and emotional well-being of our students. We have implemented programs from Memorial Health such as Making Proud Choices: Teen Pregnancy Prevention and Life skills: Substance Abuse Prevention. Our guidance counselor continues to conduct group as well as individual sessions for students who are struggling socially or emotionally. Additionally, we are seeking professional development for the staff as well as the administration around mental health topics. The principal and the majority of the staff was trained in Mental Health First Aid by the Educational Service Provider before the start of the 2019-2020 school year. The administration will ensure that all staff members are trained by the completion of the 2019-2020 school year. Florida School Personnel Mental Health Awareness Training, Kognito, has been provided for those who are still in need to be trained in the Mental Health First Aid Training.

With all of these efforts, we feel that we have created a very safe and secure learning environment at Somerset Village Academy, #5004.

Attachments

Section 1: STUDENT ENROLLMENT AND CONDUCT

– No Attachments –

2. FACILITIES

Section Evaluation

	Final Rating
Meets the Standard Victoria Stanford, 11/26/19	Meets the Standard

A.Explain how the charter school’s facilities comply with applicable laws and codes.

The facility has an adequate number of classrooms designed to meet or exceed all pertinent classroom design standards. The facility also includes the following uses: lunchroom and/or multi-purpose spaces, library/media-lab, restrooms, and administrative offices. The facility complies with the Florida Building code pursuant to Section 1013.37, Florida Statutes, and with applicable state minimum building codes pursuant to Chapter 553, Florida Statutes, and state minimum fire protection code pursuant to Section 633.025, Florida Statutes as adopted by the authority in whose jurisdiction the facility is located. Since the school opened, evidence of compliance with applicable facilities laws is seen in the onsite evaluative reports created by the District where it is acknowledged that the school facilities are conducive to a good learning environment. Additionally, the city of Wilton Manors Fire Department and the Department of Health conduct their annual school inspections to determine compliance. The school complies with any requests and corrects anything noted immediately. These inspections are provided to Broward County on an annual basis and are on file for review.

B.Explain how the charter school complies with applicable health and safety laws.

Somerset Village Academy, #5004 complies with applicable health regulations as evidenced by the inspection reports on file. The school stays current on all health inspections. Fire drills as well as the newly required code red drills are conducted and logged on a monthly basis in compliance with the law. Copies of these drills are also provided to the BCPS Charter School Office using the charter tools platform. Evacuation plans are available and are planned to ensure the safe evacuation of all persons from all areas of the school. Evacuation drills as well as tornado drills are conducted once per semester and submitted on the charter tools platform as well. Since the school opened, evidence of compliance with applicable health and safety laws is seen in the onsite evaluation reports from the health department which are on file. In addition, the district has noted compliance during the annual on-site monitoring visit where it is acknowledged that that school has records of all facility inspections on file and that building, fire and safety inspections are on file.

Attachments

Section 2: FACILITIES

– No Attachments –

3. GOVERNANCE, STAFF AND PARENTS

Section Evaluation

		Final Rating
Meets the Standard	Khandia Pinkney, 11/6/19	Partially Meets the Standard
Partially Meets the Standard	Maria Yen, 11/14/19	
Meets the Standard	Aneatra King, 11/22/19	
Meets the Standard	Debbie-Ann Scott, 11/25/19	
Meets the Standard	Brenda Santiago, 12/2/19	

A.Explain how the charter school implements the governance structure as defined in the school's contract.

Somerset Village Academy, #5004 utilizes a governance and leadership system that promotes student performance and system effectiveness. The governing board of Somerset Academy, Inc. is responsible for the affairs and management of the school and provides continuous oversight of school operations. The Board is committed to the mission of the school and is cognizant of their responsibility to effectively and properly manage public funds. The school implements the governance structure as defined in the Charter contract, By Laws and Articles of Incorporation. In addition, the governing board has contracted with Academica Corporation, an educational service and support organization, to provide the school with: fiscal compliance and support, legal guidance, insurance compliance, human resource support and management, fiscal plant acquisition, maintenance and support, and guidance in federal, state and local regulations.

Board Roles & Responsibilities:

Somerset Village Academy, #5004 governing board develops policies and procedures that promote the effective operation of the school that include clearly defined lines of authority, relationships and accountability which support the vision, purpose, beliefs and goals of the school as defined in the school's contract. It is the governing board's role to review, amend and establish new policies for the school at each meeting that are reviewed annually. This allows the governing body to exercise continuous and effective oversight of the school's operations. The Governing Board establishes the school's hierarchy of authority, defines rules and regulations required of all staff in the performance of their job, outlines benefits, and provides for evaluation of mentoring of all staff members. The educational administration team provides the Governing Board with the school's policy manual each year for adoption at the annual board meeting. The adoption of the school policy manual by the governing board does not provide interference to the school administrative team in the accomplishments of its goals. The governing board is provided with the orientation and training when they obtain their position and annually, when needed. The training is in compliance with the Florida State Department of Education and is procured by an approved state vendor.

The Governing Board for Somerset Village Academy, #5004 oversees business operations and sets policies for all the charter schools that fall under its domain. At each meeting, the budget – expenditures and invoices – is reviewed and adjusted as needed to ensure that a balanced budget with a reserve is achieved at the end of each academic school year. The board also establishes and monitors work policies and procedures to ensure effective operation of each school, and promotes data analysis. The conclusions from the data obtained are analyzed, and through team collaboration with school administrators, plans are developed to drive continuous student growth. The principal reports to the governing board at each quarterly scheduled public meeting and at special public meetings called throughout the year. Each school has its own operations manual and handbooks for the teachers, students and parents that set guidelines for the day-to-day operations of the school. These manuals/handbooks, and their updates, are reviewed and approved by the governing board.

Somerset Village Academy, #5004 principal and governing board work as a collaborative team to maintain high achievement, outstanding performance and to ensure that each Somerset Village Academy, #5004 student will meet or exceed proficiency. Dialogues between governing board members and administrative staff occur at governing board meetings. The governing board provides guidance, insight and direction with assistance from the educational service and support provider (Academica). Together, Somerset Village Academy, #5004 stakeholders focus on school programs, plans and policies to remove obstacles that may affect student and teacher safety and performance.

B. Provide an explanation or verification of how the charter school complies with state Sunshine Laws and laws governing public records.

The Board meets regularly, as required by State law and the Charter. The Board adopts a meeting schedule of its annual, quarterly and special meetings in compliance with provisions of state laws, its Charter contract and corporate bylaws. The Board complies with the state Sunshine Laws and laws governing public records. All meetings are open and accessible to the public, notice of which is posted at the school site, as well as on the school's website, a minimum of five days in advance of each meeting. All attendees are provided an opportunity to receive information regarding the charter school's operation. Meeting agendas are made available for all meetings. Meeting minutes, budgets, and audited financial reports are posted on the school's website. In addition, time is allotted at each meeting for public input. The Governing Board members participate in the Florida Consortium of Charter Schools Board Governance Training as required by the State of Florida Department of Education. All public records are kept as required by law. In the event a

public records request is made, the school responds acknowledging the request in a timely manner and produces the records in accordance with applicable law.

Evidence of compliance with applicable governance laws is seen in monitoring the onsite evaluation reports created by the district where it is acknowledged that there is a record kept of board meetings and that the charter board has by-laws regarding how they function as a governing body.

C. Employment/Staffing

Explain how the charter school employs instructional staff that meets state and federal qualifications.

Explain the system that the charter school uses for teacher and administrator evaluations.

Provide the approved and adopted pay for performance plan and salary schedule.

The school employs instructional staff that meets state and federal requirements. All educational staff are required to hold a Bachelor's Degree or higher in their field and have State Certification for the required position. The school's certification annual self-audit displays the staff roster and the qualifications of the educational staff. At the school, there is a record kept of teaching certificates for all teachers, original college transcripts and any out-of-state certificates.

The purpose of Somerset Village Academy, #5004, teacher evaluation system is to increase student learning growth by improving the quality of instruction. The system is founded on a core of effective practices that have been strongly linked to increased student achievement and include the Florida Educator Accomplished Practices and the requirements of Florida Statute 1012.34. Somerset Village Academy, #5004, has opted to utilize the state approved Observe4Success Evaluation System. This model and the observation instruments are linked directly to effective teaching practices and the Florida Educator Accomplished Practices.

It is the governing board's role to determine the effectiveness of its administration. Each Principal is evaluated at least once a year in accordance with F.S. 1012.34. The Governing Board uses the Florida Consortium of Public Charter Schools School-Based Administrator Evaluation to evaluate the administrators from the school. It is then the role of each principal to determine the effective of her teacher performance, and student achievement and report his/her findings to the governing board. The Florida School Grades and state reports of learning gains and proficiency are useful tools in evaluating the schools overall effectiveness.

The current pay for performance plan and salary schedule is on file for review.

D. Demonstrate how the charter school has and is effectively involving parents in its programs as defined in the school's contract or prior application.

Parents are provided with opportunities for involvement in the schools operations. Parent and community in school matters continue to be a fundamental and required part of the philosophy and operation of Somerset Village Academy, #5004 as it states in the Student/Parent Contract. The school ensures that parents, teachers, community members and other stakeholders are actively engaged in the design and implementation of the school's mission. Community leaders and parents are urged to become valuable stakeholders at the school level along with staff, and are also encouraged to assist in developing the school improvement plan. Volunteer hours help guarantee that parents are committed to making Somerset Village Academy, #5004 a success, while ensuring their child's accomplishments in school. Evidence of compliance with parental involvement is seen on the website and in the completion of volunteer commitment. It is also

reflected in the attendance during SAC meetings, parent workshops, school events and out of school functions. Parents are involved in the school's programs through monthly parent activities that begin early in the year with our Annual Title I Public Meeting. This meeting informs parents of the components of the Title I program and gives them information around curriculum and assessments. Additionally, a big piece of the meeting was to recruit parents to become part of the school's decision-making process by attending our SAC meetings, and all of our family nights. Our goal is to combine some of these nights with the SAC meetings so that we can have more participation and input around the decisions made for school improvement, parent support and the use of funds for Title I. Parents have the opportunity to attend several events/activities throughout the year which offer them the opportunity to be involved in the decisions making process and the resources received. There is also an ongoing conversations around the School Improvement Plan during SAC meetings. Somerset Village Academy, #5004 yearly activities calendar contains information about all of the activities the parents can participate in to get involved in the decision-making process of the school. It includes the dates and times of all of the meetings or family nights that will be occurring. Additionally, we send out Parent Links to keep the parents informed of important events or information that tis necessary for them to know.

Attachments

Section 3: GOVERNANCE, STAFF AND PARENTS

– No Attachments –

ATTACHMENTS: EDUCATIONAL, FINANCIAL AND ORGANIZATIONAL PERFORMANCE

1. ATTACHMENTS: EDUCATIONAL, FINANCIAL AND ORGANIZATIONAL PERFORMANCE

Section Evaluation

Final Rating

Attachments Added Rhonda Stephanik, 12/3/19

Attachments Added

Attachments

Section 1: ATTACHMENTS: EDUCATIONAL, FINANCIAL AND ORGANIZATIONAL PERFORMANCE

1.1	R. Revenue Estimate Worksheet for 2020-2021	Boiteux, Patricia, 11/1/19 7:37 PM	XLSX / 606.03 KB
1.2	U. Somerset Board Training Certificates	Boiteux, Patricia, 11/1/19 7:33 PM	PDF / 402.182 KB
1.3	I. Summary of Progress Monitoring Reports 3 of 3	Boiteux, Patricia, 11/1/19 7:31 PM	PDF / 1.4 MB
1.4	I. Summary of Progress Monitoring Reports 2 of 3	Boiteux, Patricia, 11/1/19 7:31 PM	PDF / 1.614 MB
1.5	I. Summary of Progress Monitoring Reports 1 of 3	Boiteux, Patricia, 11/1/19 7:30 PM	PDF / 1.76 MB
1.6	L. Standardized Tests Results	Boiteux, Patricia, 11/1/19 2:13 PM	PDF / 7.377 MB
1.7	B. FSA	Boiteux, Patricia, 11/1/19 2:12 PM	PDF / 7.39 MB
1.8	D. AMO Standards	Boiteux, Patricia, 11/1/19 2:00 PM	PDF / 128.061 KB
1.9	E. FLDOE School Grade-prior years	Boiteux, Patricia, 11/1/19 2:00 PM	PDF / 186.43 KB
1.10	F. FLDOE School Grade	Boiteux, Patricia, 11/1/19 2:00 PM	PDF / 186.43 KB
1.11	H. Early Warning Systems Data	Boiteux, Patricia, 11/1/19 2:00 PM	PDF / 152.944 KB
1.12	N. Somerset Village 5004 Fixed Asset Schedule	Boiteux, Patricia, 11/1/19 1:59 PM	PDF / 415.716 KB
1.13	O. Financial Corrective Action Plan	Boiteux, Patricia, 11/1/19 1:54 PM	PDF / 823.389 KB
1.14	Q. Projected Five Year Budget	Boiteux, Patricia, 11/1/19 1:53 PM	XLSX / 605.696 KB

1.15	S. Student Enrollment Reports	Boiteux, Patricia, 10/29/19 6:44 PM	PDF / 145.836 KB
1.16	T. Discipline Reporting	Boiteux, Patricia, 10/29/19 6:43 PM	PDF / 1.13 MB
1.17	V. Staffing Reports	Boiteux, Patricia, 10/29/19 6:43 PM	PDF / 104.974 KB
1.18	W. Certification Self Audit Elem	Boiteux, Patricia, 10/29/19 6:43 PM	PDF / 142.388 KB
1.19	X. Sample of School Newsletters	Boiteux, Patricia, 10/29/19 6:41 PM	PDF / 1.719 MB
1.20	Y. Teacher and Admin Eval Tools and Docs part 1	Boiteux, Patricia, 10/29/19 6:41 PM	PDF / 2.126 MB
1.21	Y. Teacher and Admin Eval Tools and Docs part 2	Boiteux, Patricia, 10/29/19 6:40 PM	PDF / 101.049 KB
1.22	Z. Pay for Performance Plan and Salary part 2	Boiteux, Patricia, 10/29/19 6:40 PM	DOCX / 20.102 KB
1.23	Z. Pay for Performance Plan and Salary Part 1	Boiteux, Patricia, 10/29/19 6:40 PM	PDF / 98.809 KB

Recommendation

School Name:	Somerset Village Academy
Primary Contact:	Anthony Marucci
Submission Date:	November 1, 2019
Recommendation Date:	February 3, 2020
Recommended By:	Rhonda Stephanik
Charter Status:	Granted

Based on the review and evaluation of Somerset Village Academy's Renewal Program Review, the Superintendent's Charter School Review Committee is providing to the Superintendent an approval for a five-year renewal of the school's charter agreement. The Superintendent will provide the approval to The School Board of Broward County, FL for final consideration.